

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problems, research objectives, significances of the study, limitation of study, and definitions of key terms.

A. Background of Study

In Indonesia, there is a curriculum that serves as a guide to regulate all educational activities. In the concept of education, according to Cecilia Braslavsky (2012) said that curriculum defines the basis and content of education, their order in relation to the number of time available for experiential learning, teaching characteristics institutions, the characteristics of the learning experience, especially from the point of view of views of methods to be used, resources for learning and teaching (e.g. textbooks, and new technologies), teacher evaluations and profiles.

Based on Pryla Rochmawati (2012) definition offered by John Kerr as cited by A. Kelly defines curriculum as all planned and planned learning guided by the school, both individually and in groups, or outside of school. According to Sri Wahyuni (2016), the history of the development of education in Indonesia has undergone several changes to the national education curriculum, namely, 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. All national curriculum are designed on the same basis, Pancasila and 1945 Constitution; different emphasis on the objectives and

implementation of the basic education approach. This change was made to adapt the curriculum to civilization and make it feasible to use. The latest curriculum change in Indonesia is the establishment of the Merdeka Belajar Curriculum to replace the 2013 Curriculum (K-13)

Related K-13 Based on Apriani, D (2015) the 2013 curriculum is designed to complement the previous curriculum, namely KBK and KTSP curriculum, where KBK and KTSP are still separate subjects that shape attitudes, skills and knowledge. Based on Rusliansyah Anwar (2014), the government determined the implementation of K-13 at the beginning of the 2013-2014 academic year which was carried out in stages at the elementary, junior high, and high school/vocational levels. Still according to Rusliansyah Anwar (2014) The core of the 2013 curriculum is simplification and thematic-integrative efforts.

The Department of Education issued a policy by creating a new curriculum called Merdeka Belajar. Merdeka Belajar was initiated by the Minister of Education as a breakthrough for the education system in Indonesia. Merdeka Belajar according to the Department of Education (Kemendikbud.go.id, 2020) is the birth of Pancasila students who are smart and have character. The values developed by the Department of Education (Kemendikbud) are based on the philosophy of character education of Ki Hajar Dewantara. Namely, if the heart (ethics), if thought (literacy), if the intention (aesthetics), and exercise (kinesthetic). Merdeka Belajar puts forward the freedom of learning in accordance with Paulo Freire (1997) Paulo Freire's critique of welcoming the emergence of the concept of liberation education.

However, due to the COVID-19 pandemic and the outbreak of the COVID-19 pandemic, Indonesia has forced Indonesia to start learning through technology in a unique way, namely by distance learning methods or networks or online systems. During the COVID-19 pandemic in 2020, this is where the new curriculum namely Merdeka Belajar began to be implemented.

Quoted from Muhammad Ali Rohmat (2020), Teaching in Merdeka Belajar is a challenge because many educators are trapped on teaching materials that are limited to the curriculum outlined. Therefore, a module made which is a form of support for teachers throughout the archipelago delivered by community learning teachers.

Module is the most important thing in the teaching and learning process, because the module presents a variety of material to be taught (Fahma, R. 2013) According to Brown, (1994) The presence of module is needed to support the teaching and learning process. it can be concluded that the existence of module can make it easier for students to follow learning process.

A quality of module is able to make learning successful. In the K-13 period, there have been many modules issued by the government, one of which is the English module. English is the main language in international communication and world relations. The more the world of data with the development of information and communication technology causes the association can no longer be limited by national boundaries.

In terms of content feasibility, there are three indicators that must be considered attention, namely (1) explanation of the material, (2) accuracy of the material, and (3)

supporting material learning (Muslich, 2010: 292). In terms of eligibility, there are three indicators that must be attention, namely (1) presentation techniques, (2) presentation of learning, (3) presentation of (Muslich, 2010: 297). In terms of language, there are three indicators that must be considered, namely (1) use language with the level of student development, (2) use communicative language, and (3) use language that meets the requirements for coherence and integration of the flow of thinking (Muslich, 2010: 303).

According to (Tom and Alan, 1991) there are several principles of materials as follows: a) Materials provide a stimulus for learning. b) Materials help to organize the teaching and learning process, by providing way through masses of complex languages to learn c). The material embodies views about the nature of language and learning d). The material reflects the nature of the learning task. e) Materials can have very useful functions in expanding the base teacher training, by introducing teachers to new techniques. f). The material provides a correct and appropriate model for using language.

The 2013 curriculum recognizes the important role of English. The role of English in the learning model is very important considering that more learning resources use English than other languages. In line with the above roles, the English learning module for the 8th grade junior high school level is structured to improve students' English skills. (Kemendikbud, 2020). The English module that is often used by schools, especially for the 8th grade junior high school level, is the module entitled " When English Rings a Bell " was written by Siti Wachidah, Asep Gunawan,

Diyantari and Yuli Rulani Khatimah, and published in 2017 by the Department of Education.

But now the school has entered a new curriculum, namely Merdeka Belajar. In English module of the Merdeka Belajar (2020) states that the English module at Merdeka Belajar is a series of teaching materials designed for students to use in learn to be independent, The main target in independent learning is that students can get competencies that have been determined and gain independence in learning.

In Merdeka Belajar, the government issued an English module with the title " Modul Pembelajaran Jarak Jauh pada Masa Pandemi Covid-19 untuk jenjang SMP Mata Pelajaran Bahasa Inggris untuk semester genap kelas VIII " was written by Asep Gunawan and Elok Satiti, published in 2020 by Department of Education.

In this case, Merdeka Belajar is a new curriculum that has become a public discussion, especially the launch of its new module. This study will provide an assessment and comparison of English module in K-13 and English module in Merdeka Belajar. Assessments and comparisons are made for find out if the books are really good quality for used as a learning resource. The researcher is interested in examining the differences and similarities between the modules from K-13 and Merdeka Belajar.

Regarding the researcher's presentation, The first research that became a reference for researchers was research conducted by Anne Marie Heim, student of the Department of Teacher Education and School Development, University of Osl, published in 2006. Thesis on comparative study entitled " A Comparative Analysis of

two English Textbooks used in Upper Secondary School". The second research was conducted by Syarif Zainul Fuad student Faculty of Tarbiyah and teacher training program, IAIN Purwokerto with a thesis entitled " Comparative Study Of Cultural Contents Between When English Rings A Bell 7 and Bright An English Textbooks for 7th Grade Junior High School" published in 2020.

All of the above research results are an inspiration for researchers to wrote a comparative study between the modules in K-13 and the new curriculum, namely Merdeka Belajar. Researcher is interested in researching, because researchers want to know the differences and similarities between the two modules, especially in the new module. For that the researcher takes the title " COMPERATIVE STUDY ON ENGLISH MODULES IN K-13 AND MERDEKA BELAJAR ON JUNIOR HIGH SCHOOL FOR VIII GRADE ".

B. Research Problem

Based on the background of study, the problem is formulated as follows:

1. What is the content of the Module in K-13 and Merdeka Belajar?
2. How is the language of the module in K-13 and Merdeka Belajar?
3. What are differences and similarities of the module in K-13 and Merdeka Belajar?

C. Research Objective

1. The objective of the study is to find out the content of the English module in K-13 and in Merdeka Belajar.
2. The Objective of the study is to find out the language of the English module in K-13 and in Merdeka Belajar

3. The Objective of the study is to find out the differences and similarities between the English module in K-13 and in Merdeka Belajar

D. Significances of the Study

Researchers hope to contribute to teachers, writers, and the next researchers.

1. For the teachers

The researcher hope to increase teacher knowledge about the differences between the English module in K-13 and Merdeka Belajar.

2. For the writers

The researcher hopes that the results of this study can be considered further, in order to improve or revise the module to be better in the future.

3. For the next researchers

The researcher hope that this research can help future researchers to carry out their research. They can use this research as their guide in research.

E. Scope and Limitation of Study

The research subjects are English module in K-1 entitled " When English Rings a Bell " was written by Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani Khatimah, and published in 2017 by the Department of Education, and English Module in Merdeka Belajar entitled " Modul Pembelajaran Jarak Jauh pada Masa Pandemi Covid-19 untuk jenjang SMP Mata Pelajaran Bahasa Inggris untuk semester genap kelas VIII " was written by Asep Gunawan and Elok Satiti, and published in 2020, and written by the Department of Education.

The limitation or obstacles that researcher experienced in carrying out this research: The biggest obstacle that the researcher experienced in conducting this research is the difficulty of finding references and previous studies from the new curriculum to be researched.

F. Definition of Key Terms

1. English Module : English module is the most important thing in the teaching and learning process, because the module presents a variety of material to be taught (Fahma, R. 2013).
2. English Module in K-13 : According to Muhammad Nuh, Department of Education in English module in K-13 (2017), that the English module in K-13 is designed to meet the century learning model 21 in which there is a shift in learning from students being told become students find out from various learning sources beyond the limits teachers and education units. The role of English in learning models such as it becomes very central considering there are more learning resources in the language. English compared to all learning resources in all other languages combined. In line with the above roles, learning English for SMP/MTs Class VIII presented in this book is structured to improve skills language whose presentation is by using a learning approach text-based, both spoken and written, by placing English as means of communication (Muhammad Nuh, 2017).

3. English Module in Merdeka Belajar : English module at Merdeka Belajar is a series of teaching materials designed for students to use in learn to be independent, The main target in independent learning is that students can get competencies that have been determined and gain independence in learning (Asep Gunawan and Elok Satiti, 2020).