CHAPTER II

LITERATURE REVIEW

A. Description Theory

1. Definition of EFL Teachers' Pedagogic Competence

The phrase "English as a Foreign Language" (EFL) refers to the study of English by non-native English speakers in nations where English is not the primary language. Not to be confused with the practise of learning English in a country with a large English-speaking population, also known as English as a Second Language or English as an Additional Language. The Evolving Circle hypothesis of language, which linguist BrajKachru outlined in "Standards, Codification, and Sociolinguistic Realism: English in the Outer Circle," is somewhat supported by English as a Foreign Language. According to BrajKachru's idea, there are three concentric circles of World English that may be used to map the spread of English and categorise the locations

where it is learnt and spoken. It is an extending, inner, and outer circle. English-speaking nations that have historically used English as a second language or lingua franca are in the outer circle, whereas those where English is spoken to some extent but not widely are in the expanding circle. The many levels of the English World are represented by the circles. This idea states that English is the inner circle's native tongue (ENL), the outer circle's second language (ESL), and the developing circle's foreign tongue (EFL). More nations were included in the circle as English became more widely spoken.

When one can use the target language while speaking, they are said to have mastered the language when learning a second or foreign language. According to Nunan, most people view mastering the art of speaking as the most crucial component of learning a second or foreign language, and success is determined by one's capacity to hold a conversation in that language. A

significant portion of language learners worldwide, according to Richards and Renandya, study English to improve their speaking abilities. If we try to grasp the nature of what appears to be involved, learning to speak a second or foreign language successfully is a very complex process (Richards & Renandya, 2002).

The primary responsibility of a teacher is to impart knowledge to students, thus they must possess certain competencies, such as skills and behaviours, that they must master. A teacher needs to possess a variety of skills, among them pedagogical proficiency. Because it comprehends about students, including the advancement of psychology, this competency is crucial. As stated by Widyaningrum, Sondari, and Mulyati (2019), learning that teaches students entails implementing learning, designing learning, and evaluating learning outcomes.

To realize good national education, a teacher figure is needed which is able to be the basis of a foothold or as a fulcrum during the educational process

last. The figure of the teacher is needed in realizing this goal. Teaching, training, educating, and evaluating each student is the duty of a teacher as a profession. Teachers have a responsibility as educators to help youngsters develop and transmit life values. Developing skills and applying them in the lives of students in the future is the duty of a trainer (Widyaningrum et al. 2019).

The competence of a teacher is the ability or proficiency of a teacher, in the field of study he handles as a whole (Jannah 2020). Teacher competence is all abilities that should be possessed by a teacher so that they can carry out their duties properly and correctly (Tabi'in, 2016).

When controlling the classroom during the learning process, a teacher's pedagogical competency is assessed by their capacity to carry out learning. To determine the teacher's capacity to execute learning as a form of carrying out previously planned plans, close observation of the teacher's learning process is required.

No matter how well the planning is done, if it is not put into action, it ends up being neither useful nor valuable (Habibullah, 2012).

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.

To be a professional teacher, a person must possess certain competencies related to their area of expertise, and they must continually work to increase their mastery of these competencies so that in the future, English teachers won't feel uncomfortable dealing with kids who have a variety of issues. This is so that students can learn as much as possible. Competent teachers will be better equipped to organise their classes and create a productive, enjoyable learning environment. To be a

professional teacher, a person must possess certain competencies related to their area of expertise, and they must continually work to increase their mastery of these competencies so that in the future, English teachers won't feel uncomfortable dealing with kids who have a variety of issues. This is so that students can learn as much as possible. Competent teachers will be better equipped to organise their classes and create a productive, enjoyable learning environment.

The quality of education can be improved by improving teacher professionals. Without the participation of a teacher, education will be not courageous and will lose its essence. In the world of education the role of an educator is to be a leader, so it is necessary to develop the professional quality of teachers. A professional teacher must have four abilities, namely: pedagogic, social, personality, and finally professional. Pedagogic competence consists of an educational foundation, namely an understanding of student character

such as moral, physical, social, spiritual, emotional, cultural aspects and all learning principles. Educators must master the syllabus or curriculum development related to the subject. In carrying out learning, teachers must be able to communicate empathetically, effectively, and politely to all students. And teachers must also be able to provide reflection and evaluation to all students.

2. **Definition Lesson Plan**

Lesson plan or in Indonesian called the RPP (teaching module) is a guide that helps teachers in teaching in class so that classroom activities are in accordance with applicable competency standards. 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.

Permendikbud Number 65 of 2013 states. A lesson plan (RPP) for process standards is a schedule of in-

person learning activities for one or more meetings. Lesson plan is created based on the curriculum to effectively guide learners' learning activities towards achieving Basic Competencies.

The lesson plan (RPP), according to Permendikbud No. 22 (2016), is a schedule for in-person learning activities during one or more meetings. To guide students' learning activities and help them improve their fundamental skills (KD), the syllabus includes an lesson plan. Every teacher in the education department is required to create a thorough and organised lesson plan in order for learning to proceed as it should. And be engaging, inspiring, entertaining, and demanding, effectively motivating students and giving them enough room for initiative, creativity, and freedom in accordance with their talents. Based on KD or subthemes discussed at one or more meetings, lesson plan is created. The aforementioned explanation leads to the conclusion that

lesson plan is a learning activity plan that alludes to the curriculum created for one or more meetings.

Lesson plans/teaching module usually contain descriptions of students (age, class or ability level, etc.), learning topics (topics), learning objectives (aims), descriptions of learning activities (activities), teaching materials or learning materials, learning times (times), and so on.

3. **Definition Kurikulum Merdeka Belajar**

Marisa asserts that the idea of "Kurikulum 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. Once more, the fact that education in our nation does not demand anything and is instead divided into numerous components makes it impossible to fully address Indonesia's societal

problems. As a result, there are a few things that must be done about the requirement to comprehend the psychological state of education in our nation, which is that each region's psychological state is unique and cannot be the same from one region to another. For this reason, a psychological and cultural approach to education is required before any reforms to the educational system. Additionally, as was already mentioned, educators must be able to achieve these educational objectives at their highest level through a mental revolution. The quality of human resources in Indonesia is anticipated to be able to increase change without requiring overall modifications. This is thus because a system that serves a purpose is good, and generally speaking, it is certain that a system's policy represents the concept of goodness and happiness at its best. People are transformed into policy actors. When policy actors have done everything possible to achieve

the desired ideals but the results are not what was anticipated, the policy needs to be revised.

A curriculum offering a variety of intracurricular learning is the Kurikulum Merdeka Belajar. The learning will be maximised with this curriculum, giving pupils plenty of time to investigate ideas and develop their skills.the realisation that freedom of thought is synonymous with the idea of learning freedom. In accordance with this concept, instructors must be endowed with the fundamental qualities of free thought. It is impossible for it to occur to other actors, mainly students, without beginning with the spearhead of the main actor, who is a teacher. This is in line with Nadiem's assertion, which uses examples of several criticisms of the various policies that have been put in place, such as the policy of returning National Examination assessments to the schools where they were taken.

As a result, there have been complaints that many principals and teachers are unprepared and incompetent when it comes to developing individual assessments. Therefore, it is necessary to be able to translate different fundamental competencies from the curriculum so that this has an impact on the learning that takes place. Without going through a process of interpretation, reflection, and independent thought, a teacher cannot evaluate his ability or translate fundamental competencies into an effective lesson plan (teaching module). According to the Minister of Education and Culture, when a teacher can effectively convey the curriculum, learning will take place. As a result, the independent learning paradigm is an effort to acknowledge the adjustments that must be made to learning in today's classrooms..

1. Characteristics of Kurikulum Merdeka Belajar

Kurikulum Merdeka Belajar is developed more flexibly and focuses on essential material as well as

developing the character and competence of students. The following are some of the characteristics and characteristics of Kurikulum Merdeka Belajar that are applied, including:

- Project-based learning is used to develop soft skills and character according to the Pancasila learning profile.

- Focus on essential material so that there is time for in-depth learning of basic competencies. For example literacy and numeracy.

- The flexibility of the teacher to be able to carry out differentiated learning according to the abilities of students.

2. The Excellence of Kurikulum Merdeka Belajar

The application of this curriculum has several advantages that will be obtained. Some of these advantages include:

- The material taught is simpler, deeper, and focuses on essential material only. Therefore, students can

study in more depth and not rush in the learning process so that they will better understand what is being learned.

- Teachers are more flexible to teach according to the stages of achievement and development of students. In addition, schools also have the authority to develop curricula according to educational units and students.

- More relevant and interactive because learning through project activities provides opportunities for students to be more active and explore actual issues.

3. The Goals of Kurikulum Merdeka Belajar

Responding to the needs of the education system in the era of the industrial revolution 4.0, the Ministry of Education and Culture inaugurated the Kurikulum Merdeka Belajar. In principle, the goal of merdeka belajar is implemented, namely to answer the challenges of education in the era of the industrial

revolution 4.0. Prior to the implementation of this curriculum, the government had actually prepared various supporting facilities specifically for educational infrastructure. Especially in the field of information and renewable technology. Not only that, but also carrying out an educational revolution at all levels of education through the concept of merdekabelajar as a whole.

4. The Concept of Kurikulum Merdeka Belajar

This curriculum was certainly not conceived randomly and originally. There are some specific concepts that are characteristic of this curriculum so that it can make education more advanced than before. Some of these concepts include:

1. Minimum Competency Assessment

With this curriculum, it is hoped that each student will be able to develop their literacy and numeracy skills. Of course, on the basis of an assessment that is seen from the ability to analyze

and think critically through the cognitive analysis abilities of each student.

2. Student Character Survey

The assessment process carried out by the government is not only based on the level of quality of education in each school. But also the educational infrastructure and educational ecosystem of each school.

3. Assessment of Learning Outcomes

The next concept is an assessment method that is not only based on national exam results. But also through portfolio results and assignments. This is because students are given the freedom to develop themselves and their talents.

4. Equitable Quality of Education

Freedom of learning has a concept that promotes justice in terms of overall equity in the quality of education. This is realized through

affirmation policies and the provision of special quotas for students.

5. Stages of Implementation of the Implementation of the Kurikulum Merdeka Belajar

Regarding the choice of implementing this curriculum, the Ministry of Education and Culture has prepared a pathway to assist the readiness stage of each education unit. These 3 pathways have been adapted to the conditions and situations of each educational unit.

1. Independent Learning: giving freedom to educational units when implementing this curriculum. But even so it does not replace the curriculum that is being implemented in the educational unit.

2. Independent Changing: this curriculum gives freedom to educational units to implement an Kurikulum Merdeka Belajar while still using the teaching tools that have been provided.

3. Independent Sharing: schools can develop their own teaching tools in the process of implementing this curriculum. This path gives freedom to educational units in implementing this curriculum with independent development of the teaching tools that have been used.

Kurikulum Merdeka Belajar is considered the most applicable curriculum. This is very suitable when applied in enhancing the development of industry-based education 4.0. Industry-based education 4.0 fully utilizes technology data as a future industry.

4. **Steps Depeloving of Lesson Plan/Teaching Module**

According to Utami Maulida (2022), The development of lesson plans (teaching modules) has been renewed in most Indonesian schools which have upgraded the learning system, namely the Kurikulum Merdeka Belajar which has been socialized evenly. One of the important tools for the successful implementation

of learning in schools in the Kurikulum Merdeka Belajar is the teaching module. Teaching modules are a new language of lesson plans, but there are significant differences in the content of teaching modules and lesson plans. Some schools have prepared an Education Unit Operational Curriculum (KOSP) before the first learning begins, the points compiled include learning objectives and Learning Objective Flow (ATP).

The goal of creating lesson plans (teaching modules) based on learning resources and assessments is to improve the teaching resources that can be used to direct students' learning in both closed and open classes. In this situation, the independent curriculum gives teachers flexibility to enhance modules in two different ways: teachers can select or modify teaching modules that have been prepared by the government and are tailored to the personalities of students, or teachers can arrange modules individually in accordance with the subject matter and the traits of students. Before

compiling teaching modules, the teacher knows the strategy for developing teaching modules and must fulfill two minimum requirements, namely meeting the existing criteria and learning activities in teaching modules in accordance with the principles of learning and assessment.

The following requirements apply to the Kurikulum Merdeka Belajar teaching module: (1) Essential, which means that each subject has a notion that is learned via experiences and across disciplines, (2) Interesting, meaningful, and challenging, meaning that teachers may pique students' interests and engage them actively in the learning process in relation to their cognitive and experience so that lessons are appropriate for their age and neither overly difficult nor simplistic, (3) Relevant and contextual, that is, related to cognitive elements and prior experiences, as well as the circumstances of time and place in which students are, and (4) Continuous, that is, learning activities must be

related to the students' learning phases (phases 1, 2, and 3).

The criteria for teaching modules that have been previously described need to be used as a reference when compiling teaching modules. After establishing the principles of the criteria above, the teacher must create teaching modules according to the components determined based on needs. However, globally the teaching module has the following components: a) General information component; b) Core components; c) Attachments.

The general information component includes several points, namely:

1. The identity of the module author, the institution of origin, and the year the teaching module was formed, school level, class, time allocation.

2. Initial competence, namely the form of statement sentences regarding the knowledge and skills that

must be achieved by students before studying the material.

3. Pancasila Student Profile. This point is the difference between the previous curriculum and the Kurikulum Merdeka Belajar, the Pancasila Student Profile is the ultimate goal of a learning process related to the formation of student character. Teachers can design Pancasila student profiles in content or learning methods, Pancasila student profiles are used according to student needs in the learning process. Several pillars of the Pancasila student profile are interrelated in all subjects and clearly visible in learning materials/content, pedagogics, project activities, and assessments. Each teaching module includes one or several predetermined Pancasila student profile dimensions.

4. Facilities and infrastructure. Facilities and infrastructure are the facilities and media needed by teachers and students to support the learning process

in the classroom. One of the facilities that can be used and really needed by teachers and students is technology. Technology can be used for more meaningful learning.

5. Target Students. Target students can be seen from the psychology of students before starting learning. Teachers can create teaching modules according to student categories and can facilitate them so that the learning process goes well. There are at least three categories of students in general, including:

a. Regular students: these characters have no difficulty understanding teaching material.

b. Students with learning difficulties: these students experience problems both physically and mentally where they are unable to concentrate long-term, understand teaching materials, lack self-confidence, and so on.

c. High achieving students: these students are classified as quick to understand learning

material, are skilled at critical thinking and are able to lead.

d. Learning model. Learning models in the independent curriculum are varied and can use learning models that are appropriate to the material and class. One of the learning models that can be used is the syntax of 5 learning models, so that learning can be more meaningful. While the core components of the teaching module include learning objectives, assessment, meaningful understanding, triggering questions, learning activities, and student and teacher reflection.

1. Learning Objectives

Learning objectives must reflect important points in learning and can be tested by various types of assessment as a form of student understanding. The learning objectives consist of the learning outcomes

content flow and the learning objectives flow. This is done to determine the learning activities, the resources to be used, the suitability of the various students, and the assessment techniques used. The forms of learning objectives also vary, starting from the cognitive field which includes facts and information, procedural, conceptual understanding, the art of critical thinking and reasoning skills, and communication steps.

2. Meaningful Understanding

Meaningful understanding to describe the learning process is not only memorizing concepts or phenomena, but it is necessary to apply activities to link these concepts to form a good understanding so that the concepts that have been designed by the teacher can shape student behavior.

3. Starter Question

The teacher can ask questions to students as outlined in the teaching module learning design to generate speaking intelligence, curiosity, start discussions between friends or teachers, and start observing. Focus on making questions in the form of open question words, such as; what, how, why.

4. Learning Activities

This activity contains learning scenarios in the classroom or outside the classroom. This activity has a systematic sequence that can be included with learning options or alternative learning according to student learning needs, but still in the corridor of the planned time duration. The stages of learning activities are introduction, core, and closing based on active learning methods.

5. Assessment

As it is known that the Kurikulum Merdeka Belajar learns to design assessments into three categories, namely diagnostic assessment, formative assessment, and summative assessment. This is to measure learning outcomes at the end of learning activities. Diagnostic assessment must be carried out before learning by categorizing students' conditions from a psychological and cognitive perspective. Formative assessment is carried out during the learning process. While the summative assessment is carried out at the end of the learning process. The various forms of assessment include; (1) attitude, this assessment can be in the form of observation, self-assessment, peer assessment and anecdotal, (2) performance, this assessment is in the form of student

skills/psychomotor results in the form of presentations, plays, market day, and so on, and (3) written This assessment is in the form of an objective written test, essay, multiple choice, isam, and others. Teachers can be creative in conducting assessments to students.

6. Remedial and Enrichment

These two learning activities can be given to students with high achievements and students who need guidance to understand the material. Teachers can pay attention to worksheet differentiation for students who get enrichment and students who get remedial. In the final stage, namely annex which includes student worksheets, enrichment and remedial, teacher and student reading materials, glossary, and bibliography. It is not necessary to include all of the above components in the

teaching modules and return them to the education unit which has the freedom to design and develop modules according to the conditions of the learning environment and the needs of students.

Steps to Develop Teaching Modules in the Kurikulum Merdeka Belajar There are steps to developing teaching modules in the Kurikulum Merdeka Belajar, below there are 10 steps, among which are:

1. Conduct analysis on students, teachers, and educational units regarding their conditions and needs. At this stage the teacher can identify the problems that arise in learning, the teacher can analyze the conditions and needs of students in learning so that the teaching modules are designed to be accurate with the problems that exist in learning.

2. Conducting diagnostic assessments on students regarding conditions and needs in learning. At this stage the teacher identifies the readiness of students

before learning. The teacher conducts this assessment specifically to identify students' competencies, strengths, and weaknesses.

3. Identify and determine the entity profile of Pancasila students to be achieved. At this stage the teacher can identify the needs of students and refer to character education. The Pancasila student profile can essentially be achieved with a project, therefore the teacher must be able to design the time allocation and dimensions of the Pancasila student profile program.

4. Developing teaching modules that originate from the Learning Objectives Flow, the Flow is based on the Learning Outcomes. The essence of this stage is that developing material is the same as developing material in a lesson plan (RPP).

5. Designing types, techniques, and assessment instruments. At this stage the teacher can determine the instruments that can be used for assessment which refer to the three national assessment instruments,

namely the minimum competency assessment, the character survey, and the learning environment survey.

6. Teaching modules are arranged based on the components that have been planned.

7. Teachers can determine several components essential to suit learning needs. Some of the existing components can be used according to the needs of students in learning.

8. Essential components can be elaborated in learning activities.

9. After the previous steps have been implemented, the module is ready to use.

10. Module evaluation.

B. Previous Related Study

Title, Researcher, Year of Publication	Variable	Research Method	Result
"An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum Indonesia", Hasna' Maulida, 2023	Merdeka Curriculum Indonesia	Qualitative Method	Many teachers faced difficulties in Merdeka Curriculum. This might happen because Merdeka Curriculum is new paradign for the teachers.
"Pedagogical Competence of EFL Teachers: Teachers' and Students' Perspectives", K.N. Kusumayasa, 2022	Pedagogical Competence	Mix Method	The pedagogical competence of English teachers plays an important role in developing students' potential in mastering English.
"Development of Teaching Modules on Independent Curriculum Implementation", Ika Noviantari, Degi Alrinda Agustina, 2023	Teaching Modules	Qualitative Method	Development of teaching modules, which are tools or facilities as guidelines as well as instructions in carrying out the learning process which is implementation of the flow of learning objectives and arranging them according to phases student development.

| "The Implementation of Independent Curriculum: Teachers' Perception And Difficulties on Developing A Lesson Plan", Muhammad Rafiq Tanjung and Lulu Laela Amalia | Teachers' Perception And Developing A Lesson Plan | Mix Method | Teachers still experience difficulties in preparing lesson plans based on the Independent Curriculum format, such as determining their own learning objectives, understanding the lesson plan format, developing indicators of achievement, assessment and enrichment. instruments, compiling lesson plans that suit student needs, and understanding the terms in the Independent Curriculum. |

C. Theoritical Framework

In this study there are two variables. the independent variable is the competence of the english teacher in a foreign language and the dependent variable is developing a lesson plan according to the Kurikulum Merdeka Belajar. This research focuses on developing lesson plans according to the Kurikulum Merdeka Belajar. The Kurikulum Merdeka Belajar is currently used by most educational units at all levels. One of the differences between the Kurikulum Merdeka Belajar and the previous curriculum is the creation

of teaching modules or previously known as lesson plan. The point of view of the Kurikulum Merdeka Belajar teaching module is that there is a Pancasila student profile and can be made according to the needs of students, teachers and schools. Before the teacher develops an Kurikulum Merdeka Belajar teaching module, it is necessary to pay attention to the criteria, namely essential, interesting, meaningful, challenging, relevant and contextual, and sustainable according to the student's learning phase. After setting the criteria, the teacher can create teaching modules in accordance with the existing component formats but can be conditioned according to the needs of students, teachers and schools.