CHAPTER II

LITERATURE REVIEW

This chapter discuss literature review for this study. It consists into some parts. Those are implementation, Definition of the Curriculum, Definition of Curriculum, Definition of the Curriculum *Merdeka*, Characteristic of the Curriculum *Merdeka*, Advantages of the Curriculum *Merdeka*, The Difference between the 2013 Curriculum and the *Merdeka* Curriculum, Curriculum *Merdeka* in English class and last previous study.

A. Definition of the Implementation

According to Alviatin (2022) Implementation is the act of translating ideas, concepts, rules, or innovations into practical actions, aimed at shaping people's knowledge, skills, attitudes, and values. Similarly, as define by Nurdin, implementation involves the strategic execution of a concept, program, or a sequence of actions, with the expectation that it will be observation and adopted by others.

a. Definition of the Curriculum

1. Definition of Curriculum

According to Nasution et al (2022) a curriculum can be described as a comprehensive set of plans and arrangements governing the content, materials, and teaching methods to guide the organization of teaching and learning activities. Interestingly, the term "curriculum" doesn't originate from Indonesian but has Latin roots, specifically from the word "currere," which conveys the notion of a competitive field. In this light, the curriculum is defined as a

meticulously plan and systematically organized program that integrates various educational materials and learning experiences, drawing from both historical and contemporary sources. Importantly, it is design in harmony with various educational factors and is intended to serve as a structured blueprint. Nasution et al (2022) underscores that the curriculum function as an educational program comprising a wide range of teaching materials and systematic learning experiences that are intentionally program, plan, and design in adherence to establish norms. These norms, in turn, serve as guidelines for educators and students to collectively work towards achieving educational objectives. for educators and students to collectively work towards achieving educational objectives.

Curriculum tools

Design plan	Arrangement	Lesson material	Method
Objective curriculum	Text		
The purpose of organizing higher education units	Arrangement of study and lesson materials	The lesson material delivered in teaching and learning process	Forms of teaching and learning activities

Source: Hamalik 2014

According to Hermawan dkk (2020) the definition of curriculum is also conveyed by several experts including the following:

a. According to Cow, the curriculum is a teaching plan consisting of several subjects that have been structured with the aim of completing a program in order to obtain a degree or obtain a diploma.

b. According to Arifin, the curriculum is all the learning materials that must be completed in the educational process in an educational institution system.

c. According to Mac Donald, the curriculum is a plan that is used as a reference in the implementation of the teaching-learning process.

The curriculum, as define in Law No. 20 of 2003, comprises a structure framework encompassing educational objectives, content, learning materials, and instructional methods. It serves as a guiding plan for orchestrating learning activities aim at attaining specific educational goals. This definition underscores that the curriculum is not merely a list of subjects to be study and completed but also encompass how educators prepare for teaching and how it translates into learning experiences and activities for learners, both within and outside the classroom (kemendikbud 2013 in sukowati 2017).

According to Ridlo (2023) the curriculum can be define as a comprehensive framework encompassing objectives, content, learning materials, and instructional methods. It serves as a set of guidelines for executing educational activities with the aim of achieving specific educational goals, in accordance with Law No. 20 of 2003 regarding the National Education System. Over the course of post-independence history, several curricula have been developed, including the 1947 Curriculum, famously known as the "Plan 1947 Lesson Plan," which primarily consisted of (1) a list of subjects and teaching hours and (2) teaching outlines. Subsequent curricula include the Curriculum 1952, "Lesson Plan Unraveled 1952," Curriculum 1964, "Education Plan 1964," Curriculum 1968.

Curriculum 1975, Curriculum 1984, "Enhanced Curriculum 1975," Curriculum 1994, and Curriculum Supplements 1999. This evolution continues with the 2004 Curriculum, "KBK (Competency Based Curriculum)," 2006 Curriculum, "KTSP

(Education Unit Level Curriculum)," 2013 Curriculum, and the 2017 Curriculum (Revised 2013), culminating in the Independent Curriculum. Notably, in 2019, Minister of Education and Culture Nadiem Makarim introduced a shift from the 2013 curriculum to the MBKM curriculum (*Merdeka* Belajar *Merdeka* Campus). The MBKM concept is built on two key components: "Independent Learning" and "Independent Campus." It emphasizes the importance of fostering freedom of thought and innovation, which emerge from the freedom to engage in self-directed learning. The independent campus carries forward the individualized learning program for higher education. A pivotal step toward fostering Indonesia's highly skilled human resources, aligning with the Pancasila Student Profile, is the adoption of independent learning policies. This approach corresponds with the World Economic Forum's recommendation that students in the 21st century should possess 16 essential skills. These skills can be broadly categorized into three domains: literacy, competence, and character quality. In higher education, this can be achieved through the design and Implementation of innovative learning processes. These processes aim to enable students to attain comprehensive learning outcomes, covering cognitive, affective, and psychomotor aspects, in an optimal and consistently relevant manner through the MBKM curriculum.

2. Definition of the Curriculum *Merdeka*

The idea of curriculum can be explored from four distinct perspectives. First, it may be view as an idea stemming from theory and research. Second, it can be perceived as a write plan that serves as a manifestation of the curriculum idea, encompassing objectives, teaching materials, learning activities, tools, media, and allocate learning time. Third,

in the context of implementing the written plan through practical learning exercises, the curriculum can be regarded as an active process, as articulated by Hasan (1988). According to this perspective, the curriculum serves as a structure set of programming and arrangements that determine goals, content, materials, and methods, all orchestrate to facilitate educational activities geared toward achieving specific educational objectives, in line with Depdiknas (2003). Maintaining the relevance and responsiveness of curricula to changing times and societal developments is crucial. This implies that curricula should continually evolve to remain up-to-date and adapt to the evolving needs and demands of the current age, as emphasized by Nuh M. (2013). Nadiem Makarim, who serves as the Minister for Education, Culture, Research, and Technology, introduce the *Merdeka* program as a means to evaluate the curriculum enhancements implemented in 2013. This initiative, a vital component of the government's broader strategy to cultivate more skilled and competent young individuals across various fields, was formerly known as a prototype curriculum.

B. Characteristic of the Curriculum *Merdeka*

There are several main characteristics in this curriculum According to (Al Maarif dkk 2023):

Project-based learning: Aligned with the Pancasila student profile, the *Merdeka* Curriculum places a strong emphasis on nurturing soft skills and character development through project- based learning. This approach provides students with

opportunities to enhance their teamwork, creativity, problem- solving, and communication skills by engaging in various learning projects.

Emphasis on essential content: The *Merdeka* Curriculum prioritizes essential content, providing students with an increased focus on key subjects. This adjustment aims to allocate sufficient time for comprehensive instruction in foundational skills such as literacy (the ability to read and write) and numeracy (proficiency in mathematics). The curriculum strives to ensure that students acquire a solid grasp of critical subjects by emphasizing the most vital information.

The *Merdeka* Curriculum provides a higher degree of flexibility in its implementation, while still maintaining its focus on fostering students' personal growth and competence as learners. This approach is expected to elevate educational standards and better prepare students to confront future challenges with confidence.

C. Advantages of the Curriculum *Merdeka*

According Kemendikbudristek (2022) The *Merdeka* Belajar Curriculum offers several advantages, including:

Simplicity and Depth: It focuses on essential content and enhances students' competencies progressively. This approach leads to deeper, more meaningful, and enjoyable learning experiences, without rushing through the curriculum.

Independence: Teachers have the flexibility to adapt their teaching to match students' developmental stages and achievements. School is empowered to design and manage their own curricula, tailoring them to suit the unique characteristics of their educational units and students.

Relevance and Interactivity: Project-based learning activities provide students with broader opportunities to actively explore various issues, such as the environment and health. This supports both character development and the development of essential competencies outlined in the Pancasila Student Profile.

D. The Difference between the 2013 Curriculum and the *Merdeka* Curriculum

There are some differences between Kurikulum *Merdeka* and Kurikulum 2013. These are some of them (Nisrina 2023):

c	Kurikulum K-13	Kurikulum *Merdeka*
1	Based on the objectives of the National Education system and National standards	In line with the goals of the National Education system and National standards, there is an additional focus on cultivating the Pancasila student profile
2	Core competencies (KI) and basic competencies (KD) are integral components of the educational framework. Four fundamental competencies, namely spiritual attitudes, social attitudes, knowledge, and skills, are classified as core competencies in terms of their scope and priority.	Learning achievements are structured according to each developmental stage. These achievements are presented in paragraphs that encompass a combination of information, attitudes, and skills, all with the aim of acquiring, reinforcing, and enhancing competence.
3	The weekly time allocation is established and organized systematically, with a continued emphasis on intracurricular learning	The time allocation is determined annually based on the conditions of the educational unit. Learning activities are divided into two main categories: regular learning, which occurs within the classroom (intracurricular learning), and Pancasila student profile projects.
4	Learning in this curriculum employs a scientific approach for all subjects, with a particular emphasis on intracurricular learning.	The curriculum places a strong emphasis on reinforcing differentiated learning, tailoring it to the students' level of achievement. It achieves this through a blend of cocurricular learning, involving Pancasila student profile projects (allocated 20%-30% of the time), and intracurricular learning (allocated 70%-80% of the time).

5	The Kurikulum 2013 follows a scientific approach with a process that includes: - Observation - Questioning - Experimentation - Association - Communication	In English, the Kurikulum *Merdeka* utilizes a genre-based approach, which involves the following process: - Building Knowledge of the Field (BKoF) - Modeling of the Text (MoT) - Joint Construction of the Text (JCoT) - Independent Construction of the Text (ICT)
6	➢ Formative and summative assessments are designed to identify students' learning needs and improve learning outcomes concurrently. ➢ Each learning assessment is authentic and aligned with the curriculum. ➢ Evaluation encompasses three domains: attitudes, social interaction, and spirituality.	➢ Formative assessment is focused on tailoring learning experiences to match students' individual achievement levels. ➢ Authentic assessment, with particular emphasis on the Pancasila student profile project. ➢ Evaluation integrates three domains: social, spiritual, and attitude
7	Textbook and non-textbook	Educational resources for Kurikulum *Merdeka* are available in both textbook and non-textbook formats. The government also offers an online website as a resource for teachers and students. Examples of these resources include teaching modules, flow learning objectives, and Pancasila student profile project examples.
8	Curriculum implementation guidelines, Assessment Guides	Various resources and guidelines are provided to support the implementation of the curriculum, including: - Learning and assessment guides - Operational curriculum development guidelines for schools. - Project development guidelines for enhancing Pancasila student profiles. - Implementation guidelines for inclusive education. - Individual learning program preparation guidelines. Counseling guidance service modules

E. Curriculum *Merdeka* in English Classes

In the *Merdeka* Curriculum, various learning methods can be done. However, from the government there are several specific methods recommended to Implementation the *Merdeka* Curriculum, some activities that might suggest views on activities that can be done. The researcher here takes a step method from Gershon (2014) which suggest or provides several views on activities that can be done in the classroom to make students more *Merdeka* Curriculum as follows.

Giving the end away

The teacher often begins lessons by telling students about the final and the expectation of learning. Nevertheless, instead of dictating it, the teacher can give the student a set of activities to help achieve the goals. The teacher can start by asking the student to work in pairs or three. Students should develop a possible route by which the whole class can meet the learning objective. The next step involves instructing the groups to present their ideas and then collectively selecting two or three of the most viable suggestion for the class to vote on. The idea that garners the highest number of votes will serve as the foundation for the lesson. This activity not only encourages Independence but also empowers students to take charge of their own learning by identifying effective strategies for achieving a specific learning objective. To facilitate this technique, the teacher can provide students with a pre-prepared list of potential activities to choose from. This not only assists students who may struggle to generate innovative ideas but also ensures that the teacher is not caught off guard with an unprepared activity. This approach makes the entire process more

manageable and structured while still promoting student engagement and ownership of their learning.

Refusing to help

Encouraging independence in students can involve a strategic approach of initially withholding assistance. For instance, the teacher can assign a task and refrain from providing help until the students demonstrate a genuine effort to tackle the challenge independently. If students find themselves stuck despite their initial attempts, the teacher can then prompt them to articulate their thought process or explain their approach. This communication allows the teacher to understand the students' approach and offer guidance on how to solve the immediate problem while also equipping them with problem-solving skills for similar challenges in the future. This approach strikes a balance between promoting independence and providing support, when necessary, ultimately fostering self-reliance and critical thinking in students. Another effective approach is to develop a problem-solving checklist and only offer assistance to students after they have diligently followed the steps on the list. When students seek help, the teacher can respond by prompting them to articulate their efforts in adhering to each item on the checklist. If students are unable to do so, the teacher can encourage them to go back and make another attempt before returning for assistance. This method reinforces the importance of methodical problem-solving and perseverance, guiding students to take ownership of their learning process while ensuring they have made a genuine effort before seeking help.

Playing dumb

Playing dumb approach can be an effective method to stimulate independent thinking among students, drawing inspiration from the socratic method. The goal is to prompt students to actively engage with the subject matter, tap into their existing knowledge, and begin to derive answers independently. This strategy is particularly advantageous when the teacher is confident that the student possesses the necessary understanding to arrive at a solution on their own but might require a gentle nudge in the right direction. By assuming a role-play where the teacher pretends not to know the answer, it encourages students to think critically, explore their own insights, and develop problem-solving skills, ultimately promoting self-reliance in the learning process.

Making improvement

Teachers can promote student independence and enhance their awareness of the quality of their work by implementing a systematic improvement process. One effective approach is to create an improvements checklist, laminate it for durability, and distribute it to all students in the class. When a student claims to have completed their work, the teacher can encourage them to go through the checklist and identify potential areas for improvement. To further reinforce this approach, the teacher can establish a rule that no piece of work is considered finish until it has undergone at least three revisions to enhance its quality. Students should be instructed to highlight the changes they make and provide margin notes explaining what modifications were made and the reasons behind those changes. This method instills a culture of continuous improvement, encourages self-assessment, and empowers students to

take ownership of their learning process by actively seeking ways to enhance their work.

Personal challenge

A valuable way to foster student independence and critical thinking is to encourage them to challenge themselves after completing their primary task. The teacher can facilitate this process by providing students with a set of keywords perhaps derived from the higher levels of Bloom's Taxonomy of Educational Objectives, and tasking them with inventing their own extension question using one of these words. By prompting students to create their own questions, they are pushed to think more deeply about the topic, apply their understanding, and engage in higher-order cognitive processes. This approach not only promotes independent thinking but also encourages students to take an active role in their learning, ultimately enhancing their ability to analyze and synthesize information, which are key skills in critical thinking and problem- solving.

Speaking to peer

Encouraging peer interaction and feedback is an excellent strategy to foster student independence and collaborative learning. When a student believes they have finished a task, the teacher can suggest that they share their work with one or two classmates. The students can then ask their peers for their opinions on how to improve and develop the work. In return, they can offer advice to their peers. This approach not only promotes independence but also cultivates valuable skills in critical thinking, communication, and collaboration. Over time, as students continue to exchange ideas

and feedback, this process becomes a natural part of their learning experience, fostering a culture of continuous improvement and empowering them to take ownership of their own growth and development.

Reflective self – assessment

Another effective technique for promoting independence among students upon completing a task is to encourage self-assessment. After finishing their work, students can be instructed to write a reflection that assesses the strengths and weaknesses of their decisions and the final product they have produced. This self- assessment practice not only enables students to evaluate their own work critically but also fosters self-awareness and self-regulation. It encourages students to recognize their areas of strength and areas that may need improvement. This reflective process empowers them to take responsibility for their own learning and to make informed decisions about how to enhance their skills and knowledge. Ultimately, it promotes independence and lifelong learning.

F. Previous Studies

There are various research studies that are concerned with this. Some of them were written by the researcher prior to doing this study.

The first studies from Yulianto (2022) entitled "An Implementation of Learning Assessment Model on The Curriculum of *Merdeka* Belajar" The research this suggest a shift in the learning assessment paradigm. Traditionally, assessments were primarily conducted to measure student learning outcomes and were often seen as separate from the learning process. However, the new configuration paradigm

emphasizes that assessments serve not only to gauge learning achievements but also to enhance students' abilities within the learning process.

The second studies research from Santoso et.al (2023) entitled "Adaptation of Independent Learning Curriculum in the Implementation of Learning in Class Al falah Assalam Elementary school". This study reveals several things Al Falah Assalam Elementary School has adopted teaching modules as a reference in the *Merdeka* Belajar curriculum, replacing the traditional lesson plans from the revised 2013 curriculum. And then the learning process in the classroom includes differentiation based on factors such as learning style, individual abilities, diagnosis results, and student personality. Al Falah Assalam School did not encounter any significant obstacles during the transition period from the 2013 revised curriculum *Merdeka* study curriculum.

The third from Hasna (2023) entitled "An analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia". The result of this research indicates that English teachers face challenges in implementing the *Merdeka* Curriculum. These challenges include; first difficulty in comprehending the *Merdeka* curriculum, exacerbated by the absence of government monitoring and evaluation, second struggles with designing lesson plans tailored to the new curriculum, the third lack of preparedness for transitioning to a new curriculum, the fourth difficulties in addressing obstacles faced by students. Finally, challenges in implementing new curriculum policies within the teaching and learning process.

The fourth from study Putri et al (2023) Entitled "Analysis Of 2013 Curriculum Problems So It Is Changed into A *Merdeka* Curriculum" as a result of this research, information was obtained regarding the analysis of the 2013 curriculum and the difficulties experienced so that it was transformed into an *Merdeka* curriculum which is currently being hotly discusses and is being intensively implemented in elementary schools, starting from class I and class IV. From the results of this analysis, important findings were found, namely that there were 3 aspects of difficulties experience by teachers in planning learning, implementing learning and evaluating. Then the *Merdeka* curriculum emerged as a form of evaluation of improvements to the K-13 curriculum and it was hoped that it would be able to resolve the problems that existed in the 2013 Curriculum.

The last study from Azizatul et.al (2023) Entitled "Implementation of the *Merdeka* Belajar Curriculum in the Industrial 4.0Era". The results of this research explain how to determine the effectiveness of the *Merdeka* learning curriculum in implementing the learning process as well as the obstacles and solutions that can be provided in implementing the *Merdeka* learning curriculum in the learning process. The results obtained from the research that has been carried out are the implementation of the *Merdeka* curriculum, the effectiveness of the *Merdeka* curriculum, the advantages of implementing the *Merdeka* curriculum, and the obstacles to implementing the *Merdeka* curriculum. Implementing the *Merdeka* learning curriculum is easier compared to the 2013 curriculum. The effectiveness of the 2013 curriculum is quite good and profitable in terms of students who are free to

choose according to their interests and talents and teachers who only need to explain some of the material content.