

ABSTRAK

Agustinus Nong Sumanting, 22.75.7239. ***Kritik dan Rekonstruksi Kurikulum Pendidikan Indonesia dalam Perspektif Pendidikan Pembebasan Paulo Freire.*** Skripsi. Program Sarjana, Program Studi Ilmu Teologi-Filsafat Agama Katolik, Institut Filsafat dan Teknologi Kreatif Ledalero, 2026.

Tujuan penulisan skripsi ini ialah: (1) menjelaskan pemikiran pendidikan pembebasan Paulo Freire; (2) menjelaskan dinamika kurikulum (kurikulum 1947-kurikulum Merdeka) dalam sistem pendidikan Indonesia; (3) mengkritik dan merekonstruksi kurikulum pendidikan Indonesia dalam perspektif pendidikan pembebasan Paulo Freire. Metode penulisan skripsi ini menggunakan metode kualitatif dengan teknik pengumpulan data melalui studi pustaka. Metode penulisan skripsi ini ditempuh dengan mencari dan membaca literatur utama yakni *Education as the Practice of Freedom* dan *Pedagogy of the Oppressed*. Selain itu, penulis membaca beberapa pustaka seperti sejumlah buku (*e-book*), dokumen negara, jurnal, dan *website (internet)* untuk memperkuat fondasi pemikiran dalam penulisan ini.

Berdasarkan hasil penelitian yang dikaji penulis, dapat disimpulkan bahwa; (1) Paulo Freire adalah seorang filsuf pendidikan yang beranggapan bahwa pendidikan pembebasan merupakan antitesis terhadap pendidikan yang konvensional. (2) Setiap perubahan orientasi politik nasional maupun rotasi kabinet hampir selalu diiringi oleh perubahan kurikulum. (3) Pendidikan di Indonesia yang semula dilihat sebagai hak dasar warga negara kini telah bergeser menjadi komoditas kapitalis. (4) Orientasi hierarkis yang selama ini mewarnai kurikulum tercermin dalam relasi kekuasaan yang timpang antara pendidik dan peserta didik. (5) Rekonstruksi kurikulum pendidikan Indonesia bukan sekadar perbaikan teknis, melainkan perombakan paradigma pendidikan secara menyeluruh. Hal ini tercermin dalam membangun kurikulum yang humanis, demokratis, dan yang membangun kesadaran kritis.

Kata Kunci: Paulo Freire, Pendidikan Pembebasan, Kurikulum Pendidikan.

ABSTRACT

Agustinus Nong Sumanting, 22.75.7239. *Critique and Reconstruction of Indonesian Education Curriculum in the Perspective of Paulo Freire's Liberation Education*. Thesis. Philosophy Program, Institute of Philosophy and Cerative Teknologi Ledalero, 2026.

The objectives of this thesis are: (1) to explain Paulo Freire's concept of liberation education; (2) to explain the dynamics of curriculum (from the 1947 curriculum to the Merdeka curriculum) within the Indonesian education system; (3) to critique and reconstruct the Indonesian education curriculum from the perspective of Paulo Freire's liberation education. This thesis employs a qualitative method with data collection techniques through library research. The writing process was carried out by searching and reading primary literature, namely *Education as the Practice of Freedom* and *Pedagogy of the Oppressed*. In addition, the author reviewed several references such as books (e-books), state documents, journals, and websites (internet) to strengthen the intellectual foundation of this work.

Based on the research findings examined by the author, it can be concluded that: (1) Paulo Freire is an educational philosopher who argues that liberation education serves as an antithesis to conventional education. (2) Every shift in national political orientation or cabinet rotation has almost always been accompanied by curriculum changes. (3) Education in Indonesia, which was originally regarded as a fundamental right of citizens, has now shifted into a capitalist commodity. (4) The hierarchical orientation that has long characterized the curriculum is reflected in the unequal power relations between educators and students. (5) The reconstruction of Indonesia's education curriculum is not merely a technical improvement, but rather a comprehensive overhaul of the educational paradigm. This is reflected in the development of a curriculum that is humanistic, democratic, and fosters critical consciousness.

Keywords: Paulo Freire, Liberation Education, Educational Curriculum.