

## CHAPTER II

### LITERATURE REVIEW

This chapter explains about the definition of Curriculum, *Merdeka Belajar*, *Profil Pelajar Pancasila* Programs from English Textbook in *Merdeka Belajar*, Textbook, English Textbook in *Merdeka Belajar*, Indonesian Culture in English Textbook for Junior High School, and Review of Relevant Studies.

#### A. Curriculum

Curriculum is a component to set the educational goals on educational process and as the sources of teacher's knowledge to organize the learning activity in the class or university in education. The curriculum is used by the educators to develop the theory and practice about the process of teaching learning activity. According to Wortham (2006) states that curriculum is the planned set of component that is presented to teachers so they can build up the teaching and learning activities at all levels of the educational system. It means that the curriculum is used by teacher to organize the learning activity in certain level of ages like in elementary school, high school, or institute and university.

According to another opinion, a curriculum is something as a source of development for educational purposes and usually contains ideas or sets of goals of people that are formed into citizens, and sometimes this curriculum commonly contains some hopes that are frequently low or grandiose (Nasution, 2005). According to Darajat (1996) the definition of curriculum in education can be defined as a planned program in education sector and the implementation of learning teaching to achieve a number of specific educational goals and purpose.

Meanwhile quoted by Hamalik by Romine state that the term curriculum is used to manage and organize the creation of courses, activities, and experiences that students have while under the control of the school, whether such experiences take place in a classroom setting or not. The implementation of developing the curriculum is not only about teaching learning activity in the classroom, but also includes some activities at outside of classroom (Hamalik, 1999).

Curriculum can be defined into several definition that stated by Majid (Majid, 2006). The definition of curriculum can be describe as first, the curriculum can be said as a product in educational system that the result of curriculum in the form like book or curriculum guide, this is called as the curriculum document. The second, curriculum can be seen as program or tool that used by school, university, or institute to develop and achieve the learners or its objectives. Then, curriculum also can be viewed as the things that learned by the students as the objectives in education and to achieve the qualification of educational system in the school.

Last, curriculum can be mentioned as the students' experience. About this fourth view is about what actually happens to every student in each other. It is possible that what is manifested in the learners are different from what is expected based on the plan. In addition, the definition of curriculum according to Arifin (1996) describes curriculum is all of the lessons related material about learning activity that should be integrated in the educational process in an institutional education at any level of school.

In education, especially the teachers know about curriculum development. Murray Print defines about curriculum development as the process of organizing, creating, implementing, and assessing the learning opportunities meant to achieve the necessary improvements in learners' abilities (Print, 1993). Curriculum development is used to achieve the educational program that was hoped by KEMENDIKBUD to improve the system of education and develop learning process in teaching learning activity.

From the explanation above about the definition of curriculum, it can be conclude that curriculum is a set of plan, objectives, content, and learning materials to achieve the systems of education that guided the teacher as intelligent educators to teach the students as its objectives of developing curriculum in teaching learning activity. Curriculum in Indonesia had changed because the government always improves the quality of education so that can achieve of curriculum development in all level of schools.

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

During Covid-19 pandemic in Indonesia, the educational system in Indonesia was changed into online learning activity from home and used technology. This method is unique way because using technology as the tool of learning activity, that namely by distance learning or online learning by systems. During the Covid-19 outbreak in 2020, the newest curriculum namely *Merdeka Belajar* began to be implemented as the new curriculum in Indonesia after Curriculum 2013 (*K-13*).

This curriculum is emphasized of students' learning independently with the freedom of learning that carried out the students to develop students' skills

according to students' uniqueness. *Merdeka Belajar* is the new independent curriculum in Indonesia that was assessed by the Minister of Education, Mr. Nadiem Makarim because to improve the educational system after Covid-19 situation.

*Merdeka Belajar* is the newest curriculum that created by KEMENDIKBUD in Covid-19 situation after Curriculum 2013 had applied by the government. This curriculum carried out new shapes of curriculum development, like lesson plan and the textbook. *Merdeka Belajar* is used to upgrade the educational system in Indonesia. The conceptual of this curriculum is to give the freedom for students to develop some skills that related of students' knowledge so that can produce great output based on its goal in *Merdeka Belajar* curriculum. In this era, technology development is needed so that every human as individual should have critical thinking and some innovations of thinking to solve the problems, creative, innovative, have ability in public speaking, can communicate and also have ability in technology operation.

*Merdeka Belajar* that will be created as an independent learning and autonomous sources so that can develop human's potential, talent, critical thinking, and uniqueness (Abidah et al., 2020; Nofri Hendri, 2020). However this curriculum is created to make upgrading of educational system in Indonesia. The government always makes transformation of curriculum development in every year and changed its curriculum to improve the components of education. The concept of *Merdeka Belajar* is implemented of freedom of learning or learning independent by students' skill to understand the material, so the students can have the ability in every levels of knowledge.

Teaching in *Merdeka Belajar* is challenging for the educators to organize learning activity during Covid-19 pandemic. Based on the conceptual of *Merdeka Belajar* curriculum, according to Izza et al., (2020) the concept of this curriculum refers to plan the implementation of education for schools, especially for teachers by giving the teacher freedom and actualization for teachers in running the national curriculum in accordance with existing resources in schools.

The implementation of *Merdeka Belajar* curriculum is to explore the potentials from students' creativity and develop students' skill in many field, this curriculum makes the schools become effective facilitator for students. *Merdeka Belajar* is focused to shape the character building and this curriculum will become a forum for actualization of all resources in national education system because *Merdeka Belajar* as the new curriculum in educational system that improved some previous curriculum.

From the description above about *Merdeka Belajar* definition, it can be conclude that *Merdeka Belajar* is the new curriculum that focused on independent learning in freedom based on individual's talent, skills or competence and this curriculum is created by KEMENDIKBUD that start in 2020 during Covid-19 to upgrade the previous curriculum so that the system of education can be improved. This curriculum also implement about character building based on Indonesian values in Pancasila as the learning objectives in *Merdeka Belajar*. *Merdeka Belajar* as the new curriculum in Indonesia gets is formulated to the learners for achieving the value of character building.

### ***C. Profil Pelajar Pancasila Programs from English Textbook in Merdeka Belajar***

The new curriculum that applied in Indonesia after the implementation of *K-13* is *Merdeka Belajar*. *Merdeka Belajar* has the program that focused on the development Indonesia's character based on Pancasila value in every point. Imperatively, education programs in Indonesia as a whole should achieve the *Profil Pelajar Pancasila* or Pancasila Student Profile. This program is in relation to the emergence of the Minister of Education and Culture of the Republic of Indonesia Number 22 in 2020 regarding the Ministry of Education and Culture's Strategic Plan for the years 2020-2024 (*Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2020 tentang Rencana Strategis Kementerian Pendidikan dan Kebudayaan Tahun 2020-2024*).

The *Profil Pelajar Pancasila* (P3) or Pancasila Student's Profile is developed as the program that used in every subject of lesson in the school, start from elementary, high school, or university all of them using this program. In Independent Learning Curriculum, character education is formulated in a term called Character of Pancasila Students (*Profil Pelajar Pancasila*). Pancasila is pointed out since it is found as national identity and Indonesian ideology which always goes along Indonesian's cultures (Srirahmawati and Hunaifi, 2022). This character is intended to figure generation with character of Pancasila which consist of six characters that including are: 1) faith and piety to God Almighty and having noble character, 2) global diversity, 3) mutual cooperation, 4) independent, 5) critical reasoning/critical thinking, and 6) creative.

Moreover, characteristics of Pancasila Students are not restricted to the six characters or dimensions above since each character is still divided into elements and sub-elements as the following: the first Pancasila Student Profile's character is Having faith, fear God, and have noble character that have some sub-elements are: religious morality (knowing and loving God Almighty, religion/believe understanding, implementation of the worship); personal morals (integrity, taking care of self physically, mentally, and spiritually); morals to humans (prioritizing similarities with others and respecting differences, empathizing others); morals to nature (understanding the connectedness of Earth's ecosystem, protecting the natural environment); morals of the state (implementing rights and obligations as Indonesians).

The second Pancasila Student Profile's character is Global diversity that have some sub-elements are: knowing and appreciating culture (developing culture and cultural identity, exploring and comparing cultural knowledge, beliefs, and practices, fostering respect for cultural diversity); intercultural communication and interaction (communicating between cultures, considering and cultivating multiple perspective); reflection and responsibility for diversity experiences (reflection on diversity experiences, eliminating stereotypes and prejudices, harmonizing culture differences); social justice (active in building an inclusive, just and sustainable society, participating in shared decision-making processes, understanding the role of individuals in democracy).

The implementation of global diversity can be seen in *Bhinneka Tunggal Ika's* frame, because *Bhinneka Tunggal Ika* has diversity of ethnics, nations, religions, races, and group differences of traditional cultures in Indonesia. With

the strengthening of dimensions and elements, such as recognizing and appreciating culture, and also encouraging people to love the diverse Indonesian state within the framework of *Bhinneka Tunggal Ika*, which is diverse in terms of ethnicity, nation, religion, race, culture, and class. From many differences about the background, the students can have critical thinking, open minded, respectfully through Indonesian culture, and local heritage culture in every province of Indonesia.

The third point about the Pancasila students Profile's character is Mutual cooperation that have sub-elements are: collaboration (cooperation, communication to achieve common goals, positive interdependency, social coordination); caring (response to social environment, social perception); sharing. Next, the fourth point about the Pancasila students Profile's character is Independent that have sub-elements are: understanding of self and situation faced (recognizing the qualities and interests of self as well as challenges faced, developing self-reflection); self-regulation (regulation of emotions, setting learning goals, achievement, and self-development and strategic plans to achieve them, showing initiative and working independently, developing self-control and discipline).

Independent students are those who are accountable for their own learning process and outcomes. The critical components of independence are self-awareness and self-regulation. Indonesian students must have this character because to develop character building, self-independence, and self-awareness in their daily life as Indonesian people (outcomes of *Merdeka Belajar*'s product in curriculum development). Independence is a strong character trait that requires



effort, discipline, and consistency in habituation efforts, which means that various approaches or modes of instruction that must be used, including the independent assignments, attitude assignments, motivational sentences, reflections, and citizenship projects.

Next the fifth point about the Pancasila students Profile's character is Critical reasoning/critical thinking that have sub-elements are: obtaining and processing information and ideas (asking questions, identifying, clarifying, and processing information and ideas); analyzing and evaluating the way of reasoning and its procedures; reflection of thought and thinking process (reflecting and evaluating their own thinking). This point should be had by the Indonesian students in the school. The Indonesian students who think critically are capable of objectively processing the information on both a qualitative and quantitative level, establishing relationships between disparate pieces of information, analyzing, evaluating, and concluding on the information. Critical thinking consists of the following components, are: acquiring and processing information and ideas, analyzing and evaluating reasoning, reflecting on one's own thoughts and thought processes, and making decisions. Critical thinking is needed by the students to create great mindset in the future, example on how to face the problems or obstacles in several times later and excuse themselves when they in international area.

The last, sixth point about the Pancasila students Profile's character is Creative that have sub-elements are: generating original ideas; producing original works and actions; having the flexibility of thinking in finding alternative solutions to problems. The last point also should be had by the

students because from creativity, the students can make something new that needed by themselves or others, make the innovation for developing the character building, and the students have creativity in their own way so that can develop many ideas and cupgrade a critical thinking in every student. There are six points in the program “*Profil Pelajar Pancasila*” that used in *Merdeka Belajar* curriculum as new curriculum created by the minister of education and culture, Mr. Nadiem Makarim. He wants to change the quality of education and Indonesian people’s mindset to be creative and also improve the character building based on Indonesian value in Pancasila. However this program is suitable for Indonesian people to improve the character and attitude based on the implementation of Indonesian values in *Profil Pelajar Pancasila* programs in *Merdeka Belajar* curriculum.

Those items are designed to become the foundation of Indonesian character building, and the students should learn those items of Pancasila in schools, both explicitly and implicitly. Based on the title of this textbook “English for Nusantara”, the writer takes many examples of the implementation Pancasila values in the content from this English textbook. However study about culture is obligation for us as the Indonesian people although from the material in English or any material in school subjects.

#### **D. Textbook**

In teaching learning activity, the teacher needs learning tools to carry out the class so that the class can be effective. One component that should be used by the teacher to teach English language for the students is English textbook. Textbook is one of important things that used by the teacher or learner as the

guidance to study about knowledge and science, especially learning language. According to Cortazzi and Jin (1999) definition of textbook is a resources and a concept of knowledge that give resources for students to learn the material based on students' knowledge and ability. It means that the textbook gives the relevant of knowledge and the materials. Textbook provides related materials based on the topic which is discussed by teacher, textbook can help the students to learn about something in simply ways.

Textbook provides the material, some exercises in every level of education, and evaluation after the students had organized learning activity in the class. Based on Cunningsworth's view, about the functions of textbook can be summarized as follow: first, an effective resource for self-directed learning and self-study; second, a valuable resource for presentation material (written and spoken); third, a source of ideas and activities for learner practice and communicative interaction; fourth, a reference source for students; fifth, a syllabus; and last, a support for less experienced teachers to gain confidence and demonstrate new methodologies (Cunningsworth, 1995).

In other words, according to Hutchinson and Torres (1994) said that textbook as an effective resources and agent of change, playing a significant role in innovation of material to make the students can understand about the related material. Hutchinson and Tores also indicated that textbook shows the effective ways for teacher to teach the students and also helps the teacher to demonstrate learning process to be an effective class. The textbook also discusses about the progressive transformation within a structured framework and create an environment that is encouraging for teachers in the field of education. Textbook

is an essential part in teaching and learning process where the teacher used it to teach the students well and make the class to be effective.

Textbook provides appropriate level of exercise for students so, textbook as the main teaching materials. Richards (2011) states that textbook is the essential things in the most of language programs. It means that textbook provides about the content of lesson, some skills that to be taught, and also the kinds of language practice for students. However textbook is main important role to success the learning activity so that can carry out the class into be interactive class and was interesting for students.

From some above opinions it can be conclude that textbook is a set of learning material and provides the activity or learning practices based on appropriate level of education and which is arranged to teach the students so that can bring the classroom management to be effective class and textbook is very important for language learner to help their studying when they study language.

#### **E. English Textbook in *Merdeka Belajar***

In *Merdeka Belajar* curriculum also has textbook for students in every material, one of its textbook is English textbook. The writers create textbook based on the implementation of *Merdeka Belajar* although this curriculum is not implemented by all of school levels in Indonesia. According to Nadiem Makariem, the Ministry of Education and Culture describes that this English textbook is a set of instructional resources intended and which is designed for students to use in independent learning as the concept of *Merdeka Belajar* curriculum (2020).

English textbook is formulated to be useful and provides some great learning experiences that related on students' daily life so that the students can understand every material in textbook, enrich students' knowledge and shape critical thinking for students, and very meaningful for students to improve the intended competence independently.

English textbook in *Merdeka Belajar* applied learning independent by students' creativity as the implementation of this curriculum if *Merdeka Belajar* is used in the future. According to Department of Education says about English textbook in independent learning contains three important elements that consist of first, learning objectives, second, learning activities, and evaluation. English textbook in this curriculum includes the learning activities that students are required to complete every activity in order to experience meaningful learning and carry out their actions in order to improve learning objectives based on curriculum goals in *Merdeka Belajar* curriculum.

In 2022, some writers create the English textbook as resource of learning activity that was used by the teacher and students. English textbook in *Merdeka Belajar* is different from English textbook in previous curriculum. For the example of English textbook in *Merdeka Belajar* that was created by Ika Lestari Damayanti with the title "English For Nusantara" and is published by the Department of Education then usually was shared in Department of education's website. This textbook is created for seventh grade of junior high school level.

English textbook in *Merdeka Belajar* that namely "English for Nusantara" is written by Ika Lestari Damayanti and her partners, this textbook is the first edition in this year and was published by KEMENDIKBUD and this textbook

still not yet to apply for students in junior high school, especially in seventh grade. This textbook provide the materials that make the students to have critically thinking and building the character as students who has attitude in Indonesian values that adopted from Pancasila and some materials from English textbook also was suitable for students because the materials contain of relevant topic as the sources of students to learn English and the students can explore their experiences in daily life from the textbook.

The Department of Education states that the main target of English textbook in *Merdeka Belajar* is independent learning because this curriculum places a strong emphasis on student-centered, rather than teacher-centered as the main center of learning objectives in this curriculum. From the explanation, the researcher can be conclude that English textbook in *Merdeka Belajar* requires the students to always to be active, have critical thinking, and learn independently (self-study) to develop many skills in learning activity by using the provided textbook. But, this textbook still not used because the expert in education still evaluated about the content or cover before the textbook is tested by the teacher. However the textbook as helping for teacher to teach students and then carried out the class to be interesting and interactive.

#### **F. Indonesian Culture in English Textbook for Junior High School**

Culture encompasses about language and also other aspects of expression. The four skills in learning language are only part of what the students learn when they studied a foreign language, studying English language as an example. The students also learn about the culture of language that they studied because language is constantly linked to the culture of people who speak it.

According to Yuen the students can better when they learnt the target of language as if they are exposed to it and also understand about the culture of the language that they are learning (Yuen, 2011). Language provides more than just words with its meaning, language also contains about cultural characteristics of local heritage and important values such as habits, morality, personalities, and traditional values that define a community or clan of region in one country.

In Indonesian education curriculum, English is a foreign language that should be learned by the students when they from elementary, middle, and high-level education. English is one of the essential subjects that taught by the teachers in the classroom to students. However the teacher must know that when the teacher taught in the classroom, they not only teach about grammar, vocabulary, listening, speaking, reading, and writing skills, but also the culture awareness. Culture awareness had the definition, based on Frank's opinion culture awareness is how people understand the differences between their community and people from different countries and backgrounds, especially differences in attitudes and values (Frank, 2013).

Most of English textbook in Indonesia still contains a lot of local cultures or Indonesian cultures rather than English culture, in example English textbook in *Merdeka Belajar* entitled English for Nusantara. This will cause the students to find the challenging to master English. If the teacher does not teach the culture of the language that used it, the students only learn the symbols of language as the communication tools in everyday life.

Most textbooks in Indonesia schools, especially English textbook in junior high school level are supplied by the teacher to the students. Doro states that

textbooks are very important for students, choosing textbooks for students mean making sure that the culture is integrated into the content of English textbook that meet the students' need because cultural diversity serves as a catalyst for growth, not only about economically but also in terms of developing students' intellects and helping them to develop morals and spiritual lives as well (Doro, 2013). Contents of English textbook should provide and show culture of local heritage in Indonesia and combine with foreign cultures, so the students can learn both of cultures and the student have a respectfully through their attitude as Indonesian citizen.

English textbook in *Merdeka Belajar* realized that Pancasila values can be integrated into materials and exercises for students because *Merdeka Belajar* is focused to achieve students' skills in every of lesson. According to Getie, he stated that the topics and resources that used in English teaching have a substantial impact on students' attitudes about both themselves and others. In order to achieve students' attitude, the contents of English textbook should be balanced and suitable between Indonesian and foreign cultures (Getie, 2019).

Besides the students can learn English as foreign language, but the students also learn about character building that provided in any materials of English so that can shape the attitudes of students. The implementation of Indonesian values can be seen in Pancasila. In Pancasila provided local culture as the characteristic of Indonesian value, so *Merdeka Belajar* takes the material of character building from Pancasila as the Indonesian ideology.

*Merdeka Belajar* is focused to the students who had attitude like *Profil Pelajar Pancasila (P3)* so the material of lesson in this curriculum also was



improved by the expert in this field. English material in textbook is made based on students' creativity and skills, this material contains some topics that can be understood by the students and related to their daily life. In English textbook entitled "English For Nusantara", some materials every chapter in this textbook also provides and explains about Indonesian value through students' activity or description of topic materials. English textbok in *Merdeka Belajar* curriculum takes some culture of Indonesian in any materials and usually in the form of audio lingual, visual like pictures, and many sentences to make understand the students when they study.

Pancasila is used by the writer of English for Nusantara as the textbook in *Merdeka Belajar* curriculum for students who study in seventh grade of junior high school level. Indonesian value in this textbook can be seen in many materials of every chapter. The level of materials, students' exercises or other contents in the textbook can make the students have critical thinking and improve their skills in studying English as foreign language without removed *nilai-nilai Nusantara* or Indonesian values as the characteristic of Indonesian students. Implementing Indonesian values into English materials is the important things to keep local heritage of Indonesian cultures can be studied by the students. The minister of education always pays attention to this curriculum because *Merdeka Belajar* curriculum had some purpose, one of them is creating the character building of students to be *Pemuda Pancasila* or we usually call P3 (*Profil Pelajar Pancasila*) as the program that will be held in this curriculum for education development. The government always makes the innovation of curriculum development and improved *Merdeka Belajar* as the new curriculum.

## G. Review of Relevant Study

Regarding of the researcher's explanation about this topic, the first research that became a reference for the researcher in her study that was conducted by Irma Hidayah, a student of the Department of English Language Education from Faculty of Cultures and Language at IAIN Surakarta, published in 2021 with a thesis about content analysis of textbook that entitled "A Content Analysis Of English Textbook "When English Rings A Bell" For Second Grade Of Junior High School". In this research, the researcher analyzed about the analysis of contents in English textbooks When English Rings A Bell for second grade of junior high school. The result of this study is the researcher found in When English Rings A Bell based on the appropriateness of content, language, and presentation determined by Education National Standardization Board (BSNP), the textbook from *K-13* is categorized as "fair" by achieving average score 79,38% out of three proposed criterion. The two criteria could be classified as "good" namely content appropriateness that achieved 81,81% and language appropriateness achieved 83%. The other aspects namely presentation appropriateness that achieved 73,33% were classified as "sufficient".

The second research that became a reference for the researcher in this study that was conducted by Afifah Mufidati, a student of the Department English Education from Faculty of Education and Teacher Training at State Islamic University of KH Achmad Siddiq Jember, published in October 2021 with a thesis entitled "An Analysis of Culture Values In The English Textbook "When English Rings A Bell" For Eighth Grade Students Of Junior High School". In this research, the researcher analyzed about culture contents in English textbook

*When English Rings A Bell* for eighth grade students of junior high school. The result of this study that the researcher had done is the researcher found cultures values and how the writers integrated the cultures values in English textbook. The researcher found six values out of nine cultures value and also the researcher found two techniques how writers integrated the cultures value into English textbook. The value was interpreted in form of implicit and explicit technique in language learning.

The third research became a reference and also as the previous studies in this research was conducted by Uum Midah Lestari, a student of the Department of English Language Education from Faculty of Education and Teacher Training at IAIN Kediri with a thesis entitled “Content Analysis On English Modules In *K-13* And *Merdeka Belajar* At Junior High School” that published in 2022. In this research, the researcher describes about content analysis between two modules in different curriculum, *K-13* and it is new curriculum *Merdeka Belajar*. The result of this research is the researcher found that the Module at *Merdeka Belajar* was better than the Module at *K-13*. Then, in terms of language the modules in *K-13* curriculum were slightly superior to the modules in the curriculum of *Merdeka Belajar*. The researcher also found the similarities and differences in English module of *K-13* and *Merdeka Belajar* Curriculum.