

CHAPTER I

INTRODUCTION

A. Background of the Study

In the field of education, the term curriculum is often used to organize education. The curriculum is very important for education in a country because it will describe the philosophy of life and maintain its identity (Kusuma, 2021). The curriculum is a collection of arrangements and plans for the objectives, subjects, and learning tools, as well as the methods used to direct how learning activities should be carried out in order to meet specific educational goals (Muhson, 2022). Depending on the learning objectives, the curriculum is delivered both within and outside of the classroom. One of the most important things to think about is how to choose the media and learning methods based on the needs of the students (Reiga Wierna Aulia, 2021). Thus, the curriculum is a sample plan or teaching strategy provided by the government for the purpose of delivering education. A collection or system of plans and arrangements for lesson materials known as the curriculum can be used as a guide for teaching and learning activities. The curriculum is essentially a lesson plan. Consequently, it is necessary for all parties involved and immediately connected to the purpose of this curriculum to comprehend it.

The quality human resources are urgently needed because they hold the key to resolving all of the country's issues. There is no need to be

concerned, regardless of how complicated the issue, as long as our human resources are ready and equipped (Pertiwi & Pusparini, 2021). As stated by (Lestari & Aulia, 2019), a nation's quality can be raised by having quality human resources. The Minister of National Education responded to this problem by releasing Merdeka Learning as the first step in fixing and changing our monotonous system because this industry is a leader and has a significant impact on raising the caliber of human resources. Merdeka Learning allows the students more flexibles since the teachers will have more chances to explore, engage in more open discussion, and go on field trips instead of sitting still while their teacher instructs. In contrast to the previous approach, this idea emphasizes student process and character more so than just the value of pupils as measured by multiple choice exams. Merdeka curriculum is a concept of intellectual freedom and invention, while still referring to the appropriate curriculum. Merdeka curriculum is a decision made by the Ministry of Education and Culture to encourage learning based on students' capacities (Galuh Anggita Damayanti, 2022). The Merdeka Curriculum was created as a more adaptable curriculum framework with an emphasis on fundamental subjects and student character and skill development. Project-based learning (PJBL) for the development of soft skills and character in accordance with the Pancasila Students Profile (P5) and a focus on essential materials to allow for enough time for in-depth study of fundamental competencies like literacy and numeracy are the main

features of this curriculum that support learning recovery. Teachers are given more latitude and flexibility to choose alternative learning activities based on the skills of their pupils and to modify the context and local content (Ujang Cepi Barlian et al., 2022). In implementing Merdeka curriculum, some teachers still experience difficulties and confusion in applying it in the classroom. So to know this the teacher's perception is very important because to find out how well the teachers understand the Merdeka curriculum and how teachers apply it in their respective classes. Perception is a person's response or opinion to something they hear or learn about through their senses. Teachers' opinions of classroom assessment may be influenced by a variety of circumstances. The teachers' stance on evaluation as a discipline is among the most important variables. When one person interacts with another, the process of receiving input varies depending on each person's internal and external factors. Individuals' impressions of one another were different as a result of their variations in comprehension. Teacher perception is a professional educator's reaction to what the teachers have observed while educating, teaching, guiding, directing, training, evaluating, and assessing students of the appropriate age along the educational route, which is influenced by the educator's beliefs and emotions. This misunderstanding will lead to various assessments of each teacher (Dzulkifli Isadaud et al., 2022). In implementing the Merdeka curriculum, many schools still lack human resources and teacher's understanding about the preparation to implement

the curriculum. One of the problems in implementing this curriculum is human resources such as school infrastructure, ability and understanding teachers which becomes an obstacle in implementing the Merdeka curriculum.

The Merdeka Curriculum is an option for schools that are ready to recover learning from 2022 to 2024 due to pandemic (Ahmad, 2022). However, teachers seem to have difficulty to implementing it. One of the gaps between the demands of the government and teachers is that the government expects this curriculum to provide a better teaching and learning process but it seems that teachers still have less knowledge about this curriculum. This can happen because the teachers may not fully understand the concept of the new curriculum itself (Saputra, 2019). Merdeka Curriculum is the new name of the educational plan model officially issued by the Minister of Education and Technology (Pratikno et al., 2022). This curriculum change can make teachers less understanding of the concept of how to apply the curriculum such as the preparation of learning plans, the flow of learning objectives (CP, TP, ATP), the creation of teaching modules that must contain a Pancasila student profile consisting of have faith in god, and have noble morals, global diversity, mutual cooperation, critical reasoning, creative, independent and teachers must relearn about the curriculum. This curriculum change also has an impact on students, because students have to re-adapt to the new curriculum. This will make teachers and students feel confused with the

new curriculum with the lack of human resources in the school environment. This research was carried out to find out about English Teachers' Perception and Obstacles on the Implementation of Merdeka Curriculum in terms of Implementation at SMK YASEMI Karangrayung.

B. Problem Statements

The problem can be used to achieve the aims of the research as follows:

1. What are the Perception of English Teachers' on the Implementation of the Merdeka Curriculum at SMK YASEMI Karangrayung?
2. What are the Obstacles on the Implementation of the Merdeka Curriculum at SMK YASEMI Karangrayung?

C. Objective of the Study

In line with the problem statements mentioned above emerged several objectives of the study, as follow:

1. To find out what are the Perception of English teachers on the implementation of the Merdeka Curriculum at SMK YASEMI Karangrayung.
2. To find out the Obstacles on the implementation of Merdeka Curriculum at SMK YASEMI Karangrayung.

D. Benefits of the Study

The benefits to be achieved through this study are:

1. For Schools

This research is useful for educational institutions or schools regarding the perceptions of English teachers in the implementations of

Merdeka curriculum at SMK YASEMI Karangrayung. This research is expected to motivate teachers to upgrade knowledge so as to form innovative and creative. This research can also improve quality of education, especially education in SMK YASEMI Karangrayung.

2. For Teachers

This research is expected to motivate teachers to continue to developing curriculum effective, creative, innovative and can provide corrections about how is the Merdeka curriculum that was recently implemented in SMK YASEMI Karangrayung. Were there any difficulties in its implementation, didn't go according to plan, or founded the obstacles other.

3. For Researcher

This research is expected for the researcher, that the researcher to know the differences of each respondent regarding English Teacher Perceptions on the implementation of Merdeka curriculum that found in SMK YASEMI Karangrayung and was able to learn positive things from this research.

4. For the future researcher

This study is expected to contribute to the development of new ideas in the field of education, particularly with regard to the application of the Merdeka curriculum. After learning about teachers' perspectives on this curriculum, including its advantages and disadvantages, the research is anticipated to provide a better

understanding for the researcher. It could also be beneficial for future researchers to choose this study as their preferred research method.

E. Limitation of the Study

Based on the problems described above, the focus is research to find out English Teacher's Perception on the Implementation of Merdeka Curriculum. The subject of this research is four English teachers at SMK YASEMI Karangrayung. The object of this study is English Teachers Perception on the Implementation of the Merdeka Curriculum at SMK YASEMI Karangrayung. Perceptions in this study only consist of teachers' perception in preparing lesson plans (CP, TP, ATP), perception in terms of assessment, as well as perceptions of the Obstacles in implementation Merdeka curriculum.