

CHAPTER I

INTRODUCTION

In chapter one, the writer describes about background of study, research problems, research objectives, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of Study

In education, there is a curriculum that serves as a guide for the educators to set up the educational system in the field of education, especially education in Indonesia. According to Nation & Macalister (2010), based on the concept of curriculum in education, curriculum is a set of guidelines for developing teaching learning activities and designing courses. It is divided into two cycles there are the outer cycle, which is composed of principles, environment, and needs that involves both practical and theoretical considerations that will significantly influence how courses are actually produced. There is also inner cycle that consists of goals and its center, contents and sequences, format and presentation, monitoring and assessment.

According to Ramayulis (2005), a curriculum is a collection of educational planning that is one of the most important elements of an educational system. The curriculum serves as both a tool for achieving educational objectives and a manual for implementing teaching and learning activities in all types of schools and institutions. Based on the history of education in Indonesia, Indonesian curriculum had changed because the government wants to make the improving of educational system in Indonesia.

The Ministry of Education and Culture (KEMENDIKBUD), Nadiem Makarim prepares the learners and improving the educational system by creating new curriculum, the latest curriculum is called *Merdeka Belajar*. *Merdeka Belajar* curriculum is the innovation from the Minister of Education as a breakthrough for the curriculum development of educational system in Indonesia during Covid-19 outbreak to improve in previous curriculum and complete the educational goals to achieve curriculum development. According to the Department of Education (Kemendikbud.go.id, 2020) as cited by Uum Midah Lestari (2022) *Merdeka Belajar* curriculum is responsible for the creation of Pancasila students who are intelligent, independent, and have a good character based on Pancasila value, which serves as Indonesia's national ideology.

The purpose of *Merdeka Belajar* is taken from Pancasila as the ideology and main idea of Indonesia, so the concept of curriculum based on Indonesian value in Pancasila. This design was inspired by Ki Hadjar Dewantara, who is regarded as the founder of Indonesian education and the country's first minister of education. The educational concept of Ki Hadjar Dewantara's thought that the education must provide freedom for all elements in education features, such as for schools, teachers, and also students.

Textbook is the most important things in teaching learning activity that is needed by the educators, especially is needed by the teacher to teach the students. In English teaching activity the teachers also use the textbook to teach English because according to Hutchinson and Torres (1994), who state that the textbook is an essential and nearly universal component of English language teaching activity, teachers also use textbooks to teach English. It means that the

English teacher always uses textbook as the tools to teach language in English department.

English textbook of *Merdeka Belajar* provides the material to make the students learn with students' creativity based on any skills in every lesson of the material and contains Indonesian values to make the students have skills and good character. Through this textbook, the students could to be an independent individual that have skills based on the purpose of *Merdeka Belajar*. In this curriculum, there is an English textbook for 7th grade at junior high school level entitled "English For Nusantara" was written by Ika Lestari Damayanti with her partners and this English textbook was published in 2022 by Department of Education (KEMENDIKBUD).

In this study case, *Merdeka Belajar* as the new curriculum in Indonesia that published by the Department of Education and becomes hot issue in education sector, especially the launch of its textbook. This study will provide about analysis of content such as the assessment, some characters values, some skills of English and also investigated about English textbook in *Merdeka Belajar* as the newest curriculum in Indonesia. The assessment and analyzing are good for find out if the textbook is really good resources for used in teaching activity. The researcher feels interested to analyze about the content analysis of English textbook in *Merdeka Belajar* curriculum.

Concerning the researcher's presentation, the first previous study that became a reference for the researcher to investigate the study case was research that conducted by Irma Hidayah, a student from Faculty of Cultures and Languages, IAIN Surakarta with a thesis entitled "A Content Analysis Of

English Textbook “When English Rings A Bell” For Second Grade of Junior High School” published in 2021. The second previous study as an inspiration for the researcher is a research that conducted by Afifah Mufidati, a student from Faculty of Education and Teacher Training, State Islamic University of KH Achmad Siddiq Jember with a thesis entitled “An Analysis Of Culture Values In The English Textbook Entitled “When English Rings A Bell” For Eighth Grade Students of Junior High School” published in October 2021. The last previous study as the inspiration for the researcher is thesis that written by Uum Midah Lestari, a student Faculty of Education and Teacher Training, IAIN Kediri with a thesis entitled “Content Analysis on English Modules in *K-13* and *Merdeka Belajar* at Junior High School” published in 2022.

All of the above previous research results as the inspiration and idea for the researcher to write and conduct this study about an analysis the content of English textbook in new curriculum, namely *Merdeka Belajar* curriculum. The researcher feels interested in analyzing this study case, because the researcher wants to know about the Indonesian values that can be found from English textbook in *Merdeka Belajar* curriculum.

Based on the title of English textbook “English for Nusantara” written by Ika Lestari Damayanti and her friends for students in 7th grade, the researcher will investigate about the Indonesian values as the implementation of how *Merdeka Belajar* curriculum is used in educational sector. For these study cases that will be investigated in this research, the researcher takes the title of her research “THE INDONESIAN VALUES IN ENGLISH TEXTBOOK OF

MERDEKA BELAJAR CURRICULUM AT JUNIOR HIGH SCHOOL FOR 7th GRADE”.

B. Research Problem

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

What are the Indonesian values that can be found from English textbook in *Merdeka Belajar* curriculum?

C. Research Objectives

The objective of this study is to analyze the Indonesian values that can be found from English textbook in *Merdeka Belajar* curriculum.

D. Significances of the Study

From this study, the researcher hopes to contribute for the teacher, the writers, and the next researchers.

1. For the teachers

The researcher hopes from this study that the teacher must add teacher's knowledge and develop teacher's competencies in teaching learning activity in the class. The teacher also can learn about the content analysis of English textbook in *Merdeka Belajar* to manage their class especially the teacher can bring a class can be interesting and effective.

2. For the textbook's author

The researcher hopes from this study can make the author always improves the textbook if they are arranging every contents. Hopefully the author can evaluate their product to enhance the quality of textbook so that can be used by the teacher or the students in the future.

3. For the writers

The researcher hopes to the writers that from the result of this study can be considered further, so that the writers can use as the source of knowledge for the writers' ability, in order to improve or revise the textbook previously to be better and can be used in the future.

4. For the next researcher

The researcher hopes from this study that this research can help the next researcher to carry out and develop their research. The next researcher can use this research as reference and guide of their research.

E. Scope and Limitation of Study

The research subjects is English textbook in *Merdeka Belajar* curriculum that entitled "English For Nusantara" for 7th grade at junior high school was written by Ika Lestari Damayanti with her partners and published in 2022 by the Department of Education (KEMENDIKBUD).

The limitation or obstacles of this study that the researcher experienced in investigating this research: The biggest obstacle that the researcher experienced to conducting this research is the difficulty to find the references and previous studies about the subject of research, in this research the subject is about Indonesian values that can be found in English textbook from the new curriculum *Merdeka Belajar*, because this curriculum still do not use in all level of schools in Indonesia.

F. Definition of Key Terms

1. Curriculum : Curriculum is a collection of educational planning that is one of the most important elements of an educational system. The curriculum

serves as both a tool for achieving educational objectives and a manual for implementing teaching and learning activities in all types of schools and institutions. (Ramayulis, 2005)

2. *Merdeka Belajar* Curriculum : *Merdeka Belajar* curriculum is the innovation from the Minister of Education as a breakthrough for the education system in Indonesia during Covid-19 outbreak. *Merdeka Belajar* curriculum is the birth of Pancasila students who are smart and have character (Kemendikbud.go.id, 2020) as cited by Uum Midah Lestari (2022).
3. Textbook : Textbook is an essential and nearly universal component of English language teaching activity, teachers also use textbooks to teach English. It means that the English teacher always uses textbook as the tools to teach language in English department (Hutchinson and Torres, 1994).