

CHAPTER II

LITERATURE RIVIEW

A. Previous Study

The first related study by Arniyati, (2020) did a research on the English teachers perceptions toward the dynamic of the school based curriculum and K13 in SMKN Tolitoli. This study aims to describe English teachers' perceptions of the dynamics of the K13 and the school-based curriculum's implementation. The respondents for this study were two English teachers from each of the four participating in SMKN Tolitoli. All of the respondents received questionnaires from the researcher as part of the data collection. Five respondents were interviewed by the researcher in order to obtain more detailed information. The results of the interview demonstrate that the best curriculum to be applied in the school is the school-based curriculum with supporting variables such the manner of instruction, the evaluation procedure, and the amount of time teachers spend instructing. The survey's findings then indicate that percentage 55%, while K13 is 45%.

The second related study by Yulianto, (2022) student of Sekolah Tinggi Ilmu Ekonomi YPUP Makassar. The purpose of this study is to provide descriptive information regarding the development of the learning assessment paradigm and its integration into Merdeka curriculum. This study employs both a descriptive method and a qualitative approach. The

information used was secondary information gleaned from legal records and academic literature. A literature review with a narrative review method was employed in the data analysis technique. The findings of the study show that there has been a shift in the paradigm of learning assessment from the traditional paradigm, which tended to measure activities that were not part of the learning process as well as student learning outcomes. According to the configuration paradigm state that the use of assessment was able to enhance students' capacity for learning as well as determine whether or not learning outcomes were met. Other results show that methodologies like diagnostic assessment, formative assessment, and summative assessment can be combined to implemented assessment in the Merdeka curriculum.

The third related study by Rizki et al., (2021) Student of English Education Program: Tarbiyah and Teacher Traning Faculty IAIN Padangsidimpuan. The topic of this study is teachers' perceptions on using Google Classroom to teach English to students at home after the pandemic. Google Classroom is a teaching tool used by English teachers. The question posed for research is, "Why do teachers use Google Classroom in teaching English?" as well as, "What do teachers' perceptions of Google Classroom in teaching English?". The method of qualitative descriptive was adopted in this investigation. Interviews and questionnaires were used to gather the data. Six English teachers took part in the study. According to the results, participants gave Google Classroom

high marks for usefulness, use, learning ease, and satisfaction. As a result of the study's findings, participants decided to utilize Google Classroom to teach English in recent years since it was simple to use, allowed students to review the curriculum, and helped students easier to understand.

The fourth related study by Nurfarhati et al., (2019) did a research on the Teacher's Perception of Curriculum 2013 and Its Implication to the Teaching of English. The purpose of the study was to describe how English teachers were implementing the 2013 curriculum and how teachers perceived it from a scientific approach. Four English instructors from one of Mataram senior high schools participated in semi-structured interviews and observations as part of the qualitative method, and these observations and interviews provided the majority of the study's data. Based on the findings, teachers have a negative opinion of the 2013 curriculum because it only applied to their obligations and duties as teachers on a conceptual level. Even though it wasn't done completely, teachers used a scientific approach in their lessons, combining the 2013 curriculum with earlier curricula to teach students. The study also shows that teachers tend to adapt policies in accordance with their abilities due to a variety of obstacles to effective learning.

The fifth related study by Ferdaus & Novita, (2023) in his a research on the Implementation of the Merdeka Curriculum in English Subject at A Vocational High School. In the Center of Excellence of Vocational High School (SMK PK) in Sidoarjo, the Merdeka Curriculum

has been implemented, and the purpose of this study is to examine how it has been implemented in the English subject. Data for the study were collected through semi-structured interviews and observations using a descriptive-qualitative approach as the research methodology. In order to collect data for this study, a purposive random sample technique was employed in the class of eleventh graders with an English teacher as the study's subject. Regarding the Merdeka Curriculum's implementation, the current study concentrated on the following six areas: 1) Implementing the teaching module, 2) the teaching and learning process, 3) utilizing learning resources, 4) utilizing learning media, and 5) assessment and evaluation 6) obstacles and opportunities. Based on the result findings, the Merdeka Curriculum has been adopted widely at one of the vocational high schools. However, issues develop when the emphasis is shifted from teacher-centered learning to student-centered learning. All strategies used in the teaching and learning of English have led to a student-centered approach that is also aligned with the outcomes of the Pancasila Student Profile. In order to create generations that are independent, capable of critical, creative, and original thought, quickly sociable, and capable of communicating and collaborating, the Pancasila Student Profile orientation and student-centered method are being integrated into English study. Additionally, the Merdeka curriculum's commitment to the freedom principle has enabled students and teachers to maximize the teaching and learning processes that are more optimally.

The sixth related study by Azizatul et al., (2023) did a research on the Implementation of the Merdeka Curriculum in the Industrial 4.0 Era. In this research use method of literature study and qualitative research. The data collection techniques use online questionnaire and interviews using the WhatsApp application. The result findings of the research on the Merdeka curriculum's implementation, learning on one's own is simpler with this curriculum than it is with the 2013 curriculum. In terms of students having the freedom to make decisions based on their interests and abilities, the curriculum is quite good and useful. Only a portion of the content of the course materials must be explained by the teacher. The "Merdeka" curriculum's implementation faces challenges from a variety of media.

The seventh related study by Riyan Rizaldi & Fatimah, (2022) in his a research on the Merdeka Curriculum: Characteristics and Potential in Education Recovery after the COVID-19 Pandemic. Qualitative research is used in this study. The provided information was taken from several pertinent scientific books. In an effort to raise educational standards following the COVID-19 pandemic, the goal of this study is to examine how the Merdeka Curriculum has been implemented at the school level. The Merdeka Curriculum has positive traits and is very supportive as a type of effort by all parties to restore the quality of education, especially after suffering through a protracted pandemic, according to the findings of

this study. This is further confirmed by the fact that most schools encounter the same issues with learning loss among students.

The eighth related study by Supriatna et al., (2023) in his a research on the Implementation of Merdeka Belajar Curriculum in Elementary Schools: How is Teachers' Perception?. This study aims to describe how elementary school teachers perceive the implementation of Merdeka curriculum. The nature of this study is qualitative. Information gleaned via interviews. Researchers are the primary tool for this inquiry, with field notes serving as a backup. To produce accurate and dependable results, all data is gathered and descriptively examined. The findings show that teachers are crucial to the process of curriculum development and implementation in elementary schools, that the intensity of implementation determines the success of the curriculum, and that teachers have a favorable opinion of the Merdeka curriculum.

The ninth related study by Nurmasyitah et al., (2023) with the entitled "Implementation Merdeka Curriculum of Learning to Students' Learning Activities". In this research aims to find out determine how the Merdeka Curriculum is applied to student activities including discussing, asking, and responding. Descriptive research is the method used in this study. Observation sheets and essay tests are two methods of data collection. Statistics-based descriptive presentation was employed for data analysis. The results revealed that 47% of respondents preferred visual learning, 37% preferred kinesthetic learning, and 16% preferred aural

learning. Students from SMPN 3 Lubuk Pakam's 7B class are the study's subject. The results from the observations demonstrate how closely the Merdeka Curriculum's implementation relates to student engagement in the learning process.

The tenth related study by Shadri et al., (2023) Student of Universitas Riau, Pekanbaru, Indonesia, with the entitled "Assessment in the Merdeka Curriculum: How are the Teachers' Perspectives on it?". In this research use qualitative descriptive survey was employed for the research, and it had four stages: preparation, information gathering, data analysis, and conclusions using interviews, data gathering approaches were taken. The sample for this study consists of 23 teachers from Mobilization Schools spread out across Riau Province using descriptive statistics the data were examined. According to the results, the instructor administers diagnostic, formative, and summative assessments as part of the Merdeka Curriculum once the learning process has been completed. The information, attitudes, and abilities of students are acquired through learning activities. Based on the application of the curriculum report from the Merdeka School, student learning outcomes are reported in school reports.

In previous studies there were several differences, the previous studies discussed changes in the dynamics of the curriculum, Implementation curriculum that focused on learning methods, assessment, teaching implications, characteristics and potential for education in 2013

curriculum and Merdeka curriculum. In previous research, there were several previous studies that examined several different schools, in elementary school or junior high school. Previous studies obtained data using questionnaires, scientific literature, or interviews. Meanwhile, this research uses qualitative descriptive method that focuses on the perceptions of English Teachers Perceptions on the Implementation of Merdeka Curriculum at SMK YASEMI Karangrayung. The data were obtained through interviews with four English teachers at SMK YASEMI Karangrayung.

B. Underlying Theory

1. Curriculum

a. Definition of Curriculum

The term "curriculum" refers to a collection of plans and regulations governing the objectives, subject matter, instructional strategies, and tools that should be used to direct instruction. The curriculum has various implications, it encompasses not just the courses taught but also all extracurricular activities and experiences that are under each school's responsibility (Aeini, 2019). Every educational institution, including schools must have a curriculum. Physically, the curriculum can take the form of a document that includes a variety of elements, including ideas about education, the objectives to be attained by the curriculum, content created and needed to be mastered by students, procedures created to control

content, assessments created to identify the skills reflected in the objectives, and other elements (Deci Fajrianti, Hery Yufrizal, 2021).

Due to its function as a manual for educators, the curriculum is one of the most crucial components of education (Nurlisa et al., 2019).

The curriculum is a program created by the Ministry of Education and Culture of the Republic of Indonesia that is needed to achieve educational goals (Arniyati, 2020).

The curriculum is a component of education, which also primarily consists of subject matter, student activities, learning resources, lesson plans, teaching strategies, and evaluation. A key component of education is the curriculum, which serves as a manual for the activities that must be carried out in order to accomplish the objectives of education.

b. Curriculum Perspective

Curriculum perspective is a theory of knowledge that has a significant influence on curriculum decisions. The four curriculum perspectives of rationalism, empiricism, pragmatism, and existentialism should be familiar to educators. According (Motlotle, 2000, p. 10), The curriculum should take into consideration these four concepts of knowledge. Students, teachers, curriculum employing four points of view, including rationalism, empiricism, and pragmatism, existentialism will all have an impact on each point of view used in constructing the curriculum:

1) Rationalism

Teachers serve as sources of knowledge while students are said to be the recipients of knowledge that is acquired through the mind. The curriculum is a subject focused on symbol and idea, and the method is described as topic-based drilling or lecturing.

2) Empiricism

The educator is referred to as the process demonstration when the learner is said to be the recipient of the process. Following that, the instructional strategy is assessed. The curriculum is the physical world's subject matter that is focused on the teacher.

3) Pragmatism

In contrast to teachers, who are described as researchers or program directors, students are said to have sufficient knowledge. The curriculum stresses interactive problem solving inquiry, which is another name for this method. Problem solving hypothetical to Modifications Problems Projects.

4) Existentialism

Teachers are referred to as facilitators of choice, whilst students are thought to be important diversionary forces in the pursuit of self-identity. The curriculum is also regarded as a flexible option, and the procedure is frequently referred to as discovery inquiry.

c. Type of Curriculum

According to (Motlotle, 2000, p. 17) Depending on the level of formality, each school uses one of four different types of curriculum: formal, informal, hidden, or actual. The following:

1) Formal curriculum

Formal curriculum is a suggested program of goals, information, learning opportunities, tools, and evaluation. To put it another way, it is what the student will learn. This program is sometimes referred to as the formal curriculum.

2) Informal curriculum

The informal curriculum refers to learning opportunities acquired from places other than the conventional classroom, including family, friends, the media, and the local area. Teachers may incorporate additional material gained from these other sources instead of adhering to the established standard curriculum.

3) Actual curriculum

The curriculum is actually, the formal and informal curricula are included in the curriculum, which is the entirety of what is taught by instructors and students. The term "curriculum" refers to the formal and informal curriculum that students use to guide their learning. Other than the required, official, and formal syllabus, students may choose their own learning experiences.

4) Hidden curriculum

The syllabus is sometimes known as the "hidden curriculum" since it is an essential but non-academic part of the traditional school curricula. The unwritten, unstructured, and frequently unintended lessons, values, and viewpoints that kids pick up in the classroom are referred to as the "hidden curriculum".

d. The History of Curriculum

According to (Hikmawati & Hosnan, 2022) The Curriculum Policy realizes Indonesia's national education goals. As a result, since the beginning of independence until now, the overall curriculum policy has been based on Pancasila and the 1945 Constitution, which contain the global goals of Indonesian education. However, over time and changes in government, Indonesia's national education goals have characteristics and main objectives to be achieved at each stage of government. The COVID-19 pandemic has caused changes to the school curriculum as a guide in the learning process at school. This is in accordance with the needs of students and teachers in carrying out teaching and learning activities. Principles of learning to the assessment process, as well as good cooperation between students, teachers, and also parents so that the implementation of the curriculum can run optimally (Megandarisari, 2021). The idea that the curriculum ultimately rests

with the teacher is supported by the statement that if the instructor cannot deepen the applicable curriculum, then the desired educational goals will not be met. As a result, the teacher's capacity for adaptation becomes crucial, even though it takes time (Yanti & Fernandes, 2021).

One of the impacts of the pandemic is learning loss and learning gap. (Engzell et al., 2021) in his research showed that students experience learning loss when studying from home. This is also influenced by several factors including geographical conditions, demographics, policy strategies, and the condition of the school itself before the pandemic (Donnelly & Patrinos, 2022). In addition, the existence of a pandemic has also caused a learning gap where students' conditions, family conditions, and also economic conditions are other factors that cause learning gaps during the COVID-19 pandemic (Bonal & González, 2020). To anticipate this, the Ministry of Education in 2020 issued an emergency curriculum under special conditions in education units. The emergency curriculum or Kurikulum Darurat (under special conditions) is essentially a simplification of the national curriculum. In the emergency curriculum, basic competencies are reduced for each subjects, so that teachers and students can focus on essential competencies and prerequisite competencies for continuing learning at the next level, so that the emergency curriculum is described as

having high flexibility by providing space for educational units to design curriculum structures, learning activities and learning media (Munajim et al., 2020).

The COVID-19 pandemic has changed the way students learn, where the average learning is done online at home with various accompanying policies so as not to make it difficult for teachers, students and parents (Dewi & Wajdi, 2021). This is very difficult to be effective when students cannot learn on their own without help from the teacher. Students and parents will also experience difficulties if they are unable to master technology to carry out the learning process as conveyed (Onyema, 2020). In response to these conditions, the teacher must utilize the environment around the school as a source of learning. Teachers are required to be more creative in utilizing everything that can be used to stimulate thoughts and feelings, attention and ability or skills (Yanti & Fernandes, 2021). The achievement of student competence in educational units in unusual circumstances must be considered in the implementation of the curriculum. The curriculum can be implemented in PAUD, Basic Education, and Secondary Education units located in areas recognized by the Central Government or Regional Governments as places for implementing Merdeka curriculum according to students' learning abilities (Darise, 2019).

Furthermore, it is argued that the Education Unit in Special Conditions in the implementation of learning can still refer to the simplified National Curriculum (determined by the Head of Research and Development and Bookkeeping). The national curriculum for secondary education in the form of a vocational high school (SMK) with simplified core competencies and basic competencies is stipulated by the Director General of Vocational Education. Another option for school implementation is to simplify the curriculum independently. According to the Minister of Education and Culture's Decree No. 719/P/2020, "Guidelines for Implementing Curriculum in Educational Units Under Special Conditions," this is in line with the message delivered.

Basically, the Emergency Curriculum or special conditions is a curriculum design by simplifying the National Curriculum which is expected to be able to fulfill educational services in the COVID-19 pandemic situation. The simplification lies in reducing the basic competencies for each subject. This is in line with what was conveyed by (Munajim et al., 2020) on his research. To support the effectiveness of the curriculum, the government has prepared modules and assessments to become references for learning at a certain level. This is done to achieve learning effectiveness without the teacher having to feel in a hurry to pursue the National Curriculum target, so that students are expected to understand and

make it insightful as well as conditions for continue their education to a higher level. In the context of learning recovery, alternatives are provided to educational units for adopting a curriculum that meets the needs of students in terms of learning. The three curriculum choices are the 2013 Curriculum, Emergency Curriculum, and Merdeka Curriculum.

Teachers as the main actors in the world of education must always be ready for all policy changes that occur in the education sector. Currently what is needed is the real role of the parties involved to continue to socialize the National Curriculum, so that teachers are really ready to implement it. The socialization of this curriculum must reach the implementing teachers and not be differentiated. This means that the new curriculum can work if socialization has been carried out effectively and efficiently. In addition, there are three things that need to be considered in conducting dissemination, including the readiness of teachers, geographical conditions and dissemination of information. In practice, the curriculum in each educational unit must pay attention to the competency achievement of students in various situations, including during the COVID-19 pandemic (Yanti & Fernandes, 2021) where COVID-19 is one of the special conditions that causes learning loss in students due to learning from home policies forced to be implemented due to the pandemic (Engzell et al., 2021). So it can

be described various educational problems that have occurred as a result of the COVID-19 pandemic. To overcome differences in student achievement as a result of this learning crisis, a learning recovery policy is needed within a certain period of time where the Merdeka Curriculum is one of the efforts to overcome these problems.

In the Merdeka Curriculum, it puts forward the concept of "Freedom to Learn" for students which is designed to help the recovery of the learning crisis that occurred as a result of the COVID-19 pandemic. The use of technology and the need for competence in the current era is one of the bases for developing the Merdeka Curriculum (Marisa, 2021). The increasingly massive use of technology and other programs planned by the government such as Mobilizing Schools, Motivating Teachers, Center of Excellence Vocational Schools (SMK-PK), and so on are one of the efforts made by the government in implementing the Merdeka Curriculum to recover from the learning crisis.

2. Merdeka Curriculum

a. Definition of Merdeka Curriculum

The Independent Curriculum, also known as the Merdeka Curriculum, serves as a framework for a more flexible curriculum that gives fundamental courses and the growth of students' character and competency more priority. The Merdeka curriculum

distinguishes itself from the 2013 curriculum with the following features: Project-based learning, encouragement of character development in line with Pancasila student profiles, emphasis on necessary learning materials to allow students enough time to appreciate content from previously covered subjects, especially literacy and numeracy, flexibility, and encouragement of differentiation of learning based on student needs are all factors (Wulansari, 2022). Merdeka Learning is a policy breakthrough for improvement in the world of education (Ahid & Sufirmansyah, 2022). Merdeka Learning is a mechanism that gives teachers and students encouragement to carefully develop the educational system with the belief that long term study may give students the fun and support they need to achieve their goals for learning and teaching (Nurihayanti, 2021).

The Merdeka curriculum focuses on fostering students' character and competency while being flexible. The Pancasila student profile was used to develop this curriculum's project-based learning elements, which encourage the development of students' character. This curriculum is a significant advance for the field of education since it establishes a framework that allows educators and learners to freely choose their own methods of instruction.

b. The Merdeka Curriculum Policy

According to (Hakim & Nabila, 2022) a design known as the "Merdeka of Learning" is based on three principles: accountability in setting learning goals that are in line with students' abilities, interests, and aspirations. Independence to conduct purposeful learning using a range of techniques and patterns as well as reflection. Four implementations versions of the national learning process were described by the education minister. The national education policy "Independence of Learning" was developed of these four implementations. These implementations are:

1) USBN changed to a test

The National Education System Law which gives authority to schools to determine graduation through tests, because curriculum changes due to the COVID 19 pandemic, the USBN has been changed to a test for now, claims the Minister of National Education. To find out the level of student competence, a test is carried out. The test is given orally, in writing, or by some other means, and produces a rather detailed score. To give teachers and schools more flexible in evaluating their students' learning outcomes, use tools such as portfolios and assignments. In addition, to improve the quality of learning, it is hoped that the USBN budget will be diverted to building the capacity of teachers and schools.

2) 2021 UN is replaced

The Ministry of Education evaluates how UN lessons are currently structured so that teachers and students tend to value content knowledge rather than critical thinking skills. Furthermore, because the National Examination serves as a benchmark for the success of students as human beings, the National Examination is the responsibility of students, teachers and parents. Currently, AKM and SK will replace the National Examination in the Merdeka curriculum. The Minister of Education and Independent Learning Proposal is the mapping of two minimum student competences, namely literacy and numeracy, is done instead of conducting assessments in accordance with subjects or subject curriculum mastery as it has been done so far in the National Examination. Students in the secondary school level participated in the evaluation. Also suggested for application at the global level are these most recent policy directions.

3) RPP shortened

During the preparation of the lesson plan the teacher is informed to comply with the lesson plan in detail. Then now the teacher has the flexibility to choose, create, use and expand lesson plans. In the past, there were so many factors in lesson plans and teachers were asked to record them in detail. But now the teacher

only makes one sheet of lesson plan. Teaching modules are made brief which contains learning objectives, the flow of learning objectives and assessment. Thus the teacher must have sufficient time to prepare and evaluate the stage of learning so that the creating of lesson plans is carried out efficiently and effectively.

4) PPDB zoning is more flexible

For the latest "Independent Learning" program, the Minister of Education and Culture defined that the Ministry of Education and Culture maintains to apply the zoning device for PPDB. Among policies, PPDB is distinctly to give flexible access form in diverse regions. Regions have the authority to decide the very last proportions and decide local zoning.

c. Learning Components in Merdeka Curriculum

According Anis Mahatika, et.al. (2022) there are some of the components of the Merdeka curriculum that can be utilized as evaluation material:

- 1) The first is called Capaian Pembelajaran (CP) or Learning Outcomes. Capaian Pembelajaran (CP) completion is required of all students throughout the first year of study. Six steps make up the method according to government decree. There are one to three years in a stage. Teachers begin to have a better understanding of what students should learn after learning about Capaian Pembelajaran (CP). The teacher now begins to

process the idea and develop learning objectives using the key words the pupils gathered in the earlier step. For the students to receive learning outcomes (CP) at the end of the phase, the created learning objectives must be accomplished by them in one or more hour-long sessions.

- 2) Therefore, teachers must develop a variety of Capaian Pembelajaran (CP), learning objectives (TP) in a one period. Because teachers did not order these objectives during the formulation phase, it is required to develop more operational and tangible learning objectives in a one time. The order of learning objectives (TP) will be set in the following phase. Lesson plans can now be developed gradually by teachers. The next stage in learning planning comes after developing learning objective (TP) and developing learning objective flow (ATP).
- 3) The third step, Learning Objectives Flow or Alur Tujuan Pembelajaran (ATP), is essentially a "syllabus" that explains how learning and evaluation will be planned and arranged over the course of a year. Therefore, teachers are restricted to the flow of learning objectives, which can be accomplished in one of three ways: by creating their own learning objectives (TP) based on Capaian Pembelajaran (CP), by changing the offered examples, or by adopting examples that have been provided by the government. In the case of teachers who create their own

learning objectives flow (ATP), the objectives created in the prior stage will be arranged systematically and logically from the start to the end of the stage. Like learning activities, the progression of learning objectives should be linear, unbranched, and one-way.

- 4) The fourth is creating lesson plans or modules to help teachers in helping students achieve learning objectives through learning activities. As a result, lesson plans are created by adhering to the chosen flow of learning objectives, producing a form that is more thorough. It is crucial to reiterate that learning objectives are not specified in a certain order by the government. Thus, when instructing multiple pupils at once, various teachers may employ various sequences. The lesson plan was created taking into account a number of other elements, including the school environment, the number of students, the available learning facilities, and other aspects, so it's probable that each teacher's lesson plan will be different. In order to assist students in moving toward Capaian Pembeleajarsn (CP), teachers must create a lesson plan. The following are the two types of lesson plans that are available: Lesson plans are often referred to as teaching modules. A lesson plan is not necessary for a teacher who uses a teaching module because the module components

are either already present in the lesson plan or are more comprehensive.

- 5) The fifth is assessment. The process of assessment is crucial to learning. Finding evidence or fundamental arguments regarding the accomplishment of learning objectives is the goal of the evaluation. The two components of assessment are formative and summative assessment. By giving teachers and students information or feedback, formative assessments work to enhance the learning process. Summative assessments is a type of evaluation used to make sure all learning objectives have been met. Depending on the teacher's priorities and the policies of the educational unit, this evaluation may be conducted at the conclusion of the learning process or concurrently for two or more learning objectives. Summative assessment, as opposed to formative assessment, is considered in the semester, school year, or class level evaluation process.

d. Pancasila Student Profile in Merdeka Curriculum

According to (Nurhayati & Helmanto, 2021) in (Juliani & Bastian, 2021) with six main characteristics, the Pancasila student profile represented Indonesian students as lifelong learners who are competent globally and conduct themselves in accordance with Pancasila values:

1) Faith, fear of God YME and noble character Students

Students who have high morals comprehend and put into practice religious teachings, believe in and have fear of the Almighty God. Students are committed to using this information in their daily lives. The religious character, personal character, morality toward humans, nature, and country are the five fundamental components.

2) Global Diversity

Global diversity is an attitude of respect, understanding, and tolerance for diversity. It entails having the capacity to accept diversity. Students uphold national and regional culture, maintain an open mindset when forming relationships with people from other cultures in an effort to foster a sense of mutual respect, and do not forgo opportunities for them to develop a noble culture that is positive and does not depart from the country's noble culture.

3) Mutual Cooperation

Sharing, empathy, and care are components of mutual cooperation. Students are able to work together to complete voluntary collaborative tasks so that tasks can be completed quickly, simply, and lightly.

4) Independent

Self-awareness, situations confronted, and self-control are the essential components of independence. Indonesian students are

independent learners who are in charge of their own learning processes and outcomes.

5) Critical Reasoning

Obtaining and processing information and ideas, analyzing and assessing arguments, reflecting on ideas and mental processes, and making judgments are all components of critical reasoning. Critical-thinking students can process information objectively, create connections between different pieces of information, analyze information, assess it, and develop conclusions.

6) Creative

Developing creative ideas, innovative works, and original behaviors are essential components of creativity. Students who are creative are individuals who can alter and create something unique, significant, practical, and influential. Students are able to generate something actively and on their own.

3. Teachers' Perceptions

a. Definition of Perceptions

The arrangement, identification, and interpretation of sensory data in order to represent and comprehend the environment are all aspects of perception, which comes from the Latin *percipio*. An interpretation based on experience and observation is called perception (Bawawa, 2022). Perception is the capacity to react to

general stimuli in order to become aware of something after seeing and recognizing it (Herawati & Fitriani, 2021). The experience of things, events, and connections that a person gains from information and message interpretation is known as perception. It offers stimulus-response a meaning in terms of recapping information and forecasting messages including attention, hope, motivation, and memory (Dewi, 2021). Perception is how teachers interpret their surroundings based on their judgment and behavior (Ruslan, 2020). Perception is the process of interpreting what takes place in a specific environment as seen from a person's perspective. Due to the fact that individuals are capable of thinking and analyzing events around them depending on their understanding (Nurlisa et al., 2019). So Perception is an understanding of the meaning that has been poured from someone's thoughts that people felt in an experience or that has been passed in an observation.

b. Types of Perceptions

According to Hidayat et al., (2019) positive perception and negative perception are the two categories of perception. Human feelings for an interpreted object cannot be separated from perception. Positive and negative perceptions will come from perceptual results. A good view will give the thing being viewed a positive perception, whereas a bad view will give the object being watched a negative perception.

c. Teachers' Perceptions on the Implementation of Merdeka Curriculum

According to Hastuti, (2021) Perception is the process of appreciating and comprehending something based on one's experience. As Yavuz Konokman et al., (2019) in order to effectively facilitate student learning and adapt to the demands of the present curriculum, teachers must have a thorough understanding of the objectives, themes, teaching methods and strategies, and assessment procedures. Implementers should create strategies based on their observations after acquiring a thorough understanding of the curriculum's components. These strategies will help them plan curriculum implementation and solve various issues that might come up while doing so. Teacher perception describes how teachers based on their prior knowledge and practical experience, have mental perspectives or images of their students and the learning environment. Their customs, education, jobs, cultures, or communities may all be a part of these experiences. The main focus of teachers' perceptions in this study is the implementation of the Merdeka Curriculum in their schools. Just like the 2013 curriculum, the Merdeka curriculum also faces many teacher opinions.