

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Attaining academic success is crucial for the school since, as an educational institution, it is the one that can help pupils learn and develop. A curriculum serves as the foundation that must be developed to enable learning success. One resource that all educators use to help them create learning and teaching is the curriculum. According to Alismail and McGuire (2015) the curriculum must emphasize knowledge production in the twenty-first century and push students to generate the knowledge they need to learn new abilities which means knowledge, critical thinking, creativity, media, information and communication technology (ICT), and practical experience should all be emphasized in the curriculum.

The Minister of Education, Culture, Research, and Technology launched this curriculum in February 2022. According to *Kemendikbudristek* (2024), *Kurikulum Merdeka* is a new curriculum designed to facilitate easier learning for students in Indonesia. This curriculum has several objectives, which are developing students' potential and interest in learning, reducing academic administration, encouraging teacher creativity, and creating students' characteristics based on the Profil Pelajar Pancasila. *Kurikulum Merdeka* also gives freedom to the students to choose their

learning interests. Thus, students can learn according to their abilities and interests, allowing them to understand and enjoy the lessons.

The *Kurikulum Merdeka* aligns closely with 21st-century learning principles, as both emphasize critical thinking, creativity, collaboration, and communication. *Kurikulum Merdeka* encouraged teachers to develop students' critical thinking and problem-solving skills. This provides students with opportunities to explore real-world problems and develop solutions. This approach aligns with 21st-century learning, which prioritizes analytical skills, innovation, and the ability to evaluate information for students. *Kurikulum Merdeka* enables teachers to design lessons tailored to individual needs and interests. This would take an active role for the students in their education. Digital literacy plays an important role in the *Kurikulum Merdeka*, where *Kurikulum Merdeka* promotes technology integration in the classroom, encouraging students to use digital tools for learning.

Based on interviews with teachers at SD 13 Sesetan, it was stated that this curriculum is a breakthrough that needs to be observed. The teachers are required to realise this mission in the learning process. In relation to 21st-century learning, every school that aspires to become a driving school must automatically align with the concept of 21st-century learning. Many teachers find it challenging to implement *Kurikulum Merdeka*, as adapting to diverse learning styles and abilities is complex, especially without sufficient guidance and resources. To implement this curriculum, training is required to learn recovery towards a better direction.

The researcher discovered many studies that were relevant to the teacher. The first study was conducted by Ariestina and Haryanto (2022), in which the study's conclusion is that there are three stages to the basic competencies in the Indonesian language subject, or *capaian pembelajar* (CP). Elementary students in first grades and second grades are in Phase A; those in third grades and fourth grades are in Phase B; and those in fifth grades and sixth grades are in Phase C. Each phase has a certain level of Language proficiency, reasoning and communication ability, and mastery of the target language.

The second study, carried out by Sadora, Paridi and Suwandi (2021), confirms that the language competencies from the 6th through 10th form learning objectives specified in *Kurikulum Merdeka* represent the cognitive processes and knowledge components of the Revised Bloom Classification. It is recommended that exercise designers make use of the relevant levels of the updated Bloom taxonomy in order to accomplish learning objectives and develop activities that align with the syllabus's learning objectives. This research is considered relevant since the *Kurikulum Merdeka* requires the teacher to conduct a proper strategy and material for the students, and an assessment is needed to keep the material on track.

"A Review on the Design and Characteristics of English Language Learning and Teaching in a Standard-Based Curriculum: Kurikulum Merdeka" is the title of the study done by Muslim and Sumarni (2023). Their findings include an examination of the primary English program design, a description of the English program design at

Kurikulum Merdeka, and a presentation of the aspects of Kurikulum-based English teaching and learning Merdeka.

Kurikulum Merdeka emphasizes student-centered learning, differentiated learning, project-based learning, and social-emotional learning to provide a more meaningful and enjoyable learning experience that is relevant to the students' needs. Some learning strategies are expected in the *Kurikulum Merdeka*. The first one is student-centered. The teacher needs to understand the students' needs, students' interests, and students' learning styles. In line with this, the teacher must adjust learning materials, processes, and products to suit the learning needs. The second is active learning. The students work together in groups to achieve learning goals, improve social interaction, and understanding. The third is social-emotional learning. *Kurikulum Merdeka* emphasizes the importance of character building, emotional development, and moral education, while implementing the values of Pancasila. Fourth is Assessment. The teacher provides feedback to monitor students' progress and helps them improve their learning, and also administers assessments to measure students' competency achievement after completing a learning unit. The last is learning media and the use of technology. The teacher was able to use digital media.

Prior research mentioned before did not mention a specific condition affecting Bali's primary school students to be successful English language learners. The researcher found that in order to be classified as a successful English language learner, there are three main points that require attention: how the teacher creates a lesson plan, chooses the teacher's strategies, and conducts assessments. This highlights a gap in

teacher preparation that makes it challenging for them to fully embrace the curriculum. The researcher identified a gap in the literature and saw an opportunity to conduct further research.

Based on the statement above, the researcher is interested in conducting research about teachers' strategies for teaching and assessing English in SDN 13 Sesetan. Conducting research in English education in Bali offers unique opportunities for cultural understanding, informs teaching practices, and contributes to the development of English education that supports both local and global competencies.

1.2 Identification of The Problem

Implementing the "*Kurikulum Merdeka*" (Freedom Curriculum), which attempts to encourage autonomous and critical thinking in Indonesian students, presents a number of difficulties for teachers. First, a lot of teachers find it difficult to adjust to the flexibility of the new curriculum. For teachers used to a more uniform approach, the *Kurikulum Merdeka*'s encouragement to customize classes to each student's needs and interests can be difficult. It is challenging to effectively develop personalized learning experiences since this transition necessitates more planning and preparation, and many teachers feel unprepared owing to a lack of resources and training.

The other issue is the limited resources and supporting material. Different from the *Kurikulum 2013*, *Kurikulum Merdeka* require diverse learning resources, such as creative activity, varied content, and practical exercises. However, not all schools have

access to the necessary infrastructure, like computers, projectors, or the internet. The teacher in SDN 13 Sesetan often has to develop their own materials, which can be time-consuming, further hampering the successful implementation of the curriculum.

Lastly, there is a challenge for the teacher in creating assessment methods in *Kurikulum merdeka*. In *Kurikulum Merdeka* emphasizes formative assessment, requiring teacher to monitoring the students progress continuously and provide feedback instead of relying on final exams. This assessment demands more time and effort from the teachers who already have heavy workloads. The teachers find it challenging to balance their time with the frequent assessments needed to track students; individual development accurately. This increased workload that can lead to burnout and may impact the overall effectiveness of curriculum's implementation.

1.3 Limitation of Study

The focus will be placed on analyzing teachers' lesson plan to understand how they plan their lesson and assessment strategy used; doing classroom observation in order to be able to describe the teaching of English in Grade 5 of SDN 13 Denpasar that include the description of the execution of the lesson plan and the assessment used by the teachers. The research data will be limited only from the English teacher in SDN 13 Sesetan Denpasar.

1.4 Research problem

The research problem of this study will formulate in the form of the question as follow:

1. How do English teachers in SDN 13 Denpasar plan the lesson based on Kurikulum Merdeka?
2. How do English teachers implement Kurikulum Merdeka in English classes?
3. How do English teachers assess students' learning in English classes?

1.5 The Objective of The Study

The objective of this study will formulate in the form of a statement as follow:

1. To analyse English teachers in SDN 13 Denpasar plan the lesson based on *Kurikulum Merdeka*.
2. To analyse English teacher implement *Kurikulum Merdeka* in English class.
3. To analyse English teacher assess students' learning in English classes.

1.6 Significance of the Study

1. Theoretical Significance

The study's findings should, in principle, disseminate and bolster the theoretical and empirical conclusions of the current analytic theory, particularly with regard to the Kurikulum Merdeka's implementation. Additionally, the goal of the current study's outcome is to support the preexisting idea. Furthermore, it is anticipated that the extra empirical data will be used in subsequent research or provide additional empirical support for results already made about the analysis and use of the Kurikulum Merdeka. Furthermore, the results of this study are anticipated to provide teachers with guidance on how to implement the Merdeka curriculum, particularly for English teachers.

2. Practical Significance

The study's practical implications were anticipated to benefit researchers and English teachers alike. It is expected of the English instructor to provide knowledge that can help find a better approach to apply the Kurikulum Merdeka. It also provides the teacher with the outcome of how to evaluate and select the tactics for putting the Kurikulum Merdeka into practice. Additionally, future researchers wishing to conduct research on the analysis of Kurikulum Merdeka might utilize this study as a reference.

