

# CHAPTER 1

## INTRODUCTION

This chapter focuses on introduction of the research. There are several discussions mentioned in this chapter, those are background of the study, Research Question, Objective of study, Scope and limitation of the study, Significance of the study, Definition of the key terms.

### A. Background of Study

Curriculum is a set of plans and regulations relating to learning materials, content, objectives and methods, which are used as guidelines for the implementation of learning activities to achieve educational objectives. Several curricula changes have been made to Indonesia's education system, and a new *Merdeka* curriculum is currently in place. The *Merdeka* Curriculum uses a combination of intra-curricular (70-80% from JP) and co-curricular (20-30% JP) learning through a project to strengthen the profile of Pancasila students. In education, the educational curriculum is of great importance. The curriculum is a tool that can be used to achieve objectives, and it provides guidance for teacher in the implementation process of teaching practice (Putri et al., 2022). Without a curriculum, education cannot operate effectively and efficiently. According to the Law no 20 of 2003 on the National Education System, the curriculum is a set of plans and arrangements relating to the objectives, content, and learning materials, as well as the methods used to organize educational activities to achieve educational objectives (Yelvita,2022). The vocabulary comes from the Latin "curriculum" which means teaching material, and some say "courier"

from French. Some Arabic teachers refer to the language "Almanhaj" on their curriculum vocabulary. Education means a path or a path that teachers and students take to develop knowledge, skills, attitudes and values in their lives, in the context of the curriculum (Hidayat,2016). In academics, the curriculum must include at least four main components; first, what are you trying to achieve, second, the content or the teaching materials, third, ways of teaching that can be used by teachers, fourth, the method of measurement and evaluation of the results of the teaching process (Hakim, 2022). English is a global language and a basic skill that all Indonesian students must master. It helps students to enable wider access to knowledge. In an English class, students actively participate in the learning process by doing activities that can help the learning process. They also receive learning materials from the teacher. The learning process in the classroom is a series of adjustments made to the way of learning developed to achieve changes in knowledge, skills, attitudes, and behavior of the learner through interaction with teachers and other students in a learning environment. The levels of learners in a subject applied in the classroom form the learning process (Anderson,2007).

General English learning at the Primary and Secondary Education levels in the national curriculum provides students with the opportunity to open up insights relating to self, social relations, culture and employment opportunities available globally (Kurka,2023). Teacher as Implement of *Merdeka* Curriculum place a strong emphasis in implementing the curriculum effectively. The teacher needs to ensure that they are able to Implement *Merdeka* Curriculum in the learning process so that the students can achieve the academic goal (Aida,2022).

Sulistiyorini et al., (2022) stated that the implementation of the *Merdeka* curriculum should be integrated into teacher. Direct implementation of exercises by students shall be use to complete the subject matter in class. In this way, students feel that their learning is developing and bringing benefits. Mulyatno (2022) stated that teacher play a key role in the implementation of education, and are very influential when come to learning. The continuity of learning in the classroom and its impact outside the classroom shall be determined by the teacher's competence and authority. The teacher must be good at encouraging students to achieve their goals. English is, of course, a very important subject in formal education in relation to the Implementation of the *Merdeka* curriculum. For every person, learning a foreign language is always require for various purpose and English has become the global language. English language functions as a global and worldwide language because it is learning and use by people in different countries for purposes of communicating, as the first language, second language or foreign language, thirty essential linguistic skills are targets by students in the study of foreign language Kharimah (2023).

There are several reasons why this research examines the Implementation of the *Merdeka* Curriculum in the English Class at Ngadiluwih high school in kediri. First, the *Merdeka* curriculum has just been implementation by the ministry of education and culture and of course each school has its own way of implementing the *Merdeka* Curriculum. Therefore, the researcher wants to do this research to find out how to Implementation the *Merdeka* Curriculum to students at Ngadiluwih high school in kediri. The second reason is that the researcher wants to know the challenges of the English teacher in the implement of curriculum and the strategies to face the challenges.

A generation of students able to face difficult challenges with profound understanding, courage and a commitment to hard work could be produced by a *Merdeka* curriculum. The implementation of the *Merdeka* learning Curriculum in Sekolah Penggerak is discussed as research by Qolbiyah et al, (2022). The study showed the importance of infrastructure and equipment for successful implementation of a *Merdeka* Curriculum in Sekolah Penggerak. The Curriculum of *Merdeka*, which is expected to have a profound impact on the coming period, contains excellent progressive development objectives. A number of studies have been recently carried out in different areas with respect to its implementation.

Based on the explanation above, several results and findings from other researchers have been put forward. The first related research was conducted by Nur Hanifah Wijayanti and Tasman Hamami (2023) with the title, "Implementation of *Merdeka* Curriculum Development for Islamic Religious Education: A Case Study in a Junior High School". Research findings show that the implementation of the *Merdeka* PAI curriculum at SMP N 3 Kaliwungu Kendal focuses on strengthening students' religious understanding, practical skills and attitudes in the Islamic religious context. The second, with the title "Teacher Readiness in Implementing the *Merdeka* Curriculum in Kerinci Regency" (Nurzen 2022). This research shows that in implementing the *Merdeka* Curriculum in Kerinci Regency, the second generation of Sekolah Penggerak learning committees have confidence and enthusiasm, the teachers felt ready to implement an *Merdeka* Curriculum. Finally, entitled "the study on the challenges and opportunities of Curriculum *Merdeka* implementation in Indonesian schools" Made et al (2023). The study found that while the new curriculum provided opportunities for more student-

centere and interdisciplinary learning, professional development for teachers, and more significant equity and inclusion, it also faced several challenges, such as the lack of resource and infrastructure, inadequate training and support for teachers, and a heavy burden on teachers. The study on the challenges and opportunities of *Merdeka* Curriculum Implementation in Indonesian schools highlights the complex and nuance nature of the implementation process. The study found that while the new curriculum provided opportunities for more student-centered and interdisciplinary learning, professional development for teachers, and more significant equity and inclusion, it also faces several challenges, such as the lack of resources and infrastructure, inadequate training and support for teachers, and a heavy burden on teachers.

#### B. Research Question

1. How is the *Merdeka* Curriculum Implemented in the English Classes at SMA Negeri 1 Ngadiluwih, Kediri?
2. What are the challenges of Implemented the *Merdeka* Curriculum in English Classes at SMA Negeri 1 Ngadiluwih, Kediri?

#### C. Objective of Study

In accordance with the research question, the purpose of this study is:

- a. To find out the implement the *Merdeka* Curriculum in English classes
- b. To find out the challenges in implementing the *Merdeka* Curriculum in English classes at SMA Negeri 1 Ngadiluwih kediri

#### D. Scope and Limitation of the Study

To avoid is interpretation in this research, the research needs to limit the problem. Researcher limited their research to analyzing the implementation of the Curriculum *Merdeka* and the challenges in implementing it in Ngadiluwih State High School English classes. The researcher only focusses on the class that will use as the object of research.

#### E. Significance of the Study

The researcher expects that the result of this research can give contribution for:

##### 1. Theoretically

It can be considere as a reflection of how the Curriculum *Merdeka* is Implementation in English learning. The implementation of the *Merdeka* Curriculum should give teachers a greater concern for curriculum issue. The researcher expects that this research will provide benefits in the field of education school.

##### 2. Practically

In practice, this work should be regarded as a reference source for readers to discover other issue in the Curriculum *Merdeka* and carry out further research.

For English Teacher

The findings of that study are intended to provide an overview on the implementation of the *Merdeka* curriculum in ESL for teachers. Furthermore, it also contributes to the improvement of teachers' professionalism as well as enhancing their expertise on how to teach under the *Merdeka* curriculum. To make it possible to develop knowledge, as well as its capacity for organising educational and training activities.

For student

These findings are used for students to know about the implementation of the new

curriculum in class and to be able to understand it. Then students can develop and improve their abilities in learning.

#### F. Definition of key Terms

Definitions of key terms need to be provided to avoid misunderstanding and misinterpreting the research. In this study, researcher would like to convey some words relate to research, namely.

##### Implementation

The implementation of the programm is an act that was drawn up in a detail and careful manner according to Mesnadi (2018). Implementation is a process or use as an evaluation. The implementation is normally carrying out after the planning.

##### Curriculum *Merdeka*

The definition of Merdeka's curriculum, according to BSNP or National Education Standards Agency, is curricula with wide variety of interscholastic learning where the content shall be more appropriate so as to provide sufficient time for students to investigate and improve their skills. In a learning process, the teacher is free to choose different teaching tools which will allow his or her lessons to be geared towards students' needs and interests.

##### EFL Class

According to Gebhard (2006) English as a Foreign Language (EFL) can be described as the study of English by individuals residing in regions where English is not the

primary means of communication. In such environments, students often have limited opportunities to use English for communication outside the classroom.