

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of some literatures related to this research. Those literatures are Merdeka Curriculum, Teachers' Perception and previous study.

#### **2.1 Merdeka Curriculum**

This section discusses the definition of Merdeka curriculum, the objectives of Merdeka curriculum, the characteristics of Merdeka curriculum, and implementation of Merdeka curriculum.

##### **1. Definition of Merdeka Curriculum**

Merdeka Curriculum is a curriculum model that aims to strengthen the character and various skills of students as an important component in the implementation of learning in Indonesia. It is a continuation of the emergency curriculum that was implemented during the COVID-19 pandemic in Indonesia, designed by the government as one of the policies to increase the percentage of learning recovery after the pandemic. Merdeka Curriculum provides flexibility to schools and teachers in exploring according to the needs of the school, especially the needs of students. It aims to focus on essential materials in each subject, to provide space and time for students to develop basic competencies such as literacy and numeracy in depth. Merdeka Curriculum has an average level of less amount of material studied compared to the previous curriculum, which provides more

opportunities for teachers to explore. The government targets that the Merdeka Curriculum will be implemented comprehensively by 2024 at all levels of education in Indonesia, starting from primary and secondary schools.

## **2. The purpose of Merdeka Curriculum**

The Ministry of Education, Culture, Research and Technology has simplified the curriculum under special conditions (emergency curriculum) to mitigate learning loss during the pandemic. The results, from several schools that use the emergency curriculum, show that the use of emergency curriculum can reduce the impact of the pandemic.

The effectiveness of the curriculum in special conditions reinforces the importance of changing the curriculum design and implementation strategy more comprehensively. To support Indonesia's education vision, and as part of the learning recovery effort, Merdeka Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework, while focusing on essential materials and the development of learners' character and competencies.

This curriculum is also a breakthrough step to help teachers and principals transform the learning process to be much more relevant, in-depth and fun. Therefore, learners can more easily understand the learning that is done.

## **3. Characteristics of Merdeka Curriculum**

There are several key characteristics of this curriculum that support learning recovery, including:

- a. Focus on essential material for deeper learning,
- b. More time for competency and character development through group learning around real contexts (Pancasila Learner Profile Strengthening Project).
- c. Learning outcomes per phase and flexible lesson hours encourage learning that is fun and relevant to learner needs and education unit conditions.
- d. Provides flexibility for educators and support for teaching tools and training materials to develop the education unit curriculum and implement quality learning.
- e. Promoting mutual cooperation with all parties to support the implementation of Merdeka Curriculum.

Merdeka Curriculum also includes three types of learning activities that distinguish it from the previous curriculum. First, intracurricular learning is carried out in a differentiated manner so that students have enough time to explore concepts and strengthen competencies. This also provides flexibility for teachers to choose teaching tools that suit the needs and characteristics of their students.

Furthermore, co-curricular learning is in the form of a project to strengthen the Pancasila Student Profile, based on the principle of interdisciplinary learning which is oriented towards character development and general competence. And finally, extracurricular learning is carried out in accordance with the interests of students and the resources of the teaching unit.

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

The implementation of Merdeka Curriculum involves diagnostic assessments, project-based learning, and a focus on developing students' attitudes and characters in line with the Pancasila Learner Profile. Teachers undergo workshops to understand the curriculum, while students are oriented towards the new curriculum structure, which includes extracurricular, co-curricular, and extracurricular activities. The curriculum is designed to promote freedom, creative thinking, and entrepreneurship among students.

The Indonesian government aims to comprehensively implement the Merdeka Curriculum at all levels of education by 2024, starting from primary and secondary schools. This initiative requires good socialization and cooperation between the government and educational institutions to create a conducive learning environment that fosters adaptability and quality education.

The implementation of Merdeka Curriculum learning is a cycle that goes through the following three stages:

##### **a. Diagnostic assessment**

Teachers conduct initial assessments to recognize students' potential, characteristics, needs, developmental stages, and stages of learning achievement. Assessments are generally carried out at the beginning of the learning year. Thus, the results can be used to conduct further planning regarding the learning methods that should be used.

b. Planning

Teachers organize the learning process according to the results of the diagnostic assessment, as well as grouping students based on ability levels.

c. Learning

During the learning process, the teacher will conduct formative assessments periodically. This is done to determine students' learning progress and adjust learning methods, if necessary. At the end of the learning process, teachers can also conduct summative assessments to evaluate the achievement of learning objectives.

## **2.2 Teachers' Perception**

This section discusses the definition of Teachers' Perception and Factors that influence Teachers' Perception.

### **1. Definition of Teachers' Perception**

According to Rakhmat (2013) states that teacher perception is an experience of objects, events and relationships obtained by inferring information and interpreting messages or perception is giving meaning to sensory stimuli.

According to Desmita (2015) states that teacher perception is the process by which individuals organize and interpret stimulus patterns into their environment. This definition reveals that perception can be done by combining the sensory data obtained during observation so that individuals become aware of, understand and have awareness of everything in their environment that is the object of observation.

According to Slameto (2013) states that perception is a process that involves the entry of messages or information into the human brain.

According to Guidanceforal (2019) states that perception is a process of sensory clues from relevant past experiences being organized to give us a structured and meaningful picture of a particular situation.

According to Sobur (2017) the definition of perception can be seen from the definition of etymologically and the definitions given by several experts. In etymologically, perception comes from the word perception (English); from percipare which means to receive or take. meaning to receive or take.

Chaplin (2018) explains that teacher perception can be defined as follows.

- a. The process of knowing or recognizing objective objects and events with the help of the senses.
- b. Awareness of organic processes.
- c. A group of senses with the addition of meanings derived from past experience.
- d. A hindering or intervening variable, derived from the organization's ability to discriminate between stimuli.
- e. Intuitive awareness of the immediate truth or immediate belief about something.

Teachers' perceptions of the principal's performance as supervision. Based on the above opinion, the principal's performance is the principal's ability to help and guide teachers.

## **2. Factors that influence Teachers' Perception**

Various factors affect perception. According to Walgito (2010) a person's perception is influenced by 2 main factors, namely as follows.

- a) Internal Factors: What is within the individual.
- b) External Factors: The stimulus itself and the environmental factors where the perception takes place.

In addition, perception is also influenced by various factors, including mood, past experience, the drive that exists in the individual, such as memory, memory, and motivation. mood, past experience, drives that exist in the individual, such as: memory, motivation, capacity to catch, intelligence, and expectations.

The difference in a person's perception according to Indrawijaya (2010) is influenced by several factors, namely:

- 1. Environmental factors, narrowly concerning sound, color, light and broadly concerning economic, social and political issues.
- 2. Conception factors, namely the opinion of a person's theory about humans with all their actions.
- 3. Factors related to the concept of himself.
- 4. Past experience factors.

Perception is not just a sensing process but in it there is psychological organization and observation, Irwanto (2002) describes several factors that influence perception, namely:

- a. Selective attention, meaning that not all stimuli or stimuli must be responded to but individuals focus enough attention on certain stimuli.
- b. The characteristics of the stimulus, meaning that the intensity of the strongest stimuli and stimuli that are moving or dynamic attract more attention to be observed.
- c. Individual values and needs, meaning that between one individual and another is not the same because it depends on the life values adopted and their needs.
- d. Previous experience greatly influences how a person perceives the surrounding world.

Based on some of the above opinions, it can be concluded that what can affect perception includes internal factors, namely factors contained within the individual, as well as external factors that are factors that are outside the individual.

### **2.3 Previous of Study**

In order not to repeat someone else's research and to ensure that this research is a form of development from the previous research, it is needed to include previous study in chapter two. Previous research that discusses the same theme as this research as follows:

The previous study was written by Triskia, Yulia, and Afifah (2023). The title of they research is “ Teachers Perception of the Implementation of Merdeka Curriculum at SMP IT Fathona Oku Baturaja and SMP IT Tunas Cendekia



Baturaja”. Based on the research results from the data analysis that has been carried out, it can be concluded that the teachers at SMP IT Fathona OKU Baturaja and SMP IT Tunas Cendikia Baturaja has a moderate perception of the implementation of the Merdeka Curriculum. The teachers understanding of the the implementation of the Merdeka Curriculum stage are good so that they can deepen its implementation, have a good understanding of merdeka belajar, understand there is a reduction in content that is beneficial for both teachers and students, the learning process that adapts to the character and needs of students. The existence of this positive perception is a supporter of successful implementation merdeka belajar curriculum at SMP IT Fathona OKU Baturaja and SMP IT Tunas Cendikia Baturaja. The results of questionnaire showed that teachers at SMP IT Fathona OKU Baturaja and SMP IT Tunas Cendikia Baturaja has a positive perception and good appreciation of the implementation of the Merdeka Curriculum.

According to Defriani (2024), revealed that the opinion of English teachers regarding the implementation of the Merdeka curriculum is that the concepts and skills covered in the Merdeka curriculum are not all understood by English teachers. While some may be aware of the three roles teachers play in extracurricular, co-curricular, and intracurricular activities, others may not fully understand competencies such as moral character, independence, faith, and strong devotion to God, as well as teamwork, critical thinking, and creativity. The student-centered approach in Merdeka curriculum is highly valued among English

teachers. They believe that this curriculum can guide and help students become more qualified individuals who can face the problems of the future. Even so, they recognize the potential advantages of the curriculum, such as student autonomy and enjoyable learning. They also emphasize the importance of the availability of infrastructure and facilities, as well as the competence, ability and mindset of educators. Despite these difficulties, educators see opportunities for help from parents, curriculum teams and school principals, plus the application of useful technology in the classroom. Overall, there is both growth potential and hurdles with Merdeka Curriculum.

Based on the explanation above, there are similarities and differences between previous research and this study. The similarity of the research is the implementation of an independent curriculum, and another similarity is the subject, namely teacher perceptions. The differences from this research are the research methods, research procedures, and research steps.