

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

The overarching goal of the education provided at this institution is to shape its students into self-sufficient members of society. The process of becoming an independent human being required students to develop the skills necessary for independent learning in the classroom. The concept of self-directed study is essential to both the academic study of education and its practical application. The phrases "independent learning," "autonomous learning," "self-directed learning," "independent study," and "self-regulated learning" are all used interchangeably with one another. In general, there is a solid consensus over many interpretations of each term; nonetheless, all of these names allude to the same notion, which is one in which learners actively participating in the process of their own learning (Morrison & Bruce, 2011).

The government of the Republic of Indonesia is continuing its work to normalize and restore learning by issuing a policy on the application of the Independent Curriculum. The Decree of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) of the Republic of Indonesia Number 56 of 2022 about Guidelines for Curriculum Implementation in the

Context of Learning Recovery made this policy official. These guidelines are intended to serve as a supplement to the previous curriculum. This endeavor affords educational units opportunity to put into practice the 2013 Curriculum, the Emergency Curriculum, and the Independent Curriculum. The provision of options for implementing this curriculum is an effort to provide time for socialization and training to teachers, school principals, and school supervisors in order to prepare for the implementation of the Merdeka curriculum as a whole.

This preparation is being done in order to ensure smooth implementation of the curriculum. The Ministry of Education and Culture issued a policy in the context of restoring learning in 2022-2024 that states schools that are not ready to use the Independent Curriculum can still use the 2013 Curriculum and the Emergency Curriculum as the basis for providing education. This policy was issued in the context of restoring learning in 2022-2024. In schools that are prepared to implement it, the Independent Curriculum is used as an alternative to the traditional one.

An analysis of the curriculum is scheduled to take place during the learning recovery phase, with the results of this analysis intended to contribute to formulating a national curriculum policy in 2024. The conclusions drawn from the evaluation serve as a reference point for the Ministry of Education and Culture in shaping policies for the

subsequent follow-up of learning recovery.

A major principle of the newly implemented Curriculum 2013 is student-centered learning, which places the student at the center of the educational process. Student-centered Learning is a defining feature of the curriculum that was implemented in 2013. There are major ramifications for incorporating student-initiated learning and self-directed study into the classroom environment. (Wangid, 2014) defines the relationship between student agency and self-regulation of learning as the ability to control one's own thoughts, feelings, and actions while learning. It is believed that these features can be implemented in the classroom using the self-regulated learning model's three cycles: preparation, performance, and evaluation.

Given the variety of contexts in which the idea of independent learning has been adopted in recent years, it's clear that there are numerous ways in which this idea is interpreted. It's fascinating to see how widely embraced ideas like independent learning may be understood in different ways. By way of illustration, it is generally agreed that "independent learning" refers to study conducted apart from formal instruction (Little, 1991). Nonetheless, Gremmo and Riley (1995) argue that teachers still play a role even when students engage in self-directed learning. Teachers, they argue, continue to serve in a variety of advisory, mentoring, and tutoring capacities. Therefore, even if students are exposed to the idea of self-directed

education. They do not always manage to evade the classroom instructor. Teachers foster students' ability to study independently by assigning them activities that call for them to work on them without direct instructor supervision, either alone or in small groups. The teacher might also provide assistance based on the requirements of the class.

It's encouraging to see the idea of independent study being pushed at the middle school level. In terms of cognitive growth, Thomas (1993) finds that students between the ages of 10 and 13 gain the most from time spent studying on their own. There are two advantages to encouraging students in middle school to learn independently. In the first place, preteens and teenagers are at an age where they are capable of independently implementing complex learning strategies and completing learning activities. Second, most middle schools already use teaching methods that promote quick, independent learning (Thomas, 1993).

The Ministry of Education and Culture gives educational units leeway in implementing an independent curriculum (IKM) by providing three model options based on the preparedness of teachers and other education professionals: 1) Independent Learning, which is an implementation model that gives educational units leeway when implementing the curriculum independently of several parts and principles of the Independent Curricula, IKM); 2) Integrated

Learning, which is an implementation model that integrates several parts and principles of the Independent Curricula, IKM; and 3) In order to give schools more leeway in their implementation of the Independent Curriculum, Mandiri Change proposes that they make use of the teaching resources already available in PAUD schools (for students in grades 1, 4, 7, and 10) rather than having to create their own. PAUD education units in grades 1, 4, 7, and 10 can use the Mandiri Sharing model to apply the Independent Curriculum at their own pace by creating their own unique set of instructional materials.

Student underachievement in English proficiency is due to insufficient teacher-student contact and a failure to take the initiative to learn, as found in Dardjowidjojo's (2000) research. Since English is, in fact, a foreign language to them, they make very little linguistic use of it in everyday situations. Therefore, they should incorporate strategies that encourage independent study, as this has been shown to be effective in boosting students' ability to utilize English in contexts beyond the classroom. Children's English is unlikely to improve without regular, individual study.

This also explained in verse 11 of the surah Ar-Rad of the Al-Quran, which reads as follows:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُعَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُعَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَالٍ ۝ ١١

This verse states that Allah SWT sends several angels to always

accompany humans in turn, both in front of and behind them. Allah commanded them to keep watch over it, so they did. Some angels are responsible for protecting humanity at night, and some angels are responsible for protecting humans during the day, guarding against various threats and potential harm. Angels that stand to the right and left of God's throne are the ones who are tasked with keeping a record of all human activities, whether they be good or evil. With two other angels, one in front and one behind them, the angel on the right keeps track of all the good deeds, while the angel on the left keeps track of all the harmful deeds.

Each individual is accompanied by four angels at all times, four during the day and four at night. If a man is aware that there are angels present who see all of his actions and keep a record of them, then he must guard himself against engaging in immoral behavior at all times because the angels observe all he does. Since science has developed sophisticated technologies capable of recording all that happens to humans, it is possible to have faith in angelic supervision of human activities.

There is another reason to convince those controlled by the material ideology that supernatural things cannot be felt and are only known via the five senses. These things cannot be seen, heard, smelled, tasted, or touched. Therefore, it is appropriate for people to say that the position of religion and knowledge in Islam is like that

of two inseparable twins or two friends who are always together and do not argue with each other. This is because, in Islam, knowledge and religion are viewed as complementary aspects of a single whole.

The critical point that needs to be taken away from this passage is the transformations that will take place in humanity if it is founded on human efforts and God's will. Education is a very significant part of one's life, and every single human being, in order to fulfill his responsibilities in social life and to be able to have a caring attitude toward others in society, absolutely needs to get an education. This is a form of the individual's efforts to improve the quality of his life, and it is a requirement for him to do so.

The mufassirin (Shihab, 2013) interpret this passage to mean that Allah would not improve the situation of a people until the people themselves improve it. With the assignment of angels who continually watch over humans, it is impossible to escape Allah's vision from the deeds and efforts humans make. Education, which is an effort to improve the quality of human life in social life, is a significant factor in the changes that occur in people. In this case, education plays a vital role in human change, especially societal or social changes. Education is an effort to improve the quality of human life in social life. Quranic verse 11 from the section Ar-Ra'd promises that if the people work for the change they want, it will come about and that education will play a role in that process. The

second factor that plays a role in the change of a people is, of course, the will of Allah, which is based on efforts to change the condition of the people themselves.

Fulcher (2003) states that "to speak" is to use one's voice to convey meaning to another person. As Chaney puts it, "speaking is the process of creating and exchanging meaning via the use of verbal and nonverbal symbol in a variety of contexts" (Fikri, 2018). In conclusion, speaking, as stated by Reacts (1997) is an activity that takes place in the physical world, with particular speakers carrying it out in order to convey their thoughts and feelings to others. In light of the aforementioned premises, one plausible interpretation is that speaking is an oral action carried out by people for the purpose of communicating a certain meaning to other people.

In connection with activities involving speaking, there are a few different things that can be done. First, Harmer (2001) suggests a few exercises, which include acting out the script, playing a communication game, having a discussion, giving prepared presentations, filling out surveys, role-playing, and simulations.

It is also implied in the Al-Qur'an surah Ar-Rahman verses 3-4 :

خَلَقَ الْإِنْسَانَ ۙ ۓ عَلَّمَهُ النَّبْيَانَ ۚ

The delight that Allah SWT took in creating humans as the most flawless of his creatures is discussed in verses 3 and 4. To enable



them to develop science and technology, humans are designed to stand upright, have a brain that can think, and hands that can realize what the brain thinks. In addition, the human tongue, together with all of the organs that support it, has the ability to produce the sounds that are used in human communication. The human species is responsible for the development of a wide range of linguistic systems.

Consequently, the researcher carried out a study at SMAIT Ukhuwah Banjarmasin. SMA Islam Terpadu (SMAIT) Ukhuwah is a formal educational institution under the Ukhuwah Foundation of South Kalimantan. Subsequently, this educational institution became the inaugural private school to adopt the Merdeka Curriculum or Independent Curriculum as the primary framework for educational endeavors, with a strong emphasis on fostering student autonomy in their learning journey. In addition, SMAIT Ukhuwah is the sole private high school in South Kalimantan that was chosen as a Pioneer High School in the inaugural cohort 2021. SMAIT Ukhuwah Banjarmasin currently employs an educational and learning program that emphasizes the enhancement of student's academic aptitude and Islamic ethical values. This is achieved by utilizing the national curriculum (K13 and Merdeka Curriculum) and the distinctive SIT Ukhuwah curriculum. Hence, the independent curriculum has been adopted in all courses at SMAIT Ukhuwah Banjarmasin, including

English subjects.

In this study, the researcher focused on how English speaking class activities are implemented in the independent curriculum using photovoice research design. This study examines teachers of SMAIT Ukhuwah Banjarmasin and their English speaking class activities. Data is collected from the results of photographs of students in class during English speaking classes.

## **B. Definition of Key Terms**

Several terms related to the research are clarified to avoid misconceptions.

1. IKM stands for Implementasi Kurikulum Merdeka or Independent Curriculum Implementation. As for this study, the researcher focused on implementing the independent curriculum in English subjects, especially in speaking classes.
2. The Ministry of Education and Culture is a government agency responsible for managing cultural concerns within the Indonesian government as well as early childhood, elementary, secondary, and community education affairs. In keeping with this goal, the researcher will use elements of a separate curriculum developed by the Ministry of Education and Culture.
3. The concept of autonomous learning is intricate and multifaceted. It can be characterized as the ability of the learners to make judgments

about the various components of their own learning, or to self-direct their own learning. In addition, in this study, the researcher focused on the concept of independent learning, which is the main principle of the independent curriculum.

4. Speaking Class Activities are activities carried out in class to improve students' speaking skills and build their confidence in using the language being studied. These activities are designed to actively engage students in speaking, practice speaking skills, and develop their oral communication skills. Then, concerning this study, the researcher focused on English-speaking class activities in their application to the independent curriculum.

### **C. Research Questions**

The main questions to be addressed in this research are:

1. How do the photos represent the students' perception of English class activity within Independent Curriculum Implementation in SMAIT Ukhuwah Banjarmasin?
2. What are the challenges faced by the English teacher when implementing the Independent Curriculum in speaking English class activities in SMAIT Ukhuwah Banjarmasin?

### **D. Research Objectives**

According to the research questions, the research aims to

investigate:

1. To find out the students' perception toward the implementation of the Independent Curriculum in English speaking class activities in SMAIT Ukhuwah Banjarmasin.
2. To find the challenges in using the Independent Curriculum in speaking English class activities in SMAIT Ukhuwah Banjarmasin.

#### **E. Research Significance**

This research proves highly helpful for educators, academic advisors, students in senior high schools, and students aspiring to become researchers. This research is a reflection for teachers and students to find out whether the implementation of the independent curriculum is being carried out according to its goals while in English speaking class. Considering that the implementation of the independent curriculum is still in the experimental stage, this research is a reflection for teachers and students to find out whether the implementation of the independent curriculum is still in the experimental stage. This research provides information that proves helpful for future teachers who employ independent curricula, particularly in English-speaking class activities and other classes linked to learning English. Focusing in particular on the difficulties that arise whenever IKM is used to activities that take place in classes taught in English. The researcher has high hopes that with the help of this research, teachers, tutors, and students at IKM will

be able to assess and reflect on the activities that take place during English speaking classes.

This research is expected to be used as a reference for other the researcher to conduct research in the field of Independent Curriculum Implementation. Undoubtedly, the results of this research will be useful for all readers.