

CHAPTER I

INTRODUCTION

A. Background of the Study

The improvements that must take effect have problems in their execution, making it impossible to stop curriculum changes from developing in order to achieve better goals. The education system is become more extensive as the globalization era dawns. If the education system kept mute while everything changed, would it be tougher or even easier. Either way, the education system would be left behind. In order to ensure that education develops and responds appropriately to societal and other changes, it is important to deepen our understanding of the educational process. The Education Curriculum is one of the core topics of educational studies.

Law No. 20 of 2003 in Hengki Primayana, it is stated that education aims to develop the potential of students to become human beings who believe and fear God Almighty, capable, creative, independent, noble, healthy, knowledge be able and become democratic and responsible citizens. So, we need a container in the form of media that can achieve educational goals proficiently, namely the curriculum.¹

Besides that, according Philip in Mulenga, the curriculum as the basic purpose of learning and the essence of education. Starting this paper with such a conceptualization of a curriculum is actually quite deliberate because before this discourse get into the concept it is significant that the core of the concept, curriculum, is understood and appreciated in simple terms from the very beginning.²

From the opinion above, it can be concluded that the curriculum is very important for the education system, especially in the formal education system. It is also concluded that the meaning of curriculum is a set of plans, objectives, and learning materials. Including pedagogical strategies that will act as guides for each teacher to help them successfully achieve learning targets and objectives.

The reality on the ground shows that curriculum development as an effort to improve the quality of education, is often understood as curriculum change. The transition from the 1994 curriculum to the 2004 curriculum (competency-based

¹ Kadek Hengki Primayana, "The Effectiveness Of Using Teaching Modules In The Kurikulum Merdeka In Elementary Schools," *Edukasi: Jurnal Pendidikan Dasar* 3, no. 2 (2022): 171.

² Innocent Mutale Mulenga, "Conceptualization and Definition of a Curriculum," *Journal of Lexicography and Terminology* 2, no. 2 (2019): 1–23.

curriculum), after that changed from the competency-based curriculum to the education unit level curriculum, to the character-based education unit level curriculum, until finally now to the 2013 curriculum (competency and character-based curriculum). The 2013 curriculum is the result of development and integration of the previous curriculum. The 2013 curriculum aims to improve the quality of educational processes and outcomes, which leads to the formation of good character and noble morals in students after the 2013 curriculum.

Meanwhile, The Covid-19 pandemic brings many influences in our lives, including the educational system in Indonesia. The students experienced learning loss and learning gap during the pandemic. Without any solution, the education in Indonesia can be left behind. As was already mentioned, the curriculum is crucial, but the worst part is when it undermines both students and teachers. Therefore, the Minister of Education and Culture revised the national curriculum. This curriculum will be used as recovery of educational crisis due to Pandemic. One of the efforts made by the government is to change the curriculum, from the 2013 curriculum (K-13) to the Kurikulum Merdeka.

The Kurikulum Merdeka is socialized and implemented in all educational units with the aim of updating the learning process constrained by the pandemic. The government provides optional in the process of implementing an Kurikulum Merdeka in schools, namely; (1) freedom to learn, (2) freedom to share, (3) freedom to change.³ As an effort, the government does not force schools to implement this Kurikulum Merdeka system. Only schools that are ready will implement this system. Because in the Kurikulum Merdeka there is diagnostic value. According to Sabriadi and Akida in Mustofa and Agus, through this diagnostic assessment, the teacher can provide appropriate learning according to the conditions and needs of students. In the modern world life is developing very fast which raises a variety of challenges that are quite serious for all walks of life. The development of the global world in the 4.0 era has an impact on all aspects of human life, without exception in the field of education.

English lessons are one of the subjects affected by the Kurikulum Merdeka. In junior high school, English learning there are four activities studied in each chapter; speaking activities, listening activities, writing activities and reading activities. All of

³ Moh. Dendy Musthofa and Abu Hasan Agus, "The Implementation of an Kurikulum Merdeka in Improving The Quality of Madrasah Education," *International Journal for Studies on Children, Women, Elderly and Disabled* 17 (2022): 187–192.

these activities are summarized into one in each chapter with different learning and understanding.

The impact of changes in the curriculum, especially in the field of foreign languages, is that teachers must learn how to organize tools such as teaching modules, the flow of learning objectives (ATP) and learning outcomes (CP) and must also study the use of technology. If you look at it in general, teachers experience many difficulties in implementing the independent curriculum due to a lack of socialization or training regarding the independent curriculum. This change is so fast that there are many problems in education circles and this cannot be avoided by schools that will implement it, even those that have implemented the independent curriculum. In addition, it is not only teachers who experience difficulties in implementing it. However, even students who follow it find it difficult, especially if at elementary school students use the 2013 curriculum. One of the schools that implements the independent curriculum in Islamic Junior High School Al-Khairiyah Kotasari.

Based on the first observations, from the teacher's point of view, they are still not able to implement the independent curriculum optimally because they still do not understand the development of the curriculum, in this case the teaching teacher is still combining one of the techniques and mixing these two curricular, then changing learning tools, using different technologies. minimal and teachers also have difficulties due to the lack of equipment such as computers or laptops for assessment tests, as well as the lack of ongoing independent curriculum training, and also in terms of students who have difficulty learning English in terms of knowledge, especially in speaking activities during learning.

Based on the description above, to organize good learning according to the curriculum, teaching tools are needed in it. Based on that, researchers want to research about the researcher with the tittle “**The Implementation of Kurikulum Merdeka in Speaking Activities; a Case Study at Islamic Junior High School Al-Khairiyah Kotasari.**”

B. Identification of the Problems

From the research background, the researcher found several problem, as follows:

1. The government is trying to change the curriculum in response to COVID-19 with the hopes of revitalizing students to study
2. Instructors find it challenging to provide instructional and evaluation resources that align with the current curriculum.
3. The process of switching from the 2013 curriculum to the independent curriculum is experienced by the students.
4. Due to a shortage of foreign language study resources, students struggle to comprehend the English language.

C. Limitation of the Problem

Based on the background of study, the researcher determined of the problem of this study. The problem was elaborated into a research question “The Implementation of Kurikulum Merdeka in English Speaking Instruction; a Case Study at Junior High School Al-Khairiyah Kotasari.”

D. Research Question

Based on the explanation above, the research question is formulated as follows:

1. How is the implementation of Kurikulum Merdeka in English speaking instruction at Islamic Junior High School Al-Khairiyah Kotasari?
2. What do students opinion about learning English speaking instruction in Kurikulum Merdeka?

E. Objective of the Study

Based on research question, then the objective of the study are:

1. To describe the implementation of Kurikulum Merdeka in learning speaking activities at Junior High School Al-Khairiyah Kotasari?
2. To find out the students opinion of English learning speaking activities in Kurikulum Merdeka.

F. Significance of the Study

The significance of this research is:

- a. For students

This study hopefully will give useful contribution regarding the Kurikulum Merdeka as a form of developing the learning process, increasing learning motivation and improving English language learning among students.

b. For teacher

The results of this study should give English teachers an understanding of how to implement the Kurikulum Merdeka when teaching English. Additionally, it serves as motivation to increase teachers' professionalism and provide them more experience teaching using the Kurikulum Merdeka. For both its capacity to plan teaching and learning activities and for use in the development of knowledge.

c. For other researcher

It is hoped that the results of this study will serve as a guide for other researchers who conduct research on the Kurikulum Merdeka, offer some considerations regarding the viability of replication or additional research on various research designs or skills, and serve as an inspiration for research on other related topics.

G. Previous of the Study

There are some previous study whoever conducted by another the research about the implementation of Kurikulum Merdeka of Students Speaking Skills:

The first previous study by Arum Ambar Sari, 2023. The title is *“The Implementation of Merdeka Curriculum in English Teaching Learning at the Seventh Grade of SMPIT Insan Mulia Sukrakarta In the Academic Year 2022/2023.”* The objectives of this research was to describe the implementation of the Merdeka Curriculum in English teaching learning and to find the teacher’s problems during the implementation of the Merdeka Curriculum in English teaching learning at SMPIT Insan Mulia Surakarta. In this study, researcher apply a qualitative descriptive method. Researcher collect data through observation, interview, and documentation. The data were obtained from two class observations from seventh grade and interview with English teacher. The researcher uses data analysis techniques from Miles and Huberman which has three stages: (1) Data Reduction, (2) Data Display, (3) Drawing conclusion and Verification. For the validity of the data, researcher used the Triangulation Methodology. The results of the study show that the Merdeka Curriculum has been implemented in English teaching learning. The teacher makes Alur Tujuan Pembelajaran and Modul Ajar based on Merdeka Curriculum that is adapted to the characteristics of the educational unit. Learning components in the form of objectives,

materials, methods, media and evaluation have been fulfilled in English teaching learning. The problem faced by the teacher are the limited time to design differentiated learning based on the individual needs of students and the teacher cannot maintain student enthusiasm until the end of the lesson.⁴

The second previous study by Nadia Virdhani Hia, Titi Ersasalsabilla, Fadlin Simangunsong, 2021. The title is “*The Implementation of Independent Learning by English Teachers at SMP SWASTA IT SITI HAJAR.*” The objective in this study is investigates the implementation of independent learning by English teachers at SMP Swasta IT Siti Hajar. This study was conducted using descriptive qualitative research. The data of this study were collected during online learning by doing observation, video recording, and field notes. Furthermore, this study uses Gerhon’s theory about techniques in implementing independent learning in the classroom. Based on the result of the study, it was found that the first teacher used three techniques: Give the end Away, Refusing Help, and Play Dumb. On the other hand, the second teacher used two techniques to implement independent learning: Refusing Help and Play Dumb. It was found that the teachers had similarities and differences in implementing specific techniques during the teaching and learning in the classroom. Although some techniques were found in the learning process, the implementation of independent learning is still not optimal and needs improvement. Thus, the result of this study indicates that both teachers implemented techniques to foster independent learning in the classroom to make students aware of their learning process.⁵

The third previous study by Luluk Setyowati, Deni Nasir Ahmad and Mal Alfahnum, 2023. The title is “*The Implementation of English Curriculum At SDN Jatimulya 11 Bekasi.*” The objective in this study to analyze the implementation of the English curriculum at SDN 11 Jatimulya Bekasi by finding out how the learning tools are used and how to apply mulok English in the 2013 curriculum. The method used in this research is descriptive qualitative. Qualitative research methodology has the main objective of collecting descriptive data that describes the object of research in detail and depth with the aim of developing a concept or understanding of a phenomenon. The

⁴ Arum Ambar Sari, “THE IMPLEMENTATION OF MERDEKA CURRICULUM IN ENGLISH TEACHING LEARNING AT THE SEVENTH GRADE OF SMPIT INSAN MULIA SURAKARTA IN THE ACADEMIC YEAR 2022/2023” (UIN Raden Mas Said Surakarta, 2023).

⁵ Nadia Virdhani Hia, Titi Ersasalsabilla, and Fadlin Simangunsong, “The Implementation of Independent Learning By English Teachers At Smp Swasta It Siti Hajar,” *Proceeding ISLALE 2021 The 3 th International Seminar on of Language, Art, and Literature Education*, no. October (2021).

data collection of this research was carried out through the methods of observation, interviews and documentation. The result of this study Elementary school students as young learners need to make English one of the subjects in their school, because they have a high interest in learning new things such as English which is starting to be commonly used in everyday life. Therefore, it is important to make English a subject in the elementary school curriculum with several considerations.⁶

The fourth previous study by Arina Ayuningtyas, 2023. The title is *“Strategies Used by the Teacher in Teaching Speaking in Merdeka Curriculum at SMP N 13 Surakarta.”* The objectives if this research were (1) To find out the teacher strategies in teaching speaking in Merdeka Curriculum; (2) To describe the implementation of the strategies used by the teacher in teaching speaking in Merdeka Curriculum; (3) To find out what challenges faced by teacher in teaching speaking in Merdeka Curriculum. The design of this research was a descriptive qualitative. The subjects of this research were two English teacher who teach in seventh grades of SMP Negeri 13 Surakarta. The data of this research was collected by questionnaire and supported by interview. The collected data was analyzed by Miles and Huberman theory in Sugiyono, they were data reduction, data display, and drawing conclusion. To pointed out trustworthiness of the data, this research used methodological triangulation. The result of this research showed that English teachers used two strategies in teaching speaking in Merdeka Curriculum. They were role play and answer question as strategies in teaching speaking. Then, the teachers implemented these strategies based in module and teaching procedure which were pre activity, whilst activity and post activity. Subsequently, the challenges faced by English teacher when taught speaking were students’ inhibition such as the students felt ashamed, unconfident, worried about making a mistake, then the students’ lack vocabulary, passive in participation, used preferred to speak native language than English, and difficulties in applying new curriculum policy.⁷

The fifth previous study by Rafiqa, Raida Asfihana, Muhammad Aswad, and Amreet Kaur Jageer Singh, 2023. The title is *“Implementation of ‘Merdeka Belajar’: Evolving Learner Autonomy and Speaking Skill through Cultural Discovery Learning*

⁶ Luluk Setyowati, Deni Nasir Ahmad, and Mal Alfahnum, “The Implementation of English Curriculum At SDN Jatimulya 11 Bekasi,” *Research and Development Journal of Education* 9, no. 1 (2023): 377–385.

⁷ A Ayuningtyas and K Ratih, “Strategies Used By The Teacher In Teaching Speaking In Merdeka Curriculum At SMP N 13 Surakarta” (Universitas Muhammadiyah Surakarta, 2023), <http://eprints.ums.ac.id/id/eprint/109481%0Ahttp://eprints.ums.ac.id/109481/10/Article> Publication Arina.pdf.

Model.” The objective in this study focused on the Cultural Discovery Learning Model as one way to implement the MBKM curriculum. The further researcher is expected to identify the students' perception of it and attempt another method to implement the current curriculum. The study attempted Classroom Action Research (CAR). This research was conducted at Universitas Sulawesi Barat for one semester in the Speaking for Professional. The number of research subjects was 20 students of the English Education Department for the 2021 academic year. It can be concluded that the implementation of Merdeka Belajar through cultural discovery learning can increase learning independence in the Speaking for Professional course for 4th-semester students of the University of West Sulawesi. Moreover, the implementation of Merdeka Belajar through cultural discovery learning can improve the English speaking skills of 4th-semester students of the University of West Sulawesi.⁸

⁸ Rafiqa Rafiqa et al., “Implementation of ‘Merdeka Belajar’: Evolving Learner Autonomy and Speaking Skill through Cultural Discovery Learning Model,” *Script Journal: Journal of Linguistics and English Teaching* 8, no. 01 (2023): 54–72.