

CHAPTER I INTRODUCTION

A. Research Background

Education is a need for every human being from childhood to adulthood. Indonesia itself, as a developing country, continues to look for breakthroughs pursued by the government and society itself to become a developed country, especially in the field of education. Education itself must be connected to the important role of the curriculum. The curriculum is the goal towards which education will be carried out. The development of the curriculum in Indonesia is quite significant, starting for the first time at the beginning of Indonesian independence, namely in 1947 (Salsabilla et al, 2023)

The curriculum is like the key of education, the same as the Quran as the most important source of teaching and guidance. As explain in Quran surah An-Nahl verse 89 as follows;

وَيَوْمَ نَبْعَثُ فِي كُلِّ أُمَّةٍ شَهِيدًا عَلَيْهِمْ مِّنْ أَنفُسِهِمْ وَجِئْنَا بِكَ شَهِيدًا عَلَىٰ هَؤُلَاءِ

وَنَزَّلْنَا عَلَيْكَ الْكِتَابَ تَبْيِينًا لِّكُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً وَبُشْرَىٰ لِلْمُسْلِمِينَ

According to Hamzah et al. in their book, curriculum development has three foundations: philosophical, psychological, and sociological. These three foundations have developed over time, so the curriculum has spontaneously changed. As has happened in the Indonesian curriculum, which has changed,

starting from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 (Competency Based Curriculum), 2006 (School Level Based Curriculum), 2013 Curriculum and currently, namely Merdeka curriculum (Hamzah, Sutardjo & Nina, 2017)

Nadiem Anwar Makarim, as the Indonesian Minister of Education, Culture, Research, and Technology, is responsible for curriculum management in Indonesia. Or better known as kemendikbutrustek. Mr. Makarim created the latest Merdeka Curriculum curriculum to evaluate the previous curriculum, namely the 2013 curriculum.

Initially, the name of the independent curriculum was *Kurikulum Operasional Satuan Pendidikan (KOSP)* in English Educational Unit Operational Based Curriculum, which was implemented by driving schools such as the SMKN 4 Banjarmasin school which started in early 2021. The implementation of this curriculum is gradual, depending on the readiness of the unit education in their respective schools. The peak of this curriculum change was due to the learning crisis, especially in simple reading comprehension and basic mathematical concepts. It was exacerbated by the COVID-19 pandemic, which made learning less flexible. (Abdul Hadi, 2022).

This curriculum aims to hone students' interests and talents, lead to essential material, and develop students' character and competencies. The Merdeka Curriculum aims to enable educators, students, and parents to have a happy learning atmosphere (Syukur, 2020).

The inception of this curriculum was based on good excellence in its application. *Merdeka Curriculum* is an *intracurricular* curriculum, which means that the content will be maximized so that students have sufficient time to understand concepts and strengthen their competencies. This curriculum makes it easy for educators to provide learning material that suits the character of their students. This curriculum has three student characters: regular students, students with learning difficulties, and students with high achievements.

Mr. Makarim said that this independent curriculum has three advantages: Firstly, the independent curriculum is designed to facilitate and simplify the material, focusing on essential materials and developing student competencies in each phase. Second, the independent curriculum is more relevant, which means learning is carried out through project activities. Students will have wider opportunities to explore current phenomena through project activities actively. Third, the independent curriculum allows educators to learn according to students' abilities by adjusting the material content. (Salsabilla, 2023)

One form of implementation of the Merdeka Curriculum is the application of teaching modules as one of the teaching materials created by teachers. Previously, in the 2013 curriculum, the application of this curriculum in lesson plans was conventional, while the teaching modules in this latest curriculum were implemented innovatively (Mukhlisina et al, 2023)

Teaching modules are tools or media facilities, methods, instructions, and guidelines designed systematically and interestingly. The teaching Module is the implementation of the Learning Objective Flow (*Alur Tujuan Pembelajaran*), which was developed from Learning Outcomes (*Capaian Pembelajaran*) with the Pancasila Student Profile as the target. Teaching Modules are arranged according to the stage of student development, considering what will be studied with learning objectives and based on long-term development. In this Teaching Module, there are three components, namely general information (module identities, initial competence, Pancasila Student Profile, facilities infrastructure, targets students, and learning model), core components (learning objectives, meaningful understanding, the trigger questions, learning activities, assessment and enrichment & remedial) and appendix (student worksheet, teacher and students reading material, a glossary and bibliography) (Ma'arif, 2021)

The main aim of the teaching modules in the independent curriculum is to help educators teach more flexibly and contextually, not always using learning textbooks. Because teaching modules are a choice or alternative learning strategy.

They were returning to the initial aim or essence of forming the independent curriculum, namely, to create a pleasant learning atmosphere. Next, this curriculum demands independence for students, independence in the sense that students are given the freedom to access the knowledge obtained from formal and non-formal education. Lastly, this curriculum does

not limit the concept of learning that takes place at school or outside school and can demand creativity from teachers and students. (Suadi et al, 2023).

In the context of teaching, of course, the role of a teacher as a facilitator cannot be separated. Professional teachers certainly pay great attention to the details of teaching. The task of a teacher is to guide, direct, teach, train, and assess students who need special attention from the teacher. The teacher's attention must be balanced with careful planning.

English teachers coordinate with educational units to try to provide the best learning. However, of course, teachers face several obstacles in implementing this latest curriculum. Many teachers do not understand the application of the Merdeka Curriculum in the Teaching Module, such as being used to the lecture method of teaching, which makes learning monotonous and does not develop student creativity. This is not in line with the Merdeka Curriculum, which emphasizes content on students, meaning teachers only help students learn independently (Irma, 2023).

Merdeka Curriculum focuses on the Pancasila Student Profile which consists of six elements, which means that learning at the end of the chapter or end of the semester must produce work or attitudes that are in accordance with the Pancasila Student Profile (Kamila, 2023)

Based on the explanation above, the researcher focuses on analyzing the teaching module regarding how English teachers apply the independent curriculum to the Teaching Module and analyzing the problems found in

implementing the Merdeka Curriculum in the teaching module in order to provide education and evaluation in a better direction.

Before conducting this research, the researcher had previously observed the Vocational High School SMKN 4 Banjarmasin. The researcher asked the English teacher about implementation Merdeka Curriculum. The Merdeka Curriculum was implemented at this school in the year 2021, even before this school had implemented the Merdeka Curriculum, which at the time was still called *Kurikulum Berbasis Oprasional Satuan Pendidikkan (KOSP)*. The researcher also asked about designng Teaching Module based on the Merdeka Curriculum. She said that she needed help to implement Teaching module, plus a lack of understanding of the concept of the Merdeka Curriculum itself. The school implements a Merdeka Curriculum, and researchers think that this school, with through preparation can implement the Merdeka Curriculum different from several other schools. The method in this research is descriptive method with qualitative approach. This is consistent with the research objective, which is to measure and obtain an overview how do the teacher in implementing Teaching Module based on the Merdeka Curriculum. The researcher will use analysis documents from several Teaching Module.

Base on the information and finding above, the researcher would try to conduct the research entitled **“The Analysis of English Teachers in Designing the Teaching Module in the Merdeka Curriculum”**

B. Definition of Key Terms

To avoid misunderstanding as well as misinterpretation towards the title, it is necessary to explain each term as follows:

1. Merdeka Curriculum

According to Oemar Hamalik (2009), the curriculum consists of several plans and arrangements related to content, learning materials, and methods for implementing teaching activities. Nadiem Makarim, the Minister of Education, Culture, research, and Technology, said that the Merdeka Curriculum is Merdeka Belajar (freedom of learning), which is a concept designed to allow students to explore their interest and talents. Based on Pancasila Profiles, this curriculum may also be considered an Intracurricular one.

2. Teaching Module

Harmer (1991) defines lesson plan as the art of combining several different elements so that they are coherent and whole in a lesson has an identity that can be recognized, do by student, and react to anything the teacher might use to visualize. The determinant of the success of the lesson plan has achievements at the end, for that it is necessary to analyze how to make the design of this lesson plan run well and can overcome bad things. In the Merdeka Curriculum lesson plan called Teaching Module.

Teaching Module is a plan for the Merdeka Curriculum era that is used by teachers as a form of implementing the independent curriculum in accordance with government mandates, especially in the application of teaching module components.

3. Designing

According to Dudy Wiyancoko, the notion of design is everything related to concept making, data analysis, project planning, rendering, cost calculation, prototyping, frame testing, and test riding. In this study, researchers focused on designing teaching modules in the Merdeka curriculum, namely on the components contained in the teaching module

4. English Teacher

Professional educators who have the role of facilitator. Ratminingsari (2017) said that there are five roles of English teachers, namely teacher as controller, encourager, assessor, resource, tutor and advisor.

C. Research Questions

Based on the background of the study, the researcher formulates the research question as follow:

1. How do the English teachers in designing the teaching Module in Merdeka curriculum?

D. Research Objectives

Based on the research question above, the researcher formulated the objective of the study as follow:

1. To find out how do the English teachers designing of the teaching Module in the Merdeka curriculum.

E. Research Significance

The main purpose of this research is to find out the teacher's problem in designing assessment in lesson plan based ion the Merdeka Curriculum.

Furthermore, this research can be beneficial for the following:

1. Theoretically, the results of this study can be useful as a reference for those who have an interest in the same topic. I also hope that this research can deepen the reader's knowledge about Merdeka Curriculum in Teaching Module.
2. Practically, the researcher hoped that the results of this study can motivate teachers to be more creative and innovative in the Merdeka Curriculum.
3. Pedagogically, the researcher hopes that the results of the study can be a way to solve the problem of designing Merdeka Curriculum in Teaching Module.