

CHAPTER II

THEORETICAL FRAMEWORK

A. Vygotsky

1. Vygotsky's brief profile

Russian psychologist Lev Vygotsky, who lived from November 17 1896, to June 11, 1934, is well-known for his contributions to the theory of child development. One of his contributions to the field of child psychology is the formulation of the "zone of proximal development" idea. According to this idea, a child can learn new things alone in some aspects of their learning process, but in other areas, they will need outside help in order to learn new things. The presence of 'other people', i.e., individuals who are more knowledgeable (the more knowledgeable other), such parents, friends, or teachers, is crucial, according to Vygotsky.¹

On November 17, 1896, Lev Semyonovich Vygotsky was born in the city of Orsha. His family belonged to the middle class and was Jewish in origin. Vygotsky started attending the gym for his schooling. After that, he used a scholarship to complete his legal education at

¹ developer, *mediaindonesia.com* (2017-11-20). "[ZPD dan Ban Zhuren](#)". *mediaindonesia.com*. Diakses tanggal 2020-12-03.

Moscow State University.² Vygotsky had a philosophical idea about how people and the environment interact. He thinks that people are more than just animals that respond to their surroundings. The environment can be altered by humans to suit their requirements. From this way of thinking, social constructivism emerged as a theory. According to this notion, children's cognitive development can be influenced by social interaction. Vygotsky was interested in elucidating the fundamentals of a range of significant behaviors in social and cultural contexts.³ Because these two kinds of surroundings have the potential to shape how infants construct their cognition, Vygotsky's theory of humans and environment is also known as sociocultural preconditions.⁴

The sociocultural revolution in learning and learning theory was accommodated by Vygotsky's learning theory. He maintained that one cannot understand the depths of a person's soul or the contents of their thinking. All that is necessary to acquire this insight is the

² Lev Semenovich Vygotsky and Michael Cole, *Mind in Society: Development of Higher Psychological Processes* (Harvard university press, 1978).15

³ Yuyu Tresna Suci, 'Menelaah Teori Vygotsky Dan Interdependensi Sosial Sebagai Landasan Teori Dalam Pelaksanaan Pembelajaran Kooperatif Di Sekolah Dasar', *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, 3.1 (2018), 232.

⁴ Muhammad Abduh, 'Bermain Dan Regulasi Diri (Kajian Teori Vygotsky)' (Prosiding Seminar Nasional Pendidikan Berkemajuan dan Menggembirakan (2017).

person's social, cultural, and historical background.⁵ Children are considered to be highly subjective and active living beings in Vygotsky's theory. Children can acquire information through interacting with their social and cultural surroundings. Children's social and cultural environments have a big impact on how they think and behave. According to Vygotsky, dialectical problem solving and conflict have no bounds when it comes to child development.⁶

2. Vygotsky's theory of cognitive development

When people try to address difficulties that arise and are exposed to novel and difficult situations, cognitive development takes place. People try to make connections between new information and the basic knowledge they currently possess in order to develop new understanding. According to Vygotsky, there are two routes to cognitive development: physiologically fundamental processes and sociocultural psychological processes.

According to Vygotsky, changes in a child's growth can be both qualitative and quantitative. New cognitive and social-emotional forms or developmental milestones emerge as a result of significant

⁵ C Asri Budiningsih, 'Perkembangan Teori Belajar Dan Pembelajaran Menuju REvolusi Sosiokultural Vygotsky', *Dinamika Pendidikan*, 10.1 (2003).

⁶ Choi Chi Hyun and others, 'Piaget versus Vygotsky: Implikasi Pendidikan Antara Persamaan Dan Perbedaan', *Journal of Industrial Engineering & Management Research*, 1.3 (2020), 287.

remodeling of the complete mental functioning system brought about by qualitative alterations. Similarly, there are times when children continue to develop their current skills but no new formation takes place. Growth is demonstrated throughout this time by quantitative shifts in the quantity of information the child can retain and process. Vygotsky's view incorporates the idea of "age periods" in infancy, preschool and kindergarten, elementary school age, and adolescence, although it is not strictly speaking a "stage theory" (the theory that development occurs through several stages). Each period is based on the previous period and is determined by a unique series of developmental achievements. Vygotsky's emphasis on the social environment of learning and the interplay between internal and exterior components of learning constitute the core of his theory.

According to Vygotsky's idea, social interactions within a cultural environment are the source of human cognitive function. Additionally, according to Vygotsky, learning happens when students focus on projects that are in the zone of proximal growth or that are outside of their current subject matter but are still within their grasp.⁷

⁷ Anggun Fahira and others. "Teori Vygotsky", (Universitas Islam Negeri Raden Fatah Palembang, 2017), p. 3.

In connection with learning, Vygotsky put forward four concepts, namely:

a. Sociocultural Concept

Sociocultural revolutions in learning and learning theory can be accommodated by the perspective of Vygotsky's learning theory. According to Lev Vygotsky, one must comprehend an individual's thought process in light of their sociocultural and historical upbringing. This suggests that the best way to comprehend someone's thinking is to start with their conscious actions that is, with social interactions based on their life history rather than delving into their deepest thoughts and brain regions. Individuals cannot improve their mental health; social interactions or groups can.⁸ Whereas Vygotsky highlighted the importance of adults and other children in supporting a child's growth, Piaget believed that children learn via their own independent discoveries. Vygotsky believed that children possess some very basic mental abilities from birth, such as the capacity to focus their attention and comprehend their surroundings. Children lack many higher mental abilities, though, including the ability to reason, remember, and

⁸ Budiningsih, C. Asri. "Perkembangan teori belajar dan pembelajaran menuju revolusi sosiokultural vygotsky." *Dinamika Pendidikan* 10.1 (2003), 42-43.

solve problems. The "cultural tools" that an individual uses to live in their environment are these higher mental functions, and they are derived from culture. During guided learning experiences, youngsters received these tools from members of elder cultures. A child's inner worldview is shaped by their experiences with other people, which become more profound over time. Vygotsky placed equal emphasis on the social context's institutional and interpersonal levels. At the institutional level, cultural history gives institutions like schools, technological advancements like computers, and literacy the structure and resources necessary for cognitive activity. Children receive broad behavioral and social norms from their institutional contacts that help shape their lives. The child's mental functioning is more directly impacted by the interpersonal level. Direct social connection is the means by which mental functioning skills are developed, according to Vygotsky. Direct human connection is the means through which knowledge regarding cognitive abilities, talents, and interpersonal relationships is communicated. Children's mental development matures when social interaction experiences are structured within a cultural context. The interaction between people and the sociocultural setting in which they live and interact with one

another through sharing experiences and knowledge is the main subject of Vygotsky's research. Thus, the focus of Vygotsky's theory also referred to as sociocultural development theory—is on the relationships between social and cultural interactions and cognitive development. The social connections children have within their cultural upbringing have an impact on how they develop as thinkers.⁹

Every function in a child's cultural development, according to Vygotsky, will manifest twice: first, at the social level in human relations, or intrapsychology, and then, at the child's internal level, or personal level. This means that in order to comprehend how infants develop cognitively, one must be aware of the social and cultural forces that mold them. Social connections with other people lead to advancements in children's cognitive development. Parents aren't the only participants in this group; classmates or other adults who have more experience with a certain topic may also be present. Slavin claims. Students' intellectual growth is enhanced and new ideas are stimulated by this social connection. Vygotsky named this idea "cognitive apprenticeship." The process

⁹ Sri Wulandari Danoebroto, 'Teori Belajar Konstruktivis Piaget Dan Vygotsky', *Indonesian Digital Journal of Mathematics and Education*, 2.3 (2015), 191–98.

via which a learner gradually gains competence through his encounters with experts is referred to as cognitive apprenticeship. An expert in the field under study is one who possesses this particular skill.

Every individual grows in a social setting, according to Vygotsky. Meaning, memory, cognition, perception, and awareness are all areas of intellectual development that shift from the interpersonal to the intrapersonal domain. Higher order mental processes are based on replicas of social interactions. According to Vygotsky, every high-level cognitive function in humans originates from their social interactions within a specific cultural setting. The internalization of social interaction is known as cognition. The requirement for a new social foundation to comprehend the educational process is supported by Vygotsky's social cognition theory.¹⁰

Adults or older kids who are more adept at explaining things in line with cultural norms provide a supportive social environment for kids. When a youngster points to an object, for instance, an

¹⁰ Anggun Fahira and others. "Teori Vygotsky", (Universitas Islam Negeri Raden Fatah Palembang, 2017), p. 5-6.

adult points out the thing and also explains to the child how to treat it.¹¹

Vygotsky differentiated mental processes into 2, namely:

- 1) Basic. During the preverbal stage, a child uses body language to interact with their surroundings as they have not yet developed speech.
 - 2) Higher. The time after a youngster learns to speak. The child will use language to verbally relate to the surroundings throughout this time.
- b. Zone of proximal development (ZPD)

Additionally, Vygotsky proposed the idea of the zone of proximal development, often known as the area of nearest development (DPT). As per his assertion, there are two distinct stages in the evolution of an individual's abilities: the real stage and the potential stage. The ability to finish activities or find solutions to different difficulties on one's own is a good indicator of someone's true developmental stage. This is known as instrumental ability, and a person's potential growth is demonstrated by how well they can finish tasks and find solutions when working with

¹¹ Rita Eka Izzaty and others, 'Perkembangan Peserta Didik. Yogyakarta' (UNY Press, 2008).

more experienced peers or under the supervision of adults. We refer to this as intermental ability. The zone of proximal development is the space between the two, or the actual level of development and the potential level of development.¹² The Zone of Proximal Development is the gap between actual development and potential development. Vygotsky.¹³ Defines the Zone of Proximal Development as follows. The zone of proximal development is the space between the actual developmental level as ascertained by solving problems on one's own and the potential developmental level ascertained by solving problems with the assistance of more experienced peers or under the supervision of an adult. The distance between a student's capacity to complete activities under adult supervision and/or in peer collaboration and their capacity to solve problems on their own, in accordance with their abilities is known as the Zone of Proximal Development. According to the aforementioned description, children who work independently have a degree of expertise known as real development, which is the lower limit of ZPD. The maximum amount of extra responsibility that a youngster can handle with guidance from an instructor is

¹² Budiningsih, C. Asri. "Perkembangan teori belajar dan pembelajaran menuju revolusi sosiokultural vygotsky." *Dinamika Pendidikan* 10.1 (2003), 44.

¹³ Rudi Santoso Yohanes, Teori Vygotsky dan implikasinya Terhadap Pembelajaran Matematika. (Jurnal: Widya Warta No 2, 2015), 131

known as their potential developmental level. The idea behind ZPD is that by emphasizing social connection, it will help kids develop more easily.¹⁴ Additionally, Vygotsky pointed out that two kids with the same actual developmental stage could have rather distinct potential development stages. Thus, although being in similar learning environments, each of their ZPDs is unique.¹⁵

The function of instructors or other individuals with more expertise is crucial to this notion. According to Vygotsky, instructors play a crucial role in helping pupils by offering advice, suggestions, and a variety of problem-solving techniques.¹⁶ Further stated that Vygotsky believed that learning happens when children work on or manage tasks that they have not yet mastered but are still within their grasp. This is known as the zone of proximal development, or the area of development that is just a little bit above a person's present development area. According to Vygotsky, before higher mental functions are internalized by an

¹⁴ Sri Wulandari Danoebroto, 'Teori Belajar Konstruktivis Piaget Dan Vygotsky', *Indonesian Digital Journal of Mathematics and Education*, 2.3 (2015), 195.

¹⁵ Graham A Jones and Carol A Thornton, 'Vygotsky Revisited: Nurturing Young Children's Understanding of Number.', *Focus on Learning Problems in Mathematics*, 15 (1993), 18–28.

¹⁶ T Mendesain, 'Model Pembelajaran Inovatif-Progresif: Konsep, Landasan, Dan Implementasinya Pada Kurikulum Tingkat Satuan Pendidikan (KTSP)' (Kencana Jakarta, 2011).

individual, they typically surface during interpersonal communication and cooperation.

Zone Proximal Development is a theory developed by Vygotsky to help educators and psychologists understand how children learn and develop the problem-solving skills required to work in development-related fields. ZPD establishes a connection between an educational view on instruction and a general psychological perspective on child development. In reality, this word describes the method by which a student who is learning a subject step-by-step becomes an expert by interaction with an expert an adult, an older person, or a peer who has mastered the subject in this process. In many cases, new hires learn their skills through an apprenticeship program, wherein they work side by side with an experienced worker who serves as a mentor, gives advice, and progressively acquaints them with the customs and behavior of the industry. Tutoring pupils in a classroom is an apprenticeship.¹⁷

Immature functions or abilities that are still undergoing maturation are referred to as being in the zone of proximal development. It resembles a bud, flower, or embryo that hasn't fully

¹⁷ Abdul Muis Mappalotteng, 'Sumbangan Vygotsky's Terhadap Pemahaman Pemagangan Kognitif Sebagai Suatu Proses Pengembangan Pendidikan Vokasi Orang Dewasa Di Era Global', in *Seminar Nasional Pendidikan Tanggal*, 2008, xxvi.

developed into a fruit. By working together with more experienced peers or interacting with adults, these developing shoots will mature. Using a scaffolding interpretation, which sees the zone of proximal development as a scaffold, buffer zone, or stepping stone to a higher degree of development, is one way to understand the idea of the zone. The zone of proximal development, as proposed by Vygotsky, serves as the foundation for the advancement of learning and learning theories that enhance quality. and maximize the cognitive development of kids. It is important to remember that learning and development are either independent or interdependent, that a person's growth is context-dependent or inextricably linked to the social context, and that engaging in social activities is a basic way to learn.¹⁸

According to Tharp & Gallimore quoted by Yohanes the level of ZPD consists of four stages, namely:

1) First Stage: More Dependence to Others Stage

The period of time when a child's performance is greatly aided by other people, including peers, parents, teachers, the community, and specialists. From this, the cooperative or

¹⁸ Budiningsih, C. Asri. "Perkembangan teori belajar dan pembelajaran menuju revolusi sosiokultural vygotsky." *Dinamika Pendidikan* 10.1 (2003), 45.

collaborative learning approach for positively enhancing children's cognitive development arose.

2) Second Stage: Less Dependence External Assistance Stage

The point at which kids' behavior shifts from overly depending on outside aid to more self-help and kids assisting themselves.

3) Third Stage: Internalization and Automation Stage

The point at which a child's performance is more deeply ingrained in their unconscious mind. Without more pressure or guidance from outside sources, self-development awareness can emerge on its own. In order to develop mature self-capacity, children at this time are still searching for their sense of self because they have not yet attained real maturity.

4) Fourth Stage: De-automatization Stage

The part where the child's performance, which is repeated, back-and-forth, and recursively, is able to convey feelings from his heart, soul, and emotions. during this point, real performance peaks during a process known as deautomatization.

c. Scaffolding

Whereas this idea highlights the need of providing step-by-step assistance for learning and problem-solving in contemporary constructivist thought.¹⁹ Santrok cites Horowitz as saying that scaffolding and ZPD are closely connected. By scaffolding, we mean adjusting the degree of assistance. A more experienced individual (a teacher or a more knowledgeable peer) modifies the amount of tutoring based on the student's performance at each stage of the lesson. A more experienced individual can provide hands-on instruction when pupils are learning a new task. Less advice is given as pupils become more proficient. In order to assist kids in reaching the upper bounds of their zone of proximal development, scaffolding is frequently used. In Oakley, Bruner expands on Vygotsky's concepts. He recommended that educators employ scaffolding in the classroom. In order to enable a child to work on tasks or problems that are more complex than their actual level of cognitive development, scaffolding, according to Ruseffendi, is the assistance or support provided by a more mature or competent adult to a child.

¹⁹ Qiptiyah, Titin Mariatul. "Teori Perkembangan Kognitif Anak (Vygotsky)." *Childhood Education: Jurnal Pendidikan Anak Usia Dini* 5.1 (2024), 211-212.

Additionally, Winataputra, et al. stated that scaffolding is the process of guiding pupils to comprehend what is necessary based on what is now known. Students are encouraged to focus on projects that are a step beyond and slightly more challenging than their current abilities, with varying degrees of support, based on the teacher's assessment of their abilities. In this approach, as students grow intellectually, their thinking skills will also grow in line with it as they are impacted by the teacher's thinking problems in their assignments.²⁰

Scaffolding is a critical component of the learning process in early childhood education, helping students reach all developmental stages. A child requires scaffolding each time they reach a developmental stage that is indicated by the fulfillment of certain indications. According to Vygotsky, when youngsters are working on puzzles, building model structures, matching photos, and other learning tasks, scaffolding is a type of timely support that must also be removed on time. Scaffolding is occasionally required

²⁰ Anggun Fahira and others. "Teori Vygotsky", (Universitas Islam Negeri Raden Fatah Palembang, 2017), p. 12.

concurrently with learning encounters and should be included into the physical, intellectual, creative, and emotional components.²¹

A crucial scaffolding technique in the zone of proximal development is dialogue. According to Vygotsky, children have deep conceptual understanding, but they are also impulsive, disorganized, and unsystematic. This concept comes into contact with a more methodical, logical, and reasonable guiding thought in a discourse. Children's ideas thus grow more methodical, rational, and logical. A teacher and student may converse, for instance, when the teacher provides scaffolding to help the student grasp a topic like "transportation." One of the best ways to assist students' learning and encourage the development of more sophisticated thinking abilities is to pose thoughtful questions. "What is an example of this?" is one of the questions a teacher may pose to the class. What makes you believe that? and "How do you tie those things together?" Students ought to absorb this type of investigation throughout time and become more beneficial in their own task.

²¹ A Rahmania Abidin, 'Peranan ZPD Dan Scaffolding Vygotsky Dalam Pendidikan Anak Usia Dini', *Makalah. Ambon*, 2012.

d. Language and Thought

Language plays a crucial function in a child's growth; one example is the use of dialogue as a scaffolding tool. Vygotsky asserts that children use conversation to assist with task solving in addition to social communication. According to Vygotsky, children use language to help, direct, and arrange their conduct. We refer to this type of language use for self-control as private speech. Young children, for instance, often talk out loud to themselves about their toys and the chores they are attempting to finish. Therefore, a child working on a puzzle would comment, "Maybe I should try that one; these pieces don't fit." After a little while, he remarked, "This is challenging." While Vygotsky saw private speech as a crucial cognitive function in early childhood, Piaget saw it as egocentric and immature. Children utilize language to control and direct their own behavior when they speak to themselves. According to Vygotsky, language and thought evolved separately at first before merging. He underlined that all mental processes have social or external roots. Before learning to

concentrate on their own thoughts, children must learn to communicate with others through language.²²

Additionally, Vygotsky distinguished between higher and basic mental operations, according to Oakley. Higher mental processes, including language and memory, reasoning, concentration, and so forth, are impacted and developed by learning, whereas basic mental functions are inherent and cannot be taught. To elevate fundamental mental activities into higher mental functions, an individual requires assistance from other more skilled individuals as well as inner speech and culture conveyed through language.

According to Vygotsky, social connection is crucial for pupils to internalize complex concepts, issues, and procedures. Reconstructing psychological processes based on language use is another aspect of the internalization process. It is evident from this that children can negotiate the significance of their experiences through the active use of language that is based on thinking.

²² Jhon W Santrok, 'Psikologi Pendidikan, Salemba Humanika' (Jakarta, 2009), 64-65.

3. Implications of Vygotsky's theory in learning

Teaching in the zone of proximal development, in Vygotsky's words, is "taking advantage of students' readiness and being aware of where they are in their developmental process." They don't just wait for students to be ready; they also teach to bring out developmental preparedness. The primary teaching-related conclusion of Vygotsky's theory is that pupils require numerous opportunities to learn from more experienced teachers and classmates.²³

When considering the learning process, Vygotsky's theory is actually not all that dissimilar from Piaget's in that it emphasizes the use of the student's zone of proximal growth in instruction. In order for the child to advance to greater levels of ability and knowledge and to reach goals with assistance, teaching should start toward the upper bounds of the zone.

There are at least 5 points where Vygotsky's theory can be applied class:

- a. Child's ZPD value, not Intelligence Quotient (IQ)

According to Vygotsky, determining a student's ZPD should be the main goal of evaluation. Instructors present tasks

²³ Rozi Sastra Purna and Arum Sukma Kinasih, Psikologi Pendidikan Anak Usia Dini Menumbuh-Kembangkan Potensi "Bintang" Anak Di TK Atraktif (Jakarta: PT Indeks Permata Puri Media, 2017), 59.

with differing levels of complexity to let students decide at which level to begin the course. ZPD is a metric for potential for learning. ZPD highlights the interpersonal nature of learning.

- b. Use the child's zone of proximal development in learning

The upper limit zone is where learning should start, where students can work closely with teachers to accomplish the goal.

Students can arrange and master the series of activities required to perform a desired skill with supervision and ongoing practice.

- c. Use more skilled peers as teachers

According to Vygostky, pupils can also gain from the assistance and direction of more knowledgeable classmates.

- d. Monitor and help children to use private speech

Take note of how self-talk evolved in the early elementary school years. Encourage primary school pupils to absorb and control the dialogues they have with themselves.

- e. Place teaching in a meaningful context

Instead of providing information in an abstract way, teachers allow their pupils to experience learning in a real-world setting.²⁴

²⁴ Nur Hidayah and Adi Atmoko, *Landasan Sosial Budaya Dan Psikologis Pendidikan* (Penerbit Gunung Samudera Grup Penerbit PT Book Mart Indonesia, 2014). 66-67

Hendrizal's paper "Examining the Implications of Cognitive and Socioemotional Development in Learning" explains that favorable outcomes can be achieved when Vygotsky's theory is implemented in the classroom learning process. This is due to the fact that pupils with lower knowledge levels receive assistance from more knowledgeable peers, which causes the lower knowledge levels of those kids to gradually rise. Students will feel more at ease and find it simpler to ask questions when they are studying if they get assistance from their classmates.

Learning will be more beneficial when Vygotsky's theory is applied since learning is conducted in accordance with local demands. Students will be able to apply their talents when working if they have completed their studies, allowing theory and practice to coincide.

B. English learning

English language learning in educational institutions, from elementary to college level, ideally allows students to master four language skills functionally and proportionally. This is because English does not only function passively, namely as a medium for understanding what is heard,

news, texts, readings and discourses, but also functions actively, namely as understanding others through oral and written communication.

Language skills include listening, speaking, reading, and writing. Listening and reading skills are categorized as receptive skills, while speaking and writing skills are categorized as productive skills.

Each of these language skills is interrelated and supports each other. The ability of one skill such as listening will help someone to speak and the ability to speak well will support the ability to read and write and vice versa.

1. Listening

Listening skills are a person's ability to digest or understand words or sentences spoken by a conversation partner or certain media.

Shaleh Abdul Majid stated that listening skills are the ability to analyze language symbols into the meanings intended by the speaker without any additions or reductions. Listening skills can be done with continuous practice to listen to the difference in the sound of word elements (phonemes) with other elements based on the correct makhrāj of letters either directly from the original speaker or through recordings.

2. Speaking

Most people who learn a foreign language, especially English, want to develop their speaking skills. Speaking in a second language (B2) is a difficult task if we do not try to understand things related to the language.

Teaching speaking is a very important part of learning a second language. The ability to communicate in a second language clearly and efficiently contributes to students' success in school and at every stage of their lives, whether in society, government, and so on. Therefore, it is very important for teachers to pay attention to speaking learning compared to other skills. For this purpose, speaking activities in the classroom are carried out more actively and meaningfully.

Speaking skills can also be understood as the ability to express articulation sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the conversation partner. In a broader sense, speaking is a system of signs that can be heard and seen that utilizes a number of muscles and muscle tissues of the human body to convey thoughts in order to meet their needs.²⁵

²⁵ Saepudin, *An Introduction to English Learning and Teaching Methodology*, Yogyakarta : Trust Media, 2014, LIII. 105-138

3. Reading

Reading activities are very important for improving the quality of human resources. Reading activities can be seen as basic activities to obtain knowledge needed by humans in order to achieve progress in life. Reading is a sine quo non activity in the entire educational process. All fields related to science and culture do not require reading activities.

Reading is one part of language skills, in addition to listening, speaking, and writing skills. These four skills are basically language skills that are interrelated with each other. The first two language skills, namely: reading skills and listening skills are grouped into the receptive skills section, while the second skills, namely: speaking and writing skills are grouped into productive skills.²⁶

4. Writing

Writing activities are language skills that are used to communicate indirectly, meaning not directly face to face with other people, but through written media. Writing can be said to be one of the productive language skills besides speaking. So in order for the message to be understood by the reader, a writing must meet the appropriate criteria.

²⁶ Syamsul, Rizal. *Reading skill teori dan praktik pengukurannya*. (Yogyakarta: Samudra Biru 2018), 4.

Writing is a way to convey opinions or ideas through written media. Byrne said that writing is producing graphic symbols while speaking is producing sounds. As for the definition given by the electronic encyclopedia Wikipedia, writing is representing language with text through the use of a set of signs or symbols.²⁷

C. The *Merdeka* Curriculum

1. Indonesian curriculum development

The curriculum's implementation is a necessary component of getting ready to take on future problems. Future workers will be educated actors who are presently pursuing their objectives; these individuals are students. As a result, the curriculum reflects the development of character education, which completely supports the country's destiny. The world of technology is developing quickly and is becoming a major part of daily life, demonstrating how life is becoming more and more dynamic and limitless. As a result, regardless of the policy, the curriculum needs to be in line with the goals that impact nation building. This is because education is not viewed as a discrete event but rather as a vital component of development that is

²⁷ Saepudin, *An Introduction to English Learning and Teaching Methodology*, (Yogyakarta : Trust Media, 2014), 165.

intimately linked to other fields. These include sociocultural, political, and economic welfare, all of which contribute to national security and stability and have a significant impact on the course of educational advancement. Because of this, a curriculum policy that is adaptable and flexible in handling various circumstances and conditions regarding how development should go and the best course of action to follow in order to create the ideal policy pattern is required. The curriculum has undergone numerous revisions or enhancements in an endeavor to make the prior curriculum better. Following Indonesia's independence, the first curriculum was implemented in 1947. It was later revised and renamed the 1964 Education Plan in 1964. The curriculum was revised once more in 1968, specifically during the new order era, as the 1964 curriculum was seen as a holdover from the previous one. In 1975, new curriculum modifications were introduced with the introduction of the term lesson unit. Another reform was made in 1984 when the acronym CBSA, or active student learning, was introduced. This curriculum was in place for ten years before the government made another improvement in 1994 by including local content. The competency-based curriculum that was implemented in 2004 was only in place for two years, since the government again improved it in 2006 with the introduction of the Education Unit Level

Curriculum. Kurtilas, a term first used in 2013, underwent revisions in 2018 and was renamed Curriculum Thirteen Revision. Additionally, a new curriculum known as the *Merdeka* Curriculum was introduced from the start of 2021. The post-pandemic education crisis has created new educational issues, which have given rise to the *Merdeka* curriculum. The goal of the *Merdeka* Curriculum is to address these issues by developing new guidelines that grant institutions and students autonomy over how they carry out the educational process. The *Merdeka* Curriculum's conceptual emphasis is on soft skills and character development, which are built on competences.²⁸ The independence premise of the curriculum aligns with Ki Hajar Dewantara's idea of free learning by enabling students to study on their own and in an innovative way. This independence encourages students to pursue knowledge and cultivate their own identities.²⁹ In response to a number of issues in the field of education, particularly those pertaining to human resources, the idea of free learning was developed.

The *Merdeka* Curriculum was created as a more adaptable framework for instruction that emphasizes core subjects and fosters

²⁸Aini, Quratul. "Implementation of an independent curriculum in supporting students' freedom to create and learn", *Journal of Scientific Research, Education, and Technology (JSRET)* 2.3 (2023), 1001-1002.

²⁹Rendika Vhalery, Albertus Maria Setyastanto, and Ari Wahyu Leksono, 'Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur', *Research and Development Journal of Education*, 8.1 (2022), 188.

each student's individuality and skills. "The Ministry of Education and Culture (Kemendikbud Ristek) stated that there are 4 ideas of change that support independent learning programs related to the National Standardized Test (USBN), National Examination (UN), Learning Implementation Plan (RPP), and Zoning New Student Admission Regulations (PPDB)".³⁰

2. The Definition of *Merdeka* Curriculum

Based on Pratikno, BSNP or the National Education Standards Agency, giving the meaning of the *Merdeka* Curriculum is a learning curriculum that refers to an aptitude and interest approach. Here, students (both learners and student) can choose which subjects to study according to their talents and interest. The curriculum aims to equalize education in a country. They guide and educate student to be smart, highly knowledgeable, creative, innovative, responsible, and ready to enter social life. This is in line with the change in the new education system described by setyawan & Seosilo in Pratikno et.al, namely from centralization to decentralization. In school, especially teachers and students are free to develop their existing potential, including the competencies expected of student after completing one

³⁰ Meylan Saleh, 'Merdeka Belajar Di Tengah Pandemi Covid-19', in *Prosiding Seminar Nasional Hardiknas*, 2020, I, 54.

level of education.³¹ Barlian argues that the *Merdeka* Curriculum is the preferred curriculum implemented by the education unit to continue the direction of the previous curriculum development, namely the curriculum taking place in the 2022/2023 academic year.

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Beside that, Indrawati stated in Barlian, the *Merdeka* Curriculum is a curriculum that has a complex intracurricular learning system where the contents are more effective with the aim that students can easily understand concepts and competencies more quickly. This can be concluded in several points as stated by Natalia & Sukraini supported by Ratnasari et al in Ningrum, namely: First, the concept of “*Merdeka Belajar*” is a positive response to the problems faced by most teachers in the world of education. Second, the teachers can more freely express their ideas to make learning materials, assessment instruments, administration, then avoid intimidation, criminalization in education and finally avoids the pressure of teacher politicization. Third, helping teachers to be more sensitive to the problems that occur and what obstacles teachers will face related to learning, namely about

³¹ Yuni Pratikno, Eric Hermawan, and Antoni Ludfi Arifin, ‘Human Resource “Kurikulum Merdeka” from Design to Implementation in the School: What Worked and What Not in Indonesian Education’, *Jurnal Iqra’ : Kajian Ilmu Pendidikan*, 7.1 (2022), 329.

³² Ujang Cepi Barlian and Siti Solekah, ‘Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan’, *JOEL: Journal of Educational and Language Research*, 1.12 (2022), 2105–2117.

lesson plans/teaching module, learning processes and activities, standardized evaluations such as USBN-UN (output). Fourth, the teacher is the leading subject in building the nation's generation through an effective and efficient learning process.³³ So, the teacher has an important task in preparing a learning atmosphere that is fun, easy, and in accordance with the character of student.

3. Implementation of the *Merdeka* curriculum

Since last year, it has been in place. Naturally, the goal of implementing the *Merdeka* Curriculum is to raise student achievement. According to Suryaman, the curriculum serves as a highly strategic tool for shaping individual conceptions and behavior related to identity awareness within the framework of the nation and state. Actually, the most important factor in any government program is the capacity of the instructors, particularly when it comes to implementing this relatively new the *Merdeka* curriculum. According to the teachers' perceptions and interpretations have a significant impact on the implementation. The aim of this self-directed learning is to provide a comfortable environment for parents and student

³³ Ajeng Sestya Ningrum, 'Pengembangan Perangkat Pembelajaran', A. S. (2022) "Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar (Metode Belajar)", in PROSIDING PENDIDIKAN DASAR, Pp. 166–177. Doi: 10.34007/Ppd.V1i1.186. Kurikulum Merdeka Belajar (Metode Belajar', *Prosiding Pendidikan Dasar*, 1 (2022), 166–177.

teachers. It is hoped that via independent learning, educators and students will be able to think freely, which will enable teachers to be creative and innovative in the way they present material to students. Additionally, students will benefit from the freedom to think that comes with independent learning because they will be encouraged to be creative and innovative in their learning. With the release of the *Merdeka* Curriculum, teachers now have the additional challenge of rekindling student passion and inspiring them to accomplish once more. Achievement, in the words of Rusmiati, is the outcome of an action completed by a group or by an individual. Teachers, who carry out the teaching and learning process in the classroom, are crucial to the success of the curriculum when it comes to implementing the *Merdeka* Curriculum. To be relevant in today's world, educators need to be creative thinkers who can never stop pushing themselves. In order to avoid being overtaken by students, teachers must reflect, consider, and assess the issues of the modern world through the curriculum for *Merdeka* learning. Teachers must be aware of the current circumstances of their students and ensure that they do not overlook any information that could give the impression that they are smarter than they are. Because of this, it's critical that educators have a plan in place for how to impart moral principles while juggling the

demands of the modern world and character education. This is especially true as information technology advances.

It is anticipated that the *Merdeka* Curriculum will be implemented as a learning development method in order to generate a thorough profile. The plethora of online activities available to students can serve as a driving force for increased motivation to enhance accomplishment when combined with in-person instruction. In order to maintain the encouragement of renewal and the spirit of achievement, increasing student achievement requires an innovative and creative endeavor. Because academic success is something that students, parents, teachers, and schools can all be very proud of. Therefore, it is anticipated that student achievement must be strengthened through the *Merdeka* Curriculum. Now that we are in the new normal period of education, actions aimed at raising student accomplishment must be carried out in order for it to keep up with the times. This means that student achievement must change dynamically with the times. The use of *Merdeka* study in education is meaningful and benefits both teachers and students. It is clear from earlier research that independent learning is defined as the capacity for free thought, innovation, and autonomous, creative learning in Daga. The concept of *Merdeka* learning alludes to Ki Hadjar Dewantara's ideas

in Ainia, where he argues that teaching for change and societal good is the first step toward the stage of student growth. Education as a tool for boosting self-esteem, realizing potential, and striking a balance between moral behavior and practical life skills.

The implementation of the *Merdeka* Curriculum aimed at restoring learning is carried out based on the following policies:

1. Permendikbudristek No. 5 of 2022 concerning Competency Standar For Graduates In Early Childhood Education, Basic Education Levels And Secondary Education.
2. Permendikbudristek No. 7 OF 2022 concerning Content Standards for Early Childhood Education, Basic Education Levels and Secondary Education.
3. Permendikbudristek No. 56 of 2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery.
4. Decree of the Head of BSKAP No.008/H/KR/2022 of 2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels and Secondary Education, in the *Merdeka* Curriculum.
5. Decree of the Head of BSKAP No.009/H/KR/2022 of 2022 concerning Dimensions, Elements and Sub-Elements of the Pancasila Student Profile in the *Merdeka* Curriculum.

Since the academic year 2021- 2022, the *Merdeka Curriculum* has been implemented in about 2500 school that participate in the PSP and 901 SMK Center of Excellence (SMK PK) as part of the new paradigm in teaching. The current curriculum was developed in conjunction with TK-B, SD & SDLB grades I and IV, SMP & SMPLB grades VII, SMA & SMALB, and SMK grade X. Starting in the 2022/2023 academic year, educational units can choose to implement the curriculum based on the readiness of each school starting from TK-B level, class I, IV, VII, and evaluation.³⁴

³⁴ Puspa Nurmasiyah and others, 'Implementation Merdeka Curriculum of Learning to Students' Learning Activities', *Holistic Science*, 3.1 (2023), 39–44.