

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, problems, objectives, and the significances of the study. The writer also provides scopes limitation of the study and the definition of key terms.

A. Background of the Study

Human is God's most perfect creation. It is because of the perfect form and possession of thinking. Human and animal have different ways of thinking. Human reason is used as a foundation in their behavior, this feature of human behavior which offers the most appropriate basis for planning the education of human beings (Kelly 2016). Providing education to humans with an appropriate approach affects learning outcomes. Therefore, forming a good education requires structure or planning design to achieve the educational goals set by curriculum. It is needed to formulate into certain programs. Thus, the curriculum is an important issue and, it is a part of the educational program (Prihantoro 2014).

A curriculum is a set of learning plans as a guide in the implementation of education (Azzahra et al. 2022). The curriculum component contains objectives, materials, learning strategies, curriculum organization, and evaluation. Therefore, the curriculum is the foundation and guide in carrying out the learning process in the classroom which must be followed by every teacher in the schools. Curriculum design in Indonesia is made directly by the government, and has many changes. The

development of the curriculum can be mapped into six periods, namely: (1) Curriculum 1975; (2) Curriculum 1986; (3) Curriculum 1994; (4) Curriculum 2004; (5) school-based curriculum (SBC) which refers to the National Education Standards, and (6) Curriculum 2013 (Prihantoro 2014). Until now the curriculum in Indonesia has changed 7 times, where the latest curriculum namely the Merdeka curriculum which has been realized in 2022. As the name "*merdeka*" or "independent", it is expected students to learn independently, be independent of the educational environment, and determine the method they will use for the learning process (Fathurrahman et al. 2022).

Changes in the Merdeka curriculum is expected to improve educational competence in schools. It is based on the needs of students. This is a new responsibility for teachers to implement the content of the Merdeka curriculum in accordance with three curriculum concepts, namely, commitment to learning goals in accordance with their needs, interests, and aspirations. Students are conceptualized by choosing subjects according to their interests. They can determine the material needed. In this Merdeka curriculum, there are a lot of content not only theoretical, but more emphasizing the application of project-based science. The Merdeka curriculum is an inclusive curriculum that accepts racial, social, cultural, religious, and ethnic differences. These elements that can unite in Pancasila, state philosophy of Indonesia.

Merdeka curriculum has formed a project that can unite these differences and eliminate resistance due to differences in identity. The

Pancasila Students Profile is used to strengthen inclusive learning, the Pancasila Students Profile is a graduate competency standard contained in the Merdeka curriculum. The values of the Pancasila Students Profile are reported in intracurricular activities. The Pancasila Students project applies the values of Pancasila students consisting of: (1) Faith, fear of God Almighty, and noble moral (2) Global diversity, (3) Mutual cooperation, (4) Independence, (5) Critical thinking, and (6) Creative. They make students more competitive in terms of developing global competencies, so they should be included in learning.

Based on the Decree of the Head of the Education Standard, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 033/H/KR/2022 states that learning outcomes provide a learning framework that guides educators in providing the stimulation needed by children (Kemendikbudristek BSKAP 2022). Stimulation is designed in a way that enriches the environment that will nourish children's interaction with the surrounding environment, including educators and parents. It is expected that the stimulation process will have an optimal impact on improving children's character, skills, and knowledge. In accordance with the design of Merdeka curriculum which is carried out with the principle of focusing on competence and character without increasing the burden of subject matter. The strategy chosen to realize this is to adjust the curriculum structure to intracurricular learning. It is usually subject-based and learning through projects aimed to achieving general

competencies that have been formulated in the Pancasila Students Profile (Anggraena et al. 2021).

The implementation of the Merdeka curriculum learning process centers on students rather than teachers. The right learning model is project learning which is the mission of the Merdeka curriculum. Project activities to strengthen Pancasila Students Profile are beneficial to students because they have the opportunity to learn about the surrounding environment or specific places, turning knowledge into a process of strengthening character (Nurrohamah and Pratiwi 2023). The Pancasila Students Profile Project which is based on Pancasila values has 6 main elements containing competency values. They contained in the values Pancasila Student Profile certainly pay attention to several internal factors and external factors. Internal factors related to the identity, ideology, and ideals of the Indonesian nation. Meanwhile, external factors are related to the context of life and challenges facing the Indonesian nation, especially in the 21st century, which is facing the industrial revolution 4.0. The implementation of the Pancasila Students Profile uses project-based learning. However, learning is still accompanied by textbooks for both students and teachers.

One of the English language books used in schools is "Pathway to English" produced by Airlangga. This book has Curriculum 2013 version and the latest is a Merdeka curriculum. Chapters in this book have the following elements (1) Six language skills: Listening, Speaking, Reading, Writing, Viewing and Presenting (2) Grammar and genre text (3) Values (4) Cultural awareness (5) Ways to Say It (5) Critical thinking tasks (6) Mini

Project. One of the schools that uses “Pathway to English” book as the textbook for X grade students is SMAN 7.

Before choosing the textbook, the school should evaluate the book to be selected. The textbook that will be used by the teacher as the student's teaching material should be studied first until it is appropriate and ideal to fill the needs of the student. The reason schools select "Pathway to English" textbook as a guide to learning English is because it has a book evaluation package that covers material, material presentation, language and graphic display on the book. Compared to the book from the Ministry of Research, Technology and Higher Education "English: Work in Progress" (Hermawan, Haryanti, and Suryaningsih 2022), this textbook provides moral and character development. In addition, this book has an attractive appearance, displaying the strengthening of the Pancasila profile in each chapter and containing various and factual themes in each chapter.

The use of “Pathway to English” textbook need to be reviewed about the suitability of the use of books with the curriculum being run. The importance of using book that are in accordance with the curriculum will have an impact on the target learning outcomes of the curriculum. If the guidelines used are not suitable for achieving the target, curriculum changes will be useless because the students formed do not match the curriculum achievement targets. Therefore, the writer conducted this study to analyze the values of Pancasila Students Profile that contain in the “Pathway to English”.

B. Research Question

Based on the background previously explained, the researcher formulated problem of study, that is “How are the realization of the values of Pancasila Students Profile of Merdeka curriculum in English textbook “Pathway to English”?”

C. Research Objective

The purpose of this study is to reveal the realization the values of Pancasila Students Profile of Merdeka curriculum in English textbook “Pathway to English”.

D. Significance of the Study

The result of this research is expected to contribute in education field theory and practically as follow:

1. Theoretical Significance

The results of this study are expected to provide an explanation to readers about the strategy of analyzing a textbook used by researcher to find out the content of this “Pathway to English” book and the values contained in the book.

2. Practical Significance

a. For the teacher

The findings of the study can inform the teacher and the students of the value of the Pancasila Students Profile that is incorporated into the textbook so they can explore those in the teaching of English in accordance with the Merdeka curriculum.

b. For the students

The results of this research can maximize the learning needs of students. Besides, students can learn more about the values of the Pancasila Students Profile that are in the textbook so that students are expected to implement these values both in school and in the community environment.

E. Scope and Limitation

The researcher limits the scope of this research in order to avoid the misunderstanding about this research. The research is focused to analyze the Pancasila Students Profile values in “Pathway to English” book at X grade of SMAN 7 Kediri.

F. Definition of Key terms

1. Merdeka Curriculum

The Merdeka curriculum is a new curriculum issued by the Ministry of Education and Culture in 2022. The Merdeka curriculum is an intracurricular learning curricular that empowers educators to create quality learning that matches the needs and learning environments of students. The characteristics of the Merdeka curriculum are the development of soft skills and character, focusing on essential materials, and flexible learning. This independent course has a project to realize student goals that are characterized by the creation of a student strengthening project or known as the Pancasila Student Profile.

2. Pancasila Students Profile

The Pancasila Student Profile is a set of character and competences that are expected to be achieved by the students, based on the values of Pancasila's nobleness with six main characteristics: faithful, fearful of the God, and noble morality, global diversity, mutual cooperation, independence, critical thinking, and creative. The Pancasila Students Profile project was launched by the Ministry of Education and Culture to target students in Indonesia. In this context, the Student Profile of Pancasila will have a competence formula that completes the focus in each achievement of the Graduate Competence Standards that exists in each level of the educational unit, not forgetting the presence of character cultivation aligned with the values of Pancasila.

3. "Pathway to English"

The "Pathway to English" book is a textbook used on English subjects published by Airlangga in 2022 adapted from the Merdeka curriculum. During their studies, students participate in activities that support other subjects such as science and social sciences. Students are also trained to develop four skills: Listening, Speaking, Reading and Writing in English. This book offers students the opportunity to use their English language skills in a variety of activities that will encourage them to use English.