

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

2.1 Curriculum

2.1.1 Definition Curriculum

The system of education and sports, especially music and games, originated in ancient Greece. Education comes from the Greek word for messenger or herald (Indonesian), meaning someone who carries things from one place to another. To run is to run. Webster's 1856 dictionary defines it as "the course a stadium, hippodrome, chariot race." Education is defined as the process running. It also refers to the ancient chariots that carried people from the start to the finish.

2.1.2 Curriculum Components

The curriculum is a set parts and consists four parts: the objectives, the content the curriculum, the process or plan for achieving the objectives, and the assessment part. Each part must be connected to the other parts, and if one part is

interrupted or not connected to the other parts, the entire curriculum is interrupted.

1) Goal Component

Objectives refer to the direction and expected results. In a broad sense, curriculum objectives refer to the philosophy and values a society. Educational objectives describe the culture and aspirations. For example, the philosophy and values the Indonesian people are Pancasila. The expected goal this curriculum is to create a society based on Pancasila. In a narrow sense, curriculum objectives refer to narrower goals such as the mission and vision the school, the goals each subject, and the learning process.

2) Content Tools / Learning Tools

The curriculum content is one element the student's learning experience and covers all aspects related to a science or subject. It is usually defined in the curriculum and student programs. It is aimed at achieving specific objectives in the subject and program.

3) Type/Application Plan

Planning and strategy is the third part curriculum development. It is an important aspect in implementing the curriculum. To what extent will the objectives be achieved? If there is a proper plan, the objectives can be achieved. The plan includes plans, methods and actions to achieve specific objectives. The opinion T. Rajakoni mentioned in the line defines the curriculum as a general model and guide for teachers and students to implement teaching and learning to achieve the set objectives.

4) Section the case

Evaluation is an important part the curriculum. Through evaluation, we can determine the value and significance the curriculum and consider whether the curriculum is being implemented in the right direction. Evaluation is one the factors that determines the effectiveness and achievement objectives. In the context the curriculum, evaluation plays a role in assessing whether the objectives have been achieved. Evaluation can be used as a feedback to improve the development the plan. According to Scriven (1967), the two

functions evaluation are the summarizing function and the analysis as a planning function. Evaluation can be divided into a tool that evaluates whether the objectives have been achieved with and without testing.

2.1.3 Curriculum Principles

A number of principles are considered essential and become a guideline at this time in general.

1. The Principle of Relevance

The curriculum is the rail of education, designed to help students live by society's values and equip them with knowledge, attitudes and skills that meet society's demands and expectations. Therefore, the learning experiences arranged in the curriculum must be relevant to society's needs.

2. Internal Relevance

Internal Relevance is that each curriculum must have harmony between its components, namely harmony to be achieved, content, material or learning experience that must be owned by students, strategies or methods used and assessment

tools to see the achievement of goals. This Relevance shows the integrity of a curriculum.

3. External Relevance

External Relevance relates to the compatibility between the objectives, content, and student learning processes included in the curriculum and the needs and demands of society. There are three kinds of external Relevance, namely:

Relevant to the student's living environment. This means that developing and determining curriculum content should be adapted to the environmental conditions around students. For example, students in urban areas need to be introduced to life in an urban environment, such as crowds and traffic signs, procedures and bank services, post offices, etc. Likewise, for schools located in the coastal environment, such as ponds, fishermen's lives, cooperatives, shrimp nurseries, etc.

Relevant to the times, both now and in the future. The curriculum content must be by the developing situation and conditions. In addition, what is taught to students must be helpful for future students' lives. For example, the use of

computers and the internet will be necessary for future life, so students must be taught how to use computers and get information from the internet. Likewise with language skills. In the future, when free markets such as the APEC agreement take effect, society will face competition with foreigners in the job market. Therefore, foreign language skills must be cultivated from now on.

4. Flexibility Principle

What is expected in the ideal curriculum is sometimes different from the actual conditions. The lack of teacher abilities indicates this type of compatibility, students' low background or basic skills, or the existing facilities and infrastructure at the School are inadequate.

So, the curriculum must be flexible and implemented by existing conditions. A rigid or inflexible curriculum will be challenging to implement.

The principle of flexibility has two sides:

1. Flexible for teachers, meaning that the curriculum must provide space for teachers to develop their teaching programs in accordance with existing conditions.
2. Flexible for students, meaning that the curriculum must provide various possible program choices according to the talents and interests of students.

5. Continuity Principle

This principle implies that it is necessary to maintain interrelationships and continuity between subject matter at various levels and types of educational programs. In preparing the subject matter

6. Effectiveness

The principle of effectiveness about plans in a curriculum can be implemented and achieved in teaching and learning activities. There are two sides of effectiveness in curriculum development, namely:

Effectiveness relates to teacher activities in carrying out the task of implementing the curriculum in the classroom. For example, suppose the teacher determines that he must complete

12 learning programs in one semester according to the curriculum guidelines. In that case, he can only complete 4 or 5 programs in that period, which means that the program's implementation is ineffective.

The effectiveness of student activities in carrying out learning activities means the extent to which students can achieve the goals determined in accordance with a certain period of time. For example, if it is determined that students must be able to achieve several learning objectives in one semester, only part of them can be achieved by students; it can be said that the student learning process could be more effective.

7. Efficiency

The principle of efficiency relates to the comparison between effort, time, sound, and costs incurred and the results obtained. A curriculum is highly efficient if the means, minimal fees, and limited time can get maximum results. No matter how excellent and ideal a curriculum is, it is impractical and difficult to implement when it demands extraordinary and expensive

equipment, facilities and infrastructure. The curriculum must be designed to be used within all limitations.

Indonesia's school curriculum development follows different principles, but the goals to be achieved are the same: to realize the ideals of national development in general and national education goals in particular based on Pancasila and the 1945 Constitution.

2.1.4 Curriculum Function

In general, the function of the curriculum is to help students develop their personalities toward educational goals. The curriculum is all aspects that affect school students, including teachers and other facilities and infrastructure. The School gives the curriculum as a learning program for students, arranged systematically and logically, to achieve educational goals. As a learning program, the curriculum is about intention, plan, and hope. According to Alexander Inglis, curriculum functions include:

The Adjustment Function: Because individuals live in an environment that is constantly changing and dynamic, each must

be able to adapt dynamically. The environment must also be adjusted to individual conditions; this is where the curriculum functions as an educational tool for well-adjusted individuals.

Integration Function: The curriculum functions to educate integrated individuals. Because the individual is an integral part of society, the integrated person will contribute to its formation or integration.

The function of differentiation is that the curriculum needs to provide services to individuals who are different in society. Basically, differentiation will encourage people to think critically and creatively, and this will facilitate social progress.

The curriculum's preparation function prepares students to continue their studies longer or plunge into society. Preparing skills is necessary because schools are unlikely to provide all that is needed or all that interests students.

The function of selection between differences and elections is closely related. Recognition of differences means that people are also allowed to choose what interests them. This is an ideal

requirement for a democratic society, so the curriculum needs to be programd flexibly.

Diagnostic function: One aspect of educational services is to assist and direct students so that they can understand and accept themselves and develop all their potential. This can be done if they know all their weaknesses and strengths through exploration and prognosis. The function of the curriculum is to diagnose and guide students so that they can optimally develop their potential.

The practical functions of the curriculum include:

- 1) The School's function is to use it as a tool to achieve the desired educational goals and as a guide in managing daily academic activities.
- 2) The function of the School above is to ensure the maintenance of a balance in the educational process.
- 3) Functions for the public and graduate users.

2.1.5 The Role of Curriculum

The curriculum for educational programs where schools as social institutions carry out their operations can at least determine three types of curriculum:

- 1) **Conservative Role:** Emphasizing that the curriculum can be used to transmit the values of the cultural heritage of the past, which are considered still relevant to the present for the younger generation.
- 2) **Critical and Evaluative Role** The development of science and other aspects happens constantly. The creative Role emphasizes that the curriculum must be able to develop something new according to developments.
- 3) **The Active Role** This Role is motivated by the fact that society's values and culture are constantly changing, so the inheritance and cultural values of the past that students inherit need to be adapted to the present.

2.1.6 Types of Curriculum

In terms of concept and implementation, we are familiar with several curriculum terms as follows:

- 1) **Ideal curriculum**

Namely, it is a curriculum that contains something ideal and something to aspire to, as stated in the curriculum document.

2) Actual curriculum

Namely, the curriculum is implemented in the process of teaching and learning.

3) Hidden curriculum

Everything that happens during the implementation of the ideal curriculum becomes a factual curriculum. Everything can be the influence of teachers, principals, administrative staff, or even the students themselves. For example, the teacher's habit of coming on time when teaching in class will be a hidden curriculum that will affect the formation of students' personalities.

4) Integrated curriculum

In an integrated curriculum, the boundaries between subjects are not visible because all subjects have been formulated as problems or units.

5) Correlated curriculum

That is a curriculum that emphasizes the need for relationships between two or more subjects without eliminating the boundaries of each subject. For example,

History and Earth Sciences can be taught to reinforce each other. Based on the developer and use, the curriculum can be divided into:

a. National curriculum

Namely, the curriculum was compiled by a national development team and used nationally.

b. state curriculum

The curriculum is compiled by each state, for example, in the United States.

c. School Curriculum

namely, the curriculum compiled by the school education unit. The Education Unit Level Curriculum (KTSP) is the school curriculum. The school curriculum was born from the desire to differentiate it.

2.1.7 Curriculum Objectives

The purpose of the curriculum is the goal of every educational program given to students. Because the curriculum is a tool for achieving goals, it must be translated from the general goals of education.

2.2 Curriculum of Merdeka

2.2.1 Definition of the Curriculum of Merdeka

The curriculum is fundamental in the world of education. With the right curriculum, students will achieve the appropriate learning targets. Of course, everything is tailored to the needs of students in their respective eras. In February 2022, the Ministry of Education and Culture officially launched an Merdeka curriculum. The Merdeka curriculum is a learning method that refers to the talent and interest approach. Students can choose any subject they want to learn according to their passion.

In general, Merdeka curriculum is a diverse extracurricular learning curriculum. The content is optimal so that students have enough time to explore concepts and strengthen competence. Later, the teacher has the power to choose various teaching tools so that learning can be adapted to the needs and interests of students.

2.2.2 Merdeka Curriculum Structure

Three things underlie the Structure of the Merdeka Curriculum, namely:

1. competency-based

The Merdeka Curriculum emphasizes competency-based learning, which aims to develop student's skills and abilities to face future challenges. The competency-based curriculum emphasizes results and abilities that can be measured concretely. Unlike the traditional curriculum, which focuses more on material, the competency-based curriculum leads to mastery of skills and knowledge that can be applied in real life.

In the competency-based Merdeka Curriculum, teachers act as mentors who support the development of students' potential. The purpose of learning is not only to understand concepts but also so that students can understand and be skilled

2. flexible learning

Flexible learning in the Merdeka Curriculum is an approach that allows teachers and students to adapt learning to local needs and contexts. Here are some things that make learning in the Merdeka Curriculum flexible: Teachers can choose methods and teaching tools that suit students' needs.

Students can learn anywhere and create projects based on the material they are studying, and teachers can better appreciate the learning process and student achievements. Teachers can introduce local culture from their regions. Teachers can also develop learning methods and strategies according to students' interests and profiles.

3. Pancasila character

The Pancasila character in the Merdeka Curriculum is the Pancasila Student Profile (PPP), a character trait and competency expected to be achieved by students. PPP is based on the noble values of Pancasila and has six dimensions: Faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity.

The following are the principles for developing the Merdeka Curriculum Structure;

1. Minimum Structure: The central government determines the basic curriculum structure. However, educational institutions can add programs and activities according to their vision, mission, and resources.

2. Curriculum autonomy allows educational institutions and teachers to design learning processes and materials relevant to the context.

3. The simplicity of changes in the curriculum is kept to a minimum but still has a significant impact. The goals, desired changes, and plans are designed so that schools and stakeholders easily understand them.

4. Collaboration: developing the curriculum and learning materials results from collaboration between various institutions, including the Ministry of Religion, universities, schools, and other educational institutions.

In the Merdeka Learning Curriculum for Junior High Schools, English is one of the elective subjects taught for 2 hours per week. The Structure of the Merdeka Learning Curriculum for Junior High Schools consists of Intracurricular activities and the Pancasila student profile strengthening project (P5).

The allocation of teaching hours for each subject is divided between the two learning activities.

Several other provisions related to the Structure of the Independent Learning Curriculum for Junior High Schools include:

- Informatics is a compulsory subject.
- Arts are integrated with Crafts.
- Students in grades VIII and IX must choose at least 1 Art or Craft subject, while grade VII can choose at least 2 Art or Craft subjects.
- Measuring student learning outcomes refers to achieving learning objectives through formative assessments.

The Independent Learning Curriculum for Junior High Schools has several advantages, including:

- Simpler and more in-depth
- More independent, with a choice of subjects according to the interests, talents, and aspirations of students
- More relevant and interactive

2.2.3 The Goals of the Curriculum of Merdeka

Several objectives of the curriculum of Merdeka are essential for educators and teachers to know, including:

1) Creating Fun Education

The first objective of the Merdeka curriculum is to create a fun education for students and teachers. This curriculum emphasizes Indonesian education, which focuses on developing skills and character following the values of the Indonesian nation.

2) Catch up on Learning

One of Merdekais's curriculum objectives is to catch up on the learning lag caused by the COVID-19 pandemic. This curriculum was created with the aim that education in Indonesia can be like that in developed countries, where students are given the freedom to choose what they are interested in learning.

3) Developing Student Potential

The next goal of the Merdeka curriculum is to develop students' potential. This simple and flexible curriculum allows for more in-depth learning. In addition, the Merdeka curriculum also focuses on essential material and the development of student competencies in its phases.

2.2.4 Curriculum of Merdeka for elementary School

As for other levels, the Merdeka Curriculum for elementary school students is implemented in stages. As mentioned in the Decree of the Minister of Education, Culture, Research and Technology (Kemendikbud) number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery, the implementation of the Merdeka curriculum begins in the 2022/2023 school year.

The curriculum was implemented in grades 1 and 4 for elementary school students in the first year. In the second year, it was applied to students in grades 1, 2, 4, and 5. Only in the third year did the Merdeka Curriculum begin to be implemented for students in grades 1 to 6.

Later, the linearity of elementary school teachers in Merdeka's learning curriculum will refer to the provisions for structuring the linearity of educator-certified teachers and several other provisions. Among other provisions, teachers of natural and social sciences (IPAS) in elementary schools can be

provided by teachers with academic qualifications or certificates as educators for elementary school teachers.

Subjects in the SD/MI curriculum structure, apart from religious and moral education subjects, physical education, sports and health, English, and local content, will be taught by class teachers. Furthermore, English is the subject of choice for SD/MI and SDLB students.

Class teachers can teach English elective subjects with English competence. This subject can also be taught by teachers at the School concerned or the nearest SD/MI or SMP/MTs who are assigned and recognized for their workload or students who participate in the Independent Learning Campus Independent Program.

Meanwhile, SD/MI or SDLB local content subjects can be taught by classroom teachers who have local content competencies or local content teachers in the School concerned. Local content textbooks can also be provided by local content teachers of SD/MI or SMP/MTs and the nearest SMPLB assigned and recognized for their workload, or also students of

local content study programs who participate in the Merdeka Campus program.

2.3 Learning English in the Curriculum of Merdeka

2.3.1 Rational Subject of English.

General English learning at the Primary and Secondary Education levels (SD/MI/Program Package A; SMP/MTs/Program Package B; and SMA/MA/Program Package C) in the national curriculum provides opportunities for students to open up insights related to themselves, social relations, culture, and globally available job opportunities. Studying English allows students to gain access to the outside world and understand different ways of thinking. Their understanding of this socio-cultural and intercultural knowledge can improve their critical thinking skills. By understanding other cultures and their interactions with Indonesian culture, they develop a deep understanding of Indonesian culture, strengthen their identity, and appreciate differences.

Learning English is focused on strengthening the ability to use English in six language skills: listening, speaking, reading,

viewing, writing, and integrating various types of texts. Learning Outcomes The minimum of these six English skills refers to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and is equivalent to level B1. Level B1 (CEFR) reflects the specifications that can be seen from the ability of students to:

- 1) maintain interaction and convey what is desired in a variety of contexts with clear articulation;
- 2) express the main ideas to be conveyed comprehensively and
- 3) maintain communication even though sometimes there are still pauses.

Learning English at the Elementary and Secondary Education levels (SD/MI/Package A Program; SMP/MTs/Package B Program; and SMA/MA/Package C Program) is expected to help students achieve the ability to communicate in English as part of life skills. The approach used in general English learning is genre-based. Namely, learning is focused on text in various modes, whether spoken, written,

visual, audio, or multimodal. This is by the statement by Halliday and Mathiesen (2014: 3) that "When people talk or write, they produce text, and text is what listeners and readers engage with and interpret.

English subjects at the Elementary and Secondary Education levels (SD/MI/Package A Program; SMP/MTs/Package B Program; and SMA/MA/Package C Program) can be held as elective subjects for educational units with ready resources. Education units that are not ready to provide English as an elective subject can integrate English content into other subjects or extracurriculars by involving the community, school committees, student volunteers, and parental guidance.

2.3.2 Objectives of English Subjects

English subjects aim to ensure students can do the following.

- 1) Develop communicative competence in English with various multimodal texts (oral, written, visual and audiovisual).
- 2) Develop intercultural competence to understand and appreciate Indonesian and foreign cultural perspectives, practices and products.

- 3) Develop confidence to express yourself as an independent and responsible individual.
- 4) Develop critical and creative reasoning skills.

2.3.3 Characteristics English Subjects

- 1) In General English classes you will be introduced to different types writing including narrative, descriptive, expository, action, argumentative, polemical, personal writing (short letters, charts) and biographical writing.
- 2) Teachers can determine the writing system for teaching according to the current situation in the school starting with a type writing that covers topics that students already know, and then giving students the opportunity to understand the topic the text on their own reading and creating a copy that type writing in writing.
- 3) word mouth and in writing.

Teachers can introduce students to familiar text types. Teachers can help students understand new text types and allow students to work with them orally or in writing. The choice text types can also be based on the contexts that

students encounter most ten, at school or at home, so that students have the opportunity to learn and practice writing in real-life situations.

2.3.4 Objectives Advanced English Subjects

The aim the Advanced English Language Course is to provide students with the following opportunities:

Use English independently and confidently to achieve spoken and written communication goals in three types writing (story, description and conversation). Use the four language skills together to achieve a level proficiency in English equivalent to level B2 the Common European Framework Reference for Languages. At level B2 the Common European Framework Reference for Languages, students can:

- 1) Understand the main ideas in complex texts, including specific topics related to current events, summaries new terms in news texts, and arguments related to other topics in explanations or discussions.

- 2) You may be a good and natural communicator, interact regularly with native English speakers, and likely have no problem communicating and interacting with others.
- 3) You will write clear, well-structured texts on a wide range of topics, expressing your thoughts and opinions on issues related to a particular topic, highlighting the advantages and disadvantages, other options and opinions.

2.3.5 Characteristics Advanced English Subjects

- 1) This course covers the four language skills: listening, speaking, reading and writing. These skills are embedded in a learning-based approach, with a particular focus on three types of writing: narration, presentation and discussion.
- 2) These three types of texts, original or creative, are divided into written texts, oral texts (monologues or conversations), visual texts, audio texts and multimedia texts (texts that include oral speech, visual images and physical objects).
- 3) Teaching literature and culture is essential to the advanced study of English because writing is a social construct and discussions about writing cannot be separated from the

cultural discussions that are discussed in all texts. Therefore, teaching literature and culture involves teaching the three types writing mentioned above.

- 4) The concept learning is the zone proximal development, that is, the learning process must overcome the gap between the actual level development, determined independent problem solving, and gradual learning achieved through supervision an adult (teacher) or interaction with more capable peers (Vygotsky, 1978: 86).
- 5) The learning process is based on the idea that learning is a social process and that learners learn language, study language, and are learning language (Halliday, Weese, & Joyce, 1998).
- 6) The learning process takes place in a learning environment with an experienced teacher who can guide students until they acquire the expected skills. After that, the learning process is reflected in the students (Tyler, 1949, 1990). That is, efforts should be made to change the behavior students

because they are unable to use English in the four language skills: speaking, writing, presentation, and communication.

- 7) The principle assisted learning is that instructional help is provided teachers and other adults who know how to deal with material beyond the students' abilities (Wood, Bruner & Ross, 1976; Wells, 1999). The teacher's role is to show students how to do something (in this case, how to use English) and enable them to do it (Mendelsohn, 2008: 56).

2.3.6 Learning Outcomes Advanced English Subjects Every Phase

Level F is designed for students in grades 11 and 12 (SMA/MA/Package C). Upon completion Level F, students will be able to use English texts orally, in writing and visually, according to context, purpose and audience/reader.

3. Kurikulum Operasional Satuan Pendidikan

Kurikulum Operasional Satuan Pendidikan is a comprehensive teaching plan for a particular subject and a guide to how teaching is organised. Comprehensive and meaningful

teaching plans are promoted and adapted to the circumstances and needs students in the education sector.

The principles curriculum development in the education sector are: a) Student-centred, i.e. teaching will focus on the diversity students' abilities, levels development, needs and interests. The Pancasila Student Profile guides the entire process preparing the curriculum for implementation in the education sector. b) Comprehensive, i.e. taking into account the uniqueness and needs the educational unit, social and cultural characteristics, environment, work and special needs the institutions (especially vocational schools) and taking into account the characteristics or needs students with special needs (especially SLBs). (c) External, i.e. KOSP includes all the information needed and used in the education sector.

4. Learning Outcomes, Learning Objectives, and Learning Objective Flow

Learning outcomes are the learning skills that learners are expected to acquire at each developmental level. These learning outcomes include specific learning skills and elements that are

described in an integrated narrative. Thus, learning outcomes include broad learning skills and elements that are well structured in a narrative form.

An independent study program includes learning outcomes, principles learning, and assessment learning. An independent study program usually includes classroom activities such as face-to-face teaching or teacher-led classroom instruction. At the same time, schools also have the opportunity to improve students' ability to achieve their learning goals. Schools can mitigate these work-related developmental challenges based on their vision, goals, and resources. These learning goals and objectives include a learning path that leads to a set learning outcomes. These goals and objectives cover six language skills: listening, speaking, reading, viewing, writing, and presenting. Each language skill has specific outcomes that lead to communication and interaction in English.

5. Project for Strengthening Pancasila Student Priles

Enrichment planning activities are activities that take place outside class time. The purpose these activities is to provide a

deeper understanding the topics taught in extracurricular activities at school. These activities can be carried out individually or in groups. There are different types enrichment activities at SMPN 20 Kota Bengkulu.

The Pancasila Student Prile Improvement Project is conducted at the end each semester at SMPN. Students are required to complete three courses within four weeks each semester. The topics selected are listed in the Pancasila Student Prile and the responsible teacher decides which topic to select. This is to facilitate assessment.

The implementation the project is a collaboration between the subjects, but each subject has its own assessment and objectives the project. Pancasila Student Prile Program uses the project-based learning (PJBL) method. The process this learning project is based on: 1) identifying the main problem to be solved the project and choosing an appropriate topic for the topic, 2) planning the implementation the project, 3) preparing the curriculum, 4) monitoring the students' progress in the project, 5)

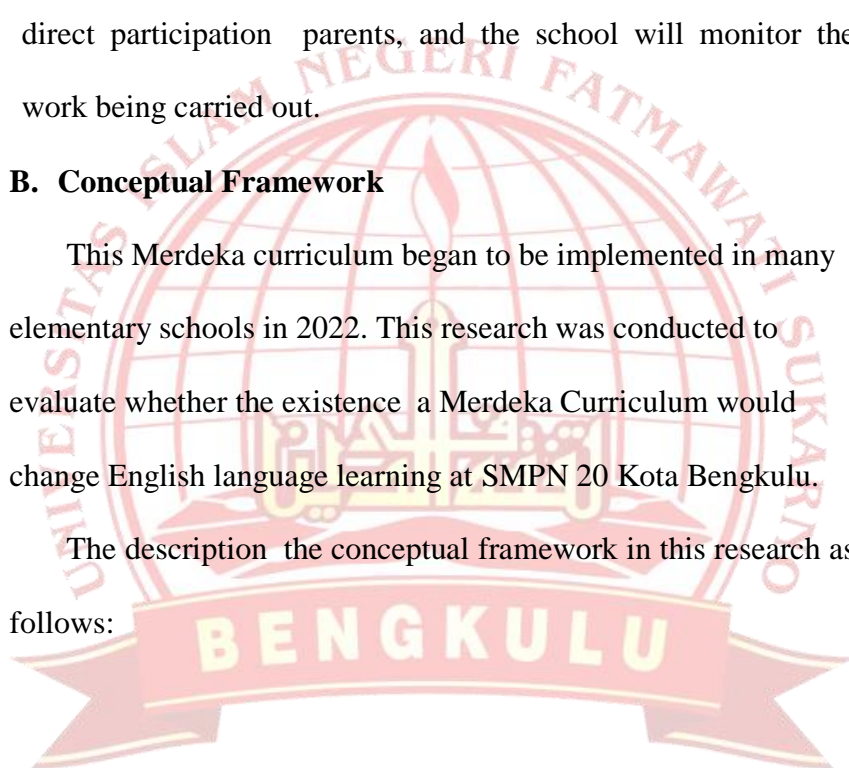
evaluating the results, 6) evaluating the experience gained the students.

This work will be carried out with the participation a subject teacher, psychologist, class teacher, as well as with the direct participation parents, and the school will monitor the work being carried out.

B. Conceptual Framework

This Merdeka curriculum began to be implemented in many elementary schools in 2022. This research was conducted to evaluate whether the existence a Merdeka Curriculum would change English language learning at SMPN 20 Kota Bengkulu.

The description the conceptual framework in this research as follows:



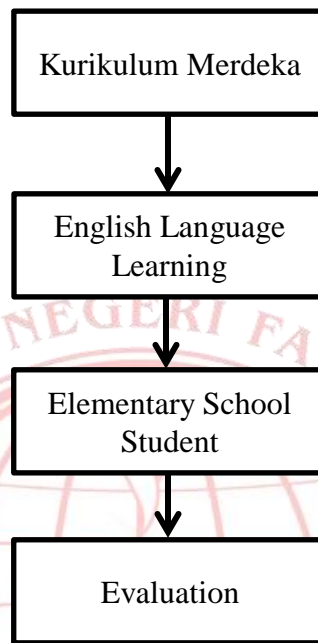


Diagram 2.1 The Conceptual Framework

C. Previous study

Firstly, Shinta Amalia Perdaus and Diana Novita (2023) conducted this study and the title this study is “Implementation Merdeka Curriculum for English Subjects in Indonesian Secondary Schools”. To summarize, Sidoarjo Vocational School has implemented the Merdeka curriculum for English language learning, which emphasizes the independence teachers and students and the active learning process. Therefore, many the

teaching processes implemented include strong relationships between teachers, students and other students. Teachers believe that this is beneficial and can improve education if the government supports independence in the teaching and learning process.

The second study was conducted Irma Nur Hasanah (2019). The title this study is “Implementation the 2013 Curriculum English Language Teachers and the Barriers”. The study will be conducted in SMAN 1 Rembang in the academic year 2014/2015. The purpose this study is to identify the barriers to the implementation the 2013 curriculum English language teachers in terms teaching and learning, research and teaching methods. The author collected data through observations, interviews and documents. The participants in the interviews were English language teachers, school principals and school administrators. The documents were syllabi, lesson plans and photographs. The study identified three types barriers to the implementation the Merdeka curriculum English language teachers. The barriers to the teaching and learning process are related to the other two

factors. The barriers are finding the right methodology and the right assessment tools. They are necessary for the successful achievement the main points and learning objectives.

The third study is titled “Implementation Independent Curriculum (Kurikol Merdeka) in English in Indonesia: A Review the Article Zainal Abedina and Marissa”. This study shows that the implementation Merdeka curriculum has led to different results in teacher preparation and learning and students in the region depending on the region. However, this was expected because the implementation Merdeka curriculum requires different conditions and the needs students, standards and environments in western and eastern Indonesia are different. The Merdeka curriculum was implemented in 2021 in response to the COVID-19 outbreak. In addition, teacher training for teaching, implementation research and implementation the Pril Pelajar Pancasila curriculum are in line with the needs students in the country.