QLICT AND MERDEKA BELAJAR

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Abstract

Merdeka Belajar (freedom to learn) is a new approach that students can choose the subjects they are interested in. Merdeka Belajar policy aims to enable students to optimize their talents and can make the best contribution in working for the nation. The concept of Merdeka Belajar is manifested in the educational development where all stakeholders are become agents of change. Information and Communication Technology development is one of the factors that influence digital holistic learning so that students can access various learning resources based on technology.

QLICT is a new thoughts and practices in the field of learning by combining the concept of Quantum Learning with Information and Communication Technology. The QLICK learning concept is: (a) Samudra Taman Pesta Ilmu, there are many sources of knowledge, what must be done is to use abundant and enjoyable learning resources using AI; Chat Engine, Applications needed (b) Collect of competency certificates; (3) DIGITAL Holistic Learner; and (d) SMART. QLICT's learning motto is Quicker, better, happier, smart, simple, by click, solutions at your fingertips. The advantages taught in the QLICK learning model are learning the ethics of using Information and Communication Technology and acceleration through ICT. The learning process focuses on questions, not answers, so students are taught to ask meaningful questions.

Keywords : Merdeka Belajar, QLICT, Quantum Learning, Information and Communication Technology

1 INTRODUCTION

Currently, the world of education is faced with the challenge of providing more space for freedom in the learning process. "Merdeka Belajar!" (freedom to learn) is a policy that aims to create a pleasant learning environment, both for students and teachers. Merdeka Belajar actually contains the concept of freedom of thought. The essence of freedom of thought should begin with teachers, who will teach it through education and teaching to their students. Without the freedom of thought possessed by teachers, freedom of thought for students will be difficult to realize. The freedom to learn paradigm is a policy that aims to appreciate the changes that occur in various learning environments. (https://nasional.tempo.co). At the policy level, Merdeka Belajar gave birth to four main policy programs. The program includes National Standard School Examinations, National Examinations, Lesson Plans, and Zoning Regulations for Admission of New Students (https://www.kemdikbud.go.id/).

At a practical level, Merdeka Belajar is applied in a broader form. If we refer to the definition of freedom to learn which is also realized in the form of freedom of thinking, then the application of freedom to learn is applied to the entire learning process both inside and outside the classroom. Merdeka Belajar requires innovation and creativity from teachers to make it happen, both in terms of learning methods and evaluation models. Merdeka Belajar essentially provides freedom to think and innovate, both for teachers and students (https://gtk.kemdikbud.go.id/).

Information technology and artificial intelligence (ICT and AI) have a significant role in enabling and enhancing the concept of freedom to learn. This is because AI provides several conveniences in the form of (a) access to information sources: enabling quick and easy access to educational resources, such as books, journals, videos, and online courses (b) assisting in filtering and grouping learning content, enabling students to find materials that match their interests and level of knowledge; (c) e-learning platforms, giving students the flexibility to learn anytime and anywhere according to their schedule and preferences; (d) personalization of learning, analyzing student learning behavior and presenting material tailored to their needs; and (e) an AI-based adaptive system can provide exercises or exams tailored to student abilities.

One of the factors in the use of ICT and AI that teachers and schools are currently concerned about is the possibility of using AI that is not in accordance with its intended purpose, so an educational policy is needed that provides guidance on the use of AI and information technology in general. Lukman Hakim's research (2023) explains that the wise and controlled use of technology can trigger educational acceleration. The emergence of artificial intelligence technology can instill an independent nature in students. In the learning process, teachers should continue to prioritize the essence of teaching, namely managing the morals and behavior of students. Meanwhile, for students, technology can help in controlling and monitoring their own learning, enabling them to live and work well in the future. Furthermore, Suparno (2019) explained that education needs to instill character values in the use of AI so that it is truly useful for the safety of all humans.

In theory and practice, students' readiness to use ICT and AI in learning is very important. One learning model that offers how to shape attitudes so that students are proficient in using information technology and AI and have attitudes and morals in their use is the Quantum Learning for ICT ("QLICT") learning model which is a development of the Quantum Learning model. Initially, QLICT was a training program organized by the Ministry of Communication

and Information to improve the quality of human resources in the ICT sector. Furthermore, this program was developed in the learning process to improve students' abilities, awareness, and attitudes in using information technology in learning.

QLICT is a learning model to prepare students with skills relevant to a world that is increasingly connected and dependent on information technology. This learning model helps students become better prepared to face challenges in a modern world full of data and technology. This learning model also develops students' positive attitudes toward information technology. One of them is teaching them how to use technology ethically and responsibly, and how to make it a useful tool in learning. Developing a positive attitude toward technology is important because information technology is increasingly important in everyday life. The learning process using the QLICT model involves students in an active learning process. This may include projects that involve the use of information technology, collaboration with classmates, and independent exploration. This approach can help students understand concepts better than passive learning.

2 LITERATURE REVIEW

A paper should contain the description of your study and should be structured in different sections such as: Abstract, Introduction, Methodology, Results, Conclusions, Acknowledgements (if applicable) and References. Please note that title and authors list should be coincident with the accepted abstract.

2.1 Merdeka Belajar

Merdeka Belajar (freedom to learn) is a program initiated by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to create superior human resources through policies that strengthen the role of all educational people. *Merdeka Belajar* is an approach taken so that pupils and students can choose the subjects they are interested in. This is done so that pupils and students can optimize their talents and make the best contribution to working for the nation. There are three indicators of the success of the *Merdeka Belajar* program initiated by the Ministry of Education and Culture. Namely, equal participation of students in Indonesian education, effective learning, and no students being left behind (https://www.kemenkopmk.go.id).

Merdeka Belajar provides a new direction in national education policy. This policy provides space for the growth of student competence not only in the classroom but also in the learning environment. Competence is not individual but rather it grows with the environment. Three

policies have been established relating to the implementation of National Standard School Examinations, the preparation of Lesson Plans, and the Zoning Regulations for Admission of New Students policy. The new policy direction for implementing National Standard School Examinations is implemented with exams held only by schools. This exam is carried out to assess student competency which can be done in the form of a written test or other more comprehensive form of assessment, such as portfolios and assignments (group assignments, written work, and so on). This policy provides space for teachers and schools to be more independent in assessing student learning outcomes.

Freedom in learning evaluation is realized in the form of changes to the implementation of national exams. The implementation of the National Examination in 2021 will be changed to a Minimum Competency Assessment and Character Survey, which consists of the ability to reason using language (literacy), the ability to reason using mathematics (numeracy), and strengthening character education. The exam is not carried out at the end of the education level as usual but is carried out for students who are in the middle of the school level (grade 4, grade 8, and grade 11). This evaluation aims to encourage teachers and schools to improve the quality of learning. In contrast to the treatment of previous national exam results, the results of this exam are not used as a basis for selecting students to the next level.

The policy for preparing Lesson Plans is simplified by cutting several components. Teachers can choose, create, use, and develop lesson plan formats freely. The core components of a Lesson Plan consist of learning objectives, learning activities, and assessments. Writing lesson plans is done efficiently and effectively so that teachers have more time to prepare and evaluate the learning process itself. Admission of new students (Zoning Regulations for Admission of New Students) continues to use a zoning system with more flexible policies to accommodate disparities in access and quality in various regions. The composition of the Zoning Regulations for Admission of New Students zoning pathway can accept a minimum of 50 percent of students, a minimum of 15 percent for the affirmation pathway, and a maximum of 5 percent for the transfer pathway. Meanwhile, the achievement route or the remaining 0-30 percent is adjusted to regional conditions. Regions have the authority to determine final proportions and determine zoning areas (https://www.kemdikbud.go.id/main/blog/2019/12/). *Merdeka Belajar* is a call to action for society, for teachers, schools, and parents, so that they can redefine how culture is developing very quickly. To make education free, everyone must be involved (https://www.cnbcindonesia.com/).

2.2 Quantum Learning

Merdeka Belajar that has been proclaimed by the government opens up opportunities for schools and teachers to make changes to the way students learn. If so far the learning process has been more directed at the cognitive side, now it would be better if it was directed at understanding, creativity, and character formation. One method that can be used by teachers and has adhered to the principle of *Merdeka Belajar* is the Quantum Learning Method.

Why is the Quantum Learning Method identified with *Merdeka Belajar*?

Quantum learning was developed and refined in the form of a learning method by Bobbi DePorter (1982) which was first used at Supercamp. Quantum learning is defined as interactions that convert energy into light, all life is energy. The famous formula in quantum physics is E=MC2 (Energy = mass times the speed of light squared). Our bodies are materially likened to matter, as students our goal is to achieve as much light, interactions, relationships, and inspiration as possible in order to produce light energy (Porter and Henacki 2001).

Porter and Hernacki (2000) in Adriyanti (2015) explain that the quantum learning method combines suggestology, accelerated learning techniques, and Neuro-Linguistic Programming (NLP) with theory and belief. NLP is a study of how the brain organizes information, and the relationship between language and behavior. This theory can be used to create a network of understanding between students and teachers (Porter and Hernacki, 1999). This method trains students to have self-confidence, study skills, and communication skills. The key word in the quantum learning method is to make learning comfortable and enjoyable. This method not only focuses on learning the material being taught but also makes students' learning valuable. Quantum Learning combines learning theory, cognitive theory, and learning theory. The emphasis is on student-focused, problem-oriented, and process-based learning. This means that students are given the opportunity to develop their skills and knowledge through problem-solving, discussion, and collaborative activities.

In the learning process, quantum learning also prioritizes the interaction process. Interaction is created between students and learning resources with materials, room conditions, and facilities, as well as creating an atmosphere of learning activities that is not monotonous. The interaction that arises is in the form of student activity in the learning process, because learning is not monotonous. High interaction activity creates a cheerful and happy atmosphere which is one of the keys to success in learning. The learning process is carried out in a fun environment. The interaction process that actively involves students illustrates independence in learning.

Students can actively choose the learning resources they like. This method is able to increase students' interest in the fields they like.

The keywords that need to be considered in the learning process are "Students learn happily". Quantum learning is designed to provide students with a sense of happiness in the learning process and an enjoyable learning process because it includes all the dynamics that support successful learning such as interactions, relationships, and aspects that can maximize momentum in learning. The learning process using the Quantum learning method makes teachers and students more creative, increases students' self-confidence and interest, and develops thinking patterns. Quantum learning uses key concepts from various learning theories and strategies such as (1) right or left brain theory; (2) 3 in 1 brain theory; (3) choice of modality (visual, auditory, and kinetic); (4) multiple intelligence theory; (5) holistic education; (6) learning based on experience; and 7. learning with symbols or metaphors (De Potter and Hemacki 2001).

The learning process using the quantum learning method gives students the freedom to be creative and develop thinking patterns. Students are not dictated by teachers in making decisions but are directed to learn to make decisions. The teacher's job is to provide direction, motivation, and reinforcement. This learning model makes teachers and students more creative, increases students' self-confidence and interest, and develops thinking patterns. In the process, the implementation of learning in the classroom is not saturated. Students are trained to have a sense of responsibility and discipline as well as courage. This approach also emphasizes student experience and continuous learning. In this way, students can develop the skills and knowledge needed to achieve learning goals.

Quantum learning applies nine learning skills that students can master in the learning process. The nine skills are applied in learning through the concepts of (1) being positive; (2) motivated; (3) finding a way to learn; (4) creating the perfect learning environment; (4) reading quickly; (5) taking effective notes; (6) learn advanced writing techniques; (7) creative thinking; (8) and develop amazing memorization.

2.3 QLICT

Not much theory has been found that provides a single definition of QLICT. https://issuu.com/qlict defines QLiCT as "wants by using a unique combination of ICT and educational knowledge and experience, contributes pragmatically to the improvement of effectiveness and efficiency of education and educational organizations". Meanwhile, there are

also those who explain QLICT as Quantitative Literacy through Computing and Communication Technology, an educational program developed to improve students' ability to use information technology in learning, as well as to strengthen their understanding of quantitative literacy.

Current statements about QLICT boil down to one basic statement, QLICK is a learning model that aims to develop students' ability to use technology and have an understanding of the ethics of using information technology. One of the main goals of QLICT is to improve students' abilities in using information technology. This may include the use of software, applications, and information technology tools relevant to a particular subject. This program can help students become more proficient in using computers, mobile devices, and other technological devices. This learning model also seeks to develop students' positive attitudes toward information technology. This includes teaching them how to use technology ethically and responsibly, as well as how to make it a useful tool in their learning. Developing a positive attitude toward technology is important because information technology is increasingly important in everyday life and careers. The QLICT model can be integrated into existing academic curricula. This allows students to apply their technology and quantitative literacy skills in a variety of subjects and contexts.

In this article, the QLICT concept is explained as an innovation in the world of education that combines two important elements, namely Quantum Learning and information and communication technology. Quantum Learning is a learning method that focuses on developing students' potential holistically, which includes physical, emotional, social, and intellectual aspects. Meanwhile, information and communication technology (ICT) is a technology used to facilitate the learning process.

The following is a more detailed explanation of each aspect of the QLICT concept:

a. *Ocean Garden Feast of Knowledge*: This refers to the idea that there are many sources of knowledge available to learn from. The approach taken in QLICT is to use various learning resources that are abundantly available and enjoyable, by utilizing artificial intelligence (AI), such as chat engines and relevant applications. The idea behind this is to make learning more interesting and effective by utilizing technology to access various sources of information;
b. *Accumulation of Competency Certificates*: This concept emphasizes the importance of accumulating certificates that demonstrate the achievement of competencies in various

fields. This creates the drive for students to continue learning and developing their skills throughout life.

c. *DIGITAL Holistic Learner*: This describes a comprehensive approach to learning in the digital era. Students are taught to become learners who are able to integrate knowledge from various sources available in a digital environment.
d. *SMART*: This refers to students who are intelligent in using information and communication technology. Students are taught to be intelligent and efficient users in utilizing this technology for learning and personal improvement.

QLICT's learning motto is "Faster, Better, Happier, Smarter, Simpler, a click away, solutions at your fingertips." This reflects the aim of this concept, namely, to provide more efficient, better, and more enjoyable learning with the help of technology. The advantage taught in the QLICT learning model is the ethics of using Information and Communication Technology (ICT), which refers to responsibility and appropriate behavior in using technology. Apart from that, this concept also emphasizes the acceleration of learning through ICT, illustrating how technology can be used to speed up the learning process (SMA Plus PGRI Cibinong).

The learning process in QLICT is focused on questions rather than answers, which inspires students to develop critical and creative thinking skills. Students are taught to ask meaningful questions, which can deepen their understanding of the subject matter and stimulate critical thinking. This encourages students to actively engage in the learning process and develop strong thinking skills. Information and communication technology is used as a tool in the learning process. This aims to facilitate students in obtaining information and deepen their understanding of the material being studied. Quantum Learning emphasizes developing students' potential holistically so that students not only learn academically but also develop social, emotional, and physical skills. In applying the QLICT concept, Quantum Learning is used to facilitate students in gaining a deeper understanding of the material being studied.

3 CONCLUSION

Merdeka Belajar is a learning program that is in line with the Quantum Learning method which uses a different approach from traditional learning methods. Merdeka Belajar strives to improve the quality of education in Indonesia. This movement seeks to improve the quality of learning by using methods that focus on developing thinking, social, and emotional skills. In this way, Merdeka Belajar strives to improve the quality of education in Indonesia. This approach emphasizes learning that focuses on skills, involvement, and collaboration. This

method also emphasizes developing thinking skills that can help students achieve their learning goals and developing social and emotional skills that can help students become more independent learners.

In implementing Merdeka Belajar, Quantum Learning and QLICT can be used as alternatives to improve the quality of learning in Indonesia. Quantum Learning is used as an approach in the learning process, while QLICT increases students' ability to use and have a positive attitude toward information technology as a tool in the learning process. Thus, these three concepts can complement and support each other in improving the quality of education in Indonesia.

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