

CHAPTER I

INTRODUCTION

This chapter provides general introduction of this thesis. There are some points in part of the introduction, those are the background of the study, research question, research objective, significance of the study, scope and limitation, and definition of key term.

A. Background of Study

The development of education in Indonesia occurs curriculum renewal and in every certain period of the curriculum there is an evaluation process. As a country that continues to innovate in curriculum development, Indonesia has made ten curriculum changes since the beginning of independence. Curriculum is important in carrying out the goals of national education as a formulation of the quality possessed by every Indonesian citizen developed by various educational units at various levels. Curriculum is an absolute requirement of education and the curriculum is an inseparable part of education and teaching. The curriculum is created to provide guidance in administering the school's curriculum and the learning activities to be carried out by the school. Because the curriculum is a reference to the learning process, schools must apply curriculum management. The management must create a curriculum that fulfills societal needs as part of curriculum development (Gunawan, 2017). The curriculum is a collection of plans and arrangements concerning the objectives, content knowledge, and learning methods and materials used as standards for educational activities. Without a curriculum, lessons cannot be taught

effectively. Teachers must apply learning management while designing educational activities.

Nadiem Makarim as the new Minister of Education and Culture of the Republic of Indonesia, issued circular letter number 1 of 2020 regarding the independent study policy in determining student graduation. The concept of "Freedom of Learning", which frees educational institutions and encourages students to innovate and encourage creative thinking. This concept was accepted considering the vision and mission of Indonesian Education in the future in order to create quality human beings. On 11st of December 2019, Nadiem explained about the launch of the *Merdeka Belajar* Curriculum and the online *Merdeka* Teaching Platform. *Merdeka Belajar* curriculum used to be called the prototype curriculum and this curriculum has been tested in 2,500 Sekolah Penggerak. *Merdeka Belajar* curriculum has been tested in Indonesian schools starting from PAUD, RA, SD, MI, SMP, MTs, SMA, SMK, MA, SLB, and SKB/PKBM. In this case, Nadiem did not force all schools to implement the *Merdeka Belajar* curriculum. Schools are free to determine what curriculum is suitable for their students. This *Merdeka Belajar* curriculum was created because of the difficulties of students in learning at school. They often complain because there is a lot of learning material, difficulty in memorizing the material, fixated on the minimum score criteria set by the school (KKM), and learning at school that makes students feel bored. They also cannot explore more knowledge because they only focus on learning in the textbooks used by the teacher. With this *Merdeka Belajar* curriculum, students can explore learning materials directly and be guided by the teacher. It can make students

moreable to think critically, be flexible in communicating something with the teacher and their friends, and better understand the learning material because it is balanced with practice.

This curriculum change causes teachers to need to prepare themselves for various existing changes, including the ability to develop and determine approaches to the learning process according to the new curriculum, which in the *Merdeka Belajar* curriculum is known as *Profil Pelajar Pancasila*. *Profil Pelajar Pancasila* is appropriate with the objectives of the ministry of education and culture, namely to create Indonesian students who have global competence and behave according to the values contained in *Pancasila*. *Profil Pelajar Pancasila* is not only practiced in subjects, but also in all aspects of the subjects given at school. The importance of *Profil Pelajar Pancasila* students is demonstrated by providing opportunities for students to have character in line with the ideals of *Pancasila* (Kemdikbud, 2022). In addition, having a *Profil Pelajar Pancasila* can give students the freedom to develop the character they need to learn more independently. For this reason, the teacher needs to identify and determine the entity profile of the *Pancasila* student to be achieved.

SMPN 3 Kota Kediri is one of the school that implemented *Merdeka Belajar* curriculum and applied *Profil Pelajar Pancasila* in Kediri City. This school is located at Joyoboyo Street No. 84 Jagalan, Kediri City, East Java. At this school, students have many achievements in academic because there are some programmed activities that support and improve student's skills in learning. This school has implemented *Merdeka Belajar* curriculum in 7th grade.

There is one of previous studies that examined the implementation of *Profil Pelajar Pancasila*. The first research was conducted by Sisilia Candra H.I, Erwin Hari K., and Wildan Isna A., students of *Universitas Islam Kediri*, published 1st of May 2023. The title of their research is “Best Practice : *Profil Pelajar Pancasila* in English Teaching of SMAN 2 Pare”.

Based on the explanation above, researcher is interested in observing and finding out about the implementation of *Profil Pelajar Pancasila* at one of the school in Kediri City which has been implemented in 7th grade. For this research to be carried out, the researcher takes the title “**The Implementation of *Profil Pelajar Pancasila* at SMPN 3 Kota Kediri**”

B. Research Question

Based on the background of study above, the research question is formulated as follows :

1. How is *Profil Pelajar Pancasila* in *Merdeka Belajar* curriculum implemented in teaching English at SMPN 3 Kota Kediri?
2. What are the problems of applying *Profil Pelajar Pancasila* in *Merdeka Belajar* curriculum in teaching English at SMPN 3 Kota Kediri?

C. Research Objective

In accordance to the following research question, this research attempts to achieve the objective of the study, namely :

1. To provide an overview on the implementation of *Profil Pelajar Pancasila* in *Merdeka Belajar* curriculum in teaching English at SMPN 3 Kota Kediri

2. To find out the problems of applying *Profil Pelajar Pancasila* in *Merdeka Belajar* curriculum in teaching English at SMPN 3 Kota Kediri

D. Significances of the Study

1. For Teacher

This research contributes to the implementation of *Profil Pelajar Pancasila* to help teacher for establishing student's character. Researchers hope to provide knowledge to teachers, students, and further researchers.

2. For the Writers

The researcher hopes that this research can be used as a source of knowledge to implement *Profil Pelajar Pancasila* well and can be used in the future

3. For the Next Researcher

The research can also be used as the basic for the next study, which can help researchers do their jobs better.

E. Scope and Limitation

In this research, the researcher focuses on an analysis of *Profil Pelajar Pancasila* in *Merdeka Belajar* curriculum in teaching English for class 7F and 7G at SMPN 3 Kota Kediri.

The limitation of this research is difficult for researcher to find references about *Profil Pelajar Pancasila* in *Merdeka Belajar* curriculum because this curriculum is still new.

F. Definition of Key Term

1. Profil Pelajar Pancasila

Profil Pelajar Pancasila serves as a means of translating the objectives of national education into practical guidelines. It acts as a fundamental reference point that shapes educational policies and provides valuable guidance for educators in fostering the character and skills of students. Given its crucial role, it is essential for all stakeholders to comprehend the significance of *Profil Pelajar Pancasila*. *Profil Pelajar Pancasila* acts as the main reference that directs educational policies including being a reference for educators in building the character and competence of students (Kemdikbud, 2022).