

STRENGTHENING THE MENTALITY OF EDUCATORS WITH THE INDEPENDENT LEARNING CURRICULUM IN THE ERA OF SOCIETY 5.0

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Article history: received 06 January 2025; revised 12 February 2025; accepted 18 April 2025

DOI : <https://doi.org/10.33751/ijmie.v4i1.12728>

Abstract. This study aims to explain the strengthening between the mentality of educators and the Merdeka Belajar Curriculum in the era of Society 5.0. An individual's view of their abilities and potential, with the belief that abilities can be developed through continuous effort, practice, and learning experiences. Meanwhile, the Merdeka Belajar Curriculum authorizes schools to design a curriculum that is responsive to the needs and potential of students. The research method used in this research is a descriptive qualitative approach by conducting literature studies and conceptual analysis. This research combines the concepts of mentality and Merdeka Belajar Curriculum to identify the relationship between the two in the Society 5.0 era. The data collected will be analyzed thematically to gain a comprehensive understanding of the relevance and practical implications of combining these two concepts in today's educational context. The results of this study will provide insight into how the implementation of mentality in the Merdeka Belajar Curriculum in the era of Society 5.0 and can develop adaptability and innovation in the independent learning curriculum in the era of Society 5.0.

Keywords: mentality; strengthening; Merdeka Belajar Curriculum; Society 5.0

I. INTRODUCTION

The change in the educational paradigm in Indonesia through the implementation of the Independent Learning Curriculum requires a transformation not only in the learning system, but also in the mentality of educators. The mentality of educators in this context refers to the way of thinking, attitudes, and readiness of teachers to face changes, innovations, and dynamics in the era of Society 5.0, where digital technology is integrated with almost all aspects of life [1]. Recent research confirms that the Independent Curriculum provides flexibility for educators to develop creativity, collaboration, and student-centered learning innovations [2]. In the context of Society 5.0, educators are required not only to master pedagogic competencies, but also digital literacy, data literacy, and adaptive ability to artificial intelligence-based technology [3]. Studies in Japan show that the concept of Society 5.0 emphasizes the role of humans as the center of innovation, so the teacher's mentality must lead to problem-solving skills, critical thinking, and innovation in the use of technology [4]. In line with that, the literature in Indonesia finds that strengthening the mentality of teachers is closely related to the success of the implementation of Merdeka Belajar, especially in changing the role of teachers from instructors to learning facilitators [5].

Furthermore, research on teacher readiness in the digital era shows that the main factors that need to be strengthened are growth mindset, reflective ability, and resilience to face curriculum changes [6]. This is in line with the view that Merdeka Belajar aims to build teachers who are adaptive, reflective, and have high emotional intelligence [7]. The integration of technology in Freedom of Learning also requires educators to have adequate digital literacy; without strengthening the mentality, such integration has the potential to present resistance or technostress [8]. The Independent Curriculum, through the Pancasila Student Profile Strengthening Project (P5) policy, also requires teachers to be open-minded to cross-disciplinary collaboration, strengthening character values, and flexibility in learning design [9]. A strong educator mentality in this context is not only technical ability, but also openness, a spirit of innovation, and awareness of its strategic role in shaping a superior generation in the Society 5.0 era [10]. Thus, strengthening the mentality of educators through the Independent Learning Curriculum can be seen as a fundamental strategy to answer the challenges of educational transformation in the humanist and innovation-based digital era. In order to implement the nation's ideals and realize goals, it is necessary to build educators who have integrity, professionalism, neutrality and are free from political intervention, clean from corruption, collusion, and nepotism, and are able to provide public services for the community and are able to carry out their role as an adhesive element of national unity and unity based on Pancasila and the 1945 Constitution of the Republic of Indonesia. The demands to realize the professional mind certainly require seriousness and readiness of human resources. Also that cannot be ignored is the importance of coaching, education and training resources to form and cadre educators with integrity and professionalism. Through education, how do we become people with good mentality,

so that our decisions and actions in accordance with expectations can be beneficial. Education by focusing on changes in daily habits that have an impact on the public good. The educational process must boil down to a pattern of habitual acting. To be a teacher who carries out the task of teaching well and earnestly. This means that all components of the nation carry out their duties and functions for the good and progress of the nation by carrying out a sustainable transformation for the civilization of living together called Indonesia. To be a teacher who carries out the task of teaching well and earnestly. This means that all components of the nation carry out their duties and functions for the good and progress of the nation by carrying out a sustainable transformation for the civilization of living together called Indonesia.

How mentally can give birth to good decisions, of course, is inseparable from good mental upbringing and it is through good educational efforts as well. Education with all its components must of course also be focused on what kind of education is able to form an educated mentality. Because the education carried out, especially in this country, has certainly been going on for a long time, which actually raises question marks, what is wrong with our education so that we have not been able to make educated mentals. Has the mentality not been targeted and touched in the educational process? Then, what is the educational orientation that has been in effect in this country. Even though health is the main key to humans in carrying out their daily activities. Without health, a certain activity cannot be carried out optimally like the condition when humans themselves are in good health. If the body is in good health, all activities and activities carried out will definitely run optimally.

The curriculum that has been applied to education in Indonesia is seen as having its own advantages and disadvantages. In addition, despite all the weaknesses of each curriculum. Teachers as implementers of education must have a developing mindset that the curriculum that has been implemented is the best curriculum at that time. A good curriculum is a curriculum that is adapted to the needs and human civilization of its time [11].

To implement the independent learning curriculum, of course, various parties, especially teachers, will be faced with various challenges. There is an assumption that the curriculum is a form of government project with the phrase "changing the Minister of Education will definitely change the curriculum". They feel that they are not ready to face the change in the curriculum. Therefore, to overcome this challenge, it is necessary to make efforts to socialize policies and strengthen mentality to educators massively. If a person is able to develop a mindset, he will tend to have a character that believes that a person's success, including in learning, is determined by belief, willingness to try, and continuous effort.

In the era of Society 5.0, where technological advancements and social change are happening rapidly, students need to have an adaptive attitude and mentality that allows them to continue learning, adapting, and innovating. Mental strength helps students develop a positive attitude towards challenges, perseverance in the face of adversity, and a willingness to continuously improve. The Independent Learning curriculum, with a focus on developing 21st century skills and problem solving, provides context and opportunities for students to apply a strong mentality in daily learning. [12] Jufriadi et al.

II. RESEARCH METHODS

The research method uses literature studies The analysis model used in the discussion of the main topic in this article uses an effective causal analysis model using a rational approach assembled based on the results of literature review. Obtain information and data by evaluating valid research articles both nationally and internationally through google scholar. Then the data was analyzed using the Miles and Huberman model, where after data collection was carried out, data reduction, data presentation, and conclusion were drawn [13].

III. RESULTS AND DISCUSSION

1. Mentality

Norkina [14] defines mentality as the collective characteristic of a culture that includes beliefs, norms, and responses to the world, which are formed on the basis of the process of acquiring knowledge, traditions, and collective unconsciousness that affect the formation of identity. So it can be concluded that mentality is a characteristic of people who are in a place according to cultural customs.

The habits and traditions and culture of the surrounding environment are the basis for the formation of a person's mentality as a guideline in behaving, making decisions and carrying out various daily activities. Therefore, mental health must always be in a healthy condition as the opinion quoted from the WHO page (2016), mental health is a state of mental well-being that allows a person to overcome the pressures of life, realize his abilities, learn and work optimally, and contribute to his community. Another definition of mental health is the realization of a true harmony between psychological functions and the creation of adjustments between human beings and themselves and their environment based on faith and devotion and aiming to achieve a meaningful and happy life in this world and the hereafter [11].

According to WHO, the characteristics of a healthy mental are as follows: 1. Able to learn something from experience and able to adapt, 2. Able to resolve hostility creatively and constructively, 3. Easier to give than to receive, 4. More likely to help than be helped and mutually satisfying, 5. To have a great sense of affection. 6. Feeling satisfied with something from all the results of his own efforts, 7. Accepting disappointment by making failure an experience and a lesson for the future. 8. Always think positively so that you are free from anxiety and anxiety. Changing a strong mindset and mentality is not easy, but it does not mean that it cannot be done. Because this is a matter of habits that will eventually become a culture, it needs to change little by

little to change many mindsets and traits and thoughts. One thing we should be aware of, sometimes we feel that the actions we do in various aspects will not have an impact in a short time. The Mental Revolution is to make honesty and other virtues a mental disposition when faced with concrete situations. What the 'Mental Revolution' aims to aim for is the transformation of the ethos, that is, the fundamental change in mentality, mindset, which all manifests itself in daily behavior and actions. The need for a mental revolution is because diseases such as emotions/mental/psyche will have an impact on the individual in the form of a person's laziness and lack of character.

Therefore, mental strengthening activities are very important as a basic guideline that will later have an influence on individual welfare and success in life so that mentally can be well organized and balanced so that learning activities and so on can be carried out. Moreover, a teacher who is a facilitator in learning needs to strengthen the mentality to deal with the various characters of his students so that the students still get the same portion in the classroom.

2. Independent Curriculum

The curriculum is a plan that contains rules related to content, teaching materials, as well as procedures for delivering materials and assessments used in the educational process to achieve educational goals. The process of determining this type of curriculum has also undergone a transition from time to time [16]. The history of this dynamic curriculum began since the Dutch colonial period, Japan, the national curriculum, the 1952 curriculum, the 1964 curriculum, the 1968 curriculum, the 1975 curriculum, the 1984 curriculum, the 1994 curriculum, the KBK, the KTSP, the 2013 curriculum and currently the independent curriculum is running. The independent curriculum is a curriculum that was initiated as an effort to respond to the challenges of education in the modern era. This independent curriculum is part of the formation of a curriculum due to the Covid-19 pandemic. The independent curriculum tends to be more flexible in the process of developing teaching materials and learning methods that suit the needs of students who focus on developing character, competencies and skills in the 21st century. One of the words related to the independent curriculum is growth which means growth or development. The concept that must be developed in this independent curriculum is the growth mindset or the concept of thinking introduced by a psychologist from Stanford University, Carol Dweck. Dweck explains that this term refers to the belief that competencies can be developed through a strong commitment to goals and responsibilities. Growth mindset is a positive mindset that believes in one's potential so that it needs to be adopted in the learning curriculum [17].

By integrating the growth mindset into the Independent Learning Curriculum, schools can create a learning environment that stimulates students' mental, emotional, and social development. Teachers can play an important role in helping students develop a growth mindset through the use of teaching strategies that promote mental resilience, provide constructive feedback, encourage reflection, and engage students in challenging tasks. From the above explanation, it can be concluded that the growth mindset has relevance to the independent learning curriculum, this is in line with Rizal [16] which refers to an individual's view of his abilities and potentials that can be honed through sustainable efforts.

3. Era Society 5.0

Deguchi [18] The Society 5.0 era is the concept of a future society initiated by the Japanese government as a vision to achieve a balance between technological advances and human life. This concept aims to Creating a society that can leverage digital technology and innovation to address various social challenges. vision to create a human-centered society where advanced technologies such as the Internet of Things (IoT), artificial intelligence (AI), robotics, and big data are used to improve the quality of human life. Era Society 5.0 whose idea seeks to integrate the physical and digital worlds to create innovative solutions that benefit society. Society 5.0 is a concept of the future society that focuses on the use of advanced technology to improve the quality of human life and overcome various social challenges. By integrating technology into various aspects of life, Society 5.0 seeks to create a more prosperous, inclusive, and sustainable society. Therefore, the mentality of educators needs to be strengthened to respond to changes in the Society 5.0 era linked to an independent learning curriculum that gives teachers the flexibility to be more creative and innovative in carrying out their roles.

IV. CONCLUSION

A strong basic mentality of educators is a guideline for educators in carrying out their duties. A strong basic mentality is fostered with dedication which is also defined as a strong commitment to a goal or task characterized by determination, hard work, and loyalty. Dedicated educators demonstrate internal motivation and sustained effort in achieving educational goals. Dedication is not only beneficial for the achievement of personal and professional goals, but it also contributes to personal satisfaction and career advancement. Mental health and positive attitudes, such as a growth mindset, are also important in supporting dedication. Growth mindset is the belief that abilities can be developed through effort and commitment, which is relevant in the context of education and character development in the era of Society 5.0. By integrating a growth mindset into the independent learning curriculum, educators can become more adaptive and responsive, preparing students to become lifelong learners Able to face future challenges. Effective education and a good curriculum are essential in forming a strong mentality and character, which in turn supports dedication and success in various aspects of life.

V. REFERENSI

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