

## **CHAPTER II**

This chapter presents several theories and previous studies related to the topic. The theories include curriculum, merdeka curriculum, implementation merdeka curriculum, learning English in senior high school, implementation curriculum merdeka in learning English, and previous studies.

### **A. Literature Review**

#### **1. Curriculum**

##### **a. Definition of the Curriculum**

According to Hamalik (2014), the word curriculum comes from the Latin "curriculum," which refers to the course runners must complete. According to Hamalik, the curriculum is the amount of time students must spend learning to receive an education credential. According to Sukiman (2015), Caswell and Campbell also proposed the concept of curriculum as all of the experience's students undergo while being guided by teachers.

Moreover, as stated by Hilda Taba, cited in Fadlilah's book (2014), the curriculum may be defined as a systematic arrangement of learning activities. Consequently, our comprehension of the learning process and personal development has a significant role in shaping it. Therefore, it is important to note that the curriculum consists of a defined set of educational goals and instructional guidelines. Essentially, the curriculum acts as the fundamental basis of education and provides direction for other educational elements to achieve educational goals.

Marsh (2004) goes on to say that the curriculum consists of (a) all instruction that is organized and overseen by the school, (b) all experiences that student have while being guided by the school, and (c) the entirety of learning opportunities offered to students in order for them to develop general skills and information acquired in different educational settings, and (d) all of the experience's students have throughout their lifetime. This definition leads to the conclusion that the curriculum is a schedule made up of lessons that students are taught in order for them to attain their learning objective in terms of competencies and understanding.

## **2. Merdeka Curriculum**

### **a. Definition of the *Merdeka Curriculum***

The National Education Standards Agency (BSNP) describes the Merdeka Curriculum as having a varied extracurricular learning component with more optimally organized content to enhance students' abilities and explore topics. Teachers can select different teaching aids during the learning process, allowing instruction to be tailored to each student's interests and learning needs.

Nadiem Makarim, minister of education, culture, research, and technology, announced the Merdeka Curriculum as an evaluation of the 2013 edition of the curriculum. Part of the government's efforts to produce a more competent future generation in a variety of fields, this program was formerly known as the Prototype Curriculum.

Mr. Nadiem Makarim, minister of education and culture, introduced Merdeka Belajar and other initiatives with the goal of making studying enjoyable. If we want learning to be a positive experience for everyone involved—students, instructors, and parents—then we need to make sure that everyone has the freedom to learn, says Syukri in Saleh (2020). Teachers should be able to tailor their lesson plans and pedagogical approaches to each student's unique strengths and weaknesses in order to maximize each student's potential and raise the bar for educational excellence.

Hariawan Birawa Saleh (2020) argues that the need for high-quality educational outcomes—namely, students who are excellent in and of themselves, but who also possess strong analytical thinking abilities and a holistic grasp of the learning process—depends on the freedom to study. With Merdeka Belajar, the goal is to put education back at the center of the legislation and offer schools more freedom to decide how to measure essential skills in their curricula.

**b. The foundation of Merdeka Curriculum Development**

The curriculum plays a pivotal role in the execution and achievement of educational goals. Philosophical, sociological, psychological, conceptual-theoretical, historical, and legal underpinnings are all necessary for sound curriculum creation. The philosophical underpinnings of curriculum development are what ultimately decide the following: the quality of learning outcomes; the curriculum's source and content; the learning process; the learners'

position; the assessment of the process and learning outcomes; the learners' relationship with societal and environmental factors; and the quality of graduates.

According to the national education objectives, the selected philosophical framework should provide the groundwork for all students to reach their full potential and become outstanding Indonesian citizens. As a sociological concept, education serves as a foundation for the present and future of a country by drawing on its cultural heritage. culture that will shape the destiny of the country. This perspective informs the curriculum's development, which draws on the rich cultural diversity of the Indonesian people in order to enrich the lives of its students both now and in the future. with the hope of a brighter future for our country. We should have faith in the curriculum as a plan for the education of our nation's youth.

Curriculum development must also pay attention to educational needs that can provide opportunities and experience for learners to develop all of their potential in order to become excellent achievements that excel. Developmental stage, interests, motivation, and all other student qualities must be considered throughout the educational process. A well-rounded education should be able to help students develop their intellectual, emotional, social, and spiritual intelligence simultaneously.

The education process must consider the level of psychological maturity and physical maturity of students. Thus, education is expected to be able to produce academic and non-academic brilliance of learners.

Independent study program in culture and education run by the Ministry of Culture and Education. Additionally, competency-based curricula, outcome-based curricula, and standard-based curricula should be considered while designing curricula for higher education.

Standards-based education establishes minimum quality standards at the national level, which are then further derived into standards for graduate competency (learning outcomes), content, process, assessment, infrastructure, management, and education funding. formal training. Participants in the outcome-based curriculum are expected to gain knowledge, skills, and the capacity to conduct in a spiritual and socially responsible manner.

The historical foundation of curriculum development refers to the various historical experiences that influence curriculum being developed. Study of the historical foundation historical foundation will provide a clearer and understanding of the curriculum, both in the dimensions of the past, present, and future. present, and the future. With this historical foundation curriculum developers will be able to avoid mistakes mistakes that have occurred in the past and can provide understanding of futuristic things that must be accommodated in curriculum development. in curriculum development.

The three pillars of good character that Lickona (1992) highlights are moral knowing, moral feeling, and moral acting. These pillars provide the foundation for effective moral reasoning and conduct. ethical sentiments, and ethical conduct. doing what is right. To rephrase, it is essential that children get character education in order for them to internalize and practice the virtues. An international agreement amongst heads of state is the set of objectives known as the sustainable development goals (SDGs). strategy that global leaders have reached in order to eradicate poverty, lessen inequality, and safeguard the environment; Indonesia is one among these countries.

### **3. Learning English in Senior High School**

Clarity (2003) states that English is a universal language widely used in several countries and industries. At least academics and educated people around the world can understand this. In Indonesia, elementary and high schools teach English to all students per class. Several characteristics determine the English learning style, namely as follows: Students who record their learning and listen to the teacher's explanation of various things will probably understand the information more quickly. This kind of learning is audio-visual learning: Hands-on, practice-oriented reading material.

English is a universal language that facilitates communication between speakers of different languages, which benefits society in several ways, including government, economics, education, and other areas. In other words, English functions as a bridge that makes it easier for individuals to interact with each other globally. Because much

information is communicated in written English in printed books and online news, English has never been isolated from any scientific field. Therefore, mastery of the language is necessary. In Indonesia, students are taught English at various ages, from elementary to college. Especially at the high school level, learning English is necessary because it is the last learning phase if the student does not continue their education.

English language learners in high school must be proficient in four areas, namely, speaking, listening, reading, and writing. Although learning English quickly is difficult, every student has techniques to help the process. For those who speak English as a first foreign language or who speak a second language well, listening to discussions in English can be challenging. Because the language and pronunciation are different, it is not easy to hear. To improve their capacity to interpret speech, they must form new listening habits in English throughout their daily life. By listening, students can engage in spoken conversation and get the auditory input necessary for language learning. Students can use various techniques to improve their listening skills, including listening to English songs, watching English TV channels, etc.

Speaking can be a monologue or conversation and a means of interacting with others. That is the function of speech in human life. This is important because social interaction is necessary for society to function well. Many people talk like this because this is common in everyday life. Ordinary people produce thousands of words daily;

however, some people, such as politicians or auctioneers, may say more. People are so comfortable and confident in their interactions that they forget how difficult it is to acquire these skills—until they have to practice everything several times in different languages (Scoot Thornbury, 2005). Many English learners complain they understand English but are not confident enough to participate in conversations. (Karu, 2015) Humans are their mothers. The language is not English; they need to learn more to speak English freely and differently based on strategies in using English. The register refers to the correct tone of voice and words when talking to others. Using an index helps you build relationships with other speakers. Developing writing skills requires both implicit and explicit skills. Starting to write, how to write first, edit, revise and publish. Throughout the year, the writer collects ideas through this activity, which are then summarized into a good composition and a written product is produced.

#### **4. Implementation of Merdeka Curriculum**

Many changes have been made to the implementation and evaluation of learning due to the transition from the 2013 Curriculum to the Independent Curriculum. Several new ideas have been presented to improve teacher and student performance, including Learning Objectives Flow (ATP), Teaching Modules (MA), Learning Outcomes (AP), Learning Objective Criteria (KKTP), Pancasila Student Profile, diagnostic assessment, and reflection teachers and students (Hardanie, 2022). These changes motivate teachers to keep learning and adjusting



so they can effectively incorporate new learning paradigms, such as autonomous curricula.

Minister Nadiem mentioned several benefits of implementing an independent curriculum. As a result, one of them is more direct and broad. The curriculum places great emphasis on basic knowledge and gradually increasing student competencies. Teachers adapt their learning to their students' development and achievement stage. Learning from the Independent Study Program Teaching at the appropriate level (TaRL) is a term used to describe student achievement or ability level metrics. Teaching at an appropriate level is feasible (TaRL). They are linked to the student's ability level, not his grades.

All structured learning plans in educational units are included in the independent curriculum, namely the educational activity unit curriculum (KOSP). Using KOSP as a guide, we can make sure that students' and units' learning is more relevant by designing learning units around their requirements. Schools have the power to shape and oversee the learning that takes place inside their walls based on the qualities of the educational unit and its students.

Many believe that the Merdeka Curriculum will be enough to deal with the massive wave of globalization that will hit the world in the next century. Therefore, I am taking legal action to urge educational institutions to consistently adapt to these problems and offer curricula that can overcome these problems. Many factors, such as national curriculum modifications and the environment, can influence changes

depending on the situation. Finding out what people in society need is an ongoing process, and even predicting trends is challenging. There is a universal need for education, and students and society at large both benefit greatly from English language classes.

It takes a lot of effort, planning, and time to implement an independent English language teaching curriculum, resulting in significant changes. An independent curriculum learning system is implemented to make communicating more accessible for teachers and students. That's Merdeka's claim. A curriculum that stipulates the achievement of at least six English language proficiency points on the Educational Evaluation (CEFR), the common European framework for language learning. CEFR represents the requirements of a student's ability to communicate and maintain a conversation.

Teachers must understand the Learning Objectives Flow (ATP), teaching modules (MA), project modules, and even how to assess student progress when implementing an independent curriculum (Nurhidayat et al., 2022). This shows that educators play an essential role in implementing the country's educational goals, so they must concentrate on realizing their potential to the maximum.

The teaching profession is one that upholds the highest standards of morality and lawfulness. The execution of Merdeka has the backing of other powerful groups. School, or more accurately, the general manager, is the curriculum. Student centers or autonomous curricular centers are where students go to learn. The fundamental purpose of

learning becomes helping students develop their interests, abilities, and potential in their chosen subject of study—in this case, English—since students are seen as the primary source of instruction.

Applying knowledge in accordance with the first BSKAP course outline. Curriculum development, delivery, and assessment shall all adhere to the "Guidelines for the stages of implementing the original curriculum in educational units" laid forth by the Ministry of Education and Culture.

#### 1. Planning

During the planning phase, we establish objectives that align with the educational sector's vision and purpose. Designing a set of learning goals, creating and implementing teaching modules, and creating and evaluating instructional materials are all part of the process.

#### 2. Implementation

In order for all participating in the implementation to do their best work in accordance with their own responsibilities, duties, and scientific fields—this includes planning—the implementation stage brings together individuals with diverse backgrounds, perspectives, and goals. Learning according to student learning stages, incorporating evaluation into learning, creating Pancasila student profiles, and many other specific provisions are all part of the program.

### 3. Evaluation

In order to get the necessary data or information, the assessment step involves evaluating something using predetermined criteria (Aisyah, 2022).

"Teaching at an appropriate level" (TaRL), an approach to curriculum-based independent learning, highlights the significance of tailoring instructional approaches to each student's unique degree of knowledge acquisition (Kemendikbud, 2022b). By tailoring the course content to each student's current knowledge, we can facilitate this sort of learning. The purpose of this differentiation is to ensure that all students reach the set learning objectives.

According to the Ministry of Education and Culture (2022c), the following is an overview of the learning implementation cycle:

- a. Educators assess at the beginning of learning whether each student is ready to learn the material they have designed.
- b. Based on the assessment results, educators change plans and make adjustments for some students.
- c. Implement learning and monitor learning progress using various formative assessment methods.
- d. Conduct a final evaluation of learning to determine how learning objectives have been achieved. This assessment can be used as the first assessment in subsequent learning.

## **5. Challenges in the Implementation Curriculum**

There are both internal and external factors that contribute to educational issues, as stated in Ministerial Regulation No. 36 of 2018. Teachers, course materials, student-teacher relationships, media, technology, and other internal factors all play a role in the learning process. The setting in which instruction and student development occur is an example of an external circumstance.

The Ministry of Culture and Education (2022c) states that teachers should make an effort to tailor their teaching methods to each student's unique learning style while executing the curriculum. But for some teachers, differentiated instruction is a real challenge. It may take more time for certain teachers to tailor lessons to each student's unique requirements. Another issue is that teachers have a hard time sorting children into readiness groups due to the high student body and small classroom size.

The two-dimensional nature of educational difficulties, according to Hamalik (2014), is due to the interplay between their constituent parts. Here, "components" mean things like learning goals, instructors, curriculum, resources, tactics, and evaluation. What determines whether parts are dynamic or synergistic is how they interact with one another. Issues with the conversation process may manifest in many forms, such as inappropriate media, students' lack of engagement, students' reluctance to ask questions, students' inadequate language, incorrect evaluations, etc. Typically,

educational resources, pedagogy, and media provide challenges for educators (Hamalik, 2014).

## **B. Previous Study**

The first related study was carried out by Hasna' Maulida (2023) with the title "An Analysis of English Teachers' Difficulties in Implementing Independent Curriculum In Indonesia (A Library Research)". This research aims to determine English teachers' difficulties implementing the Merdeka Curriculum in Indonesia. Research findings show that English teachers need help implementing the Merdeka Curriculum, which is divided into six categories. First, English teachers need help understanding the Independent Curriculum. Second, English teachers need help overcoming weak monitoring and evaluation by stakeholders. Third, English teachers need help in designing lesson plans. Fourth, English teachers need help overcoming the lack of school readiness. Fifth, English teachers have difficulties overcoming student obstacles. Sixth, English teachers need help in implementing new curriculum policies in the process of teaching-learning. This type of research is a qualitative method based on a library research approach.

Wulan Ndari, Suyatno, Sukirman and Fitri Nur Mahmudah (2023) conducted the second related study titled "Implementation of the Merdeka Curriculum and Its Challenges". This research aims to examine the implementation of the Merdeka Curriculum and Its Challenges. Research findings show that the school received the second choice, Mandiri, for curriculum implementation. The Independent Curriculum is gradually

replacing the K13 curriculum in grades 1 and 4. However, some teachers have yet to gain experience with the new learning model, and teacher readiness in implementing it is limited. Online learning impacts student control and focus, and students need more time to be ready to learn independently. Each student bears the costs of implementing the market day project. This type of research is qualitative research with a case study approach.

The third related research was conducted by Achmad Alfaruki (2022), titled "The Concept of Independent Learning from Views Constructivism". This research aims to determine the constructivist philosophical paradigm conceptualized by the Indonesian Minister of Education, develop the concept of independent learning, and examine the similarities between the constructivist philosophical paradigm and freedom of learning. Research findings show similarities between Freedom to Learn and Philosophy Constructivism. Both emphasize educational institutions' freedom, flexibility, and independence—unattached students with strict rules. Knowledge can be gained from everyday experience. This research was conducted using library research.

This research has similarities and differences with previous researchers. The similarity is that they both analyze the implementation of the Merdeka curriculum. Meanwhile, the difference lies in the subject and place of research.