

CHAPTER II

LITERATURE REVIEW

This chapter provides general explanation on theoretical description of curriculum, definition of Merdeka curriculum, parts of Merdeka curriculum, English teacher in implementing Merdeka curriculum, the strategies in implementing Merdeka curriculum, the obstacles in implementing Merdeka curriculum, English Language Learning Characteristics in Merdeka Curriculum, Pancasila Student Profile Scheme (Profil Pelajar Pancasila), English teacher and Previous Relevance of Research.

A. Theoretical Description

1. The Definition of Curriculum

According to UU no. 20 of 2003. The curriculum is a set of plans and an arrangement relating to objectives, content, teaching, materials and methods used as guidelines in organizing learning activities to achieve a national educational goal. The curriculum is defined as a written document that contains all the subject that will be taught to students through the choice of various disciplines and the formulation of problems in everyday life (Oktavia et al., 2023).

Marsh (2004) also explains that the curriculum is (a) all of the school's planned instruction. (b) ll of the experiences students have while they are under its supervision, (c) All of the learning opportunities offered to students so they can gain general knowledge and skills in a variety of learning environments, (d) all of the experiences students have throughout their lives.

Based on some of the definitions above, it can be concluded that the curriculum is a learning tool or program that includes instructional materials and experiences that are planned, organized, and methodically created in accordance with applicable standards. These tools and programs serve as guidelines for educators and students as they work toward achieving the highest possible standards in education.

2. Merdeka Curriculum

a. The Definition of Merdeka Curriculum

An Merdeka curriculum is a curriculum with the various of learning where the content and context be more optimal so that the student can more explore and strengthen competencies (Anwar, 2020). Teachers have the flexibility to choose various in teaching learning process so that teaching can adapted and interest. The Merdeka curriculum is a curriculum model that refers to the formation of a Pancasila student profile with the aim of strengthening the character and various skills of students as an important component in the implementation of learning (Nurasiah, et al., 2022).

The Merdeka curriculum, which was put into place in Indonesia during the COVID-19 epidemic, is essentially continued in the merdeka curriculum. The government created this curriculum as one of the measures to raise the proportion of learning recovery following the COVID-19 epidemic (Rizaldi, 2022). The concept of Merdeka curriculum is freedom learning for the teachers and the students. So, the teachers' should be arranged plan of learning process based on the students' situations. Also that, the students' can explore their ability.

Freedom to learn can be interpreted as providing more space for students with the opportunity to study comfortably, calmly and freely without any pressure, taking into account the natural talents of each student. In his speech on National Teacher's Day, the Minister of Education and Culture, Nadiem Makarim, explained a policy regarding the freedom of learning which consists of four points predicted to bring significant changes and impacts in education (Azmi, 2021).

The MBKM idea, introduced by the Minister of Education and Culture (KEMENDIKBUD) in 2020, is thought to be pertinent and well used in the contemporary democratic period. Nadiem Makarim claims that the philosophy of K.H. Dewantara, which emphasizes independence, is the fundamental source of inspiration for the decision to choose free study. Two fundamental ideas "Merdeka Belajar" and "Merdeka Campus" are echoed by MBKM. To begin with, the notion of free learning entails intellectual liberty. Nadiem Makarim contends that instructors ought to be the ones to instill in students the fundamentals of independent thought.

A perspective like this ought to be seen as an effort to acknowledge how education at elementary, middle, and even college levels has changed over time. Second, the idea of free education is carried further by the independent campus. The goal of Merdeka Campus is to break free from constraints so that people may move more freely and nimbly. The goal of MBKM is to train graduates as future leaders of a superior and individual nation by enhancing their competency in both hard and soft skills, making them more relevant to the demands of the modern world (Mustaghfiroh, 2020).

b. The Advantages of Merdeka Curriculum

Based on (Rohmah, 2023), there are various kinds of advantages in Merdeka curriculum include :

1) For students

It is expected of students to be more engaged and adaptable. Students can work on projects like finished items or mini-events to enhance their creativity and soft skills. They can accommodate kids with particular abilities and interests by giving them greater latitude in their learning activities.

2) For teachers'

Only a portion of the content may be explained by the teacher. Because the Merdeka curriculum requires students to be self-sufficient in locating the information being studied, teachers only need to explain the parts of the subject that the students do not grasp. Teachers are free to decide what will be taught and how. Teachers must be creative and proficient in creating learning resources that align with the "Merdeka" curriculum.

c. The Disadvantages of Merdeka Curriculum

First, the curriculum was introduced by the Ministry of Education, Culture, Research, and Technology in 2021; however, it is believed that there is still a lack of preparation for this new curriculum. Secondly, the system in this curriculum has not been planned or organized properly, as evidenced by the procedures section in the teaching and learning process, which still does not include a discussion of efforts to raise the standard of

education in Indonesia. Thirdly, there is a deficiency in HR (Human Resources). In order for the curriculum to be implemented (Lestari, 2023).

d. English Language Learning Characteristics in Merdeka Curriculum

One of the characteristic of English language curriculum in Merdeka curriculum is the implementing of a genre-based approach. It is stated by the Standards, Curriculum, and Esucational, and Technology (2022) that “the approach used in general English language learning is a text-based approach (genre-based approach), where learning is focused on the text, oral, written, visual, audio or multimodal”. Additionally, learning English focuses on improving the capacity to utilize English in six language skills including, lisetening, speaking, reading, viewing writing, and presenting. In many sorts of texts in an integreated manner. The following are the elements of the subject and their descriptions (Kemendikbud, 2021):

Table 1. Elements in Merdeka curriculum for Junior High School.

Elements	Description
Listening	The capacity to comprehend information, express gratitude to the other person, and comprehend the information received in order to respond in a way that is pertinent and appropriate. Listening involves a number of processes, including recognizing, comprehending, and interpreting linguistic sounds before deciphering their meaning. The ability to grasp the major and supporting concepts in the information

	content and context that underpins a presentation, as well as how well one captures the meaning (implied and articulated) in an oral presentation, are all examples of nonverbal communication abilities related to listening.
Reading	The ability to understand, use, and reflect on texts according to the goals and interests to develop one's knowledge and potential so that he can participate in society.
Viewing	The ability to understand, use, and reflect on visual texts according to their goals and interest.
Speaking	The ability to convey ideas, thoughts, and feelings verbally in social interactions.
Writing	The ability to convey, communicate ideas, express creativity and create in various genres of written texts in an effective and understandable way and interest to readers with the right organizational structure and linguistic elements.
Presenting	The capacity to communicate ideas in a clear, accurate, and accountable manner using a variety of mediums (visual, digital, and audio-visual) in a way that the audience can understand. Speaking and presenting delivery must be planned and constructed in

	accordance with the requirements or preferences of the audience.
--	--

Based on this research, the subject is students in Junior High School refers on the phase D.

Table 2. Learning Outcomes in Phase D.

Elements	Learning Outcomes
Listening - Speaking (LS)	<i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i>

Reading – Viewing (RV)	<p><i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i></p>
Writing – Presenting (WP)	<p><i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic</i></p>

	<p><i>information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.</i></p>
--	--

In summary, phase D aims to enable students to utilize spoken, written, and visual English texts to engage and communicate in a variety of formal and informal contexts. In this phase of learning English, learners can employ a variety of texts, including descriptions, processes, narratives, special texts (such as short messages or advertising), and authentic texts, which serve as the primary sources of reference. Thus, speaking, listening, reading, writing, watching, and presenting in a variety of texts are the six language skills that are highlighted in the Merdeka Belajar curriculum when studying English. Therefore, the goal of studying English in the Merdeka Belajar curriculum is to enable students to communicate effectively in a variety of settings and sustain contexts with clear articulation, express the main ideas to be conveyed comprehensively, and practice communication even though is it not yet fluent.

e. Pancasila Student Profile Scheme (Profil Pelajar Pancasila)

Generally speaking, " Student Profile of Pancasila" can be explained in terms of six dimensions: (1) faith, piety to Almighty God Esa and noble character; (2) Global diversity; (3) Mutual Cooperation; (4) Independence; (5) Critical thinking; and (6) Creative. Dimensions show that Student Profile of Pancasila do not only focus on cognitive abilities but also attitude and behavior in accordance teak self as the Indonesian nation at the same time as a world citizens (Fajarudin, 2023).

1) Faith, Fear of God Almighty, and Noble Character (Beriman, Bertakwa Kepada Tuhan Yang Maha Esa, dan Berahlak Mulia)

Indonesian students who have faith, devotion to the faith, fear of God Almighty, and noble character are students who exhibit moral behavior in their relationship with the Almighty. Indonesian students understand the teachings of their religion and beliefs and apply this understanding in their daily lives (Kemdikbud, 2022).

2) Global Diversity (Berkebhinekaan Global)

Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, thereby fostering a sense of mutual respect and the possibility of forming a new culture that is positive and does not conflict with the nation's noble culture (Kemdikbud, 2022).

3) Mutual Cooperation (Bergotong Royong)

Indonesian students have the ability to work together, namely the ability to carry out activities together voluntarily so that the activities

carried out run smoothly, easily and lightly (Kemdikbud, 2022). Collaboration emphasizes the value of working together as a team, pooling resources, knowledge, and skills to achieve shared objectives.

4) Independent (Mandiri)

Independent (Mandiri) Indonesian students are independent students, namely students who are responsible for their learning processes and outcomes (Kemdikbud, 13 2022). Furthermore, independent learners possess critical thinking skills and the ability to make informed decisions. They are proactive in seeking help when needed, collaborating with peers, and taking advantage of opportunities for growth and development.

5) Critical Thinking (Berpikir Kritis)

Critically thinking Indonesian students can digest information, both quantitative and qualitative, in an objective manner; they can also create connections between different types of knowledge, analyze, assess, and draw conclusions from it (Kemdikbud, 2022). The Profil Pelajar Pancasila places a high value on critical thinking since it gives students the tools they need to think critically and form sound decisions. Pupils with strong critical thinking abilities are able to analyze and evaluate material more deeply and go beyond simple comprehension.

f. Pancasila Student Profile Strengthening Project

In the implementing of Merdeka curriculum, students are required to be able to form or carry out a project. Project-based learning can develop students' soft skill and character accordance with the profile of Pancasila

students. The project to strengthen Pancasila students profile activity is an activity in the form of a project to strengthen the profile of Pancasila students (Usman et al., 2023). The Pancasila Student Profile strengthening project provides an opportunity for students to “experience knowledge” as a process of character building as well as an opportunity to learn from the environment (Shofa, 2021). Another result said the strengthening the profile of Pancasila students focuses on cultivating character, as well as instilling abilities in daily life in individual students through school culture, namely intra-curricular and extra-curricular learning, projects to strengthen Pancasila student profiles. (Wini Widarini & Suterji, 2023).

Educational institutions are free to choose the P5 theme by referring to the theme prepared by the Ministry of Education and Culture, Research, and Technology. The themes provided are for SD/MI, MTS/SMP, MA/SMA, SMK/MAK, or equivalent levels. The themes are Sustainable Lifestyle (Gaya Hidup Berkelanjutan), Local Wisdom (Kearifan Lokal), Bhineka Tunggal Ika, Awaken Body and Soul (Membangun Jiwa dan Raga), Voice of Democracy (Suara Demokrasi), Engineering and Technology (Reakayasa dan Teknologi), Entrepreneurship, and Employment (Kewirausahaan dan Keberkejaan).

At MTs Al Qudsiyah Tuban, the teacher apply some themes, The Voice of Democracy with the OSIS elections, the theme of entrepreneurship with the Bazar activities, the recycling of used goods, and also the manufacture of crafts from waste.

g. Rahmatan Lil Alamin's Student Profile

The profile of the student of Rahmatan lil 'alamin is the profile of Pancasila students in madrasah who are able to realize the insight, understanding, and behavior of taffaquh fiddin as well as the specificity of religious competence in madrasah. Projects for strengthening the profile of students of Rahmatan Lil 'Alamin are side-by-side and can be combined with the Pancasila Student Profile Strengthening Project. Implementation of the project is flexible in terms of loading, activities, and timing of implementation (Mufid, 2023). And in the Profile of the Merciful Student Lil 'Alamin has ten values, namely: Civilization (ta'addub), equality (qudwah), citizenship and nationality (muwatanah), taking the middle way (tawassut), balancing (tawazun), straight and firm (i'tidal), equity (musawah), diversity (syura), tolerance (tasamuh), and dynamic and innovative (tathawur wa ibtikar) (Kurniasih et al., 2022).

h. The Implementation of Merdeka Curriculum

According to Kharimah (2023), one of the curriculum principles that calls for pupils to be autonomous is the autonomous Learning curriculum. Independence is the ability for any student to obtain knowledge from both official and informal educational sources. This curriculum encourages creativity in both instructors and students, and it does not place restrictions on learning that takes place inside or outside of the classroom.

The result by Kamila (2023), she done do a research in SMAN 2 Jember said Based on the results of interviews with grade X teachers, revealed that the merdeka curriculum is as follows. The merdeka curriculum is

implemented in class X to become a driving school and whether we can or not we must be enthusiastic, follow because it is a responsibility. The merdeka curriculum is a recovery curriculum from curriculum 13 to the merdeka curriculum which has been formalized by the Minister of Education (Andriyani, 2022).

Another research by Ferdaus (2023), said that the teacher during implementing Merdeka curriculum in the teaching learning process can be appropriately conducted by the teacher and also the teachers' have a variations in how teachers' teach in implements the teaching modules. Another side, the additional activity consist of giving games, or what is known as "quizzes," as ice-breakers. The reason why the teacher implementing is to change the learning atmosphere to make students' enjoyable and prevent them from becoming bored.

Based on the last previous study, the result It explains that in the process of application of the curriculum consists of three points of activity, i.e. opening with the aim of initiating the learning process, then core activity is entering the material to be described, and the last closing which aims to give a summary, riview, as well as reflection to the student. In the teaching process, it is also interrupted by using some methods, so that students do not rush to sleep (Latifa et al., 2023).

i. The Challenges in Implementing Merdeka Curriculum

In implementing Merdeka curriculum when teaching learning process, the teachers' sure that faced some challenges. The challenges in implementing the Merdeka curriculum are different for each school.

However, with a challenge, teachers are expected to upgrade further regarding the progress that must be achieved in the Merdeka curriculum. Some research explains a result, one of the by Reza (2023), limited facilities that support in teacher learning process, limited of resources, inadequate information technology skills and some different background of students'. This part of challenges faced by English teachers' in implementing merdeka curriculum is used Hehakaya's (2023) study said Problem is a possible obstacle or obstacle solved in other words the problem is the gap between reality it turns out well, in order to achieve maximum results.

Table 4. Research on Challenges in Implementing Merdeka Curriculum

Category : Less of Teachers Understand the Process of Implementing Merdeka Curriculum				
No.	Authors	Year	Title	Findings
1.	Lestari	2023	The English Teacher's Perspective and Challenge on Implementing Merdeka Curriculum.	The study's research subjects reported that the most difficult aspects of putting the Merdeka curriculum into practice for teaching English to students are recognizing and adjusting to the variety of their personalities and learning preferences, which will affect the choice of an efficient model for teaching English.
2.	Retnowati, Triyanto, Matsuri	2023	Challenges and Readiness of Elementary	The findings of this research challenges arise

			School Teachers in the Implementation of the Merdeka Curriculum.	in terms of understanding and integrating key concepts, utilizing technology, and adapting assessment methods.
3.	Septiyani, Sukartono	2023	Teachers' Challenges in Implementing an Independent Learning Curriculum in Science and Social Studies for Primary IV Students.	This research concludes that there are challenges faced by teachers in the stages of planning, implementing and evaluating learning.
4.	Utomo, Kusakabe, Sulthoni, Setyowati	2020	Challenges Faced By English Teacher In Teaching: Case Study Of Junior High School In Banjarnegara Regency.	This research showed that challenges are faced through by teacher and also students. Challenges from teachers are less of teaching material, teaching design and classroom management.
5.	Marzulina, Harto, Erlina, Holandyah, Desvitasari, Arnilawati, Fridiyanto, Mukminim	2021	Challenges In Teaching English For EFL Learners At Pesantren: Teachers' Voices.	The results showed that difficulties that English teachers' had when raising language proficiency, managing a packed classroom, managing time constraints.
6.	Halawa	2024	English Teachers' Perceptions Of Challenges And Responsibilities In Schools Related To The Implementation	The findings explained that Teachers recognized the potential of the course to promote autonomous and personalized learning among students but also highlighted challenges

			Of The Merdeka Curriculum.	related to workload, resource constraints and professional development needs.
7.	Yuhastina, Parahita, Asttutik, Ghufonudin, Purwanto.	2020	Sociology Teachers' Opportunities and Challenges in Facing "Merdeka Belajar" Curriculum in the Fourth Industrial Revolution (Industry 4.0).	The result of this research are teachers' problem in implementing Merdeka Belajar (Freedom of Learning) curriculum lacks understanding of the procedures.
8.	Songbatumis	2017	Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia.	The obstacles faced by English teachers include their young age, lack of professional development, inadequate understanding of teaching methods, language competency issues, and unfamiliarity with IT.
Category : Lack of Students Interest in Learning English				
9.	Suryanto, Sari	2020	Difficulties and Strategies in Learning English: An Analysis of Students From English and Non- English Education	ELED and non-ELED students encountered similar challenges when learning English, including a lack of vocabulary, grammatical errors, pronunciation concerns, and poor speaking and listening abilities.

			Department in Indonesia.	
10.	Marzulina, Harto, Erlina, Holandyah, Desvitasari, Arnilawati, Fridiyanto, Mukminim	2021	Challenges In Teaching English For EFL Learners At Pesantren: Teachers' Voices.	The results showed that there difficulties English teachers had when instructing students in the language: Increasing student motivation.
11.	Utomo, Kusakabe, Sultoni, Setyowati	2020	Challenges Faced By English Teacher In Teaching: Case Study Of Junior High School In Banjarnegara Regency.	This research showed that challenges are faced through by teacher and also students. Challenges from students include lack of vocabulary, loss of mativation and juvenile delinquencies.
Caterogy : Lack of Insfrastructure				
12.	Hanayati, Taharapy, Basalama, Miniaty	2023	Exploring Challenges in Applying the Merdeka Curriculum at Schools: A Literature Review.	The findings in this research among the difficulties faced by teachers include a lack of infrastructure and technical support as well as a restricted supply of instructional materials.
13.	Songbatumis	2017	Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia.	Facilities problems could include a lack of facilities and resources as well as a deadline.

In implementing the curriculum, especially the new curriculum, there will definitely be one or more challenges. In one school the challenges are

certainly different from those in other schools. From the research, it can be concluded that the challenges appear from some sides. From internal sides and external sides also. **From internal factors come up from students and teachers.** Challenges from students include less of vocabulary, loss of motivation, juvenile misbehavior, grammatical errors, pronunciations concerns, poor listening and speaking abilities. And then from teachers sides there are insufficient training, lack of professional development, inadequate understanding of teaching methods, teaching material and teaching design, classroom management, time constraints, and lacks understanding of the procedures. Next, **challenges come from external factors** include lack of infrastructure and inadequate technical support.

j. The Strategies in Implementing Merdeka Curriculum

Based on reality in the teaching learning process when the teachers' faced on the students' situation, the teachers' should have a strategies to control the students'. As also on implementing merdeka curriculum, the teachers' must have strategies in implementing Merdeka curriculum. Some strategies can apply by the teachers' so the students' can found the new situation in the teacher learning process. (Tricahyati, 2023). In part of strategies is used James R. Davis theory. He said strtaegy as a plan, method, or series maneuvers or strategems for obtaining a spesific goal or result.

Table 3. Research on Strategy in Implementing Merdeka curriculum

Category: Strategies Use Media				
No.	Authors	Year	Title	Findings
1.	Anisah, Qamariah	2023	The Teacher's Role in The Implementation of Curriculum Merdeka in English Classroom	The strategies that will be implement there are English teacher can use likes games, music, using interactive learning media when teaching learning, debates and etc.
2.	Prastha, Yoshinta	2022	English Teaching Strategies in Elementary Schools: Challenges and Opportunities in Kampus Mengajar Program.	The findings shows that strategies to overcome the problem, There are using songs, employing interactive media, playing games, and using repipition
3.	Saragih, Lidya, Girsang	2023	A Literature Review: Strategies to Teach English as A Foreign Language.	This research find the strategies to overcome the challenges for teaching English as a foreign language including complete learning needed, ice breaking, brainstorming, class discussion, games, cooperative learning and ect.

4.	Armowardoyo, Weda, Sakkir	2021	Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar.	The result to overcome challenges in four skills including watching westren movies, watching via YouTube, reading novels, comics, writing diares in English.
5.	Razi, Muslem, Fitrisia	2021	Teachers' Strategies in Teaching Speaking Skill to Junior High School Students.	This reasearch described that there are five strategies used English Teachers in teaching speaking skills, namely role play, drilling, games and picture describing.
6.	Mustika, Wardah	2021	An Analysis of Teacher's Strategies in Teaching English.	This reasearch described that there are five strategies used English Teachers in teaching speaking skills, namely role play, drilling, games and picture describing.
7.	Abdulloh, Abdul	2023	Teacher's Strategies in Teaching Contextual English at SMK N 1 Wadaslintang.	The result of this research shows that teacher used strategies the syntset of CTL, relating and experiencing. The strategies can engage students in participating actively in the classroom.
Category: Improving Teachers Quality				
8.	Anisah, Qomariah	2023	The Teacher's Role in The Implementation of Curriculum Merdeka in English Classroom	The English teacher can implement an independent curriculum with the changing teaching methods, using new strategies and improve learning outcomes.

9.	Paramesthi, Suwartono	2023	Challenges and Strategies of English Language Teaching Within the Freedom-to-Learn Curriculum in Indonesia.	There are some strategies that used by English teachers likes attending an English teachers' Association meetings, creating an exciting and enjoyable learning environment, implementing the different learning.
10.	Tanjung	2018	Language Learning Strategies in English as a Foreign Language Classroom in Indonesian Higher Education Context.	putting specific models of strategy instruction into practice, and raising lecturers' awareness of the importance of using inclusive methods students' learning strategies.

Those are all strategies that were found by some research. The strategies used by English teachers in teaching learning proces are hoped to improve and students will also enjoy learning English in the classroom. Based on the findings, some recommendation of strategies for English teacher, Strategies that are in accordance with previous research are grouped into two, namely media strategies and strategies for developing teacher quality. In **strategies uses media** are using songs, playing games, watching westren movies, drilling, role play, picture discribing and using electronic media. And the next, **strategies for improve teacher quality** are attending an English teachers' Association meetings, creating an exciting an enjoyable learning, uses different method in learning, and putting specific strategy instruction

models into action, and raising teachers' awareness of the value of using inclusive methods.

B. Previous Research

There are some relevant studies that relate to the title research. The first article written by Mashar (2023) suggest that implementing Merdeka curriculum based Early Reading for Kindergarteners. Early Reading is essential for children aged 5-6 years. The study's findings demonstrate how well-developed and age-appropriate the pupils' early reading abilities are. Youngsters are able to read, recognize, and categorize the letters that make up a word. It is reinforced by a number of techniques that stress the identification of significant letters. Word trains, letter and word recognition in literacy-themed picture books, word introductions through modifications to literacy-themed stories, name-tagging with songs, writing project and personal names, and home letters are a few of them.

The second previous study by Kamila (2023) explained that demonstrate how successfully the merdeka curriculum has been implemented in raising the standard of instruction in schools. This has been accomplished through a variety of strategies, including teachers participating in online and offline workshops hosted by the government and the education office, and the school holding merdekaly workshops by inviting speakers with expertise in the subject matter. As a result, the curriculum has proven to be a great tool for enhancing student learning and achieving learning objectives that call for students to develop their literacy in order to succeed in the globalized world.

The next previous study by Baharullah (2020), the result explained that the application of the project-based learning model to class XII students in statistic can

advance students learning outcomes. This can be seen based on the average score of learning outcomes in the cognitive domain the average learning outcome score in the psychomotor domain in the first cycle of 53.65% increased to 84.61%, and the average learning outcome score in the affective domain in the first cycle of 72.5% increased to 83.85%. In the first cycle, the average learning outcome score in the 57.12% increased to 82.88% in the second cycles.