

Research Article

## The Philosophy of Progressivism in Education Based on The Merdeka Curriculum

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**Abstract:** The curriculum serves as the core of education, guiding and encompassing all learning activities to achieve educational objectives. As time and technology progress, the curriculum must evolve to ensure that the education provided to students remains relevant to their future needs. In Indonesia, curriculum development has now progressed to the implementation phase of the Merdeka Curriculum, an initiative designed to keep pace with the dynamic nature of modern advancements. This study aims to explore the concept of the Merdeka Curriculum from a progressive philosophy perspective. The research is qualitative in nature and uses a literature review approach. Data were gathered through observations, interviews, and documentation, and were analyzed using the Miles and Huberman model. The findings suggest that the Merdeka Curriculum ensures that education addresses not only academic content but also the development of character and essential life skills, aligning with the progressive philosophy that views education as a continuous and evolving process.

**Keywords:** Arabic Language Learning, Merdeka Curriculum, Progressivism Philosophy

**Abstrak:** Kurikulum merupakan jantungnya pendidikan yang memuat dan mengarahkan semua kegiatan pembelajaran agar mencapai tujuan pendidikan. Seiring dengan perkembangan zaman dan teknologi, kurikulum juga harus beradaptasi dengan perkembangan tersebut agar pendidikan yang diperoleh siswa relevan dengan kebutuhannya kelak. Pengembangan kurikulum di Indonesia saat ini telah mencapai tahap implementasi Kurikulum Merdeka sebagai upaya untuk menyesuaikan diri dengan perkembangan zaman yang bersifat dinamis. Tujuan dari penelitian ini adalah untuk

mengetahui konsep, implementasi, dan hambatan serta solusi dalam implementasi kurikulum merdeka perspektif filsafat progresivisme. Penelitian ini termasuk ke dalam penelitian kualitatif yang menggunakan metode penelitian kepustakaan. Data diperoleh melalui observasi, wawancara, dan dokumentasi yang kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan Kurikulum Merdeka memastikan bahwa pendidikan tidak hanya mencakup aspek akademis tetapi juga perkembangan karakter dan keterampilan hidup yang penting, hal ini sejalan dengan pandangan progresivisme bahwa pendidikan adalah proses yang terus-menerus dan dinamis.

**KATA KUNCI:** Filsafat Progresivisme, Kurikulum Merdeka, Pembelajaran Bahasa Arab.

## **INTRODUCTION**

The curriculum in the context of education plays a very important role. As Wisley stated that the curriculum is the heart of education which contains what the teacher will teach or what students will learn according to educational goals. The curriculum is a guideline that must be carried out with the aim of achieving quality education. The curriculum is like a compass that will direct education to the goals that have been set. The curriculum as a lesson plan is an educational program designed with the aim of providing learning to students. This program includes various activities that can support the learning process of students, so that it can produce positive changes and developments, both in terms of behavior and skills of students in accordance with the objectives of education and learning (Supriani et al., 2022).

The curriculum contains complex and multidimensional content that must be evaluated thoroughly and periodically in accordance with the development and demands of the times. With the current technological advancements, people are faced with the demand to continuously improve their skills and knowledge in order to keep up with the development of science and technology. The education sector needs to prepare itself for the changes and evolutions that occur in order to prepare the skills of the next generation to face competition in an increasingly sophisticated world. One of the steps that can be taken by educational institutions and policy makers involved is to make continuous improvements to the existing education curriculum (Nugraheny et al., 2023).

The educational curriculum is dynamic because in the development process the curriculum must be adapted to the needs and characteristics of students in accordance with the times. In designing the development of the education curriculum, there are several aspects that must be considered, namely considering the needs of stakeholders from both internal (teachers and students) and external (community environment and parents of students). The education curriculum in Indonesia has undergone several changes, starting from 1947 under the name Rentjana Pembelajaran Curriculum until now it has developed into the Merdeka Curriculum. A total of 10 changes in the education curriculum have occurred in Indonesia, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and 2022 (Cholilah et al., 2023).

Educational curriculum development in Indonesia has now reached the implementation stage of the Merdeka Curriculum, which is an outgrowth of the emergency curriculum introduced in response to the impact of the Covid-19 pandemic. The underlying principle of the new curriculum is a complete focus on

the learner, by promoting the concept of Merdeka Belajar. The concept refers to an approach that allows learners to choose subjects that suit their interests. Schools have the right and responsibility to develop a curriculum that suits the needs and characteristics of their learners (Cholilah et al., 2023).

As explained in the paragraph above, one of the latest innovations in the development of education in Indonesia today is the implementation of the Merdeka Curriculum. This curriculum is designed to give schools and teachers more freedom in developing teaching methods that suit the needs and potential of students. This approach is in line with the concept of the philosophy of progressivism, which emphasizes the importance of hands-on experience, active learning, and the development of critical and problem-solving skills. The philosophy of progressivism, pioneered by figures such as John Dewey, argues that education should focus on the development of the whole person. Progressivism emphasizes learning that is relevant to real life, collaborative and student-centered. In the context of Merdeka Curriculum, this philosophy is applied by giving schools the freedom to design a curriculum that is adaptive and responsive to local needs, and encourages students to be actively involved in the learning process (Kooli et al., 2019).

Several previous studies have been conducted with various studies relevant to this research such as a study entitled "Development of the Independent Curriculum in Education Units and Implementation of the Independent Curriculum in 21st Century Learning". This study aims to collect information on curriculum development steps based on the Indonesian National Qualifications Framework (KKNI) and the Merdeka Curriculum. In addition, this study also looks at how similar and compatible these two development steps are with the principles of Educational Technology and the implementation of the Merdeka Curriculum in 21st century learning today. The results show that there is continuity between the KKNI curriculum and the Merdeka Curriculum and there are similarities and matches in accordance with the principles of educational technology. So that in the implementation of the Merdeka Curriculum, all of this is basically oriented towards increasing the competence of students and all supporting systems that lead to the realization of quality graduates. (Cholilah et al., 2023).

Furthermore, the research with the title "The Concept of the Independent Learning Curriculum (Merdeka Belajar) in Elementary Schools in View Progressivism Educational Philosophy". This study examines the concept of independent learning from the perspective of progressivism education philosophy in elementary schools. The results of this study indicate that the concept of independent learning with progressivism believes that education must be progressive, innovative, flexible, open, rational, and scientific in accordance with the times. The concept of independent curriculum in elementary schools from the point of view of the philosophy of progressivism education has something in common with progress and independence in educational practice. The relationship between the concept of independent learning in primary schools from the point of view of progressivism can be seen from the impact of its implementation (Yunaini et al., 2022).

In another study entitled "The Philosophy of Progressivism Education in the Indonesian Language Education Curriculum" explains that the purpose of this study is to determine the contribution of the philosophy of progressivism in the development of the Indonesian language education curriculum. The results showed that the philosophy of progressivism contributed to the language curriculum, ranging from syllabus, methodology, strategies for dealing with individual differences, assessment, research, to evaluation. In addition, the development of philosophical thinking about language influences language teaching practices in Indonesia, namely the existence of Indonesian language teaching based on traditional linguistics, structural linguistics, and systemic functional linguistics (Zaka, 2022).

Although curriculum change and development is a necessity because the curriculum must be adapted to the times, but for the implementers of the curriculum itself there are always problems caused by the new curriculum. Among the problems experienced by curriculum implementers, both schools, teachers and students, are difficulties in adapting to the new curriculum. The madrasah, headed by a madrasah head, must ensure that all teachers understand and are ready to implement the curriculum, and this is not as easy as turning the palm of the hand, because it takes a long time. One of the main challenges in implementing an independent curriculum is the readiness of teachers as agents of change in the classroom, school support in providing supporting facilities both material and non-material, and the diversity of students in one class. Limited resources such as time, funds, and training materials to support the implementation of an independent curriculum are also one of the problems in curriculum change.

## **RESEARCH METHODS**

This research is included in qualitative research with the type of library research or library research. This qualitative approach was chosen with the aim of gaining an in-depth understanding of the phenomenon being studied in natural conditions. As stated by Aurbach and Silverstein (2023) who revealed that qualitative research is research that analyzes and interprets text and interview results with the aim of finding the meaning of a phenomenon. (Aurbach & Silverstein, 2003). The data in this study were obtained using observation, interview and documentation methods. Primary data in this study are in the form of independent curriculum documents, interview results, and observation results. The data sources or informants in this research are Headmaster, Deputy Headmaster for Academic Affairs, Arabic Language Teacher, and several students. The determination of these informants is based on the consideration that they are parties directly related to the research topic who are able to provide in-depth information related to the research problem. Meanwhile, the data analysis technique chosen is the Miles and Huberman model with the stages of (1) data collection; (2) data reduction; (3) data presentation; and (4) conclusion drawing. (Sugiyono, 2022).

## **RESULTS AND DISCUSSION**

## **The Concept of Learning Curriculum**

Literally, the term "curriculum" comes from the Latin "currere" which means "a small race course" or "the distance to be covered in a sporting event". In the context of education, this term then experienced a shift in meaning to "circle instruction" which refers to a teaching circle where teachers and students are involved in the learning process. In Arabic, the term "curriculum" can be expressed by the word "manhaj" which means "the path that humans take in various fields of life". This shows that the curriculum includes a journey or trajectory that individuals must take in acquiring knowledge, skills and understanding of various aspects of life (Bahri, 2017).

Curriculum and learning are interrelated and cannot be separated from each other. The curriculum serves as a guide that provides the direction and purpose of education and determines the content of the material that must be learned by students. Meanwhile, learning is the process of interaction that occurs between teachers and students in an effort to achieve the educational goals set out in the curriculum (Agil, 2023). A clear and structured curriculum is the basis for an effective learning process. It provides guidelines on what should be taught, how the material should be taught, and what students are expected to achieve in learning. Without a clear curriculum, learning will lose its direction and purpose, making it ineffective in achieving the desired results. On the other hand, the curriculum will only have meaning if it is implemented in the learning process that takes place in the classroom. A good curriculum must be implemented through effective teaching-learning interactions between teachers and students. Learning that occurs in the classroom becomes a means to implement the curriculum, facilitate the process of students' understanding and mastery of learning materials, and develop the skills and understanding expected in the curriculum (Tricahyo, 2013).

Due to the important role of curriculum in education, its development must be done with a strong foundation and based on in-depth thinking and research. Curriculum development done without a strong foundation can have an adverse impact on the failure of education as a whole. Therefore, curriculum development needs to keep pace with developments in science, technology, art, psychology, socio-politics, economics, and other fields. Curriculum development is an important step in adapting the curriculum to the times. The curriculum must be able to provide a clear picture of the direction and goals of education that will be implemented by curriculum implementers. In addition, the curriculum is also a product of changing times and is influenced by social forces, philosophical positions, psychological principles, and educational leadership at that time in history (Nurjannah, 2018).

The definition of curriculum development itself according to Sukmadinata is the preparation of a completely new curriculum (curriculum construction), or it can also improve the existing curriculum (curriculum improvement), or compile the entire curriculum device ranging from the basics of the curriculum, structure and subjects, the outline of the teaching program to the implementation guidelines (macro curriculum) (Bahri, 2017). While Murray Print reveals: "curriculum development is defined as the process of planning, instructing, implementing, and

evaluating learning opportunities to produce desired changes in learners." Curriculum development is the process of designing, constructing, implementing, and evaluating learning opportunities that are expected to produce desired changes in learners (Print, 1993).

Seller and Miller (1985) suggest that the curriculum development process is a series of activities carried out continuously. He views that curriculum development should start from determining the orientation of the curriculum, namely general policies, such as the direction and purpose of education, views on the nature of learning and the nature of students, views on the successful implementation of the curriculum, and so on. Based on that orientation, the curriculum is then developed into a learning program, implemented in the learning process and evaluated. The evaluation results are then used as material in determining orientation, and so on, to form a cycle (Miller & Seller, 1985).

Based on these theories, curriculum development is a way to plan and implement an educational curriculum in an educational unit, and evaluate it as a process of improvement in accordance with considerations of learning experiences and specific goals in order to produce changes in students. Curriculum development has two equally important sides, namely the side of the curriculum as a guide which then forms a written curriculum (written curriculum or document curriculum) and the side of the curriculum as implementation (curriculum implementation) which is nothing but a learning system.

A curriculum developer usually uses several principles that serve as a reference so that the resulting curriculum meets the expectations of educational stakeholders which include students, schools, parents, graduate user communities, and government. The principles to be used in curriculum development activities are basically the rules or laws that will animate a curriculum. Nana Syaodih Sukmadinata divides the principles of curriculum development into two groups: a) General principles, including the principles of relevance, flexibility, continuity, practicality, and effectiveness. b) Specific principles, including principles relating to educational objectives, principles relating to the selection of educational content, principles relating to the selection of teaching and learning processes, principles relating to the selection of media and learning tools, and principles relating to the selection of assessment activities (Bahri, 2017).

### **The Concept of Progressivism Philosophy**

In language, the term progressivism comes from the word progressive which means forward. Progressivism can also be interpreted as a movement of change towards improvement (Wiguna et al., 2021). Progressivism is often associated with the word progress, which is progress. This means that progressivism is a school of philosophy that wants progress that will bring change (Mustaghfiroh, 2020). The philosophy of educational progressivism is a philosophy that refers to the principle of respecting individuals, science, and accepting changes in accordance with the times both technology and environment. So progressivism is a school of philosophy that always wants the progress of students to change the times and the environment that is accelerating so that students are able to adapt and

evenly master the changes (Sopacua & Fadli, 2022)

John Dewey was a progressive theorist, a pragmatist, a philosopher, and arguably the most influential American educator of the 20th century. Therefore, John Dewey is known as one of the "fathers" of the progressivism movement (Vaughan, 2018). The content of his thought is the teaching of educational freedom that prioritizes humanism. The philosophy of progressivism emphasizes that education must be in line with the natural desires of the soul, polite, free, independent, and without coercion (Faiz & Kurniawaty, 2020). So actually educators should not dictate the ability of students. Because it will cause students to become depressed and not in accordance with the wishes of the soul (Ramadani & Desyandri, 2022). Progressivism is built on the pragmatic foundation of philosophy. Therefore, philosophical ideas or views on pragmatism seem to influence the philosophy of progressivism (Aristyasari, 2019). Progressivism philosophy regards education as life, believes in change and rejects all kinds of stability and absolute facts (Kooli et al., 2019).

The philosophy of progressivism places faith in human strength, the strength that humans have is inherited from birth (human nature). The point is that from birth humans already carry basic talents and (tendencies) or potential (abilities), especially any strength, so that with their intelligence, humans will be able to overcome all physical aspects of their lives, be it challenges, obstacles, threats or effects that arise from their environment (Slametno et al., 2019). In simple terms, the principles of education in progressivism are as follows: (1) Learners should have freedom and develop naturally; (2) Direct experience is the best stimulus for learning.; (3) Teachers should be able to guide and be a good facilitator. ; (4) Educational institutions should become educational laboratories for learner change; (5) Activities in educational institutions and at home should be cooperative (Mustaghfiroh, 2020).

### **Alignment of Progressivism Educational Philosophy with the Merdeka Curriculum Concept**

To improve the quality of human resources in Indonesia, especially in the era of the industrial revolution 4.0, the Ministry of Education and Culture launched the Mandiri Belajar program policy as a guide for future learning (Sherly et al., 2021). Mandiri Belajar is a learning program that is presented to create a pleasant learning atmosphere for students and teachers (Wiguna et al., 2021). The concept of independent learning launched by the Ministry of Education and Culture refers to Progressivism developed by John Dewey which is based on the idea that society must keep up with the times. So that education must be adapted to the current era so that education can create humans who are able to solve problems and can face the challenges of the times they face. Progressive school curricula do not encourage competition between individuals. Instead, they expect learning that encourages cooperation between individuals. The philosophy of progressivism aims to make people always evolve together with the environment and situations that are constantly changing towards the progress of the times (Aristyasari, 2019).

Progressivism's view of an independent learning curriculum is based on the

view of learners as beings who have advantages over other beings. In addition, the close relationship between school and society is a trigger for the development of the idea of progressivism. Learners already have reason and intelligence. So students can have the creativity to solve problems. Progressivism wants the principle of flexibility to advance education. To achieve this goal, according to John Dewey, education must be democratic. This means that education functions more to provide freedom and flexibility to students. So that the potential of students can develop properly (Wiguna et al., 2021).

Progressivism seeks to advance education by using flexible principles. This goal is more clearly achieved, according to John Dewey, if education is democratic. Education emphasizes freedom or independence for students in accordance with their respective natures in order to develop optimally. Students, as subjects of education, must be guided as different social groups. As a result, teachers must be able to identify a wide range of talents, interests and intelligences. The success of educational goals is measured by how the teacher becomes a facilitator, guiding students to explore their talents and interests to the fullest (Nurhamsah et al., 2021). Progressivism strongly emphasizes several principles in learning, namely: (1) the educational process is student-centered, starting from and ending with students; (2) students play their role as active human beings; (3) teachers as facilitators, guiding, and giving directions; and (4) educational institutions strive for a cooperative and democratic atmosphere; (5) students must focus on solving problems, not just mastering subject matter (Ramadani & Desyandri, 2022).

The concept of independent learning education with progressive education is (Woenardi et al., 2022): (1) Student-centered (child-centered). In students there is a natural desire to learn with their environment, in them there is a need for interest in experience. Progressives make students the focal point of education. The curriculum and methods of progressivism are developed based on the needs and developed based on the needs, interests, and initiatives of the child; (2) Active students. Students are children who are actively learning. Students will learn if they are not frustrated by authorities who impose their will and goals. Resisting learning is remembering, memorizing and reading; (3) Social class of the larger class. John Dewey in his book *My Pedagogic Creed* said: "Education is not preparation for life, education is life itself, and thus education is the process of life and not preparation for life." Learning and education occur continuously in a person's life, learning experiences in everyday life are inseparable from the bulkhead of time, space and context. Learning is interrelated between one object of knowledge and other knowledge takes place continuously; (4) Focus on problem solving. This stage follows the pragmatic emphasis on experience and problem-solving epistemology. Knowledge is gained from experience rather than instruction delivered by the teacher. The learning methods used by Progressivism are: Learning by doing, problem solving, active teaching; (5) Cooperative and democratic school social construction. Education is life itself and not preparation for life. Cooperative and democratic learning methods are more in line with daily life. School is a place of unnatural competition, progressives reject the inefficient and unhealthy overemphasis on competence. Group assessment can represent the learning process

as opposed to individualistic assessment.

### **The Concept of Learning in the Merdeka Curriculum from the Perspective of Progressivism Philosophy**

Education in the perspective of progressivism is a means prepared to develop students' abilities to survive the challenges of life, which will practically always evolve and change. The process of education in the view of progressivism has two aspects: sociological and psychological. From the sociological aspect, an educator must know where to guide these energies. Progressivism explains that education is a developmental process, so educators must always be ready to modify various methods and strategies to utilize the latest knowledge and adapt to changes that create trends in society. From the psychological aspect, educators must understand the potential and abilities of students to be developed, with the aim of choosing the appropriate methods and determining the foundation to be used. Psychological approaches commonly used in the educational processes of several developed countries include pragmatism and behaviorism. This aligns with the progressive education perspective known as instrumentalism, experimentalism, or environmentalism, which is closely related to methods, experience, environment, progress, and the usefulness of activities undertaken.

The educational concept provided by progressivism emphasizes giving empirical experiences to students. It aims to provide students with numerous experiences in their efforts to solve problems they encounter. Students are not only seen as beings with physical and spiritual unity but also need to be viewed from the manifestation of their behavior and actions derived from their experiences (Wulandari, 2020). This means that students' intelligence needs to be actively utilized in the learning process, making education open, natural, and free from barriers separating it from society (Maemonah, 2020). Education is considered a microcosm of society itself, with the expectation that students can internalize their lives through an educative learning process. Educative learning is synonymous with free learning, and thus it should be carried out both inside and outside the classroom.

Progressivism requires a principle of flexibility to advance education. To achieve this goal, education must be democratic. Education should provide freedom and autonomy to students so that their potential can develop well (Dian et al., 2023). In this context, educators must view students as unique and distinct communities, enabling them to explore their abilities, intelligence, tendencies, interests, and diverse talents (Quay & Seaman, 2013). Therefore, the concept of progressive education considers one of the important measures of educational success to be the extent to which it can maximally explore and develop the abilities and potential of students.

Hein explains that, in practical terms, progressive education emphasizes several key aspects: 1) learners should be free and develop naturally, 2) direct experiences are the best stimuli for learning, 3) educators should guide and be effective facilitators, 4) education should serve as a laboratory for the change and development of learners, and 5) activities within and outside of education should be

integrated. Thus, progressive education views the educational process as being grounded in the inherent human qualities of creativity, innovation, and dynamism, which are fundamental potentials for solving life's problems. This means that progressive education provides engaging experiences for learners to develop their existing abilities and apply them in real-life situations (Hein, 2016).

Meanwhile, the Merdeka Curriculum possesses characteristics that align with the concept of education in the philosophy of progressivism, namely: (1) Learning is designed with consideration of the developmental stage and current achievement level of students, tailored to their learning needs, and reflecting the diverse characteristics and development of students to make learning meaningful and enjoyable; (2) Learning is designed and implemented to build the capacity for lifelong learning; (3) The learning process supports the holistic development of students' competencies and character; (4) Relevant learning, which is designed in accordance with the context, environment, and culture of students, and involves parents and the community as partners; (5) Learning is oriented towards a sustainable future.

Based on the principles of learning in the Merdeka Curriculum, we can see that there is an alignment between the concept of the Merdeka Curriculum and the philosophy of progressive education. Both concepts emphasize the importance of freedom and flexibility for educational institutions to fully explore the potential and abilities of students, who naturally have diverse competencies. When formulated together, these concepts share a similar meaning: students must be given the freedom to develop naturally. This freedom should be accompanied and facilitated by teachers to ensure proper direction, and the experiences that students have are the best stimuli for learning. Education should serve as a laboratory to assist in student transformation, and activities within and outside the educational setting should be integrated.

The Merdeka Curriculum is based on paradigms such as the philosophy of progressive education, which advocates for a more progressive approach to education, aiming to enhance its quality. Merdeka Belajar (Independent Learning) is closely related to the concepts of life-long learning, self-regulated learning, growth mindset, and is also known as student-centered learning. In the Merdeka Belajar concept, students are expected to develop superior competencies to become a high-quality generation in the future (Mazid et al., 2021). The ability to continue learning and a growth mindset are crucial assets for the nation's generations in facing the advancements of the times. Independence in learning is not merely a goal but also a process that evolves as children grow within the national education system. When children learn independently, their competencies are more robustly developed, and they remain motivated to learn and enhance their skills. This educational cycle, built on lifelong learning, is grounded in the freedom to learn and explore knowledge according to each child's interests and talents. Therefore, the concept of the Merdeka Curriculum is highly relevant from the perspective of progressive education, which views humans as having the potential for continuous development to hone their abilities according to their needs.

The concept of the Merdeka Curriculum education aligns with progressive

education, which views humans as physical beings resulting from evolution, and as social, biological, and psychological entities. This perspective acknowledges that humans are in a constant state of becoming, continuously changing and evolving. As Dewey explained, "Education is the process without end," meaning that education is an endless process. This concept resonates with the wheel of life, which continuously undergoes extraordinary changes to address social problems. The mentality of progressive education is humanistic and adheres to the principle that "man is the measure of all things." Therefore, the goals and methods of education must be flexible and open to continuous improvement, and educational objectives should be rational and scientific.

The development of the Merdeka Curriculum can be said to align with the essence of the philosophy of progressivism, which corresponds to human growth itself. Humans will continuously follow dynamic development as they grow and evolve in their era, and thus, education must adapt to this (Mustaghfiroh, 2020). Additionally, it aligns with the concept of lifelong education, which emphasizes that education must adapt to the conditions of the times (Widiani, 2020). The concept of Merdeka Belajar (independent learning) is related to the philosophy of progressivism, as both provide freedom in the field of education.

In its implementation, the Merdeka Curriculum emphasizes the importance of the principle of independence for students, meaning that education is not merely about pouring water into a bottle. Instead, it provides students with opportunities to develop their potential to stand on their own, yet still under the supervision of teachers and parents to ensure that their potential does not lead to negative outcomes (Faiz & Kurniawaty, 2020). The concept of Merdeka Belajar has fully empowered students (student-centered), meaning that students are active participants in their educational process. Consequently, educators serve as guides and facilitators, fostering an environment of mutual knowledge exchange.

## CONCLUSION

From the perspective of progressivist philosophy, education is a means to develop learners' abilities to face the ever-evolving challenges of life. In this context, the Merdeka Curriculum focuses on two main aspects: sociological and psychological. Sociologically, educators must guide learners by adapting teaching methods and strategies to meet the changing needs of society. Psychologically, educators need to understand the potential and abilities of learners to select appropriate methods. The core principle of progressivism emphasizes the importance of empirical experience and flexibility in education. By integrating experience and flexibility, the Merdeka Curriculum ensures that education encompasses not only academic aspects but also character development and essential life skills, aligning with the progressivist view that education is a continuous and dynamic process.

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