

# CHAPTER I

## INTRODUCTION

### A. Background The Study

Education is a process of humanism, here in after known as humanizing humans. Therefore, we must be able to respect the human rights of every human being. Students, in other words, however, are not a menu of student machines that can be adjusted at will, but they are a generation that must be assisted by giving care in every change towards maturity so that they can form independent human beings, think critically and have good moral attitudes.

As stated in the hadith of the prophet Muhammad, "The importance of knowledge is a keyword that everyone must realize." Whoever wants the world must have knowledge, and whoever wants both must have knowledge (Abidin, 2021) explains that knowledge is the key word to achieve goals and can solve any problems both in the world and the hereafter. Even knowledge is the primary condition for excellence and success in the world and the hereafter.

Education is defined as a conscious and planned effort to create an atmosphere of learning, allowing students to actively develop their potential for religious and spiritual strength, self-control, personality, intelligence, moral values, and skills required by both themselves and society according to Law on the Education System No. 20 of 2003, this is the case. In its broadest sense, education is defined by life itself. This demonstrates that education includes all knowledge of learning that occurs throughout life, in all contexts and conditions, and has a positive impact on the development of every individual as a human being. Lifelong education is an educational concept that endures throughout one's lifetime. Learning can transpire in any setting at any given time (Amirin: 2013: 4), and teaching in a wide sense is also a process of instructional activities. Education means imparting knowledge to kids by a teacher. Adults are required to serve as role models for children and to teach them about morality as well as how to explore their knowledge. The functions of the family and society, in this case, are highly significant and serve as a

conduit for mentoring that can generate and enhance knowledge and understanding, rather than being limited to formal education conducted by those in authority (Ab Marisyah, Firman, 2019).

The curriculum is closely related to the quality of education, although the curriculum is not the only factor that influences the quality of education. According to Glatthorn (1987), "the curriculum is a plan that is prepared as a guideline for learning in schools, which is generally raised in documents and applied in class" Supirito (2012): 48 There are two perspectives on the curriculum that might be considered, old and new. The conventional view states that "the curriculum is several subjects that students must take to obtain a diploma" (Hamalik, 2007: 3). This is known as the old view or the traditional view. "The curriculum is all the experiences and activities that are the responsibility of the school, both inside and outside the classroom" (Hamalik, 2007: 4). Hidayat (2013) writes from the perspective of national, " A set of plans and arrangements regarding the objectives of content and learning

materials and learning to achieve certain educational goals" is how Law No. 20 of 2003 (SISDIKNAS) defines curriculum in article 1 paragraph 9. The viewpoints presented above support the idea that the curriculum is a learning strategy designed to accomplish a certain educational goal.

The curriculum will always adapt to reflect the times and societal changes. To keep pace with advancements in science and technology, as well as the increasing societal expectations for formal education, curriculum adjustments are implemented. The scope of the curriculum as a planned program is sufficiently broad to provide a complete picture. The curriculum can thus be viewed as a deliberate and comprehensive program that describes a nation's character and, on the other hand, as a written document or plan addressing the qualities that must be attained through a learning experience.

A curriculum is a group of objectives, topics, and associated schedules and arrangements. Learning materials and methods are employed to facilitate the execution of

learning activities to achieve educational goals (Susetyo, 2020). The curriculum has a function in education, namely as a tool in the process of achieving educational goals. The curriculum comprises key components and interconnected supporting elements designed to achieve educational objectives. The curriculum component is a system that is interrelated and cannot be separated which reflects a unified whole (Jumriani, Abbas, et al., 2022).

The Republic of Indonesia's Minister of Education, Culture, Research, and Technology (Republic of Indonesia Number 56/M/2022) introduced the learning Merdeka curriculum on February 11, 2022. The Merdeka curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. In the context of curriculum development in Indonesia today, the Merdeka curriculum is one of the most

essential goals at the higher education level (Rahmatullah and Syamsu, 2021). The idea of a "Merdeka curriculum" was developed in reaction to the Industrial Revolution 4.0 period and offered independence and autonomy to educational institutions. Teachers are free from this bureaucracy, and students are free to select their areas of interest. (Billah, 2021; directorate of learning, and student affairs. The Learning Merdeka curriculum must be implemented promptly, as anything new necessitates preparedness for execution. However, the awareness of English instructors' readiness to implement the learning Merdeka curriculum is limited among a few people. The Merdeka learning philosophy served as the major inspiration for the creation of the curriculum (Permendikbud No. 22 of 2020). The curriculum was developed to empower teachers in creating instructional environments where students can manage their learning independently, based on their preferred learning styles.

The best learning for students at school will provide the things needed to develop students' potential for future life.

Teachers play a crucial role in education, not only as messengers to students but also as educators who provide the best and most meaningful education for students. Achieving quality education depends on the extent to which teachers understand the implementation of their duties at school, including an understanding of the curriculum (Kurniati et al., 2022) explained, quoted from (Bunga Nabilah et al., 2023).

This study aims to determine the readiness of English teachers at Mts Ja-AlHaq to implement the Merdeka Curriculum. The curriculum change is expected to be able to make the learning process more effective and it requires careful readiness to achieve the desired target. Teachers should take special care to get ready for the implementation of the recently established Merdeka curriculum since they play a crucial role in enabling both students' and teachers' learning processes based on pre-observation carried out by researcher on September 13, 2022. Researcher discovered a phenomenon: There is currently a contentious debate over whether to introduce a Merdeka curriculum, which will undoubtedly call

for extensive access to electronic media to speed up the learning process. Researcher learned this via their two-month internship at Mts Ja-Alhaq, where they discovered that students were not permitted to bring electronic (handphone) gadgets. As a result, speculation arises among scholars about how teachers will be equipped to implement the Merdeka curriculum and what challenges may be encountered by them.

Based on several previous studies related to this research, no one has studied the readiness of English teachers to implement the Merdeka curriculum in offline learning. Therefore, researcher are interested in finding out whether English teachers in Mts Ja-Alhaq, Bengkulu City, are prepared to execute the Merdeka learning curriculum. The researcher proposed the curriculum because it is something that teachers must learn and comprehend before implementing it. It also poses a challenge for teachers within the learning process policy to produce a golden generation that possesses character, morality, intelligence, and creativity.

Based on the background above, further research will be carried out on the process of English teacher readiness in implementing the independent curriculum with the title **“Analysis Of The English Teachers’ Readiness In Implementing Merdeka Curriculum At Mts Ja-Alhaq Bengkulu”**.

### **B. Identification of the Research**

Based on the result background of the study, the researcher identified problems :

1. The emergence of the phenomenon of Merdeka curriculum change is a challenge faced by teachers
2. The readiness of the teachers in implementing the Merdeka curriculum
3. Factors that hinder in implementing the merdeka curriculum
4. Teachers' difficulties in readiness for the implementing Merdeka curriculum

### **C. Limitation of the Problem**

To avoid misunderstandings and to clarify the problem, it is important to define the boundaries of the problem. Researcher limited the research to the English teachers' readiness to implement the merdeka curriculum at MTs Ja-alhaq Bengkulu city.

### **D. Research Questions**

The formulation of the problem in this study are:

1. How the readiness of English teachers' at MTs Ja-alhaq in implementing the learning Merdeka Curriculum.
2. How the challenges of the English teachers' in implementing merdeka curriculum.

### **E. Research objectives**

Based on the statement in the background of the study, the purpose of the study was:

1. To find out how the readiness of English teachers' at Mts Ja-al haq in implementing the learning Merdeka Curriculum.

2. To find out how the challenges of the English teachers' in implementing merdeka curriculum

### **F. Significant of the Research**

It is hoped that this research can be used as a reference to determine the readiness of the English teachers in implementing the Merdeka curriculum. The results of this study are expected to be useful for:

1. Teacher

English teachers can evaluate the readiness of teachers to implement the Merdeka curriculum.

2. Other researcher

Doing this research will support and motivate other researcher who want to do research and also have a positive impact on the quality of research on the readiness of English teachers to implement the Merdeka curriculum.

### **G. Definition of the Key Term**

1. Teachers Readiness

Readiness is the overall condition of a person to respond and practice an activity which the attitude

comprises the mentality, skills, and attitudes that need to be possessed and prepared for the execution of specific activities. Teacher readiness can be understood as the teacher's perception of the teacher's ability and readiness in learning and also in changes. such as teacher readiness in implementing the independent curriculum.

## 2. Merdeka Curriculum

The learning merdeka curriculum was launched on February 11, 2022, by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022. The Minister of Education and Culture of the Republic of Indonesia (Kemendikbud RI), Nadiem Anwar Makarim, has created a new policy initiative called "Freedom to Learn." The Merdeka curriculum is one with diversified intra-curricular learning, where the content will be better suited so that students have enough time to explore concepts and hone skills. The content in the Merdeka Curriculum has been arranged more effectively to offer students additional time for exploring concepts and developing proficiency. It encompasses an array of extracurricular learning possibilities.