

An Analysis of the Concept of Freedom of Learning in Instilling Student Character Education Values in the Book "School for Humans" by Munif Chatib

Muhammad Arif Hidayat¹, Moh. Saiful Bahri²

^{1,2}Postgraduate PGMI Students, UIN K.H. Abdurrahman Wahid Pekalongan
muhammadarifhidayat6@gmail.com¹

Abstract

Today, the issue of blurred national character is no less interesting to discuss. Schools have an important role in instilling character values to form a young generation with character. This study aims to find out how to grow character education values based on Munif Chatib's human school book. This type of research is library research (Library Search) and the approach used is a qualitative approach. Methods of data collection in this study using the method of content analysis (content analysis) and documentation. The research results obtained show that the concept of independent learning based on the book "School for Humans" has the meaning of learning that does not only listen to the teacher's explanation, but is a teaching and learning process that requires students to actively participate in the teaching and learning process conveyed by the teacher.

Keywords: *Free Learning, Character Education, Human School*

A. Introduction

The problems found in the world of education and society today show symptoms of the deterioration of the character of the nation's generation which can be seen in terms of the practice of student courtesy which is now starting to fade, which can be seen from the way they talk to others, the behavior towards teachers and parents, the words dirty words that are inappropriate for students of his age, and a friendly attitude towards teachers when they meet seems to have become something that is hard to find. In line with the times, the character and morals of the younger generation are the benchmarks of a nation. Lifestyle, association, and culture that come in this day and age without any filter are accepted without knowing the pros and cons and their effects.¹ The times that have been accompanied by technological developments seem to erode various local wisdom values as well as character education, especially for the younger generation and children.²

Character education is education that must be implemented from an early

¹ Mahmudah, Umi, and Alfa Latifatul Wahidah. "PEMBENTUKAN KARAKTER ISLAMI REMAJA MELALUI KEGIATAN JAM'İYAH DIBA'İYAH DI DESA PAGERWANGI BALAPULANG TEGAL." *Ar-Rihlah: Jurnal Inovasi Pengembangan Pendidikan Islam* 6, no. 1 (2021): 137-154.

² Mahmudah, Umi, Syifa Ulwiyah, Siti Fatimah, and Abdul Hamid. "Transformasi Karakter Anak Berbasis Nilai-nilai Kearifan Lokal Melalui Tarian Tradisional: Pendekatan Bootstrap." *DWIJA CENDEKIA: Jurnal Riset Pedagogik* 5, no. 1: 108-118.

age, which is the main program of national development where the formation of one's own character is a function of all individual human potential.³ Minister Education and Culture, Nadiem Makarim wants a happy learning atmosphere, both students and teachers. In fact, sets standards for assessment in minimum ability including literacy, numeracy, and character surveys. Literacy not only measures reading ability, but ability to analyze content reading along understand the concept behind it. For abilities, what is assessed is not mathematics, but an assessment of ability to apply numerical concepts in real life. One remaining aspect, namely the Character Survey", is not a, but search to see how far the values of and have been practiced by participants learn how far the application of the values of character, religion, and Pancasila which have been practiced by participants educate.⁴

The concept of independent learning is the ability to think students who creative in seeking knowledge from various sources. Students can freely choose learning from various learning sources and free from pressure (as Ki Hadjar Dewantara termed, school must be a learning park for students) which in principle is a free act in expressing learning events without any restrictions and criticism.⁵ Independent Learning is not only in the classroom, being able to answer teacher's questions, being able to only point your hand when asked a question, but free learning is having a spirit and noble aspirations that go beyond the classroom and the boundaries of the world. This will occurs when an educator has independence in teaching.⁶

The teaching system will also change from what was originally nuanced in class becomes outside the class. The nuances of learning will be more comfortable, because can discuss more with teacher, study class *outings* not just listen the teacher's explanation, but rather shape character of students who are brave, independent, smart in, civilized, polite, and not just relying on a ranking system which according to some surveys only disturbs children parents because actually every child has talent and intelligence in their respective fields.⁷

³ Shinta, Dewi, Dina Nurul Aini, Riski Sekar Pratiwi, and Umi Mahmudah. "Pembentukan Karakter melalui Pembelajaran Kalkulus Berbasis I-SETS (Islamic Science Environment Technology and Society) di Masa Pandemi." In *SANTIKA: Seminar Nasional Tadris Matematika*, vol. 1, pp. 234-247. 2021.

⁴ Yulius Obeta Pendi, "Merdeka Belajar Yang Tercermin Dalam Kompetensi Profesional Guru Bahasa Inggris Smp Negeri 01 Sedayu", *Seminar Nasional*, (Yogyakarta: Universitas Sarjanawiyata Tamansiswa, 7 Maret 2020), h. 294

⁵Wawan Setiawan, *Merdeka Belajar: Konsepsi dan Implementasi pada Pengelolaan Sekolah di Era Digital*, (Jakarta: IKA Universitas Pendidikan Indonesia, 2019), h. 4-5

⁶ Houtman, "Merdeka Belajar dalam Masyarakat 5.0", *Seminar Nasional Pendidikan Program Pascasarjana* (Palembang: Universitas PGRI Palembang 10 Januari 2020), hlm 42

⁷ Siti Mustaghfiroh, Konsep "Merdeka Belajar" Perspektif Aliran Progressivisme John Dewey, (Lampung: IAIN Metro Lampung: *Jurnal Studi Guru dan Pembelajaran*, Vol. 3, No. 1, March 2020), hlm 145

Character education at the elementary school level should be an important point beyond the portion of education that leads to cognition. It is at this level that the real character values are formed. The higher the portion of character education, the less and the portion of cognition increases. It is at the college level that the portion of cognition is sharpened sharply and deeply.⁸ In this research, the book entitled "School for Humans" by an education expert named Munif Chatib contains tips on being a creative teacher and ways to create learning that is fun for students and full of character education values, which is the result of research he emphasized *The best process* not *The best Input*. Because many students experience confusion in receiving lessons and are often considered problematic. It turns out that this is just a problem of mismatch between the teacher's teaching style and the student's learning style.

The reason for choosing the book as study material is because it discusses how to develop education through the application of *Multiple Intelligence*, tips on how to jump-start each student according to their unique intelligence, thus creating a school in the learning process, namely, (1) The teacher views all students clever and smart. (2) The students found all the lessons taught easy and interesting. (3) Creating a more lively classroom atmosphere and learning process. (4) Students get an extraordinary and unforgettable first experience.⁹

Based on this background, in this study the authors were encouraged to conduct in-depth research on the title " **ANALYSIS OF INDEPENDENT LEARNING CONCEPT IN INSTALLING STUDENT CHARACTER EDUCATIONAL VALUES IN THE SCHOOLBOOK OF MANUSIA KARYA MUNIF CHATIB**".

B. Discussion

Based on the results of research regarding the analysis of the concept of independent learning in instilling student character education values in the book "School for Humans" by Munif Chatib, the following results were obtained:

1. An analysis of the concept of independent learning based on the human school book by Munif Chatib

In analyzing the concept of independent learning based on the book *The School of Humans* by Munif Chatib, the author uses the literacy and documentation study method for the book *The School of Humans* by Munif Chatib.

Independent learning according to researchers can be interpreted as a way of learning that does not only listen to explanations from the teacher but rather a teaching and learning process that requires students to participate actively in the teaching and learning process conveyed by the teacher.

⁸Sa'dun Akbar, Revitalisasi Pendidikan Karakter di Sekolah Dasar, *Jurnal Pendidikan*: 10 Oktober 2015, hlm 8

⁹ Munif Chatib, "*Sekolahnya Manusia*", (Bandung: PT Mizan Pustaka, 2019), hlm 174

because learning in this way will shape the character of students to be more independent, brave, smart in socializing, civilized, polite and competent. In this case a teacher not only acts as a learning resource but also as a learning facilitator who is required to design an enjoyable learning so that students achieve the expected learning objectives.

The meaning of "independence" in this learning process is an independence in broad thinking to express oneself through every learning activity. Students will be more active and creative in the learning process, and will not feel constrained by boring teaching styles and styles. With a learning process like that, it will create a pleasant learning atmosphere and students will feel more interested and play an active role so that the learning process is no longer dominated by the teacher.

Referring to the decree of the Minister of Education, Nadim Anwar Makarim on December 11, 2019 in his circular which contains an explanation of the four independent learning policies, if associated with the perspective of a figure who initiated the "School of Humans" can be summarized as follows:

1) National Standardized School Examination (USBN)

Munif Chatib himself is of the view that the assessment carried out in the learning process is to use process-based assessment, where the assessment is carried out during the learning process. In addition, it also adheres to the ipsative concept, namely the development of student learning outcomes is not compared or measured by the individual's own development before and after learning. Forms of assessment that can be carried out include written tests, oral tests, identification tests, simulations, work-samples, projects, as well as portfolios.¹⁰

2) Exam National (UN) abolished / abolished.

In line with this, Munif Chatib in his book shares the same view of the National Examination that basically the national exam system is contrary to the contents of the applicable educational curriculum, the application of the educational curriculum which is not in line with the evaluation at the final stage.¹¹ In this case the National Examination is deemed not to be able to fully present student learning outcomes while in the education unit. Munif Chatib in his book says:

"The source of a person's intelligence is his habit of making new products that have cultural value (creativity) and his habit of solving problems independently (*Problem Solving*)"¹²

3) Simplification of the Learning Implementation Plan Format

If you look at the concept of Human School, the Learning Implementation Plan (RPP) is known as the *Lesson Plan*. Munif Chatib

¹⁰ Munif Chatib, *Sekolahnya Manusia*,.... hlm 155-171

¹¹ Sherly, Edi Dharma, Humiras Betty Sihombing, *Jurnal Merdeka Belajar: Kajian Literatur*, (Banjarmasin: STIE Sultan Agung, 2020) hlm 186

¹² Munif Chatib, *Sekolahnya Manusia*,.... hlm 65

himself emphasized the importance of having the *Lesson Plan* made by the teacher before learning. According to him, the quality of learning will be good if a teacher has readiness before teaching.

In addition, there is a teacher paradigm about the importance of making a lesson plan as shown in the following table:

Table 1. The teacher's paradigm in teaching

Wrong old paradigm	The true new paradigm
<ul style="list-style-type: none"> Teachers teach = students learn 	<ul style="list-style-type: none"> The teacher teaching process is not the same as the student learning process. Because TEACHING and LEARNING are two different processes.
<ul style="list-style-type: none"> Teaching planning lies in how a teacher teaches then students understand. 	<ul style="list-style-type: none"> Teaching planning lies in how students can understand, then designing how the teacher teaches.
<p>TEACHER TEACHES →STUDENTS TO UNDERSTAND</p>	<p>HOW STUDENTS UNDERSTAND →HOW TEACHERS TEACH</p>

4) New Student Acceptance Policy (PPDB)

In this policy, the Ministry of Education and Culture provides flexibility to regions to accommodate disparities in access and quality of education in various regions by dividing the zoning system, namely 50% zoning, 15% affirmation, 5% transfer, the remaining achievement paths are adjusted to regional conditions. In this case the region has the authority to make final proportions and determine zoning areas.¹³

The concept of independent learning, which is in line with the book *School of Humans*, offers a fairly basic overhaul in assessment as the output of a learning process. Which does not depend on standardized tests or tests based on formal values, but is based more on authentic assessments.

There are also several obstacles/challenges in realizing the concept of independent learning in Indonesian education, as follows:

- Some elements of the education system that are not in line with the "proportional education system"
- Wrong understanding of the meaning of superior schools in Indonesia
- Curriculum design that is still centralized
- Implementation of a curriculum that is not in line with the evaluation of the final results of education.
- The learning process that uses a high level of creativity

¹³ Nida Mauizdati, Kebijakan Merdeka Belajar dalam Perspektif Sekolahnya Manusia dari Munif Chatib, *Jurnal Review Pendidikan dan Pengajaran Vol 3 No 2*, (Riau: Universitas Pahlawan, 2020), hlm 320

2. Analysis of how to instill character education values in students based on the book *The School is Human* by Munif Chatib

In analyzing how to instill student character education values based on the book *The School of Humans* by Munif Chatib, the author uses the method of studying literacy and documentation of the book *School of Humans* by Munif Chatif. As for data analysis on how to instill student character education values based on Munif Chatib's *The School of Humans* book, it has been listed in the theory of understanding, goals, and various values of character education according to the Ministry of National Education.

In analyzing the kinds of character education values based on Munif Chatib's *Human School* book through various character education according to the Ministry of National Education. The following are the 18 values of character education according to the 2010 Ministry of National Education: 1) Religious; 2) Honest; 3) Tolerance; 4) Discipline; 5) Hard work; 6) Creative; 7) Independent; 8) Democratic; 9) Curiosity; 10) National spirit; 11) love for the motherland; 12) Appreciate achievements; 13) Friendly/Communicative; 14) Likes to read; 16) Care for the environment; 17) Social concern; 18) Responsibility. The way to instill the values of student character education based on Munif Chatib's *Human School* book is to pay attention to the purpose of forming character education. The achievement of a goal in character education is determined by success in using the principles and steps of instilling values - character education value.

C. Conclusion

Based on the results of the above analysis it can be concluded that. The concept of independent learning based on the book *School is Human* by Munif Chatib is a school that focuses on the quality of the learning process, not on the quality of the input of its students. The *School of Humans* can also be interpreted as a school whose teachers are able to guarantee that all students will be guided towards changes for the better, regardless of the academic and moral qualities they have. A school which humanize man is school which accept all type form child without select it with test-test formal which will limit and stop n gi development of children's intelligence. How to instill the values of student character education based on Munif Chatib's *Human School* book, including: *First*, Sustainability, starting from early childhood to high school and even tertiary education. *Second*, practically integrated into the curriculum in each subject. *Third*, character education is not a separate subject but rather a value derived from the material taught in each subject. *Fourth*, the object is students, understanding, and implementation of values that are developed at educational units and levels that aim to make students actively actualize character values.

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