CHAPTER II
LITERATURE REVIEW

Theoretical Overview

A. Definition of Implementation

Implementation is a process of putting into practice of an idea, program, or set of new activities for others in achieving or expecting a change (Cintiasih, 2020), and as for some notions of implementation as follows.

Implementation according to Jones' theory (Mulyadi, 2015: 45): "Those Activities directed toward putting a program into effect" (the process of realizing the program to show the results), while according to Horn and Meter to show the results), while according to Horn and Meter: "Those actions by public and private individuals (or groups) that are the achievement or objectives set forth in prior policies" (actions by public and private individuals (or groups) that are the result of the program). objectives set forth in prior policy" (actions taken by the government). So implementation is an action taken after a policy is set. Implementation is a way for a policy to achieve its goals.

According to (Mulyadi, 2016), implementation study is a study of the implementation process. to find out the implementation process, the main purpose of the implementation process itself to provide feedback on the implementation of the policy and also to find out whether

the implementation process is in accordance with the plan or standard that has been set, then to find out the obstacles and problems that arise in the implementation process. implementation process itself to provide feedback on policy implementation and also to find out whether the implementation process has been in accordance with the predetermined plans or standards, then to find out the obstacles and problems that arise in the implementation process.

According to the Indonesian dictionary, Implementation means implementasi, application. In the Oxford Advance Learner's Dictionary in his book Wahyudin, it is stated that implementation is the outcome thing into effect or the application of something that gives effect (Rochman, 2014).

According to (Syafiie, 2008) implementation is what happens after the legislation is enacted, which authorizes a program, policy, benefit or a form of tangible output. The term implementation refers to a number of activities that following a statement of intent about program objectives and desired outcomes by government officials.

Besides being seen as a process, implementation is also seen as the application of an innovation and always results in changes towards innovation or improvement, implementation can take place continuously over time. The

implementation process has at least three stages or steps that must be carried out, namely: planning, implementation, and evaluation stages (Hidayat, 2018).

B. Definition of Kurikulum Merdeka

The kurkulum merdeka according to BSNP is the Kurikulum Merdeka is a curriculum with diverse intracurricular learning where content will be optimized so that students have enough time to explore concepts and strengthen competencies. time to explore concepts and strengthen competencies. In the learning process, teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of the learners. to the learning needs and interests of students.

The Merdeka Curriculum theory from the Ministry of Education and Culture (Kemenbud) is a curriculum that gives educators the freedom to create quality learning that suits the needs and learning environment of students. The Merdeka Curriculum uses diverse intracurricular learning, with more optimized content 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 tailored to the learning needs and interests of students.

Etymologically, the curriculum comes from the Greek language, namely curir which means runner and curare which means a place to race. So the term curriculum comes from the world of sports in Ancient Roman times in Greece, which

means the distance a runner must travel from the start line to the finish. It can be understood that the distance to be traveled here means a curriculum with content and subject matter that is used as a period of time that must be taken by students to obtain a diploma (Barlian, Solekah and Rahayu, 2022).

According to Saputra and Hadi (2022), the Merdeka Belajar curriculum as a form of improvement from the 2013 curriculum, of course, received various responses from teachers, students and parents. Each agrees and some disagree with the curriculum change which is felt to be too fast to replace the 2013 curriculum. In addition, the readiness of teachers in dealing with curriculum changes is also very noteworthy. This is because there are still many teachers who are not ready to accept the implementation of the new curriculum. The implementation of the Merdeka Belajar curriculum is clearly a new challenge for teachers to be able to face and implement it in teaching and learning activities.

Merdeka Belajar is one of the programs initiated by the Minister of Education and Culture, Mr. Nadiem Makarim. by the Minister of Education and Culture, Mr. Nadiem Makarim, who wants to create a pleasant learning atmosphere and a happy atmosphere. The purpose of independent learning is so that teachers, students, and parents can have a pleasant atmosphere. Free learning means that the education process must create a pleasant atmosphere. Happy for whom, happy for

teachers, happy for students, happy for parents, and happy for everyone. Meanwhile, according to the Minister of Education and Culture, freedom of learning depends on the desire for educational results to provide better quality and no longer produce students who are not only memorizers, but also have sharp analytical skills, comprehensive thinking and understanding of learning to improve themselves.

The essence of freedom of thought is education. Without it happening educators, it is impossible for it to happen to students. During this time students learn in class, in the coming years students can learn outside the classroom or outingclass so that students can discuss with the teacher not only listening to lectures from the teacher, but encouraging students to be more courageous to appear in public, good at socializing, creative, and innovative. Freedom to learn focuses on the freedom to learn independently and creatively. Teachers are also expected to be the driving force to take actions that lead to the best for students, and teachers are expected to put students above career interests.

Currently, the learning system is still teacher-based, which often leads to boredom. In addition, Indonesia's education system, which still relies on ranking, creates a gap between smart students and regular students. It does not stop there, sometimes parents also feel burdened if their children do not get a champion. This is very bad if applied to the world of

education, because children actually have their own intelligence or what is often called multiple intelligence. Multiple intelligence is a theory developed by Dr. Howard Gardner a modern psychologist at Harvard University, where according to Gardner intelligence is defined as the capacity to solve problems and create products in a conducive and natural environment. The potential possessed by the smallest child must be appreciated, many children experience obstacles or difficulties in learning but if their intelligence is appreciated and continues to be developed, the child will excel in their field. So that later it will form a competent person, and have a character that is embedded in him.

Historically, there are many pioneers of independence in learning, one of them is Paulo Freire, he argues that independent learning is a learning process that frees students from various kinds of colonization, such as teachers acting as depositors who treat their students as banks such as deposits that are empty and therefore need to be filled. In this process, students are nothing more than warehouses that are not creative at all. Of course we welcome, appreciate, and are optimistic about what was initiated by the Minister of Education and Culture Nadiem Makarim who has worked hard to make various breakthroughs in educational innovation as a reform for the advancement of education in the country.

The concept of curriculum can be approached from four different perspectives. First, curriculum can be seen as an idea that emerges from theory and research. Second, the curriculum can be seen as a written plan that embodies the curriculum as an idea, including objectives, teaching materials, learning activities, tools or media, and learning time. Third, the curriculum can be seen as an activity, referring to the implementation of the written plan in the form of learning practices. Finally, the curriculum can be seen as an outcome, which is the result of the curriculum as an activity, which is shown through the achievement of curriculum objectives by students. Furthermore, based on Law No. 20/2003. It is stated that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals.

Updating and improving the curriculum is very important because the curriculum must be able to keep up with the changing times and the development of society. In other words, the curriculum needs to evolve to remain relevant and responsive to the changing needs and demands of the times. Including the learning crisis due to Covid-19, the curriculum needs to be refined to adjust the conditions of the post-pandemic learning system. To overcome the learning crisis in Indonesia due to learning loss, various comprehensive and

interrelated efforts are needed. One of the steps aimed at addressing curriculum issues is the implementation of the Merdeka Curriculum policy by the Indonesian Ministry of Education, Culture, Research and Technology.

Kurikulum Merdeka offers a variety of varied learning opportunities in the curriculum that will allow students to deepen concepts and improve their skills. Teachers have the freedom to choose different teaching methods to cater to students' diverse learning styles and interests. To enhance the development of the Pancasila learner profile, projects are designed according to themes set by the government. These projects are not focused on achieving specific learning outcomes and therefore are not limited to specific subject matter.

C. Characteristics of the Merdeka Curriculum

   a. Soft skills and character development

       The main characteristic of the Merdeka Curriculum is that it prioritizes project-based learning and character. Learning does not only focus on memorizing concepts, but also involves students in practicum or experimentation called "learning by doing". Students will be involved in observing phenomena related to a concept to gain knowledge. The learning models used include inquiry, problem-based learning, project-based learning, and discovery learning. By conducting

experiments and making projects, students will develop soft skills such as communication skills, cooperation, leadership, critical thinking, and time management, so that learning becomes more meaningful.

The formation of student character in accordance with the profile of Pancasila occurs indirectly through the learning process. However, without being accompanied by the right attitude, students' abilities in various matters will not provide benefits to society. Therefore, it is expected that students can demonstrate behavior that is in accordance with the values of Pancasila, including its six main characters, namely faith and fear of God Almighty, noble character, respect for diversity, mutual cooperation, independence, critical thinking, and creativity. In addition, students also have the opportunity to study important issues such as sustainable lifestyles, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. They will then be trained to act in response to these issues.

b. Focus on important material

While all subject matter is important to learn, the time available for learning in school is limited. Therefore, it would be better if we focus on the essential materials that are most useful. One of the basic competencies that need to be emphasized is literacy and

numeracy. Literacy is the ability to analyze reading and understand the concepts behind the writing. While numeracy is the ability to analyze and use numbers. Both of these competencies are important for students in their daily lives, regardless of their future profession. The Merdeka Curriculum offers fewer teaching materials, but the discussions are more in-depth. This is much better than learning a lot of things, but easily forgotten because it does not go deep. Each teaching material in this curriculum has essential questions that guide students in understanding the things they learn. It is expected that students can answer these questions based on their learning experience.

c. Flexibility for teachers

Teachers have the ability to implement learning that is tailored to the abilities of each learner. Since each child has different abilities, it is the teacher's job to assess learners' initial competencies and facilitate appropriate learning.

D. Merdeka Curriculum Principles

The principle of Merdeka Belajar Kampus Merdeka (MBKM) from the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud) is part of a learning policy that aims to encourage students to

master various knowledge that is useful for entering the world of work. MBKM provides opportunities for students to choose the courses they will take, in accordance with Permendikbud Number 3 of 2020 concerning National Higher Education Standards.

The learning principles that must be considered in the Merdeka Belajar Kampus Merdeka (MBKM) curriculum according to the Ministry of Education, Culture, Research and Technology (Kemenbud) Number 56/M/2022 are; the first is Learning is designed by paying attention to the stage of development and the current level of achievement of learners, according to learning needs, and reflects the characteristics and development of diverse learners so that learning becomes meaningful and enjoyable. the first teacher applied The teacher designs or chooses the flow of English learning objectives by looking at the development of learner development. The teacher designs fun English learning, using various strategies, and various innovations, such as material delivered based on games and songs. Description Educators should refer to the learners' current level of development and learning needs, so that the learning provided is in accordance with the learners' abilities and needs. In addition, learning should also reflect the characteristics and development of learners, so that learning becomes meaningful and fun.

The second principle of MBKM is that learning is designed and implemented to build the capacity to become lifelong learners; which is implemented as follows First, learning is Student Centered and teachers always provide immediate feedback that encourages students' ability to continue learning and exploring English knowledge. Secondly Teachers use questions that stimulate deep thinking. Third Teachers design learning that encourages learners to continuously improve their competence through tasks and activities with appropriate level of difficulty. Which means Learning that is designed and implemented to build the capacity to become lifelong learners is a form of learning that aims to develop effective and efficient learning skills in a systematic and organized manner. Lifelong learning is an ongoing process where individuals develop learning skills that can be used in various situations and conditions. This can be done through various means, such as reading books, meeting with experienced people, attending courses, and others.

The third principle of MBKM is that the learning process supports the development of competence and character of learners as a whole; which is implemented, namely firstly Teachers use learning methods even though there are not many varieties. Second, the teacher reflects on the process and attitude to become a role model and source of inspiration for students. Third, the teacher refers to the learner profile

Pancasila in providing feedback (appreciation such as giving rewards or corrections). The learning process that supports the holistic development of learners' competencies and characters is a process that covers all aspects of a person's personality, which includes cognitive, psychomotor, affective, creativity, emotions, special talents, social relationships, independence, language, and moral aspects. This learning refers to the understanding of learner characteristics, which include ethnicity, culture, social status, interests, cognitive development, initial abilities, learning styles, motivation, emotional development, social development, and moral and spiritual development. The learning process that supports the holistic development of learners' competencies and characters uses a variety of learning methods, such as inquiry-based learning, projects, problems, and differentiated learning. Teachers also use learning strategies, learning methods, and learning materials that are appropriate, efficient, and suitable for learners. This learning also includes sustainable future-oriented approaches and delivery methods, and integrates life principles that apply to all learning activities. To support the holistic development of learners' competencies and characters, teachers must master learners' characteristics and use this understanding to organize learning according to learners' needs and achievement levels. Teachers should also provide

immediate feedback that encourages learners' ability to continue learning and exploring knowledge.

The fourth MBKM principle is relevant learning, namely learning that is designed according to the context, environment and culture of students, and involving parents and the community as partners, which is implemented in the first way. Teachers organize learning that is linked to the real world and the surrounding environment, such as translations of English sentences taken from daily activities or the surrounding environment. Second, teachers design interactive learning to facilitate planned, structured, integrated and productive interactions. The three teachers held English language training, attended various conferences, English language seminars both nationally and internationally. which means that relevant learning is learning that is designed according to the context, environment and culture of students, and involves parents and the community as partners. This is intended so that students feel associated with the learning provided, so that it is easier to absorb the material explained. Educators should organize learning according to needs and be linked to the real world, environment and culture that attracts students' interest. Educators also need to empower local communities, communities, organizations and experts from various professions as resource persons to enrich and encourage relevant learning.

The last principle of MBKM is Sustainable future-oriented learning, which is implemented as follows: first, teachers motivate learners to realize the importance of learning English, especially for students, and the many benefits of learning In addition to improving the ability to communicate with native speakers, learning English can also help learners in understanding the globalization of the world which can help in carrying out international activities. The second is that teachers utilize the Pancasila learner profile strengthening project in English language learning to build learners' character and competence. which means that sustainable future-oriented learning is a principle that encourages teachers to integrate the principles of sustainable living into various learning activities. This includes integrating values and behaviors that show concern for the environment and the future of the earth, such as using resources wisely and reducing waste. Teachers also motivate students to realize that the future belongs to them, so they need to take roles and responsibilities for their future. Relevant learning is also used, which is learning that is designed according to the students' context, environment and culture, and involves parents and communities as partners. Interactive learning is also used to facilitate planned, structured, integrated and productive interactions between teachers and learners, between learners, and between learners and learning resources.

E. Learning Outcomes of Kurikulum Merdeka for Phase D (Junior High School)

By the end of Phase D, learners use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Learners can use a variety of text types such as narratives, descriptions, procedures, specialized texts (short messages, advertisements) and authentic texts are the main references in learning English in this phase. Learners use English to discuss and express wishes/feelings. Their understanding of written texts is developing and inference skills begin to emerge when understanding implied information. They produce written and visual texts in structured English with a wider range of vocabulary. They understand purpose and audience when producing written and visual texts in English.

Learning Merdeka Curriculum for stage D at Junior High School (SMP) has several characteristics and structures that are different from the previous curriculum. Here are some important points about the learning outcomes of Merdeka Curriculum for stage D in junior high school:

a. Intracurricular and Co-curricular Learning:

a) Intracurricular Learning: Face-to-face learning that is scheduled and mandatory for all students. It focuses on structured course content.

b) Curricular Learning: Project-based learning to realize the Pancasila Learner Profile with an allocation of 25% of the total JP per year. Implementation is flexible in terms of content and time.

b. Curriculum Structure:

Merdeka Curriculum is divided into phases, with phase D covering grades VII and VIII. Each phase has learning activities that are divided into two types: intracurricular and co-curricular.

c. Subjects:

Merdeka Curriculum gives students the freedom to choose subjects according to their interests, talents, and aspirations. Teachers also have the freedom to choose teaching tools according to students' learning needs and interests.

d. Assessment:

The Merdeka Curriculum emphasizes the importance of assessment which is inseparable from the learning process. Assessment is carried out from the beginning, during the learning process, and at the end of the learning period. This is to understand the learning needs and development of the student learning process.

e. Implementation:

The implementation of Merdeka Curriculum has started since the beginning of 2022 and will continue until 2024. Schools in Indonesia have started implementing this curriculum, but there is still a lack of understanding of its structure and concepts.

English Subjects in the Merdeka Curriculum

1. Learning Outcomes

Learning outcomes are the minimum competencies that students must achieve for each subject in the learning process. Learning outcomes are designed with reference to the Graduate Competency Standards and Content Standards, as the Core Competencies and Basic Competencies in Curriculum 2013 are designed. Learning outcomes are an update of the Core Competencies and Basic Competencies, designed to continue to strengthen learning that focuses on competency development. In learning outcomes, the strategy that is strengthened to achieve this goal more and more is to reduce the scope of material and change the procedure for preparing outcomes that emphasize flexibility in learning.

The consequence of competency-oriented learning is the need to reduce subject matter. Simplifying the curriculum through a reduction in content or subject matter does not mean that the achievement standards set are lower. Instead, the curriculum is focused on essential subject matter. This essential

material is studied more freely, not in a hurry so that students can learn in depth, explore a concept, see it from different perspectives, see the relationship between one concept and another, apply newly learned concepts to different situations and real situations, and reflect on their understanding of the concept. With this learning experience, it will strengthen students' understanding of a concept more deeply and continuously.

According to constructivism learning theory, knowledge is not a collection or set of facts, concepts, or rules that must be remembered. "Understanding" in constructivism is the process of constructing knowledge through real experiences. Understanding is not static, but develops and changes constantly as students construct new experiences that modify previous understanding. This meaningful understanding requires a student-centered learning process and a longer time than learning that only "crams" students with information that is less meaningful because it is just to be known or memorized. Thus, as much as possible, learning prioritizes the competencies that must be achieved without binding the context and content of learning. Based on these competencies, education units are expected to develop learning that is appropriate to the school context and relevant to the development, interests and culture of students. This refers to the meaning of competence which is more than just the

acquisition of knowledge and skills, but also cultivating and using the knowledge, skills, attitudes and values learned to deal with complex situations or problems. Learning outcomes are expected to show a series of learning processes for a science concept, from understanding the concept to using science concepts and skills to achieve more complex cognitive demands (e.g. proposing creative solutions, not just answering questions).

Flexibility is very important for education units to be able to develop learning that provides opportunities for students to make connections between the concepts learned and the local situation, as well as determine the learning speed of each concept. The flexibility of learning outcomes that provide flexibility for contextual learning is exemplified in the learning of Pancasila and Citizenship Education, where the topic of General Elections can be studied in the moments leading up to General Elections in Indonesia or in the regions.

At this stage of formulating learning objectives, teachers have not sorted these objectives, only designing more operational and concrete learning objectives first. The sequence of learning objectives will be arranged at the next stage. Thus, teachers can carry out the lesson plan development process in stages. Writing learning objectives must contain two main components, namely:

a. Competencies, i.e. the abilities or skills that students need to demonstrate. Guiding questions that teachers can use include: concretely, what ability do learners need to demonstrate, what stage of thinking do learners need to demonstrate.

b. Coverage of the material, i.e. the main content and concepts that need to be understood by the end of the learning unit. Guiding questions that teachers can use include: what are the things they need to learn from the major concepts stated in the learning outcomes. Can the surrounding environment and learners' lives be used as a context for learning the content in the learning outcome?

c. Target learning outcomes

The learning of General English at the Primary and Secondary Education levels in the national curriculum provides students with the opportunity to open up insights relating to themselves, social relations, culture and employment opportunities available globally. Their understanding of this sociocultural and intercultural knowledge can enhance their critical thinking skills.

d. English learning outcome objectives

The achievement of English language learning in the Merdeka Curriculum has the following objectives:

a) Communicative competence in English with a variety of multi-modal texts (spoken, written, visual, and audiovisual).

b) Intercultural competence to understand and appreciate Indonesian and foreign cultural perspectives, practices, and products.

c) The confidence to express oneself as an independent and responsible individual.

e. Elements of English learning outcomes

English learning outcomes consist of six elements with the following explanations:

a) Listening

The ability to understand information, give appreciation to the interlocutor, and understand the information heard, so that they can convey responses in a relevant and contextual way. The process that occurs in listening includes activities such as listening, identifying, understanding, interpreting language sounds, then understanding meaning. Listening skills are also non-verbal communication skills that include how well a person captures the meaning (implied and explicit) in an oral presentation and understands the main and supporting ideas

in the information content and context behind the presentation.

b) Reading

The ability to understand, use and reflect on texts according to their purpose and interest, to develop their knowledge and potential so that they can participate in society.

c) Reflect

The ability to understand, use and reflect on visual texts according to their purpose and importance.

d) Speaking

The ability to convey ideas, thoughts and feelings orally in social interactions.

e) Writing

The ability to convey, communicate ideas, express creativity, and be creative in various genres of written texts, in an effective and understandable manner, and of interest to readers with appropriate organizational structures and linguistic elements.

f) Presenting

The ability to present ideas eloquently, accurately, can be accounted for communicatively through various media (visual,

digital, and audiovisual), and can be understood by listeners. Delivery in speaking and presentations needs to be structured and developed according to the needs or characteristics of the listener.

2. Learning Objective Flow

The flow of learning objectives is another component of the Merdeka Curriculum. The flow of learning objectives actually has a function similar to what has been known as the "syllabus", which is for planning and organizing learning and assessment in general for a period of one year. Therefore, teachers can use the flow of learning objectives only, and this flow of learning objectives can be obtained by teachers by:

a) Design your own based on learning outcomes,

b) Develop and modify the examples provided, or

c) Use examples provided by the government.

In developing the flow of learning objectives, there are several principles to consider:

a) Learning objectives are more general goals than daily learning objectives

b) The flow of learning objectives must be complete in one stage, not interrupted midway.

c) The flow of learning objectives needs to be developed collaboratively, (if teachers are developing, then there

needs to be teacher collaboration across grades/levels within a phase.

d) The flow of learning objectives is developed in accordance with the characteristics and competencies developed by each subject. Therefore, the flow of learning objectives should be developed by subject experts, including teachers who master the subject; The flow of learning objectives does not need to be cross-phase (except for special education);

e) The method of arranging the flow of learning objectives must be logical, from simple abilities to more complicated abilities, which can be influenced by the characteristics of the subject, the learning approach used (for example: realistic mathematics).

f) The display of learning objectives starts with the flow of learning objectives first, then the thought process (e.g., decomposing from elements to learning objectives) as an appendix to make it simpler and to the point for the teacher;

g) Since the flow of learning objectives provided by the Ministry of Education and Culture is an example, the flow of learning objectives can be in the form of numbers or letters (to indicate the sequence and completion of a stage);

h) The flow of learning objectives describes one flow of learning objectives, not branching out (not asking the teacher to choose). If it turns out that the order can be

different, it is better to make another flow of learning objectives as a variation, the order / flow needs to be clear according to the choice or decision of the compiler, and for this reason it can be given a number or code; and

i) The flow of learning objectives focuses on the achievement of learning outcomes, not the student profile of Pancasila and does not need to be complemented by learning approaches/strategies.

3. Learning Focus

English language learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, listening, writing, and presenting in an integrated manner in various types of texts. The minimum learning outcomes of the six English language skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and are equivalent to level B1. Level B1 (CEFR) reflects a specification that can be seen from the student's ability in the following:

1) Maintaining interaction and conveying what is desired, in various contexts with clear articulation;

2) Expressing the main points to be conveyed comprehensively; and

3) Maintain communication despite occasional pauses.

4) English language learning at the Primary and Secondary Education levels is expected to achieve the ability to communicate in English as part of life skills.

English language learning has a different focus in each phase. Here is the focus of each phase:

1) Phase A focused on the introduction of English and English speaking skills.
2) Phase B, learning is focused on spoken English skills, but written language is also introduced. In this phase, teachers need to help students understand that English pronunciation and writing are different.
3) Phase C, at the final level (SD/MI/Package A program), learning is focused on both spoken and written English skills.
4) General English learning in Phase D (SMP/MTs/Package B Program), focuses on strengthening spoken English and strengthening written language skills.
5) Phase E and F (SMA/MA/Package C Program), English learning focuses on
6) strengthening spoken and written language with CEFR B1 target.

Teacher Readiness in Implementing the Kurikulum Merdeka

Curriculum implementation requires English teachers to always work, develop themselves, and be creative in education to prepare learning methods. As stated by Adam & Dickley (in Usman, 2006), the teacher has a main role as a teacher, companion, organizer and leader of the classroom environment, participant, expeditor, planner, supervisor, and motivator and counselor. Teachers play an important role in the successful implementation of Merdeka Curriculum in schools. Teachers need to prepare themselves carefully so that they can implement the Merdeka Curriculum well and achieve the desired learning objectives. Therefore, research is needed to identify teacher readiness in implementing the Merdeka Curriculum. Teachers have a very important role in implementing the Merdeka Curriculum. As direct implementers in the classroom, teachers must prepare themselves thoroughly in order to implement the Merdeka Curriculum well and achieve the desired learning goals (Alfath et al., 2022; Arviansyah & Shagena, 2022; Ihsan, 2022; Rosidah et al., 2021; Setiyaningsih & Wiryanto, 2022; Suttrisno & Yulia, 2022; Yulianti et al., 2022).

As a teacher, there are many things that must be possessed in preparation for the implementation of the Merdeka Curriculum (Fitriyah et al., 2022), including knowing well the contents and concepts of the Merdeka Curriculum. Teachers need to understand well the contents and concepts of the Merdeka Curriculum, so that

they can design and implement learning in accordance with the curriculum objectives. Teachers also need to understand the changes in the Merdeka Curriculum compared to the previous curriculum. Teachers are also required to be able to design innovative and creative learning. The Merdeka Curriculum requires teachers to be able to design innovative and creative learning, so as to increase students' interest and motivation to learn. Teachers must be able to develop diverse and interesting learning methods, and utilize technology in learning.

According to Karwono (2017) that "readiness is an individual condition that makes it possible to learn". Hurlock (Hurlock, 1978) states that readiness is an individual's ability to perform certain actions, such as learning, interacting with others, and facing new situations. Mangkunegara (Mangkunegara, 2000) reveals that readiness is a condition that allows a person to carry out certain actions effectively and efficiently. From the understanding expressed by the expert, readiness can be interpreted as an ability or condition that allows a person to act or face certain situations well. This condition includes the stage of development, the ability to change behavior, and the ability to act effectively and efficiently.

According to Slameto (2015) indicators of readiness to learn are physical condition, mental condition, emotional condition, needs (motivation) and knowledge. According to Djamarah (2002) readiness factors include: 1) Physical readiness.

For example, the body is not in a state of illness (away from lethargy, drowsiness, and so on), 2) Psychic readiness. For example, there is a desire to learn, can concentrate, and there is intrinsic motivation. 3) Material readiness. For example, there are materials that are studied or worked on in the form of reading books, notes, and so on. And according to Soemanto (2003) the factors that form readiness include: 1) Physiological equipment and growth, this concerns the growth of personal equipment such as the body in general, the sensory organs, and intellectual capacity. 2) Motivation, which concerns the needs, interests and goals of individuals to maintain and develop themselves.

Previous Studies

First, the research entitled "Vocational High School English Teachers' Views on the "Merdeka Belajar" Curriculum". The purpose of this study is to explore how teachers view Merdeka Belajar Curriculum, especially regarding its concepts and lesson plans. The results of the analysis show that some teachers have a limited understanding of the concept of Merdeka Belajar, and the implementation of the one-page lesson plan (RPP 1 Lembar) is not fully in line with Merdeka Belajar's expectations. In addition, some participants' statements differed from what they said during the interview, which had an impact on the final findings. Nevertheless, all participants expressed full support for the implementation of this new curriculum (pertiwi, 2021). The difference between this study and previous research is that this study only examines the

difficulties faced by English teachers in implementing the Merdeka Curriculum, while previous research investigates teachers' perspectives on implementing the Merdeka Curriculum.

Second, a study entitled "An Analysis On The Implementation Of The Merdeka Belajar Curriculum By The English Teacher At Tenth Grade At Smkn 1 Jambi City". The purpose of this study is to find out how English teachers in grade X at SMK Negeri 1 Jambi City implement Merdeka Belajar Curriculum. The results showed that, in terms of lesson planning, the implementation of Merdeka Belajar Curriculum by English teachers in grade X at SMK Negeri 1 Jambi City was good (Aida, 2022). The difference lies in the focus of the research object. The current study only examines the difficulties faced by English teachers in implementing the Merdeka Curriculum, while the previous study examined the implementation of the Merdeka Curriculum as a whole.

Third, research with the title Evaluation of the Implementation of the Merdeka Curriculum. The purpose of this study is to assess the implementation of a particular curriculum by examining various documents such as education system laws, regulations of the Minister of Education and Culture, articles, and journals. This research uses library research methods. The results show that the implementation of the new curriculum poses challenges and positive impacts. The results of this study can be

useful as a basis for formulating educational policies and as a source of reflection for teachers, principals and other stakeholders (Rizky R. , 2022). The difference lies in the focus of the research. This study only examines the difficulties faced by English teachers in implementing the Merdeka Curriculum, while the previous study investigated the evaluation of the implementation of the Merdeka Curriculum in general.

Fourth, research on Teacher Perceptions of the New Policy Called Merdeka Belajar; One Page Learning Implementation Plan (RPP), this qualitative research aims to find out teachers' perceptions of the new policy and collect their opinions on the simplification of lesson plans / Learning Implementation Plans (RPP) using a questionnaire as an instrument. The results showed that the teachers agreed that the three components were the most important components to be included in the lesson plans. The difference lies in the focus of the research (Aulia, 2021). This study only examines the difficulties faced by English teachers in implementing the Merdeka Curriculum, while the previous study focused on teachers' perspectives on the simplification of one lesson in the Merdeka Curriculum.

Fifth, a study entitled "Elementary School Teachers' Difficulties in Developing Thematic Learning Tools for the Merdeka Curriculum". The purpose of this study is to provide an overview of teachers' readiness and understanding in making

learning media and identifying the challenges teachers face while making learning media. The difference lies in the focus of the research (Damayanti, 2022). This study only examines the difficulties faced by English teachers in implementing the Merdeka Curriculum, while the previous study focused on teachers' difficulties in making learning tools in implementing the Merdeka Curriculum.