

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Research Background

Perception in psychology is defined as the result of an awareness process about phenomena, things (living animals, plants, or humans), connections between objects by activities including noticing, observing, differentiating, and acknowledging (Tran-Chi etc., 2021). This process is critical for understanding how people, including teachers, perceive and interact with their surroundings. The awareness component of perception is especially important for teachers because it influences how they perceive and respond to their students, colleagues, and the classroom environment.

A good education is dependent on the curriculum. According to Findıkoğlu & İlhan (2016), the most significant innovation in education starts from the curriculum. The curriculum is the constitution of education; it guides an educational system and determines the characteristics of individuals who are to be raised in a society. The decisions made regarding the curriculum provide essential indications about how the whole teaching and learning process will be impacted (Coşkun Yaşar & Aslan, 2021). In essence, the curriculum shapes the educational journey by influencing individual development and directing the teaching and learning process in junior high schools.

Naturally, approaches vary as the curriculum changes. According to Rahayu, Muhtadi, & Ridwan (2022), the Merdeka Curriculum prioritizes freedom and creative thinking. Therefore, within the Merdeka Curriculum, the focus lies on the creativity of students implemented in the form of a project. Wilson and Nurkhamidah (2023) found the English teacher is creating the module after analysing the students' abilities and skills through an appropriate test as the English Teaching Models. As a result, teachers have the freedom to choose or

modify the government-provided teaching modules, or to create their own modules that are tailored to the students' characteristics and needs.

The main issue encountered in implementing the Merdeka Curriculum is teachers' lack of understanding of the new learning paradigm. As a result, teachers' competence and understanding in module design remains low (Ferliani, Sakitri, & Rusdarti, 2023). This emphasizes the importance of providing adequate teacher training and support to ensure that they have the knowledge and skills required to effectively implement this curriculum with the right modules as teaching model.

Model of teaching is a plan that can also be utilized to shape courses of studies to design instructional material and to guide instruction (Sejpal, 2013). In terms of the teaching models used in the Merdeka Curriculum and the 2013 Curriculum, one significant difference is the emphasis on the integration of Pancasila values in the former. The Merdeka Curriculum places a greater focus on the incorporation of Pancasila ideals into the classroom, as discussed in the research by Sari and Fatmawati (2024). On the other hand, the 2013 Curriculum centers more on content-based learning and standardized testing, with a lesser emphasis on Pancasila values.

According to Ibadullah and Ani (2017) a teaching model is a conceptual framework that systematically outlines the procedural steps in organizing learning experiences to achieve specific learning goals, serving as a guideline for curriculum designers and teachers in planning and conducting learning activities. In addition, In line with it, Suhana (2014) stated a teaching model is a series of learning-teaching processes from the beginning to the end, involving how teacher and student activities are carried out in a particular instructional design with the support of specific teaching materials, and how the interaction between the teacher, student, and teaching materials takes place. In general, a teaching model consists of the several steps of the instructional process that need to be carried out.

The study of English teaching models and the insights derived from teachers' experiences are crucial aspects of the learning process. Cothran and Kulinna (2008) highlight the importance of having experience with a model to gain

knowledge about it. The real-world insights gained through direct experience with a teaching model can provide a valuable complement to the theoretical knowledge of that model, offering valuable practical observations and insights that can contribute to the development and refinement of the model.

Sari & Fatmawati (2024) found the implementation of English Teaching and learning in Merdeka Curriculum faced challenges, particularly in differentiated learning. The process of creating these resources becomes quite time-consuming for teachers. Addition from Sari and Muamaroh (2024) found the teachers have difficulties in developing creative and innovative teaching modules because the differentiated learning.

The Merdeka Curriculum contains excellent progressive development goals expected to impact the upcoming era significantly. Regarding its implementation, several studies have recently been undertaken in various scopes. The research formulated to measure the feasibility of the Merdeka Curriculum has been conducted by Sari & Fatmawati (2024). Their study shows that the Merdeka Curriculum is widely used in English teaching and learning. Teachers incorporate Pancasila student profile ideals into their teaching methods using various formats like PowerPoint and videos. The researcher identified problems with implementing the Merdeka Curriculum, particularly with differentiated learning. This requires teachers to provide different or customized materials based on students' levels. Consequently, the material production process becomes time-consuming.

Another relevant previous study from Sari and Muamaroh (2024). in this research, the teachers utilized CERIA, Quiz, and Jigsaw techniques to implement the Merdeka Curriculum in class. Textbooks and e-books from the Indonesian Ministry of Education and Culture formed the basis of their materials. Smartphones and social media platforms, such as Google Forms, Duolingo, and WhatsApp groups, were also used for learning. Despite this, teachers faced challenges in implementing differentiated learning, with difficulties in developing creative and innovative teaching modules.

On the other hand Feni Aryati (2023), this research identified some significant challenges in implementing the Merdeka Curriculum. The first challenge is time management, which requires students to be more independent in their learning. Another problem is the limited availability of resources, which can lead to inequalities in learning. However, Sari & Fatmawati (2024) also found the English learning in Merdeka Curriculum is using student-centered approaches and the curriculum has been successfully implemented.

The researcher has found differences in studies conducted previously, pointing out a gap in research regarding the application of two different approaches to English subject implementation in one of the research from Ferdaus and Novita (2023). However, the focus of this research is on exploring the implementation of an English Teaching Models with the Merdeka Curriculum in junior high schools, specifically from the perspective and experience of teachers.

Furthermore, the study's findings are expected to provide valuable insights into the teachers' perspective about the implementation of English Teaching Models and challenges faced by teachers within the context of the Merdeka Curriculum. The study's outcomes are expected to inform future curriculum development and policy initiatives aimed at improving the effectiveness and relevance of English language education in junior high schools.

Additionally, the study's findings are expected to contribute to the development of effective teacher training programs and professional development initiatives that support the implementation of English language teaching within the Merdeka Curriculum. By understanding these challenges, educators and policymakers can create targeted training programs that address specific areas of need, ultimately leading to improved pedagogical practices and enhanced student learning experiences.

B. Research Questions

1. How are the implementations of English teaching models with Merdeka Curriculum in junior high schools from the teachers' perspectives?
2. What are the teachers' perspectives in the challenge of implementation the English teaching models with Merdeka Curriculum in junior high schools?

C. Research Purposes

1. To understand the teachers' implementation in English teaching models with Merdeka Curriculum in junior high schools.
2. To understand the teachers' perspectives in the challenges of implementation of English teaching models with Merdeka Curriculum in junior high schools.

D. Research Significances

This research has theoretical significances and practical significance as follows:

1. Theoretical significances

The theoretical significance of this study is the potential contribution to the field of English language education and curriculum development. The study's goal is to investigate how teacher perceive the Merdeka Curriculum's implementation in junior high schools in order to investigate the effectiveness of current English teaching models, identify challenges faced by teacher, and suggest potential improvements. The findings can be useful for policymakers, educators, and researchers working to shape English language education and curriculum design.

2. Practical significances

The study will generate insights and recommendations that can be directly applied in teaching practices. Specifically, the research will contribute to:

a. Improving the quality of English learning in junior high schools:

The study will provide insights into the implementation of the English teaching model in conjunction with the Merdeka curriculum, which can then be used to improve the effectiveness of teaching methods.

b. Improving teacher development: The study will highlight the challenges that teacher face when implementing the English teaching models, providing valuable information for teachers.

E. Conceptual Framework

Selecting the appropriate teaching model is a critical importance that a teacher must undertake. The Merdeka Curriculum is a new curriculum, and teachers must adapt to it. In order to effectively teach English using this curriculum, teachers must consider the diverse learning needs of their students. Therefore, differentiated learning requires providing materials that vary or are tailored to the students' levels of readiness become the problem in implementation of English teaching model (Sari & Fatmawati, 2024). This might lead to a waste of time and potentially decrease the effectiveness of teaching.

This research focuses on exploring the implementation of English teaching models in Junior High School based on the teachers' perspective. This research aims to explore the implementation of English teaching models in Junior High Schools based on the perspectives of teachers. The study will examine the factors that influence the effectiveness of the implementation of these teaching models, and provide insights into how teachers perceive and approach the process of implementing these methods in the classroom.

Merdeka Curriculum is a curriculum for evaluating previous curriculum. The Merdeka Curriculum was created as a foundation for a more adaptable curriculum that focuses on important topics, character development, and student skills. The implementation of a teaching and learning process that is integrated with the Pancasila student profile, in addition to emphasizing essential material and numeracy and differentiated instruction (Jusuf and Sobari, 2022). This learning technique involves active participation from students, with teachers serving as facilitators, guides, and controllers, rather than sole sources.

The curriculum includes comprehensive guidelines for identity, structure, teaching methods, and assessment, with an emphasis on subject selection flexibility. It encourages a student-centered approach that aligns with the Pancasila Student Profile outcomes, resulting in self-sufficient, critical, creative, and innovative thinkers (Ferdaus & Novita, 2023). The curriculum aims to improve students' oral and written communicative competence, preparing them to interact effectively in a variety of contexts. Despite widespread implementation, the transition from teacher-centered to student-centered learning remains difficult.

In student-centered learning, teachers play multiple roles, including organizer, assessor, prompter, and resource (Naibaho, 2019). Overall, the Merdeka Curriculum provides an innovative and effective approach to English language learning in Indonesia.

One teaching model recommended for use in the implementation of the Merdeka Curriculum is Project-based Learning (PjBL). Implementing PjBL is generally found to be successful and has positive effects on improving student learning outcomes, with factors to be considered including (1) modifying the phases of PjBL and the integration of blended learning, (2) characteristics of students involved in the implementation of PjBL, (3) selecting the appropriate online platform, in order for PjBL to be successfully implemented and to have a positive impact on learning (Fahlevi, 2022). The implementation of PjBL can also help teachers and students achieve the Pancasila Student Profile. In addition to the PjBL teaching model, the Differentiated Teaching Model is also a teaching model that can be used in instruction. Ferliani, Sakitri, and Rusdarti (2023) identify the main issue in the implementation of the Merdeka Curriculum as teachers' lack of understanding of the new learning paradigm and inadequate integration of technology to design interactive modules. This deficient competence and understanding among teachers in designing modules leads to suboptimal outcomes.

When using the Merdeka Curriculum, teachers have the option of selecting or modifying the teaching modules provided by the government, or creating their own modules based on the characteristics and needs of their students. This flexibility enables teachers to tailor the curriculum to their classroom needs, ensuring that students have an effective and relevant learning experience.

Teachers play a crucial role in successfully implementing this great concept and achieving its goals. Teachers are critical to the success of curriculum changes because their roles are constantly expanded to reflect new policy directions. The teacher plays an important role in creating an engaging teaching and learning environment. Given the urgency of the situation, the goal of this research is to identify the teachers' perspectives. They must be investigated because the 2013

curriculum and the Merdeka Curriculum differ slightly in terms of general concept and lesson plan format. The study's findings will inform schools and the government about the implementation of Merdeka Curriculum, as well as teachers' perceptions of the English teaching models in this curriculum and its constraints.

F. Previous Studies

Several previous studies are relevant and serve as supporting evidence for this research. The research formulated to measure the feasibility of the Merdeka curriculum has been conducted first by Sari & Fatmawati (2024). Their study revealed widespread implementation of the Merdeka Curriculum in English teaching learning. They found the teacher incorporates the Pancasila student profile ideals into the learning process. The teacher presents the material in a variety of formats, including PowerPoint and videos. The teacher uses formative and summative assessments to evaluate students in accordance with the Merdeka curriculum. The researcher for this paper discovered problems when implementing the Merdeka Curriculum. Differentiated learning requires the teacher to provide materials that vary or are tailored to the students' levels of readiness. As a result, the material production process is time-consuming.

The second relevant previous study titled “The Implementation of The Merdeka Curriculum in Learning English in senior high school: Case Study” from Sari and Muamaroh (2024). The participants of this research were three English teachers at one of the Senior High School in Surakarta, Central Java. The researchers discovered that teachers used three techniques to implement the Merdeka Curriculum in the classroom: CERIA, Quiz, and Jigsaw. Furthermore, this study discovered that teachers used materials from the Indonesian Ministry of Education and Culture, including textbooks and e-books. Meanwhile, teachers use smartphones as learning tools, as well as social media platforms like Google Forms, Duolingo, and WhatsApp groups. Aside from that, teacher evaluations were formative and summative. However, teachers face challenges in implementing differentiated learning for students. Teachers have difficulty developing creative and innovative teaching modules.

The third previous study from Feni Aryati (2023). Based on the findings of this research, several key challenges were identified. These include time management which requires independence from students, the possible need for additional support for some students, and the limitation of resources available, leading to inequities in learning. These challenges emphasize the importance of addressing them in order to create a more effective and equitable learning environment for all students.

The fourth previous studies from Sari & Fatmawati (2024) found that the curriculum has been effectively implemented, with teachers creating learning objectives and modules aligned with the curriculum, and using student-centered approaches to teaching and learning. The Merdeka Curriculum Implementation stage in the teaching and learning process consists of three activities: opening activities, major activities, and closing activities. In addition, the teacher has adopted a Merdeka Curriculum based learning cycle. The teacher has adopted differentiated learning based on the student's knowledge and readiness to learn.

Based on the existing studies, several previous researches have been conducted on English teaching models in the Merdeka Curriculum. However, this research focuses specifically on the perspectives of teachers regarding the implementation of these teaching models in the Merdeka Curriculum. Unlike previous studies that centered on learning and students, this research concentrates on teachers' experiences and perspectives. The participants of this research come from a public school in Bandung, West Java, whereas previous studies were conducted in Surakarta, Central Java. The different data sources and school environments may result in variations in the implementation of English teaching models.