

Merdeka Belajar Kampus Merdeka in the Teaching Assistance Program in Terms of the Fulfillment of Human Rights and the Actualization of Pancasila

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Abstract: *The journey of education in Indonesia does not escape the influence of changing times which causes a shift in the goals of national education. Globalization that has hit the whole world in the 21st century, in order to increase the link and match between higher education graduates with the business and industrial world as well as a future that is rapidly changing, at the beginning of 2020 the Ministry of Education and Culture imposed a new policy in the field of higher education. through the program "Freedom of Learning - Independent Campus (MBKM)". researched about the Independent Learning of the Independent Campus in the Teaching Assistance Program in terms of the Fulfillment of Human Rights and the Actualization of Pancasila Values which were formulated into the following problems: How to Fulfill Human Rights in the Independent Learning Program of the Independent Campus Teaching Assistance and How to Actualize the Values of Pancasila in the Independent Learning Program of the Independent Campus Teaching Assistance . The research method in this journal is normative legal research which puts the law as a building system of norms. In this normative legal research using a concept approach (Conceptual Approach). In this case, the author uses the concept of fulfilling the human rights of education midwives because it is related to both the protection of human rights and the guarantee of human rights by law, which are elements of the rule of law. While the concept approach of actualizing the values of Pancasila itself is because Pancasila is the basis of the state / fundamental norm / basic norm in the life of society, nation and state. Based on what the author has described above, the Independent Learning Campus Merdeka activity in the Teaching Assistance Program has a good and full commitment to fulfilling human rights, especially in the field of education, especially in the Era of Society 5.0 and also realizing the Pancasila profile in accordance with the basic norms of the Indonesian nation.*

Keywords: Merdeka Belajar Kampus Merdeka, Human Rights, Pancasila

1. Introduction

In his expression, Ki Hadjar Dewantara said that he should not teach children only good and necessary knowledge, but also useful knowledge by discovering it on their own without forgetting the environment around them. Then educating children is educating the nation because someday the children we educate will become part of our own nation. Becoming a friend or foe of one's own nation will depend on how we educate it. In addition, children are born like paper with vague writings, the teacher's task is to thicken the vague writing so that it looks bright. Likewise, there is an analogy that a duckling can swim by its mother duck, not by its mother chicken. Those who can educate our nation are groups from our own nation because education is closely related to culture.¹

Various media and journals, the era of the industrial revolution was first initiated by a group of representatives from various fields from Germany, in 2011 at the Hannover Trade Fair. exposed. The German government took this idea seriously as an official idea so that it formed a group on the mission of implementing industry 4.0. In 2015 it was reintroduced and the follow-up was carried out by Angela Merkel at the World Economic Forum (WEF). At the beginning of January 2019, new ideas were circulated that emerged in response to the Industrial Revolution Era 4.0 as a significant development of technology, but the role of the community was very much a consideration for that era.

Society 5.0 offers a human-centered society that balances economic progress with solving social problems that strongly link the real world to the virtual world. The difference between Industry 4.0 and Society 5.0 is not too far away, namely where the Industrial Era 4.0 uses artificial intelligence (artificial intelligence) while Society 5.0 focuses on the human component. Society 5.0 is an era where all technology is part of humans themselves. The internet is not only for information but for living life. It is hoped that technological developments can minimize gaps in humans and economic problems in the future.²

The journey of education in Indonesia does not escape the influence of changing times which causes a shift in the goals of national education. Globalization that has hit the whole world in the 21st century, in order to increase the link and match between higher education graduates with the business and industrial world as well as a future that is rapidly changing, at the beginning of 2020 the Ministry of Education and Culture imposed a new policy in the field of higher education. through the program "Freedom of Learning - Independent Campus (MBKM)". The MBKM policy provides opportunities for students to gain wider learning experiences and new competencies through several learning activities outside their study programs, with the hope that in the future they will be able to produce graduates who are ready to win the increasingly complex challenges of life in the 21st century.

¹ Kementerian Pendidikan dan Kebudayaan , 2021, Buku Saku Utama Kampus Mengajar , 2021

² Republika.id, Apakah Indonesia Menuju Indonesia 5.0 ?, Diunduh pada tanggal 21 Desember 2019, pukul 21.30

Currently, creativity and innovation are important keywords to ensure Indonesia's sustainable development. Students who are currently studying in higher education institutions must be prepared to become real learners who are skilled, flexible and tenacious (agile learners). The Independent Learning Policy – Independent Campus launched by the Minister of Education and Culture is a framework to prepare students to become strong scholars, relevant to the needs of the times, and ready to become leaders with a high national spirit. Permendikbud No. 3 of 2020 gives students the right to study 3 semesters outside their study program. Through this program, there are wide opportunities for students to enrich and improve their insights and competencies in the real world according to their passions and ideals. We believe that learning can occur anywhere, the universe of learning is limitless, not only in classrooms, libraries and laboratories, but also in villages, industries, workplaces, places of service, research centers, and in the community. Through close interaction between universities and the world of work, with the real world, universities will be present as a wellspring for the progress and development of the nation, directly contributing to the coloring of the nation's culture and civilization. Through Merdeka Learning – Merdeka Campus, students have the opportunity for 1 (one) semester or the equivalent of 20 (twenty) credits to study outside the study program at the same university; and a maximum of 2 (two) semesters or equivalent 40 (forty) credits of studying in the same study program at different universities, learning in different study programs at universities different; and/or learning outside of Higher Education.³

The main programs are: the ease of opening new study programs, changes to the higher education accreditation system, the convenience of state universities to become state-owned PTNslaw, and the right to study three semesters outside the study program. Students are given the freedom to take credits outside the study program, three semesters are meant in the form of 1 semester the opportunity to take courses outside the study program and 2 semesters carrying out learning activities outside the university. Various forms of learning activities outside of tertiary institutions, including conducting internships/work practices in industry or other workplaces, implementing community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, conducting studies/independent projects, and following humanitarian programs. All these activities must be carried out with the guidance of the lecturer. Independent campuses are expected to be able to provide field contextual experiences that will enhance competence students as a whole, ready to work, or create new jobs. The learning process in the Merdeka Campus is one of the manifestations very student-centered learning essential. Learning in the Merdeka Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, and develop independence in seeking and finding knowledge through realities and field dynamics such as capability requirements, real problems, social interaction,

collaboration, self-management, performance demands, targets and achievements. Through a well-designed and implemented independent learning program, then the hard and soft skills of students will be formed strongly. One of the activities that can be chosen by students to carry out Independent Learning at the Merdeka campus is the Teaching Campus or Teaching Assistance.

The Ministry of Education and Culture believes that the world will see Indonesia as the first country that has the highest volume of students dedicating themselves to serve their country through their contribution to teaching in schools. Campus Teaching 2021 will be one of the government's largest programs where Indonesian students make a major contribution to their country in improving the quality of learning in the next generation. Campus Teaching 2021 is a follow-up program from the Pioneer Teaching Campus Program which was implemented in 2020 as evidence of the campus' dedication through students to move towards the success of national education in a pandemic condition. Therefore, it is very interesting for the author to research related to Merdeka Learning Campus Merdeka in the Teaching Assistance Program in terms of the Fulfillment of Human Rights and the Actualization of Pancasila Values which are formulated into the following problems:

- 1) How is the Fulfillment of Human Rights in the Independent Learning Program Independent Campus Teaching Assistance?
- 2) How is the Actualization of Pancasila Values in the Free Campus Learning Program for Teaching Assistance?

2. Research Methode

The research method in this journal is normative legal research which puts the law as a building system of norms. In this normative legal research using a concept approach (Conceptual Approach). This means that researchers using concepts in legal science can be used as a starting point or approach for legal research analysis, because many concepts will emerge for a legal fact. In this case, the author uses the concept of fulfilling the human rights of education midwives because it is related to both the protection of human rights and the guarantee of human rights by law, which are elements of the rule of law. While the concept approach of actualizing the values of Pancasila itself is because Pancasila is the basis of the state / fundamental norm / basic norm in the life of society, nation and state.

3. Results and Discussion

Fulfillment of Human Rights in the Independent Learning Program Independent Campus Teaching Assistance

The state of Indonesia is a state of law, so the consequence is that every administration of government affairs must be based on applicable law. According to Freidrich Julius Stahl, the elements of the rule of law (rechtsstaat) are as follows: protection of human rights; separation or division of powers to guarantee those rights, Government based on laws and regulations; and administrative justice in disputes then there

³ Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2020, Buku Panduan Merdeka Belajar – Kampus Merdeka

are also elements of the state in the concept of the rule of law from A.V Dicey is the supremacy of the rule of law; equal position in the face of the law and the guarantee of human rights by laws and court decisions. Indonesia has ratified The Universal Declaration of Human Rights, including the international Covenants on Civil and Political Rights, and Economic, Social and Cultural Rights. The ratification was then set forth in Law No. 11 of 2005 concerning the ratification of the International Covenant on Economic, Social and Cultural Rights and Law No. 12 of 2005 concerning the Ratification of the Covenant on international civil and political rights. Along with that is also the Universal Declaration of Human Rights (UDHR), which has been declared by the United Nations (UN) to form the International Covenant on Human Rights. (HAM). Three other international agreements that serve as benchmarks in global efforts to achieve the goals of education for all and in particular to eliminate discrimination in education are: (1) UNESCO Convention against Discrimination in Education; (2) the Convention on the Elimination of Racial Discrimination; and (3) the Convention on the Elimination of All Forms of Discrimination against Women.⁴

In TAP MPR Number XVII/1998, human rights are basic rights inherent in human beings; naturally, universally and eternally as a gift from God Almighty. These rights include the right to life, the right to have a family, the right to develop oneself, the right to justice, the right to freedom, the right to communicate, the right to security, and the right to welfare. These rights cannot be ignored or taken away by anyone. In other words, it can be said that human rights are basic human rights inherent in Law Number 39 of 1999 which states that human rights are a set of rights inherent in the nature and existence of humans, respected, upheld and protected by the state, government law, and everyone for the honor and protection of human dignity. (General Provisions, article 1 sub 1). From the formulation of this understanding, it appears that human rights are basic rights as a gift from God, and are not given by the government or society. The government's obligation is to provide protection for these human rights through various statutory instruments. Meanwhile, the obligation of fellow citizens is to respect each other for their respective human rights. Human rights are regulated in Article 28 A – 28 J of the 1945 Constitution of the Republic of Indonesia. Article 28C paragraph 1 of the 1945 Constitution of the Republic of Indonesia reads: Everyone has the right to develop themselves through the fulfillment of their basic needs, has the right to receive education and benefit from science and technology, art and culture, in order to improve the quality of life and for the welfare of mankind. This is in accordance with the activities in teaching assistance carried out during the Covid 19 Pandemic Period. Where using technology is much wider and larger to develop oneself through fulfilling their basic needs, they are entitled to education and benefit from science and technology, arts and culture carried out through teaching assistance activities. Here students help by

providing assistance in the world of teaching by utilizing technology in the teaching and learning process as well as completing administrative tasks at school.

Actualization of Pancasila in the Independent Learning Program Independent Campus Teaching Assistance.

Ki Hajar Dewantara stated that the development of each student in accordance with his nature can be done if each student has a view on the life of elementary school students cannot be separated from the life views of parents and the surrounding community. Thus, the profile of elementary school students can also be viewed from the nation's view of life, namely Pancasila. Pancasila is the philosophy or way of life of the Indonesian people, including elementary school students. The behavior of elementary school students in everyday life must reflect the behavior of lifelong learners who have global competence and are relevant to the values of Pancasila. In this regard, the 2021 Teaching Campus Program is directed at strengthening the realization of the Pancasila student profile. The three key indicators of Pancasila student profiles are Lifelong Students, Global Competencies and Behaving according to Pancasila values which are then translated into six key dimensions of behavior or character of Indonesian students at all levels of education, including elementary school level, namely faith and piety to God. YME and have noble character, independent, critical reasoning, creative, mutual cooperation and global diversity. Having faith and piety in God Almighty and having noble character Indonesian students are human beings who have noble character in their relationships with God Almighty, fellow humans, and other creatures. The student understands religious teachings and beliefs and applies this understanding in everyday life. The key element of Indonesian students who believe and fear God Almighty and have noble character is having good morals in religion. Have good morals personally, Have good morals towards fellow human beings, Have good morals towards nature and Have good morals in the state. Mandiri is an Indonesian student who is independent, does not depend on others, stands on his own feet, and can manage himself in life and learn with full responsibility.

The key elements of an independent Indonesian student are Having awareness of oneself and the situation at hand; Have self-regulation; Able to master themselves and have the ability and motivation to solve their own problems in their duties and functions. Critical reasoning is that Indonesian students are human beings who are able to objectively process information both qualitatively and quantitatively to solve problems, build relationships between various information, analyze information, evaluate, and conclude. The key elements of Indonesian students who think critically are Trying to obtain and process information and ideas to solve problems in learning; Trying to analyze and evaluate his reasoning in solving problems in learning; Trying to reflect on thinking and thought processes to solve problems in learning and take decisions to solve problems in learning with full consideration. Creative means Indonesian students are human beings who are able to modify and produce something original, meaningful, useful, and impactful. The key elements of creative Indonesian students are Generating original ideas and Producing original works and actions to

⁴ Gatot Gunarso, Wiwik Afifah, 2012, KONSEP LAYANAN PENDIDIKAN ANAK TERLANTAR SEBAGAI HAK KONSTITUSIONAL WARGA NEGARA. Diakses tanggal 6 Desember 2021, dari DIH, Jurnal Ilmu Hukum, Edisi Februari 2016, Vol. 12, No. 23, Hal. 16 – 34.

solve problems and learn. Working together means Indonesian students are people who collaborate in learning and living voluntarily so that their activities can run smoothly, easily, and lightly. The key elements of Indonesian students working together are Striving to always collaborate in learning; Have a high concern for self, others, and groups in learning and Always share information and experiences in learning with other students. Global diversity means that Indonesian students are human beings who always maintain the noble lines of the nation's culture, locality, and identity as national identity, but remain open-minded in interacting with other nations. This can foster mutual respect and the possibility of the formation of a new culture that is positive and does not conflict with the noble culture of the nation. The key element of Indonesian students with global diversity is the effort to recognize and appreciate the noble culture of their own nation and the culture of other nations; Have the ability to communicate interculturally in interacting with others and always reflect and be responsible for the experience of diversity.

4. Conclusion

Berdasarkan apa yang sudah penulis uraikan di atas adalah kegiatan Merdeka Belajar Kampus Merdeka dalam Program Asistensi Mengajar memiliki komitmen yang baik dan penuh dalam pemenuhan Hak Asasi terutama bidang pendidikan apalagi di Era Society 5.0 dan juga mewujudkan profil Pancasila sesuai dengan norma dasar Bangsa Indonesia.

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