

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses about curriculum, definition of *Merdeka Belajar* curriculum, characteristics of *Merdeka Belajar* curriculum, advantages of *Merdeka Belajar* curriculum, and *Profil Pelajar Pancasila*.

#### **A. Curriculum**

Curriculum has meaning the subject taught in school or the course of study (Arifin, 2013). The fact is that the term of subject is still used. Some experts looked at the curriculum as a set of possible experiences that are set up in the school to teach children and teenagers how to think and act as a group. It means that the curriculum is not just the subjects that are taught in school, but also anything that is needed for teaching and learning to go smoothly. In other sides, Brown (2000: 16) stated curriculum designs are for carrying out a particular language program. The concern is in the specification of linguistic and subject matter, objective, sequencing, and material to meet the needs of a designated the group learners were in a defined context.

Thijs and Van Den Akker, J. (2009) define the term curriculum as a plan for learning. The term "curriculum" may also mean the actual course work that a school offers. Students engage in a wide variety of educational activities during the course of the program, with the end objective of achieving some specified set of behavioral outcomes related to the learning and teaching processes. This means that say, the school creates a setting where students may take advantage of educational possibilities. That's why course material has to

be structured in a certain manner to ensure that its goal is achieved. Everything that may have an effect on students' growth is part of the curriculum, not only specific courses. This includes school infrastructure, instructional materials, library resources, and more. Which in the end it can support a curriculum so that an effective learning process is realized. The preceding description includes the meaning of required coursework in several disciplines for students to graduate from high school or madrasah. Everything that goes on between classroom teachers and their students is considered part of the curriculum, not just the courses themselves.

## **B. *Merdeka Belajar* Curriculum**

### 1. Definition of *Merdeka Belajar* Curriculum

The *Merdeka Belajar* Curriculum is designed to provide students plenty of opportunity to explore deeply into ideas and improve their abilities by including a wide range of intra-curricular learning opportunities. It is the obligation of the teacher to choose an appropriate method of teaching that considers the individual requirements and interests of each student. In order to enhance the government's goals of developing *Profil Pelajar Pancasila*, many projects were developed around a few central topics. The project is not directed at achieving certain learning achievement targets. As a result, it is independent of textbooks and other educational resources (Kemdikbud, 2022)

According to Kemdikbud (2022), the results of the Program for International Student Assessment (PISA) show that 70% of students aged

15 years are below the minimum competence in understanding simple reading or applying basic mathematical concepts. This PISA score has not experienced a significant increase in the last ten to fifteen years. The study shows that there are large disparities between regions and between socio-economic groups in terms of the quality of learning. This has become worse with the COVID-19 pandemic. To overcome this, the Ministry of Education and Culture simplified the curriculum in special conditions (Darurat curriculum) to mitigate learning lags during the pandemic. As a result, from 31.5% of schools using an darurat curriculum, it was shown that the use of an darurat curriculum could reduce the impact of the pandemic by 73% (literacy) and 86% (numbering). The success of the program under these special condition emphasizes the need to change curriculum design and implementation strategies.

In the recovery of learning, schools are now given the freedom to determine which curriculum to choose, namely the 2013 curriculum, the darurat curriculum which is a simplification of the 2013 curriculum, and *Merdeka Belajar* curriculum.

## 2. Characteristics of *Merdeka Belajar* Curriculum

According to Kemdikbud (2022), the characteristics of this curriculum that support recovery of learning are project-based learning for soft skills and character development according to *Profil Pelajar Pancasila*, focus on essential material so that there is sufficient time for in-depth learning of basic competencies such as literacy and numeracy, and

flexibility for teachers to carry out varied learning according to the abilities of students and make adjustments to local contexts and content.

### 3. Advantages of *Merdeka Belajar* Curriculum

There are some advantages of *Merdeka Belajar* Curriculum. First, simpler and deeper. *Merdeka Belajar* curriculum focuses more on essential material and developing student competencies. The process becomes more immersive, meaningful, unhurried, and enjoyable. Second, more independent. Teachers teach according to the stages of achievement and development of students and schools also have the authority to develop and manage learning curriculum according to the characteristics of students. And the last is more relevant and interactive. Learning through project activities provides wider opportunities for students to actively explore actual issues such as environmental, health, and other issues to support the development of character and competencies from *Profil Pelajar Pancasila*. (Kemdikbud, 2022)

### C. *Profil Pelajar Pancasila*

*Profil Pelajar Pancasila* is a form of translation of national education goals. *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). *Profil Pelajar Pancasila* must be understood by all stakeholders because of their important role. This profile needs to be simple and easy to remember and implemented

by both educators and students so that it can be lived in daily activities. Based on these considerations, *Profil Pelajar Pancasila* consists of six dimensions, namely: 1) faith, fear of God Almighty, and noble character, 2) independent, 3) mutual cooperation, 4) global diversity, 5) critical thinking, and 6) creative. Furthermore, each dimension of Profil Pelajar Pancasila will explain more as follow:

1) Faith, Fear of God Almighty, and Noble Character (*Beriman, Bertakwa Kepada Tuhan Yang Maha Esa, dan Berahlak Mulia*)

Indonesian students who have faith, devotion to the faith, fear of God Almighty, and noble character are students who exhibit moral behavior in their relationship with the Almighty. Indonesian students understand the teachings of their religion and beliefs and apply this understanding in their daily lives (Kemdikbud, 2022). They understand the teachings of their religion or belief system and apply this understanding in their daily lives. These students have a strong belief in and reverence for God. They actively practice their religious teachings, demonstrating their devotion through acts of worship, prayer, and adherence to religious rituals. They strive to deepen their understanding of their faith and apply its principles in their interactions with others. Additionally, students with noble character uphold ethical values and virtues such as honesty, integrity, compassion, and empathy. They demonstrate respect for others and treat them with kindness and fairness.

## 2) Global Diversity (*Berkebhinekaan Global*)

Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, thereby fostering a sense of mutual respect and the possibility of forming a new culture that is positive and does not conflict with the nation's noble culture (Kemdikbud, 2022). The key elements of global diversity include knowing and appreciating culture, intercultural communication skills in interacting with others, and reflection on and responsibility for the experience of diversity.

## 3) Mutual Cooperation (*Bergotong Royong*)

Indonesian students have the ability to work together, namely the ability to carry out activities together voluntarily so that the activities carried out run smoothly, easily and lightly (Kemdikbud, 2022). Collaboration emphasizes the value of working together as a team, pooling resources, knowledge, and skills to achieve shared objectives. It encourages individuals to actively contribute their unique perspectives and expertise, fostering an environment of cooperation and synergy. Through collaboration, students learn the importance of effective communication, compromise, and collective problem-solving, enhancing their ability to work harmoniously with others

## 4) Independent (*Mandiri*)

Indonesian students are independent students, namely students who are responsible for their learning processes and outcomes (Kemdikbud,

2022). Furthermore, independent learners possess critical thinking skills and the ability to make informed decisions. They are proactive in seeking help when needed, collaborating with peers, and taking advantage of opportunities for growth and development. They demonstrate resilience and adaptability in the face of problems, seeking solutions and learning from setbacks. Developing independence in students is crucial as it empowers them to become self-directed and lifelong learners. Educators play a significant role in fostering independence by providing guidance, creating a supportive learning environment, and encouraging students to take ownership of their learning journey.

##### 5) Critical Thinking (*Bernalar Kritis*)

Indonesian students who think critically are able to objectively process both qualitative and quantitative information, build relationships between various information, analyze information, evaluate and conclude it (Kemdikbud, 2022). Critical thinking is an important dimension in the *Profil Pelajar Pancasila* because it equips them with the ability to think critically and make appropriate judgments. Students who are skilled in critical thinking are able to go beyond surface-level understanding and delve into deeper analysis and evaluation of information. In order to develop critical thinking skills, students need to acquire and process information and ideas from various sources. They should be encouraged to explore diverse perspectives, problem assumptions, and consider multiple viewpoints. By analyzing and evaluating reasoning, students can assess the validity and

reliability of arguments, identify logical errors, and determine the strengths and weaknesses of different positions.

#### 6) Creative (*Kreatif*)

Creative is the last dimension of *Profil Pelajar Pancasila*. Creative students are able to modify and produce something original, meaningful, useful, and impactful (Kemdikbud, 2022). Creative students have the capacity to think critically and analytically, enabling them to generate unique and inventive ideas. The ability to produce original works and actions is another important element of creativity. This requires translating ideas into tangible forms, such as works of art, writing, music, or other forms of creative expression.

### D. Previous Study

Regarding the researcher's explanation, the research that became a reference for researchers was research conducted by Sisilia Candra H.I, Erwin Hari K., and Wildan Isna A., students of *Universitas Islam Kediri*, published 1<sup>st</sup> of May 2023. The title of their research is “Best Practice : *Profil Pelajar Pancasila* in English Teaching of SMAN 2 Pare”. In this study, the researchers tell about the implementation of *Profil Pelajar Pancasila* and mention some problems faced. According to the research, the implementation of the *Profil Pelajar Pancasila* in teaching English at SMAN 2 Pare has followed the teacher teaching module.