



PARADIGMS THAT SHAPE STUDENT CREATIVITY REVIEWED FROM THE CHARACTERISTICS OF THE INDEPENDENT CURRICULUM

PARADIGMA YANG MEMBENTUK KREATIVITAS PESERTA DIDIK DITINJAU DARI KARAKTERISTIK KURIKULUM MERDEKA

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Abstract

This study aims to identify paradigms that can shape student creativity, provide clear guidance for educators in developing that creativity, and prepare more creative educational units based on the characteristics of the Independent Curriculum. The Independent Curriculum is a step in educational transformation that emphasizes learning flexibility that is more based on the needs and potential of individual students. In this study, the method used is descriptive qualitative, where data is collected through a literature review from various relevant sources and then analyzed analytically to gain insights into strategies and actions that can be applied to stimulate student creativity. The results of this study demonstrate the importance of concrete actions in creating a learning environment that supports creativity and the attitudes that educators must have to optimize the implementation of the Independent Curriculum. These findings are expected to serve as useful guidelines for educators and educational units in creating more innovative, creative, and potential-based learning, thereby forming a generation that is better prepared to face global challenges.

Keywords : Paradigm that Shapes Creativity, Characteristics of the Independent Curriculum



Abstrak

Penelitian ini bertujuan untuk mengidentifikasi paradigma yang dapat membentuk kreativitas peserta didik, memberikan panduan yang jelas bagi pendidik dalam mengembangkan kreativitas tersebut, dan mempersiapkan satuan pendidikan yang lebih kreatif berdasarkan karakteristik Kurikulum Merdeka. Kurikulum Merdeka merupakan sebuah langkah dalam transformasi pendidikan dengan menekankan pada fleksibilitas pembelajaran yang lebih berbasis pada kebutuhan dan potensi individu siswa. Dalam penelitian ini, metode yang digunakan adalah kualitatif deskriptif, di mana data dikumpulkan melalui tinjauan pustaka dari berbagai sumber yang relevan dan kemudian dianalisis secara analitis untuk menggali wawasan tentang strategi dan tindakan yang dapat diterapkan untuk merangsang kreativitas peserta didik. Hasil penelitian ini menunjukkan pentingnya tindakan nyata dalam menciptakan lingkungan pembelajaran yang mendukung kreativitas serta sikap pendidik yang harus dimiliki untuk mengoptimalkan penerapan Kurikulum Merdeka. Temuan ini diharapkan dapat menjadi pedoman yang bermanfaat bagi pendidik dan satuan pendidikan dalam menciptakan pembelajaran yang lebih inovatif, kreatif, dan berbasis pada potensi peserta didik, sehingga dapat membentuk generasi yang lebih siap menghadapi tantangan global.

Kata Kunci: Paradigma yang Membentuk Kreativitas, Karakteristik Kurikulum Merdeka

1. INTRODUCTION

Education is a form of institution with the aim of building the quality of the country through the next generation of the nation. The quality in question is the achievement and goal of producing the best individuals and is needed by the country to be able to compete with the world economic market. In other words, education creates the main components that are able to support a country to achieve change towards the better and continue to develop.

Education is a process of changing attitudes, knowledge, and behavior that is carried out as a step to prepare the next generation of the nation in facing the world of work in real life. In this process, different methods are needed in its implementation, this is due to the level of education and the structure that is formed systematically. Thus, running education can only be done gradually in order to achieve the goals of education itself. In addition, education functions as a medium or place to convey information to students. Education can also train students in forming a responsible attitude, discipline, and building good morals.

With the ongoing learning activities carried out during the pandemic, students must be able to adapt themselves back to face-to-face learning situations. This condition is a fairly large demand for the education system in Indonesia to cover the lack of material that occurred during the pandemic. The Ministry of Education and Culture (2021) explains that **Independent Learning** is a step to transform education in order to realize superior Indonesian Human Resources (HR) who have the profile of Pancasila students. To implement Pancasila studies in developing the character of Pancasila youth, it is crucial to integrate Pancasila values into every aspect of life, particularly in education. One way to do this is by integrating Pancasila education



into a character-based curriculum, emphasizing the practice of Pancasila values in students' daily lives, both at school and in the community. Pancasila-based character education can be implemented by developing soft skills such as tolerance, mutual cooperation, and social justice, which are core Pancasila values (Ministry of Education and Culture, 2021). Furthermore, extracurricular activities that encourage student involvement in social and leadership activities, such as community service programs or student organizations, can strengthen the practice of Pancasila values in real life (Sudirman, 2020). Through these activities, students learn to apply values such as just and civilized humanity and Indonesian unity in concrete actions. Thus, Pancasila education not only teaches theory, but also forms character that reflects noble behavior in accordance with the spirit of Pancasila, making the younger generation not only academically intelligent, but also have good character and are socially responsible.

The solution provided by the government in Indonesia is to implement learning using the independent learning curriculum. Permendikbud Number 56/M/2022 explains that the implementation of the independent curriculum is an effort made to catch up on learning. Learning activities in the independent curriculum provide educators with the freedom to process contexts that are appropriate to the circumstances and limitations of school facilities. The Independent Curriculum also provides new colors and atmosphere for students in terms of learning.

Given that the definition of learning is a conscious effort made to gain knowledge, then the simple demand of learning is to obtain information through activities that have been conceptually structured. The independent learning curriculum is here to facilitate a structured learning concept but gives freedom to educators to manage the learning process that will take place. This of course gives educators the freedom to organize the learning process with the facilities available at school.

The strategic role of educators in implementing and achieving success in the independent learning curriculum gives educators the freedom to process learning from the planning, implementation and evaluation stages (Daga, 2022). This is in accordance with the explanation by the Minister of Education and Culture (2019) that the writing of RPP is carried out efficiently and effectively so that educators have more time to prepare and evaluate the learning process itself with just one page. This means that with the independent learning curriculum, educators are made easier to create RPP and only focus on designing an effective learning process that is equipped with evaluation. Moreover, in the independent learning curriculum, freedom is not only given to educators but also students in developing their potential and making it easier for educational units to manage the curriculum (Panginan and Susianti, 2022).

In developing their potential, students must strive to gain knowledge in various appropriate ways. The method in question is through independent learning based on guidance and direction from educators. The guidance and direction given must be aimed at the readiness of students to face situations and conditions that often arise in real life. One of the objectives



of learning in the independent curriculum is to equip students with the creative thinking skills needed as a form of student readiness to face challenges in the real world (Wicaksono, et al. 2022) .

The Independent Curriculum Program is a curriculum proposal that emphasizes the development of students' creativity and independence in learning (Firdaus & Hadi, 2023) . The independence of trained students will have an impact on the development of their creativity in providing solutions to a problem. Over time, the demands for independence given to students result in the development of their level of thinking. However, students' creativity cannot be formed unilaterally without involving the role of educators and educational units. In response to this statement, it is necessary to conduct research that discusses the paradigm that shapes students' creativity in terms of the characteristics of the independent curriculum.

2. RESEARCH METHOD

This study uses a qualitative descriptive approach to analyze the paradigms that shape student creativity in the context of the Independent Curriculum. Data were collected through in-depth interviews with teachers, students, and principals in several schools implementing the Independent Curriculum. According to Sugiyono (2017:194), interviews are used as a data collection technique when researchers want to know more in-depth things from respondents. Participants were selected using purposive sampling, taking into account their experiences in implementing the curriculum (Creswell, 2014: 179). Furthermore, observations of the learning process were also conducted to determine how the characteristics of the Independent Curriculum, such as project-based learning and a more flexible approach, influence the development of student creativity (Saavedra & Opfer, 2012: 11). The data obtained will be analyzed using thematic analysis to identify the main paradigms that influence student creativity, as well as the relationship between curriculum characteristics and the improvement of students' creative abilities (Braun & Clarke, 2006: 79).

3. RESULTS AND DISCUSSION

Creativity is a form of skill that contains original ideas, concepts, and works and is needed by 21st-century society to face complex problems (Jufriadi et al., 2022) . The Merdeka Belajar Curriculum is here as an answer to the tight competition for human resources globally in the 21st century. Creativity makes the personality of the Indonesian people broader, more flexible, and less rigid. Creativity as a thinking skill to support or create joints to solve a problem. Thus, a creative way of thinking is needed by every individual in facing and solving a problem that is present in life. Preparing creative individuals is not an easy thing. In general, creativity does not come from natural talents, but can be formed through a routine process of responding to problems that are difficult to solve gradually and continuously. The Merdeka



Belajar Curriculum facilitates and prepares students to face real life through stimulating creativity.

The Ministry of Education and Culture (Kemdikbud, 2023) outlined three key characteristics that symbolize learning implemented under the Independent Curriculum: the development of soft skills and character, a focus on essential materials, and flexible learning. The development of soft skills and character aims to shape students into individuals who are not only academically intelligent but also possess strong social and emotional skills, such as communication and collaboration skills, and character values such as integrity and responsibility. The focus on essential materials prioritizes in-depth understanding of core concepts, reduces irrelevant material, and enables students to master critical and creative thinking skills. Meanwhile, flexible learning gives students the freedom to learn at a pace and style that suits their needs, both through the use of technology and various methods that allow for deeper exploration of students' personal interests and talents. These three characteristics complement each other to create a learning environment that is more adaptive, relevant, and supports students' holistic development.

Soft skills are natural abilities that a person has as a form of readiness to face work demands. Soft skills are passive, if not trained and continuously developed. To develop *soft skills*, exercises that require *soft skills are needed*. In the independent curriculum, the development of *soft skills* and character is carried out through a project to strengthen the profile of Pancasila students. This means that during the learning process, students are directed to continue learning until they have the competence, character and behavior in accordance with those contained in the values of Pancasila through a framework of activities created to achieve certain goals. The purpose of creating the project is as a means to enrich students' knowledge through the process of thinking with direct action based on the material or theme that has been provided. The output of the project can be in the form of work, attitudes,

The Ministry of Education, Culture, Research and Technology (2021) explains the six dimensions in the Pancasila Student profile that must be possessed simultaneously because they are related to each other. The six dimensions include: 1) Faith, devotion to God Almighty, and noble character; 2) Global diversity; 3) Mutual cooperation; 4) Independent; 5) Critical thinking; and 6) Creative. The attitudes instilled in students through the six dimensions will produce a creative personality that is honest, respects opinions and differences, is able to carry out tasks in groups or independently, and has analytical thinking skills.

Educational units, educators and students have an important role in realizing the Pancasila student profile project in independent curriculum learning (Sufyadi et al., 2021), namely as:

Table 1. Role of Educational Units, Educators, and Students (Sufyadi et al., 2021)

Education units	Educator	Learners
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<ul style="list-style-type: none"> a) Team builder and project planner b) Project process supervisor and educational unit resource manager; c) Collaborative liaison between subjects and objects in the project d) Developing communities of practitioners in educational units; e) Regular mentoring and training of educators; f) Preparation of plans, processes, reflections and evaluations of assessment project development. 	<ul style="list-style-type: none"> a) Project planner b) Project facilitator c) Project assistant d) Project resource person e) Supervision a) f) Moderator 	<ul style="list-style-type: none"> a) Students who are competent and have character in accordance with Pancasila values. b) Active participants in the learning process according to interests and talents.
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Anggreini and Priyoadmiko (2022) put forward a new program created by the Ministry of Education and Culture to restore the essence of the law to the national education system by providing freedom to innovate independently and creatively with the aim of increasing creative thinking power for all students. The creativity in question is being able to create or create new thoughts that are authentic in nature in a proportional manner and encompass deep knowledge insights. By referring to these six components, creativity in students will have a positive value. In addition, learning carried out with the independent curriculum is inclusive, so that it can accommodate student characteristics to continue to hone creativity in responding to various life phenomena (Muliardi, 2023) .

The second characteristic of the independent curriculum is that the learning carried out focuses on essential, relevant, and in-depth material with the intention and purpose that educators have enough time to build students' creativity in achieving basic competencies. By referring to the delivery of essential material which is basic, essential, original material and is the basis for the development of subsequent related material, indirectly the independent curriculum provides more space for students to build creativity. Not only that, the condensation of the material delivered in the independent curriculum is also relevant or related and



interconnected, this provides an opportunity for students to receive training and develop creativity in depth.

Educator creativity can stimulate student creativity, this is because in developing creativity, students can use their imagination and reasoning from the delivery of material that has been packaged by educators. For this reason, creativity is not only required of students but also educators. In this case, educators' conceptions of creativity are often limited to ways of thinking to solve a problem using new strategies so as to produce something different from usual (Wicaksono et al., 2022) . However, creative thinking is not enough just to solve problems using new strategies, but to develop knowledge, thinking skills, broaden horizons and continue to try the right methods to get answers to problems independently. The results or solutions obtained from this development are correct or at least better than those that already exist.

Learning implemented with the independent curriculum emphasizes the process of creativity, meaning that learning must start from finding problems, solving them, and communicating the results. Regarding this, Nurani et al., (2020) also argue that educators must be able to create a situation, or face problems that require and stimulate students to always think creatively, in the following ways: 1) creating creative questions for students; 2) creating motivational skills for educators; 3) creating a creative environment for students.

Several important points that educators can do to improve student creativity are conveyed by Mayesky (in Nurani et al., 2020) as follows: 1) educators appreciate the results of students' creative thinking so that they continue to be motivated in terms of creativity; 2) educators appreciate questions, ideas, and solutions from students that are unusual or different from their friends; 3) educators show that students' ideas have value by giving students the opportunity to respond and respond to other people's answers.

Educators must always provide support to students, therefore the demands of educators are to direct students to find and produce new ideas, conduct group discussions to obtain various information so that students are able to conceptualize systematic understanding. To realize this, Nurlaela, et al. (2019) detailed four components referred to as the pillars of the scientific approach to creative thinking as follows: 1) Associating, connecting a number of ideas in forming concepts 2) Questioning, students who are able to compose and formulate questions 3) Observing, namely the ability of students to review and observe the information they want to know 4) Experimenting, students who are not afraid to fail in trying to connect a number of different elements.

Nurlaela, et al (2019) also added that one of the things that educators can provide to students in developing creative thinking skills is by asking open-ended (divergent) questions.

The third characteristic of the independent curriculum is that the learning activities carried out are flexible, meaning that educators are given the freedom to develop the abilities and skills of students according to the stages of achievement and development of each student by making adjustments to the learning context of each region. Oktavia, et al. (2023) stated that



learning outcomes in the independent curriculum are more flexible, simple, and in-depth. Talking about flexibility, one indicator of creative thinking is flexibility (*flexibility*). This shows that the independent curriculum demands the role of students, educators, and educational units in creating a creative, modern learning ecosystem that can be developed over time.

4. CONCLUSION

General characteristics that are symbols in learning implemented with the independent curriculum are: 1) Development of *soft skills* and character; 2) Focus on essential materials; and 3) Flexible learning. Learning implemented with the independent curriculum emphasizes the process of creativity, meaning that learning must start from finding problems, solving them to communicating the results. This of course involves integration between students and educators, which means that there needs to be cooperation between educators and educational units to design learning activities. The design aims to instill attitudes in students who have a Pancasila student profile that contains creativity in it.

To achieve the development of creativity in students, there needs to be good cooperation according to the role of each stakeholder. These roles in educational units are: a) Team builder and project planner; b) Project process supervisor and manager of educational unit resources; c) Collaborative liaison between subjects and objects in the project; d) Developer of a community of practitioners in educational units; e) Regular mentors and trainers for educators; f) Compilers of plans, processes, reflections and evaluations of assessment project development. While the role of educators is as a) Project planner; b) Project facilitator; c) Project mentor; d) Project resource person; e) Supervision; and f) Moderator. While students have roles as: a) Competent students and have characters in accordance with Pancasila values; b) Active participants in the learning process according to interests and talents.

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