

CHAPTER I

INTRODUCTION

This chapter provides general explanations on background of the research, research questions, the objectives of the research, scope and limitation of the research, the significances of the research and operational definition of key terms.

A. Background of the Research

Curriculum plays an important role in the running of an educational structure. The curriculum in Indonesia has changed not only from the name but also on the structure of the educational plan which includes many important things, the goals to be achieved, learning and assesment and how to prepare students to fulfill educational programs. Based on Alawiyah (2023), curriculum varies not only in its name but also in the way that the educational plan is organized, encompassing a number of crucial elements such as tasks that must be coordinated, objectives to be met during training, educational cycles, evaluation of learning, and, ultimately, how educational programs will prepare students for life after graduation.

Curriculum structure with mandatory subjects is used to improve teaching, learning, utilize technology, and creativity. The curriculum is the component of education that guides the education system. Research by Ferdaus, (2023) explained that a curriculum framework with required courses is initially utilized to foster learning, creativity, technology, and information media abilities. A school's curriculum is essential to its quality. The curriculum serves as the framework for an educational system, acting as its constitution. The government launched the *Merdeka Curriculum* in response to educational needs in the digital era.

The shift from the 2013 Curriculum to the *Merdeka Curriculum* has resulted in many changes at the stages of planning, implementing, and evaluating learning. One of them is the existence of new terms such as *Alur Tujuan Pembelajaran (ATP)*, *Modul Ajar (MA)*, *Capaian Pembelajaran (CP)*, *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)*, *Profil Pelajar Pancasila*, *Assessments*, *Students' Reflections*, and *Teachers' Reflections*. All of which aim to strengthen the competence of both students and teachers (Hardanie, 2022). This change indeed encourages teachers to continue learning and adapting to effectively implement the new learning paradigm of the *Merdeka Curriculum*.

Alawiyah's (2023) study found that one of the reforms that must be paid attention in the *Merdeka Curriculum* is related to the lesson plan. To make English teachers' well prepared in the teaching and learning process and also given the flexibility to use based on the characteristics of students that refer to the elements of the *Pancasila Student Profile Scheme*. Kharimah (2023), said the design of lesson plan is not monotonous, but always pay attention to the objectives that can be achieved. According to Nadiem Anwar Makarim is a Minister of Education in Indonesia. He initiated the birth of the *Merdeka curriculum*, his idea is the essence of Ki Hadjar Dewantara's educational strategy. The idea of Tut Wuri Handayani, as presented by Ki Hadjar Dewantara, illustrates the role of the instructor as someone who is lagging behind in helping pupils become smart, analytical, and creative learners on their own (Yuhastina, 2020).

In this research is focusing on implementation of *Merdeka curriculum* at Mts Al Qudsiyah. The part studied is strategies that are used English teachers' and challenges that are faced by English teacher in implementing *Merdeka curriculum*.

So, in part of strategies is used James R. Davis theory. He said strategy as a plan, method, or series maneuvers or strategems for obtaining a specific goal or result. The next is theory about challenges in implementing Merdeka Curriculum. Hehakaya's (2023) study said Problem is possible obstacles or obstacles solved in other words the problem is the gap between reality it turns out well, in order to achieve maximum results.

Some English teachers have already implemented the Merdeka curriculum in the teaching and learning process. Based on Sulistyorini's (2020), said that stated the implementation of Merdeka curriculum must be needs to be incorporated into classroom instruction. Students' activities must be directly applied to the subjects being taught in class. Students believe that learning grows and has advantages as a result. One of the keys to success that determines the success of curriculum implementation is the teacher, because the teacher is an important factor that has a big influence, the teacher determines the success or failure of students in learning (Pengajaran et al., 2022).

In implementing Merdeka curriculum in Indonesian context, the students are hoped to have good digital skill and creative thinking (Nouri, 2020). Another findings by Kamila (2023), with the help of this program, it is possible to enhance the standard of a quality education by putting the Merdeka curriculum into reality and identifying the curriculum's learning objectives as the driving school or vocational high school center of excellence. Teachers are the main actors in the world of education, teachers are also a determinant of success in the field of education (Hazmi, 2019). In implementing Merdeka curriculum, teachers are required to be able to understand

more about the procedures of the implementation. Besides that, teachers also need to change their perspective on the many novelties in this new curriculum.

To create Merdeka curriculum of varied curriculum, some research found out strategies to implimenting in teaching learning used Merdeka curriculum. Research by Alawiyah (2023), said several strategies offered in implementing the Merdeka curriculum are disegning material by reading E-book related to the Merdeka curriculum, practising in the classroom inspiration from youtube also tiktok and then the English teacher usually used her gadget to anticipate unsupported network. Also by Arina (2023), research at SMP Negeri 13 Surakarta, found the strategies used by English teacher in teaching speaking used Merdeka curriculum they are role play and answer and question technique. The students give a possitive responses and also attitude that strategies helped them to speak. Paramesthi's (2023) said there are some challenges faced by the teachers likes miss understanding of the concept, less of preparation, learning loss and adjusment of a simulationeus summative test.

Beside that, English teacher also had several strategies offered in implementing the independent curriculum also had some difficulties in implementing Merdeka curriculum. Based on finding by Alawiyah (2023), said the English teachers' faced some difficulties in implementing Merdeka curriculum at SMPN 1 Panyabungan Selatan are learning objectives (TP), the flow of learning objectives (ATP), choosing learning styles. Another research by Reza (2023), the some challenges are associated with the intricacies of translating CP, TP, and ATP. Not only that, revolves around their limited proficiency in information technology (IT) also make a challenges in implementing Merdeka curriculum. And also finding by Pramesthi (2023), the result was explained that strategies use by English teacher in

Junior High School in the town of Banyumas, Indonesia are taking training, attending an English teachers' Association meetings and make enjoyable learning environment.

In connection Zendrato's (2023) study, the result of his research in implementing Merdeka curriculum that classroom learning so meaningful and interactive way for students. The curriculum give freedom to students to try somenting new, learn and the teachers to design meaningful learning. The next research by Yunita (2023) concluded that implementing Merdeka curriculum at SMK Muhamadiyah Lumajang occured quickly and the teachers' create learning tools to succeeded in implementing Merdeka curriculum. Latifa (2023) explained that the English teachers' in the study focused on three key phases: opening, core activities and closing. So, the teachers' effectively implement these learning steps as per the Merdeka curriculum. Another reseach by Fathurrahman (2022), he said the Merdeka curriculum has strong influence on school management, if the scool preapre carefully and sustinably so the more curriculum can changes quickly and will get better.

MTs Al Qudsiyah as a location in this research, because this schools are one of the private schools that implementation Merdeka curriculum since 2021/2022, this school is already Accredited A, and superior school in the subdisctric. Some studies explained that implementing Merdeka curriculum a freedom learning by teachers' or students. English teachers try to implement the new curriculum. In fact, not all of school is supported to applying it. Some strategies offered to overcome some challenges in the school. In reality, most of English teachers need to attend seminars based on topic and the school is unsupported by technology. Furthermore, this research is focusing on the what the strategies and also how the challenges when English teacher implementing Merdeka curriculum.

B. Research Questions

Based on the background of study, the research questions can be formulated as follows :

1. How do the English teachers in implement Merdeka curriculum at MTs Al Qudsiyah?
2. What are the challenges faced by English teachers in implementing Merdeka curriculum at MTs Al Qudsiyah?
3. What are the strategies of English teachers used in implementing Merdeka Curriculum at MTs Al Qudsiyah?

C. Research Objectives

Based on the research questions, the objectives can be formulated as follows :

1. To analyze how the English teachers in implementing of Merdeka curriculum at MTs Al Qudsiyah.
2. To analyze the challenges that are faced by English teachers in implementing Merdeka curriculum at MTs Al Qudsiyah.
3. To analyze the strategies that are used English teachers in implementing Merdeka curriculum at MTs Al Qudsiyah.

D. Scope and Limitation of the Research

This research focused on the strategies and how the English teachers' challenges in implementing Merdeka curriculum. This research is based on Nadim Makarim that his idea essence to Ki Hadjar Dewantara. This curriculum is part of the Merdeka Belajar program which aims to improve the quality of students' competencies in terms of literacy, numeracy, soft skills and character. The location of this research in Mts Al Qudsiyah Tuban. In this case, the researcher believe that

the English teachers' can solve some challenges and can implementing Merdeka curriculum well.

E. The Significances of Research

The result of this study provide useful information for :

1. For Teachers

The result of this research can help teacher to solve some problem in implementing Merdeka Curriculum in teaching learning process and the teacher can improve teaching learning used Merdeka curriculum.

2. For Students

The result of this research for the students that can have new innovation, new spirit to learning English as a compulsory subject in the schools because Merdeka curriculum give a freedom learning, make a students creativity more. So, the students can develop talents according to their field.

3. Other Researchers

For the next resechers who interest to do research about Merdeka curriculum that can easy to get the new information from this rsearch. From this research, the next researcher can increase the knowledge about Merdeka curriculum.

F. Operational Definition of Key Terms

This research mention the operational definitons of key terms are :

1. Strategies in Curriculum Implementation

Strategies is a design that planned by people which aims to achieve somenting in implementing Merdeka curriculum.

2. Obstacles in Curriculum Implementation

Obstacles is a situations and opportunities that require teachers to make a special effort to gain the purposes.

3. Merdeka Curriculum

A Merdeka Curriculum is a diverse, optimal curriculum designed to enhance students' understanding and competency in various fields. It allows teachers to use various teaching tools to cater to students' needs and interests, ensuring a tailored learning experience. This initiative is part of the government's efforts to produce competent future generations.