

CHAPTER I

INTRODUCTION

A. Background of the Study

Times have changed the way we live, work, solve problems, communicate locally, nationally and internationally (Hermino, 2020, p. 1). This change is a challenge that we must meet with well-thought-out solutions. Education remains our shield. The value technology, social and emotional support in this era is not ignored in the education sector. Teachers and students must improve their understanding and skills in the field technology. This corresponds to the necessary skills to cope with globalization and Industrial Revolution 4.0.

It is important to compare these skills. According to Muhammad Nurisal, a lecturer at the University Gadjah Mada (UGM) and founder the Entertainment School Movement (GSM), only 10% the skills needed during the industrial revolution are scientific. The most important these are the ability to solve complex real-world problems (36%),

interpersonal skills such as communication, collaboration, and working with others (16%), the ability to think critically or critically (17%), and self-control and effective and efficient decision-making (17%).

Education has failed to do this. The reason is the lack freedom to learn. Students are expected to memorize everything, and this is limited various disciplinary rules that stifle critical thinking and creativity. At the same time, teachers are distracted from their core educational mission a heavy administrative burden. The most important aspect identity is the development creativity and individual self-expression (Hurley et al., 2015, pp. 11-15).

An Merdeka curriculum was introduced. The Merdeka curriculum consisted four main components: the Unified School Board (USBN), the National Board (UN), the Programme Implementation Plan (RPP) and the Regional Policy for New Admissions (PPDB). The USBN passed the assessment test. The IR was abolished and replaced a

minimum qualification test. The RPP was reduced to one page and the PPDB was made more flexible.

This led to the creation of a Merdeka curriculum. The Merdeka curriculum consisted of four main components: the Unified School Board (USBN), the National Examination (UN), the Rural Practice Programme (RPP) and the Regional Policy for New Admissions (PPDB). The USBN was replaced by a test-based examination, the IR was removed and replaced by a minimum assessment test, the RPP was reduced to one page and the PPDB was modified.

This policy allows schools to create curricula that are consistent with their vision and mission, as they are not tied to the overarching goals of the United Nations and the National Network of Community Schools. Teachers also have greater autonomy in deciding what subjects to teach their students. In fact, when they choose these subjects, they decide what is truly appropriate for their context and environment, and what supports the abilities and needs of their students.

In the Merdeka system, the student increases his or her engagement in learning. Students are happier when they learn. Happy students are more engaged in their learning and therefore contribute more than students who are not (Delbianus Biong, 2020, p. 291). In Islam, the concept freedom is highly respected. God has given people the freedom to do whatever they want. But all freedom has consequences. Good becomes good and bad becomes bad. This freedom is also present in the world English learning.

The Merdeka curriculum is a research project the Ministry Education and Culture that aims to create an engaging learning environment for teachers and students. Merdeka learning can be understood as an engaging environment in the learning process implementing and implementing a curriculum that promotes new ideas from teachers (Fathan, 2020). According to Adi Erlanggi, independent learning is a type foundation that changes the national education system, which is already in a bad state (AGJ Nasution, 2020). According to this definition,

independent learning is a new program the Ministry Education and Culture Indonesia that promotes engaging learning. Through this project, it aims to change the national education system, which is as follows. Therefore, teachers will develop new ideas to achieve the desired goal.

In the Merdeka system, teachers and students have full confidence in the learning process (Mulyasa, 2021). According to Dean Wahiduddin, freedom learning can be used as a motivation for teachers and students to be independent so that they can create and improve the quality learning. If teachers have the freedom to choose the most appropriate teaching method, they can achieve unique and specific innovations (Lidya et al., 2020).

At SMPN 20 Kota Bengkulu, the adoption of the Merdeka Curriculum presents both opportunities and obstacles. Teachers must adapt their teaching strategies, instructional materials, and assessment methods to align with the curriculum's principles. Meanwhile, students must adjust to a more flexible and independent learning environment. These

transitions require a thorough examination to understand how the curriculum is applied in English learning and how well it supports students' language development.

Therefore, this study aims to evaluate the implementation of the Merdeka Curriculum in English language learning at SMPN 20 Kota Bengkulu. Specifically, it will examine how teachers adapt to the curriculum, how students respond to the new learning approach, and what challenges arise during the implementation process. By conducting this research, it is expected that findings will provide insights for educators, policymakers, and future researchers in improving the implementation of the Merdeka Curriculum in English learning with the research title “The Evaluation of Implementation of Merdeka Curriculum in English Learning at SMPN 20 Kota Bengkulu”.

B. Identification the Problem

Based on the analysis, the researcher identified several key issues related to the implementation of the Merdeka Curriculum in English learning at SMPN 20 Kota Bengkulu:

1. Students engagement in learning English remains low, as they struggle to adapt to the new methods introduced in the Merdeka Curriculum.
2. The Merdeka Curriculum provides flexibility in learning, but its implementation in English subjects is not yet optimal, leading to inconsistencies in teaching methods.
3. Teachers face challenges in adapting English teaching materials and instructional strategies to align with the curriculum's principles, particularly in integrating project-based and student-centered learning.

C. Research Question

Based on the explanation above, the question of this research is: How is the Merdeka Curriculum implemented in the English learning process at SMPN 20 Kota Bengkulu?

D. Research Objective

Based on the above formulation the problem, the researcher intends to conduct an independent assessment the process learning English in SMPN 20, Kota Bengkulu.

E. Significances the Study

1.For Teachers

This research has served as a report for teachers to develop new strategies for independent learning and provides insights into assessing students' learning progress effectively.

2. For Students

This study can help students understand the Merdeka Curriculum and introduce them to various learning tools that support their English learning process.

3. For Schools

The findings of this research are expected to contribute to curriculum improvements, enhance the learning process, and ultimately increase student achievement.

4. Futher Research

The results of this study can provide valuable insights into listening skills development and effective teaching strategies. Furthermore, this research has served as a reference for future studies on the impact of the Merdeka Curriculum on English language learning.

F. Definition Key Term

1.Evaluation

Evaluation is the systematic determination and assessment the value, usefulness, or importance results obtained using criteria in a specified manner. Evaluation helps to assess the achievement a goal, idea/plan, or in an organization, program, plan, strategy, or other intervention or effort to help determine or evaluate the achievement or value a project in relation to its goals, objectives, and results.

2.Merdeka Curriculum

The Merdeka Curriculum is a project the Ministry Education, Culture, Sports, Science and Technology that aims to create a pleasant learning environment for both teachers and students. Independent learning can be understood as the implementation a curriculum that brings fun into the learning process and promotes teachers' creative thinking (Fathan, 2020). According to Ade Erlanggi, independent learning is an important way to transform the national education system, which is considered one-sided (AGJ Nasution, 2020).

3.English Language Learning

English language learners are students who are unable to communicate or learn effectively in English. They ten come from homes or environments where English is not the first language and ten require specialized or limited instruction in English and academic subjects.

