

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter is named as related literature. In this chapter, the researcher gives theoretical frameworks related to the study. It presents information discussed in the study. It consists of implementation, teaching English, Kurikulum Merdeka and previous study.

A. Implementation

There are some definitions of implementation. According to Hamalik as cited by Alviatin (Alviatin, 2022), implementation is the process of putting ideas, concepts, policies, or innovations into practice in order to have an impact on knowledge, skills, values, and attitudes. In the same way, Nurdin stated that implementation is a strategy of applying a notion, program, or sequence of actions in the expectation that others will take notice and make changes (Alviatin, 2022).

Based on the Oxford Dictionary, implementation is the act of making something that has been officially decided start to happen or be used. According to Badudu cited by A'yun, implementation is defined as a way, thing, or result (A'yun, 2021).

Based on the statement above, it can be concluded that implementation is a set of ideas that need to be applied in order to achieve a goal. Implementation should be put into action not only just standing as theory and planning.

B. Curriculum in Indonesia

Cited from Ekawati, curriculum is from the word *curir* (Greek) means 'runner' and *curere* means 'race' (Ekawati, 2016). According to Law on the National Education System Number 20, Year 2003 chapter 1 verse (9) cited by

Hidayat, curriculum is a set of plans and arrangements regarding the objectives, content and materials of the lesson as well as the means used as guidelines for the implementation of learning activities to achieve certain educational goals (Hidayat, 2015). It can be concluded that the curriculum has a crucial part to achieve the success of a learning teaching program.

Curriculum needs to be changed. This is because it should be always adapted to the demands of the times (Nuraeni et al., 2020). Indonesia changes the curriculum for several times. They are Rentjana Pelajaran 1947, Rentjana Pelajaran Terurai 1952, Rentjana Pendidikan 1964, Kurikulum 1968, Kurikulum 1975, Kurikulum 1984, Kurikulum 1994, Kurikulum Berbasis Kompetensi (KBK) 2004, Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, Kurikulum 2013 (K-13). For the newest curriculum is Kurikulum Merdeka. Each curriculum has its own characteristics. However it has same basis, Pancasila and 1945 Constitution (Fitriyani, 2022). Here is the characteristic of each curriculum in Indonesia:

1. Rentjana Pelajaran 1947

Rentjana Pelajaran 1947 is the first curriculum in Indonesia. The curriculum is known in Dutch as "Leer Plan" (meaning "lesson plan"). Instead of focusing on cognitive components, this curriculum aims to emphasize character development, state and society awareness. (Iramdan - & Manurung, 2019).

2. Rentjana Pelajaran Terurai 1952

Rentjana Pelajaran 1947 was improved by Rentjana Pelajaran Terurai 1952. The government started to concern itself with cognitive issues. It has a term called *Pengembangan Pancawardhana* (Pancawardhana Development).

Its subjects are broken down into five study area categories: moral, intellectual, emotional, skillful, and physical.

3. Rentjana Pendidikan 1964

Rentjana Pendidikan 1964 was arranged at the end of Soekarno's presidential term. The emphasis in the learning system is on active, inventive, and successful learners. Teacher assists students in problem-solving skills. The teacher applied a method named *gotong royong terpimpin* (guided mutual help). Saturday is commemorated as a special day, named Krida day. On this day, students are allowed to train their ability and passion in the areas of sport, culture, and art. Report system also changed into letters, those are A, B, C, and D (Asri, 2017).

4. Kurikulum 1968

Kurikulum 1964 had been modified for use in Kurikulum 1968. The structure changed, becoming Pancasila soul building, basic knowledge and specialized skill. The curriculum was developed independently by the particular teachers. In addition, it serves material, methodology, and evaluation. The aim of this curriculum is to shape authentic Pancasila individuals who are strong, healthy, and have strong moral, ethical values, and religious beliefs.

5. Kurikulum 1975

Kurikulum 1975 is an attempt to carry out the new order era's development strategy. These are the principles of Kurikulum 1975, such as: (1) goal oriented. The objectives are hierarchies of educational goals, such as educational goal, institutional goal, curricular goal, general instructional goal,

and particular instructional goal; (2) Each lesson is significant and contributes to the realization of more integrative objectives; (3) Power and time efficiency; (4) Emphasizing stimulus responses; (5) Methods, materials, and teaching objectives detail in the Instructional System Development Procedure (PPSI), known as lesson units, namely lesson plans for each unit discussion (Fitriyani, 2022).

6. Kurikulum 1984

To keep up with the growth of science, Kurikulum 1975 was changed into Kurikulum 1984. It comes up with Active Student Learning Method as a teaching strategy. Practical methods are also applied in this curriculum. The majors are listed as program A and B. Program A comprises of the following: (1) A1, with a focus on physics; (2) A2, with a focus on biology; (3) A3, with a focus on economics; (4) A4, with a focus on language and culture. Meanwhile, program B is a course of study that results in vocational abilities that will enable students to be placed in the public. However this program is temporarily discontinued because it needs adequate educational facilities (Asri, 2017).

7. Kurikulum 1994

Kurikulum 1994 was the revision of Kurikulum 1984. The implemented system is known as the Caturwulan system. It divides a year into three parts, each with a very in-depth topic. This curriculum aims to concentrate on the subject matter and problem-solving abilities. However, there were criticisms due to the heavy learning load. Thus, Kurikulum 1994 changed into Suplemen Kurikulum 1994 (Fitriyani, 2022).

8. *Kurikulum Berbasis Kompetensi (KBK) 2004*

Curriculum changes were again named *Kurikulum Berbasis Kompetensi (KBK)* in 2004. It is known as a curriculum which concerns learning outcomes and diversity. There are various learning sources and approaches. The assessment of KBK 2004 focuses on process and output learning in mastering a competency.

9. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*

KBK 2004 was refined with the implementation of *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. As cited in (Fitriyani, 2022), the government built competency standards, and basic competencies. Then, teachers are allowed to create their own syllabus and assessment based on the school condition. In summary, KTSP gives authority to guide students' learning.

10. Kurikulum 2013 (K-13)

Kurikulum 2013 is a replacement curriculum of KTSP 2006. The focus of Kurikulum 2013 is competences and character building. The curriculum uses scientific approaches in the class instruction (Fitriyani, 2022). In 2016, The Ministry of National Education and Culture revised Kurikulum 2013 into Kurikulum 2013 Revision. There is an addition called literacy, HOTS (High Order Thinking Skills), and 4C (communication, collaborative, critical thinking, and problem solving, creativity and innovation).

C. **Kurikulum Merdeka**

1. **Definition of Kurikulum Merdeka**

Merdeka in English means independent. Based on the *Kamus Besar Bahasa Indonesia*, *merdeka* is not dependent on others. To put it

another way, a person detached themselves from limitation. Hasnawati stated that *merdeka belajar* can be interpreted as students getting a chance to experience a comfortable situation for studying. Furthermore, they can improve their hobby and passion without coercion (Hasnawati, 2021).

According to *Buku Saku Tanya Jawab Kurikulum Merdeka*, Kurikulum Merdeka is a new curriculum which is designed with optimal content so that the students have time to dive into the concept and also strengthen the competence (Kemdikbud, 2022). As cited in (Jojo & Sihotang, 2022) Kurikulum Merdeka has three characteristics, such as project based learning to improve soft skill, and character based on profil pelajar Pancasila, and flexible curriculum and focused on essential material.

2. Structure of Kurikulum Merdeka

The Ministry of Education has arranged the structure of Kurikulum Merdeka in the Minister of Education and Culture Regulation No. 262 of 2022. Kurikulum Merdeka has two agendas in primary and secondary education. They are intracurricular learning and the Pancasila student profile project (P5). Intracurricular learning refers to learning outcome (CP). Meanwhile, Pancasila student profile project aims to strengthen the Pancasila student profile (P3) which meets the Graduate Competency Standard. Government makes a regulation about learning loads for each subject in time allocation per year. In one year academics, the education unit arranges the weekly time allocation in a flexible way.

Learning outcomes include the competences that will be taught in each phase. Based on the Minister of Education and Culture Regulation no. 033 year 2022, there are some phases for students as follow; Phase A : class 1, 2; Phase B class 3, 4; Phase C class 5, 6; Phase D class 7,8, 9; Phase E class 10; Phase F class 11,12 (Republik Indonesia, 2022).

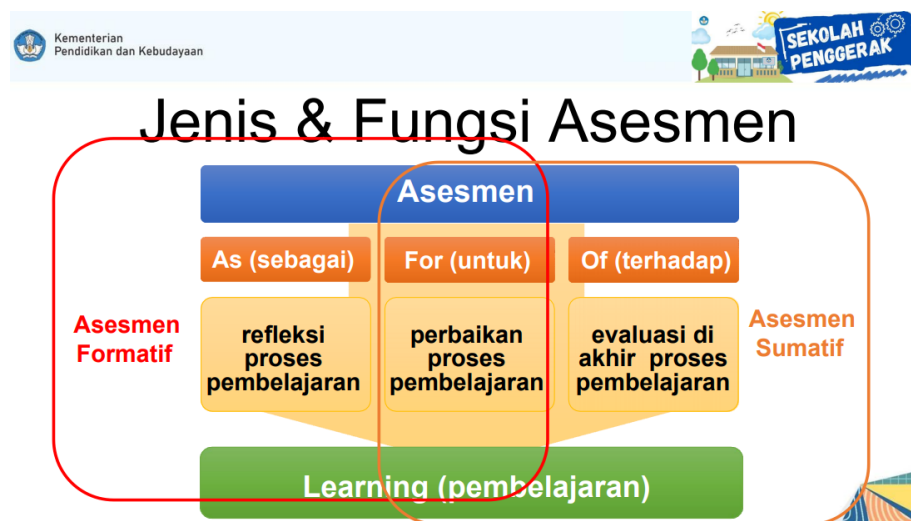
3. Assessment of Kurikulum Merdeka

Assessment is a procedure which a teacher uses to evaluate and track his students' progress (Brown, 2004). Based on the guidelines from the Ministry of Education of Republic Indonesia, Kurikulum Merdeka has two kinds of assessment. They are formative assessment and summative assessment (Anggraena et al., 2022).

Formative assessment comes first. It attempts to observe and improve the learning process. In addition, it aims to evaluate the accomplishment of learning objectives. Beside that, it is to determine the student's learning needs and obstacles they may counter, and also to discover more about how the student's progress. Feedback from the assessment is essential for both teacher and student. This assessment is typically done throughout or in the middle of the learning process or in the end of it. Furthermore, this assessment is not meant to evaluate student learning outcomes for the report.

The next following assessment is summative. On the contrary of formative assessment, summative assessment is considered as the evaluation at the end of the semester, end of the school year, and or

end of the level. In primary and secondary school, the goal is to determine whether a student will graduate from an educational unit from how well his achievement to learning outcome. The achievement of student learning outcome is by comparing the student learning outcome accomplishment with the standard learning objectives. Summative assessment can be done at the end of learning, for instance at the conclusion of one material, which may include one or more learning objectives, at the end of semester or phase. In particular, summative assessment at the semester ending is optional.



Picture 2.1 : Kind and function of each assessment (source : Buku Panduan Pembelajaran dan Asesmen Jenjang Pendidikan Dasar dan Menengah)

Based on the guideline from The Ministry of Education, there are three kinds of the function of assessment. There are assessment as learning, assessment for learning, and assessment of learning. The first is assessment as learning has a role as reflection during teaching and

learning process. The next function is assessment for learning as an improvement in the learning process. The last is assessment of learning helps the teacher for the evaluation in the end of material. In the Kurikulum Merdeka, the teachers are expected to focus more on formative assessment than summative and use the results of formative assessment to improve the learning process

4. Differences between Kurikulum Merdeka and Kurikulum 2013

There are some differences between Kurikulum Merdeka and Kurikulum 2013. These are some of them (Nisa', 2022):

Table 2.1 : The differences between Kurikulum 2013 and Kurikulum Merdeka

No.	Kurikulum 2013	Kurikulum Merdeka
1.	Based on the objectives of the National Education system and National standards	Based on the objectives of the National Education system and National standards. There is addition on developing Pancasila students profile
2.	Core competence (KI) and basic competence (KD). Four fundamental competencies— spiritual attitudes, social attitudes, knowledge, and	Learning achievement arranged based on each phase. Learning achievement are outlined in paragraph that incorporate information, attitudes, and abilities in

	skills—are categorized as core competencies in terms of scope and order.	order to obtain, strengthen, and improve competence
3.	Time allocation is set weekly and systematized. It still focuses on intracurricular learning.	Time allocation is determined on the educational unit condition annually. The learning are divided into two kinds activities, such follows : <ul style="list-style-type: none">• Regular learning or intracurricular learning in the classroom• Pancasila student profiles project
4.	Learning uses a scientific approach for all subjects. In this curriculum, it focuses on intracurricular learning	Strengthening differentiated learning based on the stage of the student achievement. A combination of co-curricular learning through Pancasila student profiles project (20%-30% time allocated) and intracurricular learning (70%-80% time allocated)
5.	Kurikulum 2013 uses a scientific approach. The process as follow : (1) Observing; (2) Questioning; (3) Experimenting; (4)	For English, Kurikulum Merdeka applies a genre-based approach. The process as follow : (1) Buiding knowledge of the Field (BKoF); (2) Modelling of the Text (MoT); (3)

	Associating; (5) Communicating	Joint Construction of the Text (JCoT); (4) Independent Construction of the Text (ICT)
6.	<ul style="list-style-type: none"> •Formative and summative assessment aim to detect students' need to improve learning outcome simultaneously •There is an authentic assessment of each learning •Evaluation in three areas, such as attitude, social interaction, and spirituality 	<ul style="list-style-type: none"> • Formative assessment aims to construct learning which suits to students' accomplishment level • Authentic assessment, especially Pancasila student profile project • Evaluation in three areas (social, spiritual, and attitude) are integrated
7.	Textbooks and non-textbooks	Textbook and non-textbook. Government also provides an online website as a source of Kurikulum Merdeka for teachers and students. The examples are teaching module, flow learning objective, Pancasila student profile project example.
8.	Curriculum implementation guidelines, Assessment	Learning and assessment guides, operational curriculum development

	Guides, and Learning Guides at each level	guidelines for schools, project development guidelines for enhancing Pancasila student profiles, implementation guidelines for inclusive education, individual learning program preparation guidelines, and counseling guidance service modules
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In addition, there are some different terms between Kurikulum 2013 and Kurikulum Merdeka (Nugroho & Narawaty, 2022).

Table 2.2 : Different terms between Kurikulum 2013 and Kurikulum Merdeka

No.	Kurikulum 2013	Kurikulum Merdeka
1.	Core competence/Basic competence (KI/KD)	Learning achievement (CP)
2.	Syllabus	Flow learning objectives (ATP)
3.	Lesson plan (RPP)	Teaching modules (<i>modul ajar</i>)
4.	Teaching material (<i>Bahan ajar</i>)	Teaching materials (<i>materi ajar</i>)
5.	Minimum completion criteria (KKM)	Completion of learning objectives (KTP)

5. Stages the Implementation of Kurikulum Merdeka

The Ministry of Education of Republic Indonesia provides three options for implementation of Kurikulum Merdeka. Education unit can choose which suit depends on their condition. Here is the choice of its implementation:

- a. Applying Kurikulum Merdeka's component and principle without replacing the curriculum of the educational unit. For example, applying Pancasila student profile project as co-curricular or extracurricular with the consequence increasing learning time allocation, using differentiated learning.
- b. Implementing Kurikulum Merdeka using teaching resources provided by government
- c. Practicing Kurikulum Merdeka using teaching tools developed by educational unit

Kemdikbudristek releases a guideline to implement Kurikulum Merdeka. It helps the education stakeholder to take control of their learning teaching process due to different condition. The steps are divided into four stages, such as early stage, development stage, ready stage, and advanced stage (Kemdikbudristek, 2022).

1. Early stage

The first is the early stage. This is the beginner step of implementing the curriculum. For the designing operational curriculum of the education unit, this stage makes little adjustment to the operational curriculum example provided by Kemdikbudristek. This step also still uses the example of flow learning chart, lesson plan, assessment from Kemdikbudristek. The main sources of teaching are textbooks and modules. Early stage occupies a project module which is adapted or few adjustments.

In the learning process, there are some characteristics of the early stage. The project is only producing not deeper into the idea or problem solving. The teacher role is still an instructor who leads the class. Related to the assessment, the teacher gives it as the scoring for students. Based on formative assessment, the teacher teaches students in accordance with the majority of learning outcomes in the classroom.

In the early stage, the teachers do not have collaboration for intracurricular learning. However, they gather to strengthen Profile of Pancasila students. Teachers inform parents about their children's progress. They will provide suggestions on what parents need to do. This stage encourages the education stakeholder to build connections with communities/industries although it has not started. The last part is about reflection and evaluation which tends to be one-way and not based on data.

2. Development stage

Schools that choose to implement the Kurikulum Merdeka at the developing stage have a number of traits. Without basing its modifications on reflection on the outcomes of an examination of the educational unit's characteristics, the educational unit alters the portion of organizing and planning learning in accordance with its conditions. Additionally, schools modify flow learning objectives, illustrations of learning planning and evaluation, in accordance with student needs. Schools modify project modules for project

execution based on the local context and student needs. Implementation of the project is under the teacher's direction while identifying issues. Students learn about concepts and problem-solving skills at this stage.

Teachers employ a variety of student-centered teaching strategies during the learning process. When learning first begins, formative assessment is held to determine which students need more help. The teacher then adapts her instruction to the majority of the class's learning achievement phase. At the beginning or ending of the semester, teachers work together on the planning of the learning activities. One-way communication between teachers and parents occurs when teachers advise parents on how to best support their children's growth. The education unit asks the public, business, and industry to support initiatives unrelated to P5 or intracurricular learning. Activities for evaluating the implementation of the curriculum are not yet data-based; rather, each teacher is evaluated based on their own experiences or the opinions of other teachers.

3. Ready stage

In the ready stage, the school modifies the structure and planning of learning based on analysis and reflection on the circumstances of the education unit. The curriculum is developed based on the example of the Ministry of Education and Culture. As another example of learning planning and assessment based on

student needs, the school is updating the ATP. Some components of the teaching module can be changed by teachers then combine them to meet the needs of the students.

Teachers modify the project module provided by the Ministry of Education and Culture for project assignments. Adjustments to school conditions are used to carry out the project's execution. Starting with problem identification, the teacher will encourage this process. The community and industry are also involved in this project's implementation through the school.

The teacher holds a formative assessment at the start of the lesson to plan the learning. The foundation of learning planning is modified to reflect the majority of students' academic progress in the classroom. Students are divided into two groups based on these findings and their level of academic achievement.

Teachers work together on the planning and assessment of instruction. They also engaged in curriculum review in educational units and talked about P5. To share information about students' academic development, teachers work in collaboration with other teachers. Parents will later be informed of this information when they receive the report. After that, there will be two-way communication between parents and teachers to come to a decision that will support the student's learning development.

4. Advanced stage

The first step in curriculum design is creating a curriculum for the educational unit that is relevant to the residents' goals and the findings of the educational unit's analysis. It involves representatives of the students, parents, and community, and learning is done in accordance with the vision, mission, and context of the educational unit. Schools that use this stage independently create ATP by referencing learning outcomes (CP). The school also creates learning planning and assessment based on the requirements of the students. Educational units organize cooperatively to create modules. Teachers can create lesson plans and distribute them to other educators.

By incorporating student comments and ideas, P5 planning is developed in accordance with the local context, needs, and interests of students. The project's implementation is focused on conceptual understanding and problem solving using a preset theme. The identification of issues is the first step in this activity, which is being facilitated by teachers and students. The education department works with the local community to encourage extracurricular activities and initiatives that raise awareness of *pancasila* pupils.

Teachers differentiate learning strategies based on the needs, successes, and interests of their pupils. According to the level of student success, differentiated learning is created via formative evaluation (teaching at the right level). The education department promotes teacher collaboration on projects and intracurricular learning

activities. Teachers meet in small groups to discuss and design lessons based on the findings of reflection and assessment as a kind of evaluation. There is regular communication for parents to offer feedback on the curriculum and learning in order to build relationships with them. The stages of learning and follow-up to aid the student's learning process are also covered in this communication.

D. Teaching English in Kurikulum Merdeka

Cited by Adiya, Afzal, Abdul Kalam defines teaching and learning process as a process of knowledge transfer from teacher to students (Adiya, 2022). Whilst Frimpong, as cited in Irhas, defines teaching as the process of a teacher imparting knowledge, skills, attitudes, and values to students by respecting the intellectual integrity and capacity of students to change student behavior (Irhas, 2021).

English has four skills to be mastered. The skills are listening, speaking, reading and writing. These skills are divided into two kinds. They are passive and active skills. Passive skills are listening and reading, while active skills are writing and speaking. The learner is considered skillful if they can understand them. It sounds hard to do especially if English is a foreign language for the learner, in this case Indonesia. Therefore, the teacher has an essential role in teaching English (Irhas, 2021).

As mentioned before, junior high school is categorized as phase D. It consists from grade seven until nine. There are two activities in this step, they are intracurricular learning and Pancasila student profile project.

Project implementation is flexible. The project should refer to the achievement of Pancasila student profile according to the student phase. It is also not connected to subject learning objectives.

1. The Purpose of Teaching English in Kurikulum Merdeka

Kemdikbudristek mentioned some goals of teaching English in Kurikulum Merdeka. (1) Using a variety of multimodal texts (spoken, written, visual, audiovisual) to enhance English communication skills; (2) Developing intercultural skills to recognize and respect cultural ideas, customs, and products from Indonesia and abroad; (3) Developing self-identity to communicate as independent and responsible; (4) Boosting critical and innovative thinking ability.

The goal of studying English is to improve the capacity to apply all six of the language skills—listening, speaking, reading, viewing, writing, and presenting—in diverse types of texts. These six English abilities' learning outcomes are based on the Common European Framework of Reference for Languages, are as follows: Learning, Teaching, Assessment (CEFR), and equivalent with B1 level. The learner's capacity to: (1) continue interaction and explain something desired, in varied circumstances with clear articulation; (2) express the major elements of thought to be delivered fully; (3) maintain communication even if there are occasionally still pauses.

2. Genre-Based Approach

The ability to communicate in English as a part of life skills is something that English language instruction at the Primary and

Secondary Education level is supposed to help students effectively attain. A genre-based approach is utilised in general English instruction, where the learning is centred on text in a variety of spoken, written, visual, audio, and multimodal forms. This is in line with the assertion made by Halliday and Mathiesen (2014: 3) that "text is what listeners and readers engage with and interpret when individuals speak or write." A genre-based approach has four steps, which are completed through conversations on the same subject.

- 1. Building Knowledge of the Field (BKOF):** Teachers give students background information on the subject that will be written about or discussed. At this point, the teacher additionally develops the text's cultural background.
- 2. Modelling of the Text (MOT):** Teachers give students text examples and models to use as a guide when writing and speaking in class.
- 3. Joint Construction of the Text (JCOT):** While students cooperate to produce texts, teachers provide guidance.
- 4. Individual Construction of the Text (ICOT):** Students create oral and written texts independently (Emilia, 2011).

3. Characteristics of Teaching English in Kurikulum Merdeka

Kemdikbud states some characteristics of teaching English in Kurikulum Merdeka (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

- a. There are various texts that are taught in teaching English. They are not only presented as written texts but also as spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts that include verbal, visual, and audio aspects). These texts can be produced on paper or screen, authentic or written specifically for educational purposes. This is intended to help them become technologically literate.
- b. Depending on the circumstances in the classroom, the instructor can choose the kind of text he wishes to teach. To help learners understand the substance of the text they are reading and later be able to produce texts of that type in both oral and written form, learning can begin with a type of text that contains topics they are already familiar with. On the next step, the teacher can introduce the student to a new type of text that they just learned. In order to produce the text, the teacher has a role to assist students in developing knowledge of the new form of text both orally and in written form. The text types chosen can also be adjusted to the students' condition in the classroom or home contexts.
- c. The learning process is learner-centred (Tyler, 1949, 1990). It concerns modifying learners' ability (whose origin is from incapable to capable) in using English in different types of texts.
- d. Students' language development in general English is emphasised in accordance with their level of language proficiency. Learning general English involves developing both productive (speaking,

writing, and presenting) and receptive abilities (hearing, reading, and viewing).

4. Learning Achievement of Teaching English in Kurikulum Merdeka

Grade seven in Kurikulum Merdeka includes phase D. By the completion of Phase D, students are able to interact and communicate in a variety of formal and informal settings using spoken, written, and visual texts in English. In this stage, learners can use a variety of texts as their primary resources for learning English, including narration, descriptions, instructions, bespoke texts (short messages, advertising), and authentic texts. Students communicate their thoughts and feelings in English. Their comprehension of written materials is developing, and they are starting to use inference abilities when they comprehend implicit information. They produce more vocabulary, varied written and visual materials in structured English. When developing written and visual English material, they are aware of the audience and the text's purpose. (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

Table 2.3 : Learning achievement of teaching English in Kurikulum Merdeka

Listening Element – Speaking
By the end of Phase D, students are able to communicate in an expanding number of common formal and informal contexts with teachers, peers, and others by using English to interact and exchange ideas, experiences, interests, opinions, and viewpoints. They can understand the

major points and pertinent details of discussions or presentations on a variety of topics of popular interest with some repetition and rephrasing. They participate in conversation by expressing opinions, drawing analogies, and expressing preferences. They use fundamental sentence structure and verb tenses to explain and clarify their responses.

Reading Elements – Viewing

By the end of Phase D, students are able to freely read texts with predictable structures and well-known vocabulary, both familiar and unknown, and respond to them. They discover the major concepts and specific information in texts of various genres and evaluate them. Print or digital texts, as well as visual, multimodal, or interactive texts, may be used to create these texts. They recognize the text's intended audience and start drawing conclusions to understand any implicit information.

Writing Elements – Presenting

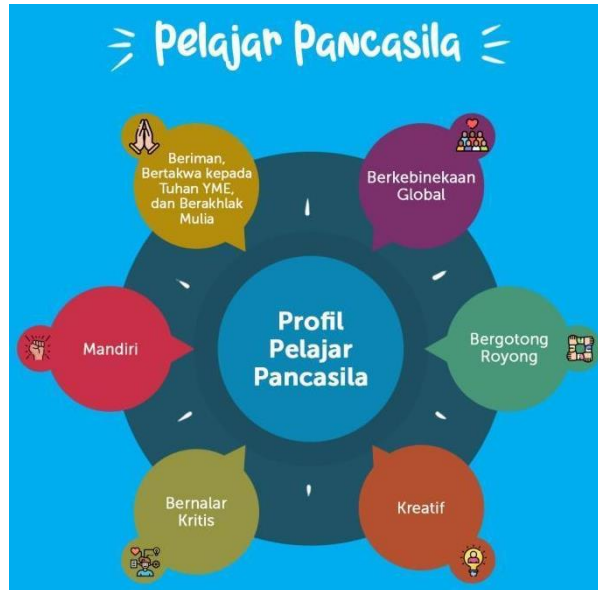
By the end of Phase D, students are able to express their thoughts and experiences in short, well-organised paragraphs, demonstrating a growing use of specific vocabulary and basic sentence constructions. They plan, build information, imaginative and persuasive texts in simple and compound words in order to explain or defend an opinion. They write with basic information and detail while also using different sentence structures. Students use the

present, future, and past tenses to convey ideas. They connect ideas using temporal markers, frequent adverbs, and common conjunctions. Their attempts to spell unfamiliar words are based on established capitalization and punctuation rules, as well as known English letter-sound correlations.

E. Profil Pelajar Pancasila

Kemdikbudristek mentioned that *profil pelajar Pancasila* is the goal in Kurikulum Merdeka which concerns students to have character and competence to strengthen Pancasila values (Kemdikbud, 2022). It is in line with national education goals as stated at Law no.20 year 2003. Also, education does not ignore paying attention in developing character and competence of Indonesian students.

In order to achieve the success of Profil Pelajar Pancasila, it has some dimension called *Dimensi Profil Pelajar Pancasila* (Pancasila profile student dimension). It consists of faith and fear of God almighty, noble character, global diversity, mutual assistance, independent, critical thinking, and creativity. These dimensions should be integrated, not partial. These are explanations of each aspect of Pancasila profile student dimension (Irawati et al., 2022).



Picture 2.2: Conceptual framework of Profil Pelajar Pancasila
 (Source:<https://cerdasberkarakter.Kemdikbudristek.go.id/profil-pelajar-pancasila/>)

The first dimension is faithful, fear God almighty and noble character. Indonesian students have faith and fear of God almighty. They apply their religious values into their life. On the other hand, they have noble character for their own self and other people. There are some points of faith in God and noble character, such as morals to their religion, themselves, other people, nature, and country.

Indonesia is well-known for its various cultural heritages. It has numerous cultures, ethnic, languages and religions. The second dimension teaches the students to accept and appreciate sublime culture and local identity. In those differences, the students should be trained to live peacefully in the world so that they would not discriminate against different people. The key elements of the dimension are understanding and appreciating culture, the ability of intercultural communication with

others, and reflection, responsibility of global diversity. In short, it is a second dimension called global diversity.

Indonesia has a tradition to work together named *gotong royong* (mutual assistance). This idea means to work together voluntarily in order to ease accomplishing a project. Mutual assistance is reflected in the project learning in Kurikulum Merdeka. The students collaborate to solve a project based on the case. Every participant should take a part proactively in the discussion not only as a passive person. They can share opinions and thoughts actively. As a result, the students can improve their social skills and awareness of the environment. The key terms of this dimension are collaboration, care, and sharing.

The next dimension is independent. It means students have responsibility to the learning process and the result. The students are encouraged to face global challenges. In addition, the students desire to dig a new knowledge from the learning process. In this dimension, independence has two key elements, such as self and environmental awareness, and self-regulation.

The other dimension is critical thinking. The key elements of the dimension encourage students to process, connect, analyze, evaluate and conclude information they received. To reach excellent critical thinking, the students should master literacy, numeracy and technology. These skills are in line with the PISA test. Moreover, critical thinking teaches the students to always see a new perspective of a problem. In other words, they should be open to another opinion although it is different

from theirs.

The last dimension is creative. Kemendikbud describes the students who are considered as creative and are proficient in modifying and creating something that is original, meaningful, beneficial, and impactful to the environment. Creative is usually identical with the use of imagination. Creative student's mind is flexible to accept another idea to solve a problem.

F. Previous Study

Study about curriculum has been conducted by other researchers. The previous studies have different aspects from the present study. Those differences are research design, different curriculum and subject of the study.

The first previous study is from Jihan. In her thesis, *Investigating the English Teaching at the Excellent Class at MTsN 2 Kota Kediri*, she focused on the teaching strategies used for seventh and eighth grade students (Chasanah, 2022). In addition, the study focuses on the excellent class.

The second previous study is *The Implementation of 2013 Curriculum in English Lesson at SMP Muhammadiyah 1 Surakarta*. The thesis is arranged by Hendrik Purnomo (Purnomo & Fitri Kurniawan, 2018). The study has some similarities with the researcher's study. The first aspect is to analyze the implementation of a curriculum, in this case 2013 Curriculum. On the other hand, this study focuses on a new curriculum which is Kurikulum Merdeka.

The other study of Kurikulum Merdeka conducted by Jojor and Sihotang on *Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan)* (Jojor &

Sihotang, 2022). They analyze how Kurikulum Merdeka becomes a new curriculum and reveal learning loss background. From this study, the researcher understands more about Kurikulum Merdeka.

The next study entitled *Content Analysis on English Modules in K-13 and Merdeka Belajar at Junior High School* (Lestari, 2022). This study has a similarity which involves Kurikulum Merdeka. However, this study concentrates on languages, content, differences and similarities of two modules, Kurikulum 2013 and Merdeka Belajar. The analysis used books from grade eight.

The other study related to implementation is also shown by Lailly Churotul A'yun. The title of her thesis is *The Implementation of Distance Learning during COVID-19 Pandemic in Teaching English at MTsN 3 Nganjuk*. This thesis observes the teaching process using distance learning when Pandemic happens. (A'yun, 2021). Moreover, the result shows the strategies that were used by teachers and students in learning English during the pandemic era.

The last study is from Reiga Wierna Aulia entitled *Teachers' Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan*. The study is related with this research because it explains one of the components, lesson plan, which changes in Kurikulum Merdeka (Aulia, 2021). To find the result, she used questionnaires for the teachers as participants. The result shows that some teachers agree with this policy. They argued that a simple lesson plan is better than a detailed one.