

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

A curriculum is a tool for achieving educational objectives and serving as a guide when putting education into practice. The curriculum demonstrates the foundation or point of view of a country's way of life. The curriculum followed in that nation will determine the way of life that people lead there. Nurdin & Adriantoni (2015) claim that despite their being various elements of education, including education management, curriculum, and student services, the curriculum is the most crucial one and serves as the foundation of the educational process. An educational system's aim is contained in the curriculum. According to the definition of the curriculum given above, the curriculum's aims can be divided into broad categories, which are equivalent to educational goals. In contrast, the curriculum's objectives are, in a limited sense, the targets to be met during educational activities. Since the 1947 curriculum revision and continuing through the Merdeka Curriculum, the curriculum in Indonesia has undergone numerous alterations. With the modern period we are living in, where education in Indonesia cannot be isolated from the quick development of technology, the revisions to the curriculum attempt to adapt the Indonesian educational system to those advancements. According to Tinio (2002), ICT has a significant influence on education in terms of teachers' and students' knowledge acquisition and retention of various classroom learning techniques.

Before the Merdeka Curriculum, which was in place from 2013 to 2020, was put into place, there was the 2013 Curriculum. The 2013 curriculum is competency-based and was developed to take into account what will be expected of workers in the twenty-first century. The 2013 curriculum's goal is to help students become better observers, questioners, reasoners, and communicators (presenters) of what they study. A continuation of the 2013 curriculum is the Learning Unit Level Curriculum (KTSP), which was piloted in 2004. A competency-based curriculum, the KTSP. The character and competency-based 2013 curriculum was developed in reaction to the KTSP program, which received numerous critiques. One of the government's efforts in 2013 is to strengthen integrated attitudes, skills, and knowledge to produce Indonesians who are productive, creative, innovative, and affective as well as to achieve the nation's community's excellence in mastering science and technology as outlined in state policy. However, its application does not run completely smoothly. Its use is plagued by a number of issues.

According to Djaelani (2019), there were a number of issues with the 2013 Curriculum implementation for both instructors and students, including: The 2013 Curriculum's implementation has an impact on subjects, materials, and the teacher's handbook. There are restrictions in the selection of learning methods that must be chosen according to the scientific approach, including discovery learning, inquiry, problem-based learning, project-based learning, and production-based training. This lack of socialization regarding the 2013 Curriculum has led to many teachers not understanding how to implement this curriculum. Some obstacles were also faced by students, for example ; Students are not used to being active in the classroom, students feel bored due to the many lessons and learning duration, and insufficient student handbooks.

This was then supported by the Educational Standards, Curriculum, and Assessment Agency (2022), which stated several things related to the evaluation of implementing the 2013 Curriculum, including; The 2013 curriculum in its application is not easy to implement and teachers have obstacles in understanding the concept (Wahyuni et al., 2019), a decentralized and flexible curriculum is

needed in its application, and the 2013 curriculum has not been fully adapted by education units to the situation and needs of educational units, regions, and students.

As a result, the government suggested the Merdeka Curriculum as a new curriculum. According to the website of the Ministry of Education, Culture, Research and Technology, this new curriculum is suggested because the Merdeka Curriculum is thought to be quite flexible. Makariem (2022) claims that the Merdeka Curriculum can allow instructors and schools flexibility in selecting lesson hours and that schools are also given the right to adapt learning in accordance with students' needs because the 2013 curriculum is too rigorous and inflexible. The curriculum also gives teachers the freedom to develop learning media according to their abilities (Agustinus, 2021). Not only for teachers but freedom is also obtained by students in the classroom. In applying the Merdeka Curriculum, students are free to learn through different learning methods according to their interests. For example, a student can learn well through audio, so those interested in learning from audio are gathered to carry out learning. Likewise, with the interests of other students, this aims to accelerate students' understanding of learning.

The Merdeka Curriculum is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia launched by the Minister of Education, Culture, Research and Technology, Nadiem Makariem. Basically, the Merdeka Curriculum is a curriculum that focuses on developing students' interests and talents from an early age. Merdeka Learning is a revolution in Indonesia's education that is getting more and more quality. Independence provides a wide range of flexibility in the curriculum. Independence means that teachers are given the right to incorporate local wisdom and freedom of thought so that the nation's children can think independently and not be colonized by narrow thinking. According to Rendika (2022), the Merdeka Curriculum aims to improve human resources and improve the quality of education in Indonesia. As we know, education in Indonesia after the Covid-19 pandemic. As stated by Makariem (2022), which stated that the Merdeka Curriculum was proposed to be the new curriculum because the previous curriculum (2013 Curriculum) was considered too rigid and did not provide freedom for students and teachers in learning. According to Krissandi & Rusmawan

(2019), the government, educational institutions, teachers, and other parents and students impose restrictions on the implementation of the 2013 Curriculum. The existence of the Merdeka Curriculum was a breakthrough for the government as a result.

The Ministry of Education, Culture, Research, and Technology (2022) states that the Merdeka Curriculum should not be implemented in educational units. The government frees education units to choose to use the 2013 curriculum, the Emergency Curriculum, as well as the Merdeka Curriculum. The majority of the schools that have adopted the Merdeka Curriculum are institutions that are a part of the "sekolah penggerak" program, which aims to realize the vision of Indonesian education by developing Pancasila Students in order to realize an advanced Indonesia that is sovereign, independent, and has personality. The "Sekolah Penggerak" Program aims to promote students' learning outcomes holistically, encompassing their competencies (literacy and numeracy) and character, starting with superior human resources (principals and teachers). After the Decree of the Minister of Education, Culture, Research, and Technology No. 56 of 2022 concerning Guidelines for Curriculum Implementation in the context of Learning Recovery (Curriculum Merdeka), schools in Indonesia began to implement the Merdeka Curriculum. However, many schools currently use two different curricula because of the students' grade level. The curriculum applied is the 2013 Curriculum and the Merdeka Curriculum.

Although the government has implemented the Merdeka Curriculum nationally, not all schools in Indonesia apply it at all levels at every level of education in Indonesia. Currently, only students of the early grades, such as the 7th grade of junior high school, the 10th grade of junior high school, and some universities. This happens because of the differences in the curriculum used by the government. In Indonesia, especially in the Buleleng Regency area, most of them have implemented the use of the Merdeka Curriculum, but its application is only carried out in the early grades and in Senior High School. Before the implementation of the Merdeka Curriculum, there was already a 2013 Curriculum which is still ineffective (BSKAP, 2022). The application of the Merdeka Curriculum as a new curriculum

in the education system in Indonesia has challenges in its application, especially for English teachers.

The difficulty in creating the Merdeka's Curriculum Teaching Module in the application of the Merdeka curriculum is one of the key challenges experienced by senior high school teachers, according to Nadya et al. (2021). Because they contain lesson plans that teachers will implement during the learning process, teaching modules play a crucial part in the learning process. According to Priyama (2022), the Teaching Module is a collection of media resources, instructional strategies, and rules that are both methodically created and visually appealing. In order to make the learning process more interesting and meaningful, teachers must understand the concept of teaching modules. Teaching modules are made based on the phase or stage of student development, considering what will be learned with learning objectives, and based on long-term development. The Teaching Module Therefore, I want to raise the title to find out how is the completeness of Teaching Module in Merdeka Curriculum in English learning by analyzing the Teaching Module developed by the teacher. The purpose of this study is to determine the completeness of the components of the Teaching Module developed by the teacher with the demands of the Teaching Module in Merdeka Curriculum. Not only that, researchers also analyze the difficulties faced by teachers in the classroom during the implementation of the Merdeka Curriculum, and the last is to find out what solutions the teacher provides to overcome the difficulties of implementing the Merdeka Curriculum in English learning.

## **1.2 Identification of the Problem**

Based on the results of preliminary observations, that found several problems were found related to implementing the Merdeka Curriculum to English language learning. There are some challenges faced by the teachers in implementing Merdeka Curriculum :

- a) Teachers maturing the implementation of the Merdeka Curriculum in terms of administration
- b) The difference of students needs in Merdeka Curriculum

- c) The teachers has not been optimal in training related to the Merdeka Curriculum
- d) Teachers still used various sources when developing Teaching Module

### **1.3 Limitation of The Problem**

Based on the background and identification of the problems described in this study, the discussion focused on how is the completeness of the modules developed by the teachers and the demands of the Merdeka Belajar Curriculum and also the challenges faced by the teachers when creating the Teaching Module Merdeka Curriculum in English Learning.

### **1.4 Problem of the Study**

- a) How is the completeness of English Teaching Modules developed by the teachers considering of the demands of Merdeka Curriculum?
- b) What are the challenges faced by the teachers when developed Teaching Module in Merdeka Curriculum in English Learning?

### **1.5 Objective of the Study**

- a) Describing how the completeness of English Teaching Modules developed by the teachers considering the demands of the Merdeka Belajar Curriculum
- b) Describing the challenges faced by the teachers when developed Teaching Module Merdeka Curriculum in English Learning.

## 1.6 Significance of the Study

Based on the objectives of the study, this study is expected to obtain the following benefits.

### a) Theoretical Benefits

The results of the study are expected to gain knowledge in the field of education, especially in implementing the Merdeka Curriculum and the completeness of teaching the modules developed by the teachers and the demands of the Merdeka Belajar Curriculum. Knowing how implementing the Merdeka curriculum can help the teachers that do not understand to implement that and also help to find the challenges and the effort they used to deal with the challenges, especially in English language learning. It will help the learning process to be more effective, and learning objectives can be achieved properly.

### b) Practical Benefits

The results of this study are expected to help educators, especially English teachers in high schools who have difficulty implementing the Merdeka Curriculum in English language learning, especially in making teaching modules. In addition, this research is also expected to provide solutions to obstacles in the application of the Merdeka Curriculum to teachers or other schools that have not implemented the Merdeka Curriculum.

