

CHAPTER II

LITERATURE REVIEW

In this chapter describes related theory about Merdeka curriculum, the values of Pancasila Students Profile, media, textbook, and “Pathway to English” textbook.

A. Theoretical Framework

1. Merdeka Curriculum

a. The Definition of Merdeka Curriculum

The Merdeka curriculum was developed based on the free learning philosophy, which is also the basis for other educational policies according to the strategic plan of the Ministry of Education and Culture 2020-2024 (Permendikbud number 22 2020). Merdeka curriculum or *Merdeka Belajar* (Independent Learning) (Angga, Abidin, and Iskandar 2022) aims to give educational units, teachers and students the freedom to innovate, create, be creative and learn independently (Vandayo and Hilmi 2020).

It is known that Mendikburistek launched Merdeka curriculum in February 2022. This curriculum is implemented starting from kindergarten-b, elementary school and SDLB grades I and IV, SMP and SMPLB grade VII, SMA and; SMALB and SMK class X. Starting from the school year 2022/2023, educational units can choose to implement the curriculum based on readiness of kindergarten B class I, IV, VII and X.

It is known that the Merdeka curriculum will replace the 2013 curriculum, The Minister of Education and Culture said that the Merdeka curriculum is a much more comprehensive, simpler and more flexible curriculum that can support the recovery of learning losses to the Covid-19 pandemic.

According to *Buku Saku Tanya Jawab Kurikulum Merdeka*, Merdeka curriculum excels in simple and in-depth learning concepts, meaning that students will focus more on essential material in accordance with the competence of each phase (Kemendikbudristek 2022). So, the learning process becomes more relaxed also optimal, students slowly understand the concept of the material more deeply. In addition, this Merdeka curriculum provides freedom to distribute material in accordance with the concept of “*Merdeka*” in the Merdeka curriculum (Nurani et al. 2022), no longer a school that follows the government's form of learning, but in Merdeka curriculum teachers and schools are authorized to manage learning in accordance with student learning outcomes and competencies. One more special concept in the Merdeka curriculum is project-based learning, providing opportunities for students to explore issues actively to support character development through the Pancasila Students Profile.

b. The Characteristic of Merdeka Curriculum

1) Focus on essential material so that the material is more in-depth learning.

2) Use more learning time through group learning in real context with the Strengthening Pancasila Student Profile Project.

3) Learning Outcomes classified per phase and more flexible lesson hours make learning more interactive and can adjust to student learning needs.

4) Provide educator flexibility in using media and materials related to curriculum development and building quality learning.

5) Prioritizing cooperation with all parties to support the implementation of the Merdeka Curriculum.

c. The Principles of Merdeka Curriculum Learning

1) Intracurricular Learning

Learning is carried out according to learning hours which are mostly carried out in the classroom. In intracurricular activities, the Merdeka curriculum is carried out more flexibly so that students can use time to explore concepts and strengthen competencies. This also applies to educators who can use varied learning tools or media.

2) Co-curricular learning

Learning activities carried out for strengthening, deepening, or enriching subjects, in the concept of the Merdeka curriculum, co-curricular learning is directed at the implementation of the Pancasila Student Strengthening Project (P5).

3) Extracurricular learning

Learning activities are carried out in accordance with student interests and educational unit resources.

One of the characteristics of the Merdeka curriculum is the development of Pancasila character, meaning that one of the competencies of the Merdeka curriculum is to realize Indonesian students to become students who are globally competent and still have the character of the Indonesian nation, namely Pancasila. In this case, the Merdeka curriculum embodies this vision with the Pancasila Student Profile.

2. Pancasila Students Profile Values

a. The Definition of Pancasila Students Profile

Reporting from the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, Pancasila Student Profile Values is the vision and mission of the Ministry of Education and Culture.

Pancasila Students Profile values are the embodiment of Indonesian students who behave and are competent as the values contained in Pancasila. The Pancasila profile has six main dimensions that are interrelated and mutually reinforcing to develop holistically and simultaneously.

b. The Six Dimension of Pancasila Student Profile Values

1) Faithful, fearful of the Lord, and noble morality

Indonesian students with noble morals are students who behave, who have morals according to the orders of God Almighty. Know the teachings of his religion and carry out according to God's commandments and prohibitions that He commands. There are five key elements of faith, fear of True Source, and noble character:

(i) Religious moral

This element intends to know students in Indonesia understand the attributes of God and realize that love and compassion are the essence of His attributes. These students must also realize that, as God's creatures assigned to lead the world, they must love and cherish themselves, their fellow humans, and nature, and follow His commandments and forsake His prohibitions. Living these attributes of God should also be the basis for performing worship or prayer throughout their lives.

(ii) Personal morals

The purpose of this element is manifested in a sincere sense of love and concern for oneself. Students also realize that maintaining self-well-being at the same time as maintaining the well-being of others and

the surrounding environment is very important. An attitude of integrity shows many personal morals, such as compassion, care, respect, and self-respect.

(iii) Morals to human

This element is to prioritize equality and humanity above differences and recognize that others have differences. Indonesian students are expected to listen well to people who are different from them, appreciate them, and critically analyze these ideas without imposing their own opinions, especially when there is conflict or debate in the middle. We must reject prejudice, discrimination, intolerance, and violence against our fellow human beings simply because of differences in race, religion, or belief. This is because we must put equality and humanity first with others.

(iv) Morals to nature

In this element, students are expected to understand how important it is to care for the surrounding environment so that they do not damage or abuse the natural environment.

Why is it needed? so that nature remains habitable by all living things, now and in the future. Indonesian students should be aware of the fact that they are one of the many parts of the Earth's ecosystem that influence each other. In addition, nature must be well guarded because it is God's creation.

(v) State morals

In other words, understand and fulfill his rights, obligations, and responsibilities as a citizen. It is expected that Indonesian students will be able to put the common interests, humanity, unity, interests, and safety of the state and nation above their own personal interests. This is almost akin to morality toward our fellow human beings: we must care and help others, work together, and prioritize deliberation for the common good.

2) Global Diversity

Indonesian students maintain their noble culture, locality, and identity and keep an open mind when interacting with others, fostering mutual respect and enabling them to develop with a good noble culture and not conflict with the nation's noble culture. Key elements

of global diversity include knowing and appreciating one's culture, the ability to communicate with others interculturally, and reflection and responsibility.

(i) Know and appreciate culture

This means recognizing, identifying, and describing different groups based on their culture, behavior, and mode of communication. Students should also describe the formation of their identity and group, and analyze how to belong to social groups at the local, regional, national, and global levels.

(ii) Communicate with other interculturally

Namely by paying attention, understanding, accepting, and appreciating the uniqueness of each existing culture. Given that each culture provides a wealth of views that allow to build mutual understanding and empathy for each other.

(iii) Reflection and responsibility

In other words, making reflective use of his awareness and experience of diversity. This is done to eliminate prejudices and stereotypes about other cultures, so as to

harmonize cultural differences and create a harmonious life. In addition, actively participate in building a safe and inclusive society, socially just, and oriented towards sustainable development.

3) Mutual Cooperation

Indonesian students have the ability to work together, which is the ability to carry out activities together voluntarily so that these activities can run smoothly, easily, and lightly. The components of working together include collaborating or cooperating, caring or being responsible, and sharing.

(i) Collaboration

That is to cooperate with others happily and show a positive attitude towards others. In this case, we must also have good communication skills, which include listening and listening to the opinions of others, conveying messages and ideas effectively, asking questions to clarify, and providing critical and positive feedback.

(ii) Caring

In other words, pay attention and take proactive action against situations or

situations in the social physical environment.

It is as if we can feel and understand what others are feeling, understand their perspectives, and build relationships with people from diverse cultures through this caring character. Global diversity is directly related to this character.

(iii) Share

In other words, we must give and receive everything necessary for personal and shared life. In addition, we must also have the desire and ability to live a life together that prioritizes the healthy use of the space and resources available to society.

4) Independence

Students in Indonesia are independent learners, which means they are responsible for how and what they learn. Self-regulation, self-awareness, and the circumstances encountered are important components of being independent.

(i) Self-regulation

That is, having the ability to control his own thoughts, feelings and behavior to achieve his educational goals.

(ii) Self-awareness and the situation at hand

That is by thinking about his own situation and the situation he faces. This can begin with understanding one's emotions, advantages and disadvantages. By understanding these things, we will be able to recognize and realize our need to develop according to the changes and developments that occur.

5) Critical Thinking

By thinking critically, students can process qualitative and quantitative information objectively, establish relationships between various information, analyze, evaluate, and infer. The components of critical thinking include acquiring and processing ideas and information, analyzing and evaluating thinking, reflecting on thought and thought processes, and making decisions.

(i) Obtaining ideas and information

By being curious, Indonesian learners can get information from various relevant and accurate sources after performing the following steps: asking relevant questions, identifying and clarifying ideas and

information obtained, and processing the information.

(ii) Analyze and evaluate thinking

As Indonesian students, we must use our thinking in a logical and scientific way when conducting decision-making activities. In addition, we must also analyze and assess the ideas and information we have gathered.

(iii) Reflection of thought processes and thinking

Thinking about thinking itself (metacognition) and thinking about how to think comes to a conclusion.

(iv) Make a decision

Make informed decisions based on relevant information, facts, and data.

6) Creative

Creative learners have the ability to transform and create something unique, meaningful, useful, and impactful. Developing unique ideas and actions and producing unique products and actions are important components of creativity.

(i) Develop unique ideas and actions

Namely by making works that are driven by his interest and liking for

something. This effort is also related to the emotions we feel, to consider how it impacts the surrounding environment.

(ii) Produce unique products and actions

Generate ideas from the simplest, such as the expression of thoughts and feelings, to the more complex. Then, these ideas should be able to be used to solve problems and generate a variety of different solutions according to the context.

In other that, to realize the vision of Indonesian students with characters such as the Pancasila Student Profile, educators need learning support tools with media.

3. Media

a. Definition of Media

Media are people, materials, or events that build conditions that make a person able to acquire knowledge, skills, and attitudes (Gerlach and Ely 2003) .

Reporting from KBBI (Big Dictionary Indonesian) the media has an understanding of communication tools (means) to convey information.

The definition proposed by Khadijah in her book entitled Early Childhood Cognitive Development in 2016, media is anything that can be used to convey a message from sender to

receiver of a message with the aim of encouraging early childhood thoughts, feelings, attention, and interests so that the learning process occurs.

b. The Kinds of Media

1) Visual Media

Visual media is media that conveys messages from source to receiver who prioritize the sense of sight. Visual media is media that can only be seen without sound (Vandayo and Hilmi 2020), so that visual media includes books, pictures, posters, diagrams, graphics, magazines, or newspapers.

2) Audio Media

Listening media, or audio, are media whose message content can only be received through hearing (Innayah 2018). Thus, the information obtained from audio media in the form of oral, vocalization or sounds. Audio media in the form of songs, storytelling, radio, podcasts.

3) Audio Visual Media

Audio visual media is a set of devices that have the ability to display images along with sound (Ar Razaq and Supahar 2018). Audio-visual media combines visual and audio media so that it can stimulate two senses at once, namely the senses of sight and hearing as well as drama or performance, television, film, or video.

c. The Advantages of Media

Media that is an intermediary can be used in the field of education, especially in the learning process. Media can be a teacher's tool to stimulate students to the subject matter, media can also be used to make learning more interesting such as using animation or images. Media plays an important role in relation to learning (Fadilah et al. 2023).

- 1) Media can clarify the presentation of messages or materials.
- 2) Media can limit the limitations of space, time, and senses.
- 3) Media can overcome the child's passivity.

It is concluded that the media has visual, audio, and audio-visual forms. These three media can support the learning process, one of which is visual media in the form of textbooks.

4. Textbook

a. The Definition of Textbook

Textbooks are one of the media used in learning in the form of writing and images which means textbooks are visual media. Textbooks are reference books that must be used in elementary, middle, and college schools. Textbooks are prepared based on national standards of education and contain materials that help students learn more about faith, piety, noble character, personality, mastery of science and technology, as well as

kinesthetic abilities and health (Ulumudin, Mahdiansyah, and Joko 2017).

b. A Good Textbook Characteristic

Savides (2016) reveals 5 characteristics of a good textbook, namely:

1) Free space

A good textbook doesn't display too much text but they add pictures to keep students interested in reading it. Because sometimes students are more easily attracted by the appearance of text that is not much and there are illustrations that help them relax.

2) Visuals

Good textbook displays the visual of the book as attractive as possible to attract students' interest in the book, because sometimes students can be motivated to like the book because of the visual appearance.

3) Age-appropriate materials

A good textbook must have material that suits its target audience.

4) Well-balanced textbook design

Good textbooks must have good balanced of graphics in their books so that students can read them more easily and do not reduce reading motivation because some things that are not clear appear in the book.

5) Textbook storyline

A textbook ought to be sequential and step-by-step. Taking into account the syllabus and curriculum used, it should begin with the easiest and work its way up to the hardest (Sunarko et al. 2019).

There are many kinds of textbooks used in schools, in the Merdeka curriculum, schools are free to determine which textbooks are used to be teaching media. One of the textbooks used in schools is "Pathway to English" textbook.

5. "Pathway to English" Textbook

a. The Introduction of "Pathway to English" Textbook

The book "Pathway to English" is a tenth-class student handbook printed by Airlangga in 2016 and then revised to adjust the latest curriculum, namely the Merdeka curriculum in 2022. This book was written by Th. M. Sudarwati and Eudia Grace. This book offers varied and interesting English learning in accordance with the CP (Learning Outcomes) of the Merdeka curriculum.

This book provides students with the opportunity to use their English skills in a variety of activities that enhance their use of English. They trained in six listening, speaking, reading, writing, viewing, and presenting skills, each of which help improve their skills.

b. Content of "Pathway to English" Textbook

The chapters in this book have the following elements:

- 1) Six language skills: Listening, Speaking, Reading, Writing, Viewing and Presenting
- 2) Grammar and genre texts
- 3) Values
- 4) Cultural awareness
- 5) Ways to Say It (contains phrases)
- 6) Critical thinking tasks
- 7) Mini Project

c. The Advantages of “Pathway to English” Textbook

- 1) Introduction of activities that awaken critical thinking skills.
- 2) Contains mini-projects that lead to the development of Pancasila student profiles.
- 3) Contains explanations of types of text and expressions and examples.
- 4) Extensive Reading activities encourage students to discuss.
- 5) Development of moral values and character.
- 6) Equipped with QR code containing audio listening content.

B. Previous Studies

Previous research is an activity that is usually carried out in compiling research, this activity is to compare research conducted by the author with research that has been done by previous researchers. The

purpose of this activity is to see similarities and differences in research so that later it can be input in research conducted by the author.

Research conducted by Sari, Muhayyang, Korompot in 2022 entitled "An Analysis of Character Education Values in Year 11 Highschool English Textbook", the results found that there are 14 character education values in their grade 11 English books are values of religious, honest, disciplined, diligent, creative, independent, nationalism, appreciation, communicative, peace-loving, intellectual, beauty, sympathy, and loyal character values which are implemented through text sentences and images, there are four values that are not found in the book, namely tolerance, curiosity, democracy, and love for the homeland (Sari, Muhayyang, and Korompot 2022). The researchers use qualitative research methods of design. The instrument tool used in this study is checklist data that have been adjusted from character values based on research theory. The similarity with current research is that the author equally analyzes the value of characters in a high school class textbook. However, the difference is this research focuses more on analyzing the character values of Pancasila students from the elements of the Merdeka curriculum.

Research conducted by Amelia and Permana in 2021 entitled "Investigating Character-building values in English Textbook Entitled English for Grade X", this research resulted in that the book contains all the character-building, the value that was most prevalent, at 16%, was the friendly/communicative value; the least prevalent, at 1%, was the tolerance value (Amelia and Permana 2021). The method used in this study is content

analysis. The research that has been carried out has almost the same purpose as the current research, which is to investigate the character values contained in student books and explain the suitability of the implementation of character values to the material available in the book. The difference between previous research is the type of book to be researched, because each book has a different material preparation model according to curriculum achievements.

Research conducted by Afifah in 2021 entitled "An Analysis of English Textbook Entitled "Pathway to English" Bases on Cultural Content at Eleventh Grade of Senior High School" found that there are 54.6% source culture, 32.7% target culture, and 12.7% international culture. Additionally, the results showed that these cultures could be divided into four categories: 21.8% for aesthetic sense, 30.9% for sociological sense, 10.9% for semantic sense, and 36.4% for pragmatic sense (Afifah 2021). The method used in this study is qualitative design with content analysis method. The similarity of research that carried out with this study is the same as examining the English textbook "Pathway to English", but what distinguishes it is this study examines cultural content rather than the values presented by the "Pathway to English" textbook on the material.

The previous research was titled "An Analysis of Cultural Content in the Textbook "Pathway to English" for Second Grade in Senior High School" written by Nurjanah and Umaemunah in 2019. Previous research uses qualitative design with content analysis method. The results of this study showed that 74% of the cultural categories featured in the book

contained cultural targets, then 19% contained national cultural content, and 7% displayed international cultural content (Nurjanah and Umaemah 2019). The research studied in this article is almost the same as the research conducted by Balqis Suci Afifah. This study emphasizes more on analyzing cultural categories and five cultural elements (products, practices, perspectives, communities and persons), and on Afifah (2021) research examines 3 cultural categories, and classifies cultural categories into 4 categories more deeply. Then, this study analyzed the value of the Pancasila Student Profile contained in the book “Pathway to English”.

Previous research conducted by Rahmi, Wahyuni, and Rahmalia in 2019 entitled “The Analysis of Textbook “Pathway to English” Used in the Second Grade of Senior High School Based on Curriculum 2013”. The study examined the content of the book, namely material and exercises based on the competence of the 2013 curriculum, and the results of this study are almost all of the chapters are suitable with the 2013 curriculum (Regina Rahmi, Sri wahyuni 2019). This study used a descriptive qualitative approach method. The difference between previous research examined the 2013 curriculum version of the book, while this research examines the latest curriculum, namely the Merdeka curriculum. The similarity of this research is the same as examining the content contained in the book adjusting curriculum competencies.

Another research conducted by Shela Martika in 2023 entitled “Analysis of Character Education in English Textbooks for 10th Grade of Senior High School”. This research identified the character education values

on the Pancasila Students Profile that appear in text, sentences, and images of two English book entitled “Bahasa Inggris: Work in Progress” by Kemendikbud and “Pathway to English” by private publisher. This study used qualitative approach with content analysis method. The result of this study, in “Pathway to English” textbook found 6 values of Pancasila Students Profile, with the highest rate are curiosity and environmental awareness. Meanwhile the smallest values rate is friendliness/communicativeness and responsibility (Martika 2023). The differences between previous and latest research are the used of content analysis as the research method, this study use descriptive qualitative as the method. The similarities between two study are analyze the education values based on Merdeka Curriculum, namely Pancasila Students Profile.

Based on the previous research literature above, it was concluded that the research studied was about textbook analysis, especially the book “Pathway to English” using qualitative design, which means analyzing the contents of the book according to the discourse and then describing the results. Likewise, this study analyzed the book, namely “Pathway to English”, a different version of the textbook, namely the Merdeka curriculum version. In this study, an analysis of books carried out regarding the realization of materials, texts, images, based on the six values of the Pancasila Student Profile. This study also used a qualitative design that describe the results of the analysis descriptively.