

CHAPTER II

LITERATURE REVIEWS

A. Teacher's Perspective

1. Definition of Perception

According to its etymology, the word perception in English originates from the Latin *percipere*, which means to take or receive. The term perception is frequently used in conjunction with other words, such as self-perception and social perception, as stated by Gege Agus in Gerungan. (2019:103) The definition of perception, as stated by Gege Agus in Leavitt, (2019:103) can be divided into two categories: narrow comprehension and broad understanding. In a more general sense, perception refers to a person's perspective or understanding, specifically how they view or interpret something. In a narrow sense, perception is vision, or how a person observes something.

Perception is defined as the experience of things, events, or relationships acquired by assuming knowledge and deciphering messages, according to Gege Agus in Jalaludin. (2019:104) Sensory stimulation is given significance by

perception. Although sensation relationships are a component of perception, focus, expectations, motivation, and memory are also important when interpreting the meaning of sensory input. In addition, Gege Agus cited Irwan (2019:104) as saying that perception is a procedure that requires the brain to receive messages or information. Humans constantly build relationships with their surroundings through sight. His senses, specifically those of the seer, listener, touch, taste, and scent, are used to carry out this relationship.

The process by which people organize and weave of their profound sensations in order to give meaning to their environment, according to Robbins (2006), is known as "the teacher's perception." Environment-related perceptions, specifically as a method by which people organize and poison the impression in agar give their surroundings meaning.

The act of selecting, organizing, and interpreting inputs by a teacher in order to generate a relevant overall picture is known as "teacher perception." Perception, according to Hidayat (2015), is the capacity for a person to identify a problem. In essence,

perception is just something that someone may own depending on the attitude.

According to Muhammad Nurdin's (2016) citation of Leavitt's theory that stated:

The teacher's perception splits into two distinct perspectives, namely, views narrowly and broadly. A narrow perspective interprets perception as sight, or how someone sees something, whereas a broad perspective sees that as how someone is looking at or interpreting something. Most people come to the realization that the way we should see the world is not necessarily the same as how it actually is. Instead of taking a limited perspective, they should focus more on the meaning of what they are experiencing.

Based on some of the expert opinions above, it can be interpreted that the teacher's perception means an analysis of ways integrate our application to the things around us individual with pre-existing impressions or concepts and then identify the object.

2. Perception-Affecting Factors

When learning about perception, it's important to understand that perception has a persistent nature that is modified by a variety of elements. According to Miftah Toha (2012), the following elements can affect how someone is perceived:

1) Internal elements include: 1) Feelings, Attitudes, and Personality; 2) Prejudice; 3) Concern (Focus); 4) Process Learning; 5) Physical Condition; 6) Psychiatric Disorders; 7) Grades; and 8) Needs; and 8) Interests and Motivations.

2) External factors: family history, knowledge and demands in the immediate environment, acquired information, intensity, size, resistance, repetition of motion, new items, and familiar or foreign objects.

Walgito (2016) asserts that a number of factors, including the following, can be used to express the aspects that influence perception.

1) The object that is perceived

Stimuli from objects impact receptors or the senses. In addition to coming from outside the person's field of perception,

stimuli can also originate from within the person in question and have an immediate impact on the receiving neuron, which serves as a receptor.

2) The nervous system, nerves, and sense organs

Sensory nerves are necessary to transmit the stimulus received by sense organs or receptors to the central nervous system, specifically the brain as the seat of awareness. Sense organs or receptors are tools for receiving stimuli. It took a motor that could alter perception for a tool to hold a reaction.

3) Exercise caution.

The primary step in preparing for perception is the need to be aware of or maintain perceptions. All solitary endeavors directed at a collective target are given attention, or focus.

Despite the fact that the object is actually the same, these elements will impact how each person perceives stimuli and make their perceptions unique. Even when the circumstances are the same, how one individual or group is perceived might be extremely different from how another person or group is perceived. Individual differences, personality differences, attitude

differences, and motivational differences can all be linked to variations in perception. In essence, this process of perception formation takes place within the individual, but experience, the learning process, and knowledge also have an impact.

The process of perception involves more than just sense; it also involves organizing and psychologically based monitoring. Jasmine (2018) lists various elements that influence perception, including:

- 1) Selective attention, where just a few stimuli or stimuli require a response, but the person is sufficiently attentive to them.
- 2) The properties of the stimulus, i.e., that a moving or dynamic stimulus is more intriguing to watch and that its intensity is the strongest.
- 3) Individual values and needs, which means that there are differences between people on the basis of the value of life that each person upholds and the needs that it serves.

3. Definition of Teacher

Teacher, which is Sanskrit for "teacher" but also literally "heavy," is a person who imparts information. The term "teacher"

in Indonesian typically refers to education specialists tasked with educating, teaching, guiding, directing, training, evaluating, and analyzing pupils. The term "teacher" in English refers to the act of instructing. Educator, lecturer, or talk are all synonyms for educator. Educators are frequently referred to as teachers. Since both words are compatible, the environment is what makes them different. If the educator only works in the official educational setting, as opposed to the informal, non-formal, and formal educational settings.

According to Izzan (2012:31), teaching is a vocation that calls for specialized knowledge. Anyone with skills outside of education cannot perform the responsibilities and job of a teacher. Effective learning is defined as learning that achieves the desired outcome. The teacher's inability to effectively present learning materials is one of the reasons why this learning process is ineffective. According to Izzan (2012:32), a teacher is successful if they maintain a positive attitude, never give up, explain things simply, and effectively manage the class.

The educator's perspective on a problem or phenomenon that arises while carrying out the primary role of educating, teaching, guiding, directing, training, and evaluating pupils during the learning process is known as the teacher's perspective. Before starting as a teacher in a certain local school, the instructor underwent a number of educational processes.

a. Teacher Competency

The definition of competence according to KBBI is (1) power to determine or decide something. (2) abilities or skills. RI Law No. 14 of 2005 concerning Teachers and Lecturers mentioned that competency is a set knowledge, abilities and behaviors that must be possessed, internalized, mastered by the teacher or lecturer in carrying out the task professionalism. According to Utami Munandar (1992), competence is the capacity to carry out an action as a result of intrinsic and acquired skills.

The ability of a teacher to do their obligations, in this context, is tied to their competency. Pedagogical skills related to the role of the teacher in paying attention to the behavior of

pupils learning are used in using the field of study as a learning instrument for education. The knowledge, skills, and behaviors that teachers must possess, internalize, and master in order to perform their professional tasks can be inferred from the concept presented above that teacher competency is the culmination of a variety of capacities. (Ruth *et al.*, 2016)

The Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Years 2007 concerning Academic Qualification Standards and Teacher Competency states that teachers must possess a variety of competencies, including pedagogical, personality, professional, and social skills learned through professional education. Fourth, the performance of teachers incorporates these competencies:

1) Pedagogical Competency

The teacher's comprehension of students, the design and implementation of the learning process, the assessment of the learning outcomes, and the growth of the student to realize their various potentials are all examples of pedagogic competence.

2) Personality Competency

Personal competence is an ability that demonstrates a consistent, stable, mature, wise, and authoritative personality, serving as a role model for the participants who are well-educated and virtuous.

3) Social Competency

A teacher's social skills are what enable them to communicate and collaborate with students, peers, teachers, administrators, and the surrounding community in an effective manner.

4) Professional Competency

Professional competence is the comprehensive and in-depth mastery of learning material, which encompasses the knowledge of school curriculum subject matter, the scientific content that covers the topic, as well as the structure and scientific technique.

Teachers play the roles of both educators and teachers. Although the two responsibilities can be distinguished, they cannot be separated. Helping students mature is the major

responsibility of an educator. Through knowledge dissemination, problem solving, affective exercises, and skill development, the instructor's role as a teacher is to support students' intellectual, emotive, and psychomotor growth. Teachers serve as mentors in addition to being educators and instructors. Teachers who want to act as mentors for their students must have a solid awareness of each one of them, including all of their strengths and shortcomings, issues and challenges, and personal histories.

According to Fu'ad bin Abdul Aziz ash-Syalhub, teachers have a number of responsibilities, including:

- a. Instilling the correct aqidah and strengthening the quality of students' faith in the teaching and learning process;
- b. Giving advice to students;
- c. Being gentle to students and teaching them with good methods;
- d. Not mentioning names directly when giving reprimands;
- e. Greeting students before and after lessons;

f. Implementing a sanction system when teaching.

Implementing a sanction system when teaching;

g. Giving awards to students.

4. Educator Motivation

Due to the fact that learning is an active action that demands conscious effort and is carried out with full awareness, motivation is crucial to the process. (Dina, 2001)

Motive is defined as "the reason (cause) someone does something" by the Big Indonesian Dictionary. In contrast, motivation is defined as "an urge that develops in a person, either consciously or unconsciously, to take an action with a specific purpose."

The word "motivation" is derived from the word "motive," which is defined as "everything that prompts someone to act." The term "motivation"—which means "inner force or drive"—is the root of the English word "motivation."

The word "motivation" derives from the word "motive," which refers to anything that spurs people to action in pursuit of specific objectives. Another definition of motivation is a

psychological condition that motivates people to engage in specific behaviors in order to accomplish their goals. (Fatih, 2018)

According to a few studies on motivation, it can be concluded that while informally motivating factors include dorongan, alasan, kehendak, and kemauan, informally motivating factors are the daya penggerak kekuatan within an individual that prompts them to engage in the relevant activities and provide encouragement to achieve their goals, whether they originate from outside of themselves or within.

5. Motivational Effects on Learning

According to Sardiman A.M., (2012) learning motivation serves three purposes:

- a. Acts as a driver or motor that motivates others to act in certain ways. In this situation, motivation serves as the impetus for all planned activities.
- b. Selects the course of action, namely in the direction of the desired outcome. As a result, motivation can give purpose

to actions that must be taken in line with the articulation of the objective.

- c. Making decisions about which actions should be taken in order to achieve the goal while putting aside those that are counterproductive.

Motivation may be a driving force for learning and classroom management in the classroom. Motivation can foster curiosity, a sense of understanding, and a spirit of cooperation in learning situations. According to some of the aforementioned viewpoints, motivation serves as a catalyst and activator for promoting learning and igniting students' enthusiasm, interest, and focus on the subject matter so that they can come up with solutions that will help them meet their learning objectives.

According to Mulyana (2010), a teacher's role as a motivator includes the following:

1. Teachers must be open to their students, which entails taking steps to encourage students' willingness to express their opinions, accept students with all of their flaws and strengths, want to respond positively to students' opinions,

within a certain range try to understand the possibility of personal problems from students, pay attention to the problems they are facing, and show a friend.

2. Encouraging students to express their feelings occasionally, helping them to develop self-confidence, and giving them the courage to make decisions are all ways that teachers can support their students in being able to develop and use their potential to the fullest.

3. Fostering positive interactions between students and teachers during teaching and learning activities in the classroom, including, among other things, handling disruptive behavior positively, demonstrating enthusiasm for the subject matter, smiling, being able to control emotions, and being able to be proportional so that various personal issues of the teacher himself can be addressed.

B. Teacher's Roles

Being a teacher is difficult because a teacher is an educator who must be prepared to educate both inside and outside of the classroom. Teachers must have profound insight and knowledge in order to transmit knowledge to students.

Success in the classroom is strongly correlated with high teacher self-concept. Success in the classroom is significantly more dependent on a teacher's mindset toward oneself and others than it is on the methods, procedures, and resources that instructs. This suggests that in order to implement an effective learning activity, the teacher's perception of themselves is a crucial factor.

Everyone acknowledges that teachers have a big impact on a classroom. Although there are many factors that affect pupil learning, the teacher is the most crucial one in a classroom setting. When determining what makes an instructional program successful, teachers are the main factor.

According to Ahmadi's (2018) opinion, the role of the teacher for students are:

a. Teachers as an educator

Order to be an effective educator, a teacher must be able to impart values or norms (both societal and religious norms) through the teaching of subject matter, even if these values or norms are not explicitly covered in the curriculum. (Ahmadi, 2018:62)

Teachers play an important role in developing and implementing the curriculum. Therefore, in order to give their pupils the motivation they need to learn, teachers must be imaginative and creative. Students need to learn from their teachers how to create positive, peaceful interactions among themselves. Fighting with classmates is a despicable act, as is oppressing, inflicting harm on, or lying to another person. Recently, this has become a common occurrence in many institutions. (Ahmadi, 2018:63)

b. Teachers as a guide

By acting as a guide, the teachers must also assist students in resolving the issues they encounter from time to time so as not to obstruct their ability to learn. The teacher's job in this situation

is to assist students in becoming self-sufficient issue solvers. Making students independent and reducing their reliance on help from instructors is the goal of this assistance. (Ahmadi, 2018:63)

Students frequently find it difficult to focus during lessons, so the instructor only offers assistance within the parameters of proposing various alternatives, which the students then choose and put into practice. For instance, the teacher might inquire as to why the pupil is having trouble focusing. Following the student's explanation of the problem's causes, the teacher can provide the student with a summary of possible solutions. Since the student is the one solving the issue, the teacher shouldn't dictate which action the student should take. (Ahmadi, 2018:63)

c. Teachers as manager

Both managing in the context of classroom management and managing in the sense of applying management concepts to learning—which includes planning, organizing, mobilizing, and supervising—define teachers as managers. In the first situation, it is the teacher's responsibility to create lesson plans that include all pertinent elements, arrange students and learning resources in

the classroom, enlist students' enthusiasm for learning and task completion, and monitor student learning activities. (Ahmadi, 2018:64)

C. The Nature of the Curriculum

1. The history of curriculum development in the first Indonesian educational institutions

When using the 1947 curriculum, it is usually called the Unraveled Lesson Plan. The concept of the 1947 curriculum supports the formation of the character of state and community awareness. This curriculum was also influenced by the socio-political order of Indonesia during the Indonesian-Dutch colonial period. Over time, the 1947 curriculum changed to the 1952 curriculum, namely the 1952 lesson plan decomposed. This curriculum was not much different but underwent a slight change in the process of its use. Changes/revisions to the curriculum are still continuing, such as the emergence of the 1964 curriculum (Education Plan 1964), the 1968 curriculum, the 1975 curriculum, the 1984 curriculum (enhanced 1975 curriculum), the 1994 curriculum and 1999 curriculum supplements, the 2004

curriculum (competency-based curriculum), the 2006 curriculum (education unit level curriculum) and the 2013 curriculum which also has a revised edition. Every curriculum change in an educational unit has a strong basis.(Malikah *et al.*, 2022)

Changes in the curriculum are inseparable from the development of an era that is all digital. Just like today, digitalization is one of the benchmarks for the emergence of an Merdeka learning curriculum. In addition, the application of the concept of education in Indonesia is often not in accordance with the circumstances of students and teachers. For example, student graduation to be able to continue to the next level of education is measured by the final score of the National Examination which must reach a predetermined standard even though we know that every student has the ability and expertise in their respective fields in the learning process.

In addition, teachers are also required to prepare a syllabus or lesson plans that are very large and take a long time to prepare so that the learning process carried out by teachers for students is not optimal. The curriculum system is too monotonous

and does not provide independence for students and teachers. Therefore, new ideas emerged on curriculum development in Indonesia.

2. Merdeka Curriculum

The presence of the Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim sparked an idea for a change in the curriculum, namely the Merdeka learning curriculum. The Merdeka learning curriculum is one of the curriculum concepts that demands independence for students. Independence in the sense that every student is given the freedom to access knowledge gained from formal and non-formal education. This curriculum does not limit the concept of learning that takes place at school or outside of school and also demands creativity from teachers and students.

Nadiem Makarim stated that teachers have the duty and responsibility to a very difficult but noble responsibility. Teacher is given responsibility in shaping the future of the nation but based on very many rules in the form of administrative preparation that must be provided by the teacher so that the noble

concept in the form of help that should be done by the teacher to his students is not optimal.

3. Understanding the Merdeka Curriculum or Free Learning

The word "Freedom" has three main meanings, namely: (1) free (from) inhibition, colonization and so on), stand alone; (2) not affected or free from prosecution; (3) not bound, not by depending on people or certain party. While the word "Learning" is usually defined as "effort" in creates an intelligence (Sagala, 2006: 9). In principle, speaking how to change one's behavior. Freedom to learn is freedom in thinking, especially in matters of the essence of independence think this must be in a teacher before. Without happening in the teacher, no maybe it can happen to students. The perspective of independence itself, isn't it? mere obedience or resistance. Freedom is something that fought for, not given. Hence, the saddest reality of teacher development, today is the point at which often makes the teacher feel blamed. Not being listened to. Actually, in almost all situations, the teacher is said to be key in education. This sentence is actually

not a complete sentence. The key is often interpreted as solutions to all problems that can be left alone.

In this case, the freedom of learning that the researcher means is one of the learning environment efforts in creating a recreational atmosphere and fun, and regardless of various obstacles, especially obstacles in child psychology. An Merdeka learning education program that will proclaimed by the government includes four main policies, including: 1) National Standard School Examination (USBN); 2) National Examination (UN); 3) Plan Implementation of Learning (RPP), and 4) New Student Admission Regulations (PPDB) zoning.

4. Characteristics of the Merdeka Learning Program

For more details, the four characteristics of the Merdeka learning program can be described as follows.

1) USBN 2020

According to Article 2, Paragraph 1 of Permendikbud Number 43 of 2019, the exams administered by educational institutions are learning outcomes evaluated by educational institutions with the goal of evaluating the attainment of graduate

competency standards for all topics. Article 5 Paragraph 1 explains that the exams administered by the Education Unit may be in the form of portfolios, assignments, written tests, or other forms that are consistent with the skills assessed by the National Education Standards.

The Education Unit also determines the graduation of students explained in Article 6 paragraph 2. It can be concluded from the contents of the Permendikbud that schools and teachers are more free to assess student learning outcomes.

2) UN (National Examination)

UN is a process used to assess graduates' attainment of competency outcomes in particular topic areas. In light of established graduate competency standards, this is applicable on a national basis. One thing that is incorrect is the central government's assessment of learning outcomes, which aims to gauge graduate competencies at the national level in a few subjects (Permendikbud No. 43 of 2019) related to the UN's implementation in 2020. The UN will then be replaced by other terms in 2021, such as Minimum Competency Assessment and

Character Survey. The purpose of assessment is to gauge students' proficiency in reasoning through language and reading, numeracy, and a stronger emphasis on character education.

Technically speaking, the test will be given in the middle of the level of instruction. For instance, in grades 4, 8, and 11, with the intention of encouraging educators to plan out learning environments and assess them in order to improve the caliber of instruction.

2) RPP

The goal learning, learning steps, and learning assessment (assessment) that must be carried out are the three core components of the RPP, according to the Circular Letter of the Minister of Education and Culture Number 14 of 2019, concerning the simplification of RPP, the contents of which include: (1) preparation of RPP carried out with the principle of efficient, effective, and student-oriented; and (2) Of the 13 components in the RPP that have been stated in the Permendikbud No. 22/2016.

3) PPDB

According to Article 11 of Permendikbud Number 44 of 2019's PPDB 2020 regulations, the distribution percentages are as follows: (1) for a zoning line of at least 50%; (2) the most affirmative path as little as 15%; (3) the transfer route for parent or guardian responsibilities of 5%; and (4) achievement path (is the remaining quota from the implementation of the zoning path, affirmations, and transfer of parents/guardians) (0-30 percent). There are at least two key differences between this policy and PPDB from past years that stand out: (1) The accomplishment path admissions quota, which was originally set at 15 percent but is now at 30 percent; (2) the road of affirmation, which is particularly for individuals who possess a Smart Indonesia Card, is a new addition to the PPDB line, and (KIP). Hence, PPDB 2020 continues to pay attention to system zoning, but it is flexible in its implementation to account for access and quality disparities across different regions. Most significantly, in the regions it is authorized to determine and determine their separate zoning areas, in the proportion of their finalization. In general, the PPDB

zoning system is already beneficial since it can promote the elimination of prejudice for locals to attend the top schools.

5. Differences between the Merdeka Curriculum and the 2013 Curriculum

The characteristics of the Merdeka Curriculum, namely 1) 144 hours of study per year; 2) There are Learning Outcomes; 3) There is a Flow of Learning Objectives; 4) Teaching Modules; 5) The teacher designs weekly learning with 20% of intracurricular projects, for example, 4 hours of Civics per week, then 3 hours of intracurricular and 1 hour of co-curricular; 6) Can block system. Example: Subjects have 144 hours per year. Then the clock settings are returned to the teacher to be creative. This semester there may be Civics, the next semester there will not be no problem, the important thing is to achieve the total number of study hours per year; 7) Science and Social Studies subjects are combined into IPAS; 8) Project-based but not intra-curricular; 9) SBdP Subjects can only be taught in one field, for example fine arts, dance, or sound arts; 10) Learning must be differentiated; 11) Each class is divided into several phases, Class 1 Phase A,

Class 2 Phase A, Class 3 Phase B, Class 4 Phase B, Class 5 Phase C, and Class 6 Phase C. If students are unable to achieve learning outcomes in grade 1, then students can complete the learning achievements in the next phase. The Merdeka Curriculum holistically measures the competence of students.(Angga *et al.*, 2022)

The term Competency in the 2013 Curriculum becomes KI (Core Competence) and KD (Basic Competence). Thus, the assessment is more thorough because all competencies are measured, starting from social attitudes, spiritual, skills and cognitive competencies. The material presented in K-13 which is seen in the student and teacher theme books is very little so teachers and students have to deepen the material from various sources. Assessment in K-13 makes it difficult for teachers, because there are lots of assessment rubrics that have to be made and assessment sheets that have to be filled out. Meanwhile, the facilities and resources for this matter are still limited.(Angga *et al.*, 2022) However, the 2013 curriculum is unique because it

constructs two dimensions, namely character education and student competence.

6. Challenges in Putting the Independent Learning Curriculum into Practice

The independent learning curriculum is a novel idea in education that will assist students and teachers in innovating in the field of education, but when it comes to implementation, it faces a number of challenges, such as the lack of understanding of the independent learning concept by teachers, students, and parents.

1) Quality of Human Resources

Human resources are an important component in the organization that will move and carry out activities to achieve goals. Nawawi (200) divides the understanding of human resources into two, namely macro and micro understanding. The definition of human resources in a macro sense is all humans as residents or citizens of a country or within certain regional boundaries who have entered the labor force, both those who have and have not obtained employment (employment). The

definition of HR in a micro sense is simply humans or people who work or are members of an organization called personnel, employees, employees, workers, labor and others.

The human resources in question in the field of education include parents, teachers, and students. Many teachers, especially those who are more experienced, do not understand how to use technology and applications, which causes the learning process to malfunction and the learning system to not be implemented as effectively as it could.

2) Infrastructure and Facilities

For a teacher to facilitate the learning process, the curriculum needs to have the resources and infrastructure needed. National standards of education relating to minimum criteria about learning spaces, exercise areas, places of worship, libraries, laboratories, and other learning resources that can support the learning process, including the use of information and communication technology, are outlined in Republic of Indonesia government regulation number 19 of 2005 concerning National Education Standards.

Facilities and infrastructure are "the entire process of procurement, utilization, and supervision of facilities used to support the educational process that has been determined to be effective and efficient," according to Soejipto Rafles (2000).

In order to achieve learning objectives in a seamless, organized, effective, and efficient manner, learning facilities and infrastructure are defined as both movable and immovable facilities that either directly or indirectly support the educational process, particularly the teaching and learning process.

D. Previous Study

The First, in a journal entitled *Pembelajaran Bahasa Arab Berbasis Kurikulum Merdeka di Pondok Pesantren* by Mohammad Jailani, (Mohammad Jailani, 2022) the learning studied is part of teaching implementation, teaching practice of ustadz at Islamic boarding schools; and researchers come directly, and face to face at the research location . This research uses a qualitative approach based on case studies at Islamic boarding schools. The researcher spoke with the kyai, who serves as the head of the Islamic boarding school, in person and

conducted interviews with the ustadz there. Researchers interviewed the students about how to learn, and whether the learning provided by the ustadz was in accordance with the desired learning. After the data was obtained, both information data and observation and documentation data, the researcher performed data display, data reduction, data presentation, and data reduction. The results of the research are that at the Babul Ulum Pamekasan Madura Islamic boarding school, learning practices which are the output of the implementation of the Merdeka learning curriculum development can be divided into two learning substances. Among them the management of Islamic boarding schools and ustadz Merdeka learning curriculum is first the ustadz, teachers, strengthened by mastery of the Merdeka learning platform. Which is applied in the search for mufradat, Arabic language literature and the study of the yellow book. Second, the output of the Merdeka learning curriculum is an increase in creativity in operating the internet, including processing it.

The second, in the article *Strategi Penyusunan Perangkat Pembelajaran Mata Pelajaran Bahasa Inggris melalui Peta Konsep dalam Kurikulum Merdeka* written by Rahmad Hidayat, *et al.* (Hidayat *et al.*, 2022) This article explains debriefing on strategies for compiling learning tools for the Merdeka Curriculum 2022 for English subjects for Vocational High Schools in the City of Surabaya for teachers at the Vocational School level who are members of the MGMP Vocational Schools throughout Surabaya. The primary goal is to provide information on how vocational teachers should be able to create concept maps for learning English in addition to having a solid understanding of the 2022 Merdeka Curriculum. This paper employs a qualitative descriptive method, with technical advice serving as the implementation strategy. The Surabaya region's English MGMP high school level teachers participated in the creation and collection of concept map documents, technical advice, and notes made during the implementation of training activities. As many as 40 involved teachers' ability to create learning tools will be improved by this training. According to their knowledge and

professionalism, teachers have demonstrated success in creating concept maps and correctly implementing learning tools. However, because the world of education is one of never-ending learning, advancements must still be made going forward.

The third, in the journal *Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar* made by Juliati *et al.* (Boang Manalu *et al.*, 2022) This research is a qualitative research based on problem analysis which is then described through the researcher's ideas. The data in this research were obtained through observation in the form of interviews, reading newspapers, journals, and situational analysis of the learning process applied in schools. In this study the researchers obtained the results of the Merdeka learning curriculum concept which is the formation of independence in thinking. Independence of thought is determined by the teacher. This means that the teacher is the main pillar in supporting success in education. In the current era of digitalization, technological developments affect the quality of education. Well, through this concept students are given the freedom to think to maximize the knowledge that must

be taken. The concept of the 21st century curriculum requires students to be Merdeka in acquiring knowledge in both formal and non-formal education. The freedom applied in the 21st century concept will provide opportunities for students to explore as much knowledge as possible. The burden that has been borne by teachers so far can be solved through the Merdeka learning curriculum. In addition, the concept of an Merdeka learning curriculum will also be a solution in responding to educational challenges in the current digitalization era.

Based on the previous research that has been submitted, the similarities and differences of the previous research will be explained with the research that will be conducted by the researcher.

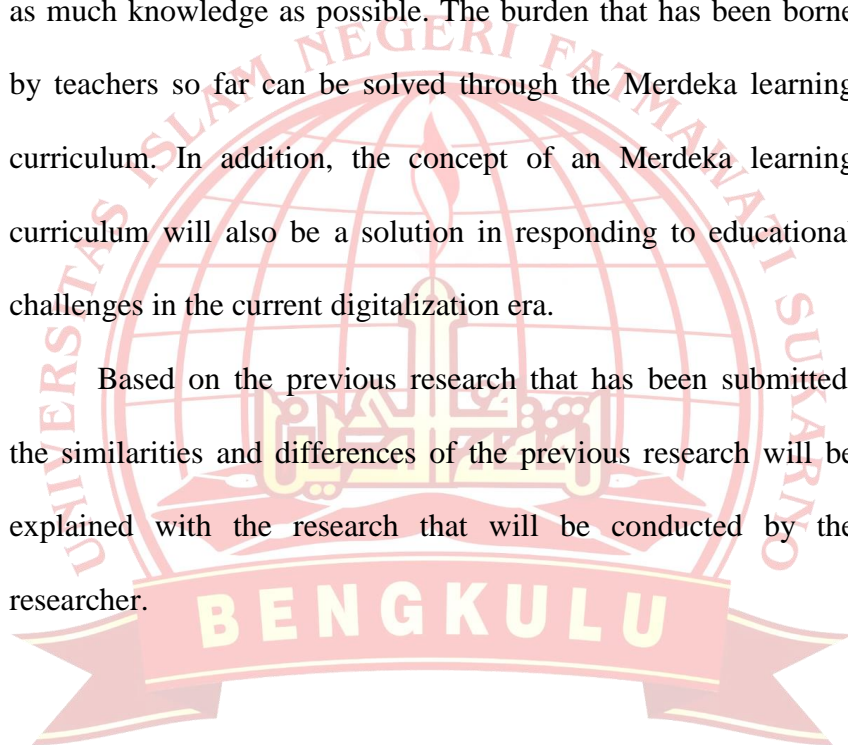


Table 2.1
The Similarities and Differences of Previous Study

No	Title Research	Similarities	Differences
1	<i>Pembelajaran Bahasa Arab Berbasis Kurikulum Merdeka di Pondok Pesantren</i>	Using qualitative methods, data obtained from observation and interviews	Previous researchers used qualitative case studies, while researchers used qualitative descriptions
2	<i>Strategi Penyusunan Perangkat Pembelajaran Mata Pelajaran Bahasa Inggris melalui Peta Konsep dalam Kurikulum Merdeka</i>	Using a qualitative descriptive method	This is an article that provides provision for the preparation of learning tools, while researchers will conduct research to see the teacher's perspective on the new curriculum
3	<i>Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar</i>	Using qualitative methods	In data collection, previous researchers also read newspapers as a form of data collection, while researchers did not use newspapers as data collection

E. Theoretical Framework

Based on a review of previous research, the theoretical basis and problems that have been explained, a research

framework model that wants to examine the teacher's perspective in implementing the new curriculum in schools, namely the Merdeka curriculum, can be described. Later observations will be made when the teacher applies the Merdeka curriculum in the learning process in class VII at SMP Negeri 5 Bengkulu City to then be interviewed about the teacher's perspective on implementing the Merdeka curriculum.

Figure 2.1
Theoretical Framework

