

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

By definition, An English as a Foreign Language (EFL) teacher is someone who has earned a teaching credential in English from a school of teacher education and who has been granted a suitable teaching certificate. This person is then formally appointed to teach English as a foreign language in accordance with the certificate his guidance. It is helpful to make the distinction between natural language and foreign language contexts when analysing the population of English as a Foreign Language (EFL) teachers. On the other hand, in a foreign language setting, teachers are typically non-native speakers who have never spent time in an English-speaking country and may find it more difficult to make decisions similar to those of a native. In natural settings, English as a Foreign Language (EFL) teachers are typically native or close native speakers

of the language and can handle the various decision-making steps associated with language use.

According to Dewi, (2020) In the renewal of the national education system, a national education development strategy has been established. One of the principles of education implementation is to be used as a basis for the implementation of education reform in order to realize national education. The purpose of education is to cultivate and empower pupils throughout their entire lives. As professional educators, teachers in this education strive to raise the standard of national education and have the capacity to carry out its objectives by setting an example for students and encouraging their potential and innovation. According to Law Number 14 of 2005 regarding teachers and lecturers, pedagogical competence is one of the skills that educators must acquire. The capacity of a teacher to direct students' learning is known as pedagogic competence. The success rate of the learning process and the results of learners are determined by pedagogic ability, which sets a teacher apart

from other professions. As a result, it is the duty of teachers to create learning curricula that are in line with established competencies (Wahyuni and Ibrahim, 2019).

However, the fact is that many teachers still copy the Lesson Plan (RPP) from the internet, unfortunately the lesson plan of teachers who copy from the internet is no longer changed according to student needs so that the learning process does not run according to the lesson plan. Learning activities will not run smoothly without careful planning. Learning planning plays an important role in a learning activity. A lesson plan (RPP) is a document that outlines the methods and framework for acquiring one fundamental competency specified in the syllabus and outlined in the content standard. Lesson plans must be produced by teachers as the first step in the learning process. A lesson plan is a strategy that outlines the methods and planning necessary to develop one fundamental competency that is outlined in the subject standard and detailed in the syllabus (Kunandar, 2018).

According to Anggriani and Indihadi (2017), Lesson plan (RPP) is a deliberate and intentional planned design in learning developed by instructors that is used as a manual for educators to carry out the process of learning in the classroom in order to meet learning objectives. The learning activities that will be carried out during one lesson are planned out in the lesson plan that the teacher has created. The adoption of a scientific method is one of the distinctions between how learning activities are implemented in the 2013 Curriculum and how they were implemented in the previous curriculum (Kurniasih, 2014).

The importance of lesson plans is to help teachers think about the lesson before it is taught. Therefore, teachers play a very important role in the preparation of Lesson Plan. Therefore, the Ministry of Education and Culture changed the lesson plan tool into one sheet to support the Kurikulum Merdeka Belajar program. Teachers in the Kurikulum Merdeka Belajar lesson plan, especially english teachers, in terms of the preparation of the Kurikulum Merdeka Belajar

lesson plan, teachers are confused about determining the learning steps in making the Kurikulum Merdeka Belajar lesson plan. There are still many teachers who do not understand very well in making the lesson plan for the Kurikulum Merdeka Belajar. During the observation at the school, the curriculum representative asked the subject teachers to prepare the lesson plan for the Kurikulum Merdeka Belajar but the subject teachers were not ready to make the lesson plan. Previously, teachers still used the usual lesson plan or 13-component RPP. Teachers can only copy and paste the lesson plan (teaching module) Kurikulum Merdeka Belajar from the internet without considering the learning process that will be taught in class later.

With this in mind, it is important for teachers to respond appropriately (and practically) and equip students with the necessary skills to deal with cultural and linguistic differences. A teacher must be able to design lesson plans and develop in accordance with the applicable curriculum. Lesson Plan as one of the learning tools is derived from the

main guide curriculum for teachers to develop RPP. The curriculum is one of the important elements in an education system, and teachers play a major role in the implementation of the curriculum.

The lesson plan (teaching module) design for the Kurikulum Merdeka Belajar is different from the K13 lesson plan (RPP). Lesson plan (RPP) K13 emphasizes more on the curriculum that has been set and emphasizes more on academic skills, lesson plan (RPP) K13 does not display a learning profile. While the Kurikulum Merdeka Belajar lesson plan emphasizes more on students' social and emotional skills, the Kurikulum Merdeka Belajar lesson plan displays student profiles as a background in determining learning that suits students' talents, interests, learning styles and even daily circumstances. After designing the lesson plan by compiling student profiles, then make the lesson plan consist of a series of learning objectives. Setting learning goals at the beginning will help identify any evidence that shows that students have achieved the expected

competencies. Learning objectives make it easier for teachers to determine assessment techniques that are in accordance with the learning material.

The Kurikulum Merdeka Belajar began to be implemented at SMAN 7 Bengkulu Selatan at the beginning of the odd semester, precisely on July 8, 2022, where the Kurikulum Merdeka Belajar was implemented at SMAN 7 Bengkulu Selatan and carried out independently. Class X is the only class where the Kurikulum Merdeka Belajar is used; class XI and XII continue to follow the K13 curriculum. The Kurikulum Merdeka Belajar promotes quality learning in accordance with the needs of students and the circumstances of the educational unit, which is the primary reason the curriculum is implemented. So that learning is more in-depth and there is more time for the development of student competence and character, educators can concentrate on the key concepts. The Kurikulum Merdeka Belajar is perceived to facilitate the unique abilities of students because educators are given the full right to innovate paying attention to the

climate or school culture, and student characteristics. More Kurikulum Merdeka Belajar because there are no science, social studies or language specialization programs. Students have the freedom to choose subjects according to their talents, interests and aspirations.

Second, the Kurikulum Merdeka Belajar provides flexibility for educators. Educators can design their own Education Unit Operational Curriculum (KOSP) and lesson plan (teaching module). The Kurikulum Merdeka Belajar gives schools the right to design (KOSP) which contains the school's vision and mission, learning organizations, as well as academic schedules and calendars. The Kurikulum Merdeka Belajar which provides educators flexibility to design curriculum according to the characteristics of students recommends a survey of student needs, and diagnostic assessments so that before teaching and learning activities (KBM) educators have information on student characteristics. This information forms the basis for educators to design lesson plans including learning methods and assessments.



Third, the Kurikulum Merdeka Belajar encourages the achievement of superior student character building through the Pancasila Student Profile Strengthening Project (P5). P5 is a project-driven learning approach with the aim of instilling character and competence in accordance with the values of Pancasila. The implementation of P5 is flexible in terms of content, activities, and implementation time according to student needs and educational unit conditions, so that it can utilize available resources. The main thing that P5 focuses on is the learning process that is able to develop the competence and character of students, not solely on the results/products. With P5, education units can work together to plan, facilitate, and carry out essential assessments for students. Schools can choose relevant P5 themes or issues so that students can take concrete action in responding to these issues according to their learning stages and needs. In addition, various supports are also available to support the implementation of the Kurikulum Merdeka Belajar. Educators can learn with fellow educators in learning

communities, webinar series, and resource persons for various good practices, helpdesk, development partners and develop self-competence through the Merdeka Mengajar Platform (PMM). PMM provides key features such as materials on the Kurikulum Merdeka Belajar, announcements and current program schedules, references to learning and teaching activities, self-development, finding and sharing inspiration. With PMM, educators get support in understanding the Kurikulum Merdeka Belajar and also implementing it. Then, the government also implements Learning Communities so that educators can learn with peers both within schools and between schools. Schools can also access resource persons sharing good practices for implementing the Kurikulum Merdeka Belajar so that they can inspire other educators who are still studying the Kurikulum Merdeka Belajar. For educators who need additional information related to the Kurikulum Merdeka Belajar, the Webinar Series is also available and accessed through PMM. Indeed, the Kurikulum Merdeka Belajar is

designed to overcome the learning crisis by improving the quality of learning in all educational units. With Kurikulum Merdeka Belajar, educators can strengthen the culture of reflection, learning culture, and sharing among educators. The Kurikulum Merdeka Belajar is designed to create a safe, comfortable, inclusive and enjoyable learning environment. The Kurikulum Merdeka Belajar transforms student-centered learning practices so that it is expected to improve learning outcomes (literacy and numeracy) and shape the character of lifelong learners.

The problem of difficulties faced by teachers in developing lesson plan Kurikulum Merdeka Belajar is, first, the teacher's teaching experience is very important to be able to compile and develop lesson plan that is appropriate and accurate for learning and students. Because it will be different, teachers who already have a lot of teaching experience will certainly find it easier to determine learning models, learning methods and learning strategies needed by the class. Unlike teachers who have little learning

experience, they may still be groping in determining the right learning process. At the time of preparing the lesson plan, teachers had difficulties, let alone to develop a more optimal lesson plan in determining the preparation was still confused. Second, sometimes teachers have formulated the right lesson plan for the learning process in the classroom, but sometimes they are hindered by the facilities available at school, so the design of the learning process must be adjusted to the facilities available at school. We understand very well that the task of a teacher is not just to prepare lesson plans and teach, but many other tasks related to administration, research and other kinds. So, from this limited time, it makes it difficult for teachers to be able to design lesson plans with in-depth planning. These are some of the reasons why a teacher experiences these problems when developing lesson plans, and this can be used as a correction and improvement of teacher competence for the better.

The importance of lesson plans (teaching module) is to help teachers think about the lesson before it is taught.

Therefore, teachers play a very important role in the preparation of Lesson Plan. Therefore, the Ministry of Education and Culture changed the RPP tool into one sheet to support the Kurikulum Merdeka Belajar program. Teachers in the Kurikulum Merdeka Belajar lesson plan, especially english teachers, in terms of the preparation of the Kurikulum Merdeka Belajar lesson plan, teachers are confused about determining the learning steps in making the Kurikulum Merdeka Belajar lesson plan. There are still many teachers who understand very well in making the lesson plan Kurikulum Merdeka Belajar. During the observation at the school, the curriculum representative asked the subject teachers to prepare the lesson plan for the Kurikulum Merdeka Belajar but the subject teachers were not ready to make the lesson plan. Previously, teachers still used the usual lesson plan or 13-component lesson plan. Teachers can only copy and paste the lesson plan Kurikulum Merdeka Belajar from the internet without considering the learning process that will be taught in class later (Nadya Pradiva Fibra, 2021).

## **B. Identification of the Problem**

Based on the results of the research background, researchers identified several problems, namely:

1. Lack of training on the preparation and developing of RPP in accordance with the Kurikulum Merdeka Belajar.
2. The teaching materials used are still widely taken on the internet.
3. Teachers still do not understand how to developing RPP in accordance with the Kurikulum Merdeka Belajar.

### **1. Limitation of the Research**

To avoid misunderstandings and to clarify the problem, it is important to define the boundaries of the problem. Researchers limited research to teachers' pedagogic competence in foreign languages and developing lesson plans based on Kurikulum Merdeka Belajar at class X.

## **2. Research Question**

This study was conducted to answer the following questions:

1. How do English teachers develop lesson plans based on Kurikulum Merdeka Belajar?
2. How is the pedagogical competence of English teachers in foreign languages at SMAN 7 Bengkulu Selatan?

## **C. Research Objectives**

This study aims to determine the pedagogical competence of teachers in foreign language and developing lesson plan based on Kurikulum Merdeka Belajar.

### **1. Significant of The Research**

A study is meaningless if it does not have benefits that can be obtained, therefore research is said to be valuable if it has benefits that can be obtained both theoretically and practically. The benefits of this research in detail are:

- a. Theoretical Benefits

This research is expected to increase insight and knowledge about an analysis of EFL teacher pedagogic competence in developing lesson plan based on Kurikulum Merdeka Belajar for teachers and other researchers, and is also expected to be a means of developing knowledge theoretically learned in schools.

b. Practical Benefits

1. Educational Institutions

This research is useful for educational institutions or schools regarding an analysis of EFL teacher pedagogic competence in developing lesson plan based on Kurikulum Merdeka Belajar.

2. For Teacher

This research can motivate teachers to continue to develop lesson plans in accordance with the Kurikulum Merdeka Belajar, can obtain information and provide new ideas for teachers about an analysis of EFL teacher pedagogic



competence in developing lesson plan based on Kurikulum Merdeka Belajar.

### 3. For Other Researchers

With this research, it can provide motivation and contribution to other researchers who want to conduct research and have a positive influence on researchers in analyzing the ability of foreign language teachers and developing lesson plans in accordance with the Kurikulum Merdeka Belajar.

## 2. Definition of Key Term

### 1. Lesson Plan

A lesson plan, also known as the RPP (teaching module) in Indonesian, is a manual that aids teachers in their instruction in the classroom by ensuring that all activities are in line with the relevant competency requirements. A Lesson Plan (RPP) is a document that details how learning will be organised and conducted in order to develop one fundamental

competency that is outlined in the syllabus and content standards.

## 2. Pedagogic Competence

The capacity of a teacher to direct learning is known as pedagogic competence (Jannah, 2020). The Regulation of the Minister of National Education Number 16 of 2007 Governing Standards of Academic Qualifications and Pedagogic Competencies lists the essential pedagogic competencies that every teacher must possess.

## 3. Kurikulum Merdeka Belajar

Marisa asserts that the idea of "Merdeka Belajar" has not actually affected the path of educational objectives in our nation as of 2021. The Kurikulum Merdeka Belajar concept, however, provides a way to effectively demand economic development for students so that they can freely learn.