

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter will explain the literature review used in this study. Among them are related to the definition of curriculum, the Merdeka Curriculum, and challenges.

A. Merdeka Curriculum

1. Definition Of Merdeka Curriculum

Merdeka Curriculum according to the National Education Standards Agency (BSNP) is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. According to Hamdani (2022), Merdeka Curriculum is a curriculum with diverse learning. Merdeka Curriculum is applied to practice independence in thinking. The concept is determined by each individual in it. Merdeka Curriculum teaches how students can learn according to their requests and talents so that they feel comfortable and more motivated to learn. This is also in line with what is said that Merdeka Curriculum has involved various updates in the context of the curriculum, such as an emphasis on active, project-based, and learner-centered learning (Ananta & Sumintono, 2020).

Merdeka Curriculum was developed as a more adaptive curriculum framework as part of learning reform initiatives, focusing on important materials and the development of students' character and skills (Ministry of Education and Culture, 2022).

2. Objectives of Merdeka Curriculum

According to Asfiati (2020), the goal of Merdeka Curriculum is to create a fun learning and enjoyable learning atmosphere without being burdened with certain values

and achievement targets. So in learning in Merdeka Curriculum, teachers must be able to create a comfortable atmosphere for students to learn. Teachers can also adjust to Learning Outcomes.

Literacy outcomes is a competency that must be achieved by students in each phase, starting from the foundation phase, namely PAUD. And CP is compiled in each subject in primary and secondary education

3. Teaching Tools

Teaching tools are teaching materials used by educators to achieve the Pancasila student profile and learning achievements. The teaching tools used by educators are various, for example, textbooks, teaching modules, project modules to strengthen the Pancasila student profile, examples of the operational curriculum of the Education unit, learning videos, and others. This teaching tool can be used by educators to be taught directly or as a reference for the delivery of material in learning.

According to Sitepu (2021), learning media is a tool used to explain messages conveyed by teachers to students with the aim of facilitating the learning process. Meanwhile, Zahwa & Syafi'i (2022) suggest that learning media is a series of tools used to convey learning material which aims to increase student interest in learning, facilitate understanding, and achieve the desired learning outcomes.

Classification of Learning Media Media can be classified into seven groups based on the form of presentation, namely: the first group includes graphics, printed materials and still images. The second group consists of silent projection media, while the third group is audio media. The fourth group is silent audio visual, group five is film, group six

is television media and group seven is multimedia (Wulandari et al., 2023). According to Zahwa & Syafi'i, (2022), learning media can be classified into several groups including based on sensory perception, spread ability and use.

a. Media based on sensory perception Learning media are grouped according to sensory perception as follows:

1) Audio Media, is a learning media that involves the sense of hearing, which means that it can be felt by students in the presentation of messages or material conveyed. Examples of audio media are sound recordings, radios, and others.

2) Visual media, is media that involves the sense of sight in the presentation of the material and means that it can be seen directly by students. Visual media can be two-dimensional or three-dimensional. Two-dimensional media can be seen from one direction, for example: maps and posters. While three-dimensional media can be seen from various directions, are concrete and have space, for example: globes, animals, plants and others.

3) Audio Visual Media, is a learning media that involves the sense of hearing and the sense of seeing. For example, such as television, movies and so on.

b. Media Based on Spreadability Media based on its spreadability is divided into several types including, media with wide and simultaneous spread directly together such as television, media not simultaneously and simultaneously such as YouTube, space-limited media such as PowerPoint, media with individual distribution such as books.

c. Media Based on Its Use Learning media can be grouped based on its use into two types, namely traditional-based media and technology and computer-based media. Traditional-based media refers to the role of the teacher, where the teacher becomes the source of learning material. Meanwhile, technology and computer-based media, namely in the use of this media, technology and computers can help and facilitate teachers in learning.

Based on this description, it can be concluded that learning media can be grouped into three categories, namely audio media that uses the sense of hearing, visual media uses the sense of seeing and audio-visual media uses the sense of hearing and seeing..

Characteristics of Good Learning Media Good learning media must certainly have a suitability for the message or information to be conveyed. According to Zahwa & Syafi'i, (2022), here are some aspects that need to be considered in the process of selecting effective learning media including:

- a. Learning media must be adapted to the material in the applicable curriculum.
- b. So that it is not a barrier for an educator to design learning media, learning media must be designed using simple and easily available materials.
- c. Learning media should be designed to be easily understood by students, not too complicated.
- d. In terms of utilization, learning media design must be easily accessible and used by students. From this explanation, it can be concluded that the learning media designed must be in accordance with the material and learning objectives to be achieved, the materials used in making the media are easily

accessible, easy to use and understood by students. It is intended that teachers can achieve the desired learning objectives.

4. P5 PPRA

The Pancasila student profile strengthening project is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character in accordance with the Pancasila student profile which is compiled based on the Graduate Competency Standards. The implementation of the Pancasila student profile strengthening project is carried out flexibly, in terms of content, activities, and implementation time. The project to strengthen the Pancasila student profile is designed separately from intracurricular. The objectives, contents, and learning activities of the project do not have to be linked to the objectives and subject matter of the intracurricular.

The profile of rahmatan lil alamin students is a project given by the school to shape a mindset that aligns with the values of Pancasila. The Pancasila student profile and the rahmatan lil alamin student profile share the same vision and reinforce each other in P5 PPRA.

5. Dimension of P5PPRA

In P5 PPRA, there are values that reflect behavior in accordance with the identity of the Indonesian nation and Pancasila.

- 1) Faithful, Pious to the Almighty an of noble character
- 2) Global Diversity
- 3) Mutual cooperation

- 4) Independent
- 5) Critical thinking
- 6) Creative

6. Implementation Merdeka Curriculum

In accordance with the decree that has been set by the government In Decree No.56/M/2022 there are 3 ways can be used in implementing Merdeka Curriculum :

- a. apply parts and principles of Merdeka Curriculum without changing the curriculum units used in the school. For example, adding activities to strengthen the profile of Pancasila students, but it becomes an additional hour, does not replace the existing part.
- b. implementing Merdeka Curriculum and using teaching tools that have been provided by the central government.
- c. implementing Merdeka Curriculum and using teaching tools that have been provided by the central government.

7. Implementation of Learning in Merdeka Curriculum

Based on the guidelines for the stages of implementation of Merdeka Curriculum in education units issued by the BSKAP of the Ministry of Education and Culture, in curriculum implementation there is planning, implementation, and evaluation, as follows:

- a. **Planning** The planning stage, namely setting written goals in the vision and mission of the educational unit. There are several stages such as designing the Learning Outline, Lesson plan and utilization and development of teaching devices.
- b. **Implementation** The implementation stage is to make planning a part involved in the implementation with various directions and motivation so that each involved can carry out activities optimally according to their respective roles, duties and responsibilities. There are several special provisions such as the application of Pancasila student profiles, the application of learning that focuses on students, the integration of assessments in learning, and learning according to student learning stages.
- c. **Evaluation** The evaluation stage is the process of evaluating something based on certain criteria that will produce the required data or information set (Aisyah, 2022).

B. Teachers' Readiness

Readiness is the state of an individual that makes them prepared to respond to something (Slameto, 2013). Readiness also means where individuals take action and respond to something with the skills, mindset, and attitude that must be possessed and planned (Ansumanti, 2022).

From the expert's opinion above, the author concludes that readiness is the condition of being prepared or willing to face something. Readiness is an important factor in the learning process; without the readiness of educators, the learning process will not run smoothly. One of them is the readiness of educators in facing curriculum changes.

Like the change from the K-13 curriculum to the Merdeka Curriculum. This change has a significant impact on the world of education. Educators must be ready to face changes and adapt to the new curriculum in order to achieve the desired goals.

Educators are the key to learning. "educators are said to be the spearhead that greatly influences the education system and therefore must receive special attention." Therefore, in improving the quality of education, it must start with educators' readiness (Lailatussaadah, 2015). In that opinion, it is stated that the improvement of education starts with educators, which is why teacher readiness in the teaching and learning process is very important. In this case, it means that educators must be prepared to face the Merdeka Curriculum, such as understanding the concept of the Merdeka Curriculum, understanding the learning process, and evaluation within the Merdeka Curriculum, (Ramadhina, 2021) explaining several indicators of readiness in implementing the Merdeka curriculum :

1. Understanding

understanding can be seen from how educators comprehend the concept and knowledge about the Merdeka Curriculum. Understanding can also be seen from how educators implement the learning process, whether it aligns with the mechanisms of the Merdeka Curriculum, and if the educators know how to convey it to students correctly and properly. The preparation of lessons and assessments also serves as a benchmark for educators' understanding of the Merdeka Curriculum.

2. Lesson Plan

Learning resources available in the educational environment must be maximized in their use by educators. Supriyanto (2016) explains that the utilization of learning resources means the use of instructional methods and models, teaching materials, and media to enhance and improve the learning atmosphere.

3. Learning Process

Educators must be able to implement project-based learning. And carry out the learning process in accordance with or relevant to the conditions of the students and their environment. In the learning process, educators must also involve the students' environment, such as engaging parents and the community.

4. Assessment

Educators must monitor the extent of students' abilities and understand their needs during the learning process. After understanding the needs of the students, educators can adjust based on the skills and requirements of the students. The Merdeka Curriculum has several assessments, namely:

a. Diagnostic assessment

This assessment is used at the beginning of the learning process to identify the strengths, weaknesses, and needs of the students. This assessment can also be used to determine the skills of the students so

that educators can deliver content according to the various skills of the students.

b. Formative assessment

Formative assessment is conducted to monitor students' learning processes during the learning activities.

c. Summative assessment

Summative assessment is an evaluation conducted at the end of the semester in the form of a test.

5. Facilities and Infrastructure

The implementation of the Merdeka curriculum requires facilities and infrastructure that can support its application. The infrastructure used can enable learning to take place effectively. As the Merdeka curriculum is largely project-oriented, adequate facilities and infrastructure are needed.

C. Previous Studies

There are several studies that have similarities with the research to be carried out. Some of them are:

The first is research written by berlian et al. (2022) titled “Implementation of the Merdeka Curriculum in Improving the Quality of Education.” the result of the research is that the Merdeka curriculum implemented at SDN 244 Guruminda Bandung has been running well. The similarity between my research and previous studies is that both investigate the implementation of the Merdeka curriculum in schools. The difference lies

in the use of instruments; the previous research only used 2 instruments, namely interviews and observations, whereas my research uses 3 instruments, namely interviews, observations, and Documentations.

The second is research written by Nurzen (2022) titled “Teacher Readiness in implementing The Merdeka curriculum in Kerinci regency.” The data obtained in this study were collected from several elementary schools in Kerinci. Using interview and documentation techniques. The results of this study indicate that teachers have a good level of confidence and mental resilience in facing the Merdeka Curriculum. The research results also show that teachers have studied well the aspects of the Merdeka Curriculum, such as teacher preparation in developing teaching modules to evaluation. The similarity of this research with previous studies is that both examine the Merdeka curriculum and analyze teacher preparation. The difference between this research and previous studies is the school level; previous studies focused on teacher preparation for teaching in elementary schools, while this research focuses on the junior high school/madrasa level.

The third is research written by Lestari (2023) “The English Teacher's Perspective and Challenge on Implementing Merdeka Curriculum”. The research was conducted on teachers at MA Minhajut Tholabah. This study uses qualitative to describe the data. This study aims to determine the perceptions and challenges of English teachers towards Merdeka Curriculum in learning activities. Where the results show that Merdeka Curriculum has a positive role in student-centered learning activities which is a demand in Merdeka Curriculum. The challenge faced by teachers in learning activities is understanding the various characters of students who will determine the learning model.

The similarity of this research with previous studies lies in the focus on the Merdeka curriculum and its implementation in schools. The difference between this research and previous studies is that previous studies only focused on the views and challenges faced by teachers in the Merdeka curriculum. Whereas this research focuses on teachers' readiness in the implementation the Merdeka curriculum.