

CHAPTER II

LITERATURE REVIEW

This chapter discusses about curriculum , modules, K-13, Merdeka Belajar, English Module in K-13, English Module in Merdeka Belajar and Review of Relevant Studies.

A. Curriculum

The curriculum is a guide in the world of education. Curriculum is gaining popularity in Indonesia since the 1950s (Dwi Intan, 2015). According to experts, Curriculum is a development of the plan for facilitate the teaching and learning process under school, college or university direction and guidance university and its staff members. (Komaria,1999)

Quoted by Dwi Intan by Poerwati and Amri explained that there are several views or understandings of the curriculum that are still used today are: The curriculum is about what schools learn; The curriculum is a number of subjects; Curriculum is a content; The curriculum is a program for learning; The curriculum contains learning materials; The curriculum is a series of learning materials; The curriculum is a learning goal to be achieved; The curriculum is a number of subject matter to be studied; Curriculum is everything done in school, including activities outside the classroom, tutoring, and student-to-student relationships; Curriculum is something that is taught at school or outside of school which is fostered by the school; The curriculum is something that has been planned by the school; Curriculum

is the sum of the series of experiences that students undertake at school; and Curriculum is the student experience as a result of school.

According to Linda Aprianti (2018), the curriculum can also be called a set of plans and arrangements containing the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals (Article 1 paragraph 19 of Law Number 20 2003 concerning the National Education System). Meanwhile, according to Grayson (1978), he explained that the curriculum is a plan to get the expected results from a lesson, and planning for a learning area, providing guidance and instruction to develop learning strategies.

From the explanation above, it can be concluded that the curriculum is a guideline that contains a set of objectives, content, and learning materials in learning activities.

B. Modules

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 Wiwy T. Pulukadang, Hamzah B. Uno, Haris Panal, Keysar Panjaitan (2020), Module is one form of teaching materials packaged in a complete and systematic way, the module contains a collection of planned learning experiences and designed to help students master specific learning objectives, the module also

contains the minimum learning objectives, learning materials/substances, and evaluation.

From Wiwy T. Pulukadang, Hamzah B. Uno, Haris Panal, Keysar Panjaitan according to nasution (2020) The benefits of learning to use modules are : Increase effectiveness learning because students can learn anywhere in groups or alone; Define and manage deeper study time according to the needs and development of students; Really know the achievement of student competence gradually through the criteria set out in the module; Knowing the weaknesses or competencies that are not yet owned achieved by students based on the criteria set out in modules so that they can decide and help participants to improve their learning and make improvements.

From Wiwy T. Pulukadang, Hamzah B. Uno, Haris Panal, Keysar Panjaitan according to Chomsin S.W. and Jasmadi (2008: 50), A good module has the following characteristics: self instruction, independent, stand alone, adaptive, and friendly / familiar. From Wiwy T. Pulukadang, Hamzah B. Uno, Haris Panal, Keysar Panjaitan (2020) according to Vembriarto Modules have advantages and disadvantages.

The advantages of using the module in teaching and learning process includes: Overcoming the limitations of time, space, and senses, both students and teachers; Can be used appropriately and varied, such as for increase motivation or enthusiasm for learning, develop the ability to interact directly with the learning environment; Allows students to be able to measure or evaluate own learning outcomes; Students are able to be more active in learning; The teacher acts more as a

guide, not just as a teacher; Able to make students more confident; Create healthy competition among students; Can lighten the burden of teachers; Learn more effectively, and evaluate significantly repair; and This system can absorb children's attention so that lesson program is more successful when compared to studying.

Weaknesses of using modules in learning processes as proposed by Vembriarto from Wiwy T. Pulukadang, Hamzah B. Uno, Haris Panal, Keysar Panjaitan include: a) Difficulties in students cannot be overcome direct; b) Not all students can learn on their own, but it is necessary teacher help; c) Not all materials can be modulated and not all teachers know how to carry out learning using modules; d) Difficulty in preparing materials and requires a lot the cost of making the module; and e) There is a tendency for students not to study the module well.

From some of the opinions above, it can be concluded that the module is part of the teaching material that contains material and objectives that have certain characteristics and have their own strengths and weaknesses.

C. The 2013 Curriculum (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. The biggest part which is the core of the 2013 curriculum is the content of the material delivered, how material presented, activities carried out in class, and evaluation student. (Linda A, 2018)

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 based on Rusliansyah Anwar (2014) The core of the 2013 curriculum is simplification and thematic-integrative efforts.

Based on Apriani, (2015) in the 2013 Curriculum contains goals that are emphasized on the formation of attitudes, skills and knowledge and obtained three aspects of assessment in each subjects. In the 2013 curriculum competency standards graduates come from needs, and standard content derived from SKL through Core Competencies which are used for all subjects, From the explanation above, it can be concluded that the 2013 Curriculum is used to make us better education and according to needs.

From Apriani, (2015) based on Permendikbud No. 58 of 2014 concerning the 2013 Middle School Curriculum SMA/SMK, Curriculum 2013 has the following characteristics: a) The content of the 2013 curriculum, which contains competencies described in the form of Core Competency (KI) class and explained further in Basic Competence (KD) subject matter; b) Core Competence (KI) is a description of competence about attitude aspects, knowledge, and skills (cognitive, affective, and psychomotor) that students have to learn. core competence consists of four aspects, namely KI 1 discusses the spiritual aspect, KI 2 discusses the social aspect, KI 3 discusses aspects of knowledge, KI 4 discusses aspects of skills; c) Basic

Competencies are competencies that students must learn for subjects material in certain classes for middle and high school (SMP/MTs, SMA/MA, SMK/MAK); d) Core Competencies and Basic Competencies at the secondary education level focuses on the aspect of attitude while at the moderate level balances between attitude and intellectual ability; e) Core competencies in the 2013 curriculum are elements of the organization (organizing elements) and Basic Competencies are all Basic Competencies (KD), namely the learning process developed to achieve Core competencies Competence (KI); f) Basic Competencies should be developed based on the principles accumulative, mutually reinforcing and enriching between subjects material and level of education (horizontal and vertical organization); g) The syllabus should be developed as a lesson plan for one subject (SMP/MTS, SMA/MA, SMK/MAK). and in the attached syllabus all the Basics Competence (KD) with the theme or subject in class. H. RPP must be developed from each KD for certain subjects and classes.

Almost the same as the explanation above, according to Linda Aprillianti (2018) the 2013 curriculum has the following characteristics: 1) Have Graduate Competency Standards sourced from community needs; 2) Have Content Standards derived from Graduate Competency Standards; 3) All existing subjects must contribute to the formation of attitudes, skills and knowledge; 4) Subjects are derived from the competencies to be achieved; 5) The content of all subjects must be tied to

core competencies (each class); and 6) Curriculum development reaches textbooks and teacher books.

In addition, based on Apriani, (2015) Curriculum 2013 has a unique learning style in the teaching and learning process, namely: a) learning by doing; b) integrated learning (knowledge, skills, and attitudes); c) learning by means of scientific approach; d) adapting the learning context to the environment at school/home; e) learning resources not only textbooks and teachers, f) the teacher asks students to draw conclusions from the concepts discussed (discovery learning); g) emphasize the higher order thinking skills, h) skills can be in the form of concrete, abstract, and action things; and i) project-based learning and collaborative learning.

D. 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 to become students find out from various learning sources beyond the limits of 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 language skills whose presentation is by using a learning

approach text-based, both spoken and written, by placing English as means of communication.

According to the Minister of Education in 2017, Understanding of the types, rules and context of a text emphasized so as to make it easier for students to grasp the meaning contained in a text as well as presenting ideas in the form of an appropriate text so that easy for others to understand, because remembering new English is officially taught starting from Class VIII SMP/MTs, so the communication conveyed here is daily communication.

Still according to the Department of Education in 2017, he realized that the 2013 Curriculum English module emphasized the importance of balance of attitude competence, knowledge, and skills, abilities English language that is required to be formed through continuous learning: starting with increasing the competence of knowledge about the types, rules, and context of a text, followed by the competence of the skills to present a text written and oral texts both planned and spontaneous with pronunciation and intonation appropriate, and leads to the formation of politeness in language.

The researcher can conclude that the English module in K-13 emphasizes learning so that students become students find out from various learning sources beyond the limits teachers and education units. In addition, the English module in K-13 is presented using a learning approach text-based, both spoken and written, by

placing English as means of communication and also emphasizes the importance balance of competence, attitude, knowledge, and skills, abilities.

E. Merdeka Belajar

Curriculum changes are not new in Indonesia. Curriculum changes are actually not without reason, but there are several reasons for making curriculum change decisions. From Apriani, (2015) based on Arifin (2011: 3) the curriculum must be dynamic. In this case it can be interpreted that the curriculum must always change according to developments time, science, and the needs of society.

According to Jaja Jahari (2020) "Independent Learning (Merdeka Belajar)" is the policy of the Minister of Education and Culture of the Republic of Indonesia as an evaluation of current education which has an implementation system to accelerate the achievement of educational goals mandated in the 2013 curriculum, curriculum and educational challenges in the 4.0 revolution era.

In Merdeka Belajar, according to Muhammad Ali Rohmat (2020) The latest policy of the Minister of Education (Mendikbud) Nadiem Anwar Makarim, namely the establishment of four basic education policy programs, This program includes : 1) National Standard School Examination (USBN); 2) National Examination (UN); 3) Learning Implementation Plan (RPP); and 4) Zoning of New Student Admission Regulations (PPDB).

In this new policy program will be the direction of future learning that focuses on: improve the quality of human resources. (kemendikbud.go.id 2019) This new policy direction refers to good practices at the international level such as PISA and TIMSS, because according to the study ability survey released by the Program for International Student Assessment (PISA) on Tuesday, December 3, 2019 in Paris, Indonesia was ranked 72 out of 77 countries and far behind Malaysia (ranked 56) and Singapore (top two rankings).

From some of the opinions above, it can be concluded that the change in the curriculum is a revolution so that the educational curriculum is able to adapt to technological developments and the era of globalization.

F. English Module in Merdeka Belajar

According to Nadiem M, Department of Education in the English Module of the Merdeka Belajar (2020), it states that this English module is a series of teaching materials designed for students to use in. Independent learning, the English module is expected to be helpful and provide a great learning experiences, meaningful for students to achieve the intended competence independently.

Still according to Department of Education in the English module (2020) The English Module in Free Learning has main elements consisting of (a) learning objectives, (b) learning activities, and (c) evaluation. In the English module book at Merdeka Learn, there are learning activities in the form of activities, where students are asked to do things to gain experiences meaningful learning in achieving learning objectives.

The Department of Education (2020) also explained that English module in Merdeka Belajar uses a thorough learning approach. The purpose of completion is, students are asked to achieve level of completeness of certain competencies before students proceed to achievement the next competency in the next module. According to the Department of Education (2020) the main target in the English module in Merdeka Belajar is independent learning because learning activities in the module are student-centered, not teacher-centered.

The researcher can conclude that the English module in Merdeka Learning prioritizes students to always try to be active and learn independently (self-study) by using the provided modules..

G. Review of Relevant Studies

Regarding the researcher's explanation, the first research that became a reference for researchers was research conducted by Anne Marie Heim, a student of the Department of Teacher Education and School Development, University of Osl,

published in 2006. Thesis on comparative studies is entitled " Comparative Analysis of Two English Textbooks Used in High Schools ". In this study, researchers have similarities in things that are analyzed and things that are compared, also discuss the differences and similarities of the two modules.

The second research was reasearch conducted by Syarif Zainul Fuad, a student of the Department of Teacher Education and School Development at IAIN Purwokerto with a thesis entitled " Comperative 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. In this study, researchers have similarities, it's just that the discussion of research conducted by previous researchers is more in the field of culture in a significant way.