CHAPTER II

REVIEW RELATED LITERATURE

On this chapter, the researcher proposed the theoretical review of perception, curriculum implementation and *Merdeka* Curriculum. Moreover, the researcher also discussed some previous related study that had been done by other researchers.

2.1 Theoretical Review

Theories on this research consist of the theory about perception, curriculum in general, *merdeka* curriculum, implementation of curriculum, and aspect of teaching planning and assessment as follows.

2.1.1 Concept of Perception

The concept of perception proposed by different experts is presented on the explanation below.

2.1.1.1 Definition of Perception

Perception, one of cognitive abilities is a process prefaced by a person through the senses. It is the way people notice thing specifically through their five senses namely vision, hearing, taste, smell and touch. Robbins & Judge (2008) proposed that perception is a process that is taken by a person individually to organize and interpret their sensory impressions, in order to give meaning for the surrounding environment. Sensing is a process when human's sensory organs receive a stimulus or absorbs information from the world outside. Muzharifah et al., (2023) say that perception depends on sensing which means it is including the cognitive process of filtering, simplifying, and perfecting the information taken.

Hence, perception includes the difficult interaction of selection, compilation, and interpretation activities. In simple way, perception is an individual process where the person put an act to understand the contact or relationship with the surroundings.

There are several definitions by other scholars that in line with this study. Boulton on Muzharifah et al., (2023) stated the term perception as attitudes, behavior, and self-belief or a view that an individual has developed towards anything. Fata (2016) said that perception is a person's experience obtained by interpreting information from certain events, objects or conditions. The statement is in accordance with Kihwele & Bali (2013) that stated perception is the interpretation of things into meaningful thought based on previous experiences in which a person attitude are typically reflected in his/her behavior. More, perception is also can be defined as an idea or belief that a person has as a results of how he or she see and understand something. A person is able to have positive or negative perception on specific object (Diana, 2019; Nada, 2017).

On this study teachers' perception can refers as the attitudes, self-believes, view and understanding that the teachers have towards the implementation of new curriculum at their school. Thus based on definitions above, it can be concluded that perception is a complex process of individual thinking about certain object or phenomenon because that person receives a stimulus from his or her environment.

2.1.1.2 Factors that Affect Perception

Teacher's perception toward anything in the matter of educational stuff is really important. Their perceptions can be used as evaluation or support for the

implementation of a good teaching and learning process that in line with educational policy. There are several factors that influence teacher's perception. According to Robbins & Judge (2008) , there are three things that can affect someone's perception namely the perceiver, the target and the context situation.

1) The perceiver. The perceivers or the perpetrator on this research is the English teacher of JHS. Perceptions can be affected by one's personal characteristic. Thus, teacher's personal characteristics that can influence their perception toward the implementation of *Merdeka* Curriculum are their attitudes, motivation, interests, expectations and experiences from the past.

2) The target. The characteristics of target or also called perceived object consist of motion, novelty, sounds, proximity, background and size.

3) The context situation or the environment. The situation or context in which the teacher sees the object or phenomenon is also important. The context can be influenced by time and setting.

2.1.2 Concept of Curriculum

The concept of curriculum in general proposed by different experts is presented on the explanation below.

2.1.2.1 Definition of Curriculum

The concept of curriculum has been defined by many scholars. According to National Education System Policy article 20 of 2023, curriculum is a set of plans and arrangements regarding of the objectives, content, and learning materials as well as the methods used for carry out learning activities to achieve

certain educational goals. The curriculum holds an important and strategic position in the scoop of education. Ramadani et al., (2021) say the entire content contained in the curriculum is the vision and mission as well as the goals of national education. Cited on Yaşar & Aslan (2021), Squires described curriculum as "what is taught".

In addition, Lumadi (2014) stated that curriculum is about what should be taught and it combines thought, action, and purpose. Thus it is means that curriculum is about forming a subject, preparing it for school and classroom use, and following through so that it makes a lasting impact on students. (Amadio et al., 2014) proposed the concept of curriculum as the series of experiences that the student encounters at school, the discipline, subject, and materials taught at schools, and it is everything planned by the school. More, Ornstein & Hunkins (2009) also considering the curriculum as a system and as a structure in which objectives, subject area, learning, experiences, and evaluation techniques are planned.

From definition above, it is clear that the definitions of curriculum focus on how to provide the experience for students in order to achieve educational goals. This is supported by the nature of curriculum which is dynamic and flexible. Suradnya on Ramadani et al., (2021) claimed that curriculum will always go through changes and reforms because curriculum must follow the direction and goal of education which are constantly changing. The curriculum will always continue to be updated with the aim of keeping up with the times. Additionally, the demand to prepare students to be able to compete in an increasingly advanced

and developing era is also the reason why curriculum needs to be changed and updated in some time.

2.1.2.2 Curriculum Development in Indonesia

Previously it has been stated that a curriculum has a dynamic and flexible nature. In the history of curriculum development in Indonesia, there have been several changes. Alhamuddin (2014) said that curriculum changes in Indonesia are considered normal because of their relation to political and power paradigms. Policy changes, community needs, changes in socio-cultural, economic and science and technology systems are some of the factors that influence curriculum changes in Indonesia. Curriculum changes are expected to advance education in Indonesia from time to time. The national curriculum is structured on the same basis, namely *Pancasila* and the 1945 Constitution. Alhamuddin (2014) & Wirianto (2014) described the development of curriculum in Indonesia as follows:

1) The 1947 Curriculum

The 1947 curriculum called *Rentjana Pelajaran* was the first curriculum used in Indonesia at the beginning of independence. This curriculum contains two main things namely: (1) list of subjects and teaching hours; (2) teaching outlines. This curriculum is a separated subject curriculum. This curriculum does not focus on cognitive growth of the students but focus on students' character education and nationalism.

2) The 1952 Curriculum

The 1952 curriculum is *Rentjana Pelajaran Terurai* curriculum which contains further details for each component of the lesson. In this curriculum, the

syllabus and lesson plan must contain lessons that related to students' everyday life.

3) The 1964 Curriculum

Rentjana Pendidikan is the name of the curriculum in 1964. This curriculum is the result of government improvements to the curriculum system in Indonesia. Teaching and learning process in this curriculum is centered on the *pancawardhana* program where learning is focuses on the development of students' creativity, sense, initiative, work and morals. Subjects were divided into five study groups, namely morals, intelligence, emotional/artistic, skills and physical.

4) The 1968 Curriculum

The 1968 curriculum is said to be a correlational curriculum in which subjects are correlated with other subjects. The educational goals of this curriculum are to form a true *Pancasila* man with a strong and healthy physic, enhancing intelligence and physical skills, morals manners and religious beliefs.

5) The 1975 Curriculum

The 1975 curriculum included curriculum objectives for each subject. Each unit of study is given general instructional objectives, specific instructional objectives, materials, learning tools, teaching and learning activities and evaluation. Therefore, teachers have a big role in preparing lesson plans for students to achieve instructional goals.

6) The 1984 Curriculum

The 1984 curriculum is a refinement of the 1975 curriculum. This curriculum used a Process Skill Approach with the CBSA model where students are placed as learning subjects on teaching process. However, in the implementation, many schools rejected this learning model because the CBSA model is considered to make the class noisy.

7) The 1994 Curriculum

The 1994 curriculum is a combination of the two previous curricula. But this combination made the students go through a heavy study burden. The content in this curriculum has become very dense because there were several community groups that tried to incorporate their groups' interest into the local content of the curriculum, considering the political situation of Indonesian state at that time. Due to many rejections and the occurrence of several events at that time, the 1999 supplementary curriculum was born. However this curriculum was only present to cover a number of subjects.

8) The 2004 Curriculum

This curriculum is called competency-based curriculum. This curriculum focuses on students' active participations in teaching and learning process. The approaches and methods used are varied and teacher was not the only source of learning. This curriculum emphasized individual learning where students must master the certain competence according to the subject matter.

9) The 2006 Curriculum

On the implementation of this school-based curriculum, the central government sets competency standards and basic competencies for educational units. The educational unit, in this case is teacher who teaches particular subject was obliged to compile and formulate his or her own syllabus and assessment. Thus, the education process became not only central government responsibility but also the local government responsibility.

10) The 2013 Curriculum

The 2013 curriculum is a competency-based curriculum. This curriculum contains a set of competencies and learning objectives. Teachers are required to play a professional role in determining learning approaches and methods, the media used in the classroom, procedures or learning steps and determining the success criteria of students according to the conditions of their students.

2.1.3   Concept of *Merdeka* Curriculum

There are many authors proposed the concept of *merdeka* curriculum as it is newly presented by the ministry just two years ago. The idea of different authors toward *merdeka* curriculum is presented on the explanation below.

2.1.3.1 Definition of *Merdeka* Curriculum

The thought that pioneered the design of the *Merdeka* Curriculum was the thought of Ki Hadjar Dewantara who stated that the concept of independence in learning is a humanist approach. In *Merdeka Belajar,* education management authority is given to schools and local governments. The right is granted so that local governments together with schools and subject teachers can design learning

processes and materials on their own that relevant and contextual. According to the Ministry of Education and Culture, the development of *Merdeka* Curriculum is a form of government support for Indonesia's educational vision. The *Merdeka* Curriculum framework is more flexible focusing on essential material and developing students' character as well as their competencies.

Rohimajaya et al., (2022) said that *Merdeka* Curriculum is the answer given by the government to the challenges of education in the digital era. The *Merdeka* Curriculum is an idea in the transformation of Indonesian education to produce superior future generations (Kosasih et al., 2022). Minister of Education and Culture, Mr. Makariem stated that the literacy and numeracy abilities of Indonesian students were very low. This statement is supported by the results of Studi Program for International Student Assessment (PISA) at 2018 which showed that Indonesia is ranked sixth from the bottom. In 2022, PISA has been held aain and the results will be out in 2023. Yet according to the prediction of Mr. Makariem, there has been no improvement for Indonesia due to the Covid-19 pandemic which has been going on for the last three years.

Further, the impact of the Covid-19 pandemic on education in Indonesia was the occurrence of learning loss due to the very ineffectiveness educational activities carried out at home (Abidah et al., 2020). Therefore, *Merdeka* Curriculum as an improvement curriculum was launched as a sign of post-pandemic learning recovery and also as a sign that Indonesia is ready to adapt to digital education in welcoming the industrial revolution 5.0 (Mahatika, et.al., 2022; Rohimajaya, et.al., 2022) (Rohimajaya et al., 2022). The main basis for

designing *Merdeka* Curriculum is the philosophy of freedom to learn which also underlies other educational policies, as stated in Strategic Plan of the Ministry of Education and Culture for 2020-2024. Although there are still many who misinterpret the concept of *merdeka belajar*, this concept actually gives teacher freedom on how to create interesting and meaningful learning for students. The teachers are given the right to plan, organize and evaluate their learning without being limited by the certain approach, technique or rules (Nugrohadi et al., 2022). Precisely teachers are required to be able to adjust lesson plans, learning activities and evaluation with the condition, need and environment of students in their class. This concept also applies for students. Students are given the opportunity to study freely and happily without having to experience pressure over study load by paying attention to their interests and talents, and not forcing them to learn or to master things outside their interests and talents (Abidah et al., 2020).

2.1.3.2 Elements of *Merdeka* Curriculum

Miladiah, et.al (2023) said in *Merdeka* Curriculum there is no longer any demand for achieving a minimum competences score, but emphasizes the learning that has a certain quality for the realization of students that also have a certain quality that characterized by *Pancasila*, and have competence as Indonesian human resources that ready to face global challenges. Curriculum in the *Merdeka Belajar* policy are flexible, based on competence, focuses on student's character development and soft skills and is accommodating to the needs of the world.

More, several components that must be used as a reference in the implementation of *Merdeka* Curriculum, namely the project of strengthening

student's *Pancasila* profile, learning outcomes (CP), curriculum structure, also principles of learning and assessment as the implemented curriculum in educational units and in the classroom (Kusumawardani, et.al. 2022). The characteristic of *Merdeka* Curriculum are the focus on the development of soft skills and character of students through co-curricular project to strengthen profile of *Pancasila* students. Second, focus on essential, relevant and in-depth material so that students have sufficient time to build creativity and innovation in achieving basic competencies such as literacy and numeracy. Third, teachers have a freedom to carry out their learning in line with the achievement stage and development of their student while make adjustments to local context and content.

The table below shows the elements of previous curriculum and *Merdeka* Curriculum.

Table 2. 1 Elements of 2013 Curriculum and Merdeka Curriculum

No.	Element	2013 Curriculum	*Merdeka* Curriculum
1.	Basic Framework/ The Main Base Layout	- Purpose of National Educational System - National Education Standard	- Purpose of National Educational System - National Education Standard - *Pancasila* Profile development for students
2.	Target Competence	Basic Competence (KD) in the form of scope and sequence in which are grouped into four Core Competencies (KI),	Learning Outcomes (CP) are stated in paragraphs that frame knowledge, attitudes, and skills to achieve, strengthen, and

		namely: Spiritual Competence, Social Competence, Knowledge, and Skills	improve student's competence
3.	Curriculum Structure	Class Hours (JP) are set per week. The educational unit (Elementary and Secondary) regulates the allocation of learning time routinely every week in each semester, so that in each semester students will get the learning outcomes for each subject.	The curriculum structure is divided into 2 (two) main learning activities, namely: - Regular or routine learning which is an intra-curricular activity; - Project to strengthen the student's *Pancasila* Profile
4.	Teaching and Learning	The learning approach used is a scientific approach	- Strengthen differentiated learning according to the stage of student achievement. - A combination of intra-curricular learning (approximately 70-80% of lesson hours) and co-curricular through projects to strengthen the

			student's *Pancasila* profile (approximately 20-30% of lesson hours)
5.	Assessment	- Formative and summative assessments by teacher has a function to monitor learning progress, monitor learning outcomes, and find the need to improve student learning outcomes on an ongoing basis - Strengthen the implementation of authentic assessment in each subject - Assessment is divided into attitudes, knowledge, and skills assessment	- Strengthening the formative assessment and using the results of the assessment to design learning according to the stage of student achievement - Strengthening the implementation of authentic assessments, especially in projects to strengthen the student's *Pancasila* Profile - There is no separation between the assessment of attitudes, knowledge and skills

Source: Kemendikbud 2021

The differences of both elements give some impact to teachers on implementing the new curriculum. The significance difference is found in the element of target competence. On *Merdeka* curriculum, target competence

occurred on Learning Outcomes known as *Capaian Pembelajaran* in the form of a paragraph while on K13 curriculum, the target competence occurred on Basic Competence or KD in the form of scope and sequence which grouped into four Core Competencies or KI.

Furthermore, on the element of teaching and learning, *Merdeka* curriculum proposed the differentiated learning for students. In addition, the differenceof curriculum structure namely the emergence of intra-currricular and co-curricular also affecting the teaching and learning activities. The last one is on the assessment element. Different from K13 curriculum, assessment on *Merdeka* curriculum emphasizes the implementation and results of formative assessment. In addition to that, unlike the K13 curriculum, there is no separation between assessment of attitudes, knowledge and skills on *Merdeka* curriculum.

2.1.4   Implementation of *Merdeka* Curriculum

The establishment of the implementation of *Merdeka* Curriculum starts in the 2021. The establishment was declare in the Decree of the Minister of Education and Culture, Research and Technology of the Republic of Indonesia number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery. The central government does not directly oblige all schools to implement this *Merdeka* Curriculum. Schools were given a choice to implement *Merdeka* Curriculum based on certain stages according to the school readiness.

Based on the explanation of the Ministry of Education and Culture on its website, there are three options for implementing the *Merdeka* Curriculum

independently, namely independent learning, independent changing and independent sharing. Independent learning can be applied by educational units that still use the 2013 Curriculum structure in developing their educational unit curriculum and applying several *Merdeka* Curriculum principles in carrying out learning activities and assessments. Next independent changing can be applied to schools that use the *Merdeka* Curriculum structure to develop their educational unit curriculum by using the principles of *Merdeka* Curriculum in learning process and assessment. Last is independent sharing, which the implementation of *Merdeka* Curriculum in educational unit that use the *Merdeka* Curriculum structure to develop their educational unit curriculum and also apply the primciples of *Merdeka* Curriculum in carrying learning activities and assessment with a commitment to share the good practices with other educational units.

In addition, according to Standards, Curriculum and Education Assessment Institution, the implementation stages of *Merdeka* Curriculum are not a regulation or standard set by the government. The stages of *merdeka* curriculum implementation were designed with the purpose of assisting educators and educational units on determining the target for *merdeka* curriculum implementation in their respective educational units. Furthermore, Standards, Curriculum and Education Assessment Institution present the different stages of implementing an independent curriculum for all educational units. Based on the guidelines they published, there are four stages of implementing *merdeka* curriculum, those are explained as follows:

1) Initial stage is the earliest stage of *merdeka* curriculum implementation. Schools choose to set the implementation target gradually while transitioning from previous curriculum.

2) Developing stage is the second choice for schools on implementing *merdeka* curriculum. The target is for educational units to start developing their own operational curriculum and other aspects but still in accordance with the documents provided by the Ministry.

3) Ready stage is third choice for schools. The target of implementing *merdeka* curriculum at this stage requires educational units to modify the organization and plan of the teaching and learning based on their own analysis and reflection towards the condition, infrastructure and teaching staff at their educational units.

4) Proficient stage is the final choice for schools which means that the schools have the final target on the implementation of *merdeka* curriculum. The target for the implementation of this stage is educational units developing and structuring their teaching and learning in line with their vision, mission and context of the educational unit by involving students, representative parents and the community.

This study is focus on developing stage of *merdeka* curriculum implementation. The reason is because almost all JHS at Jayapura Municipality are on their second year of implementing the *merdeka* curriculum. Thus they are no longer on the initial stage. There are twelve aspects of the implementation of the *Merdeka* Curriculum. These aspects are described in the following table:

Table 2. 2 Aspects of the Implementation of the Merdeka Curriculum

No.	Aspect	Develop Stage
1.	Operational curriculum design of educational units	Develop operational curriculum of educational unit based on sample documents of educational unit curriculum provided by the Ministry of Education and Culture by modifying parts organizing and planning learning according to unit conditions education, without being based on reflection on the results of the analysis characteristics of the educational unit
2.	The plot of learning objectives	Make adjustments toward the plot of learning objectives provided by the Ministry of Education and Culture based on the needs of the student
3.	Planning the teaching and assessment	Make adjustments to examples of lesson plans and assessment provided by Ministry of Education and Culture based on student needs
4.	The Use and the development of teaching device	Teachers can choose material from text books and teaching modules, as well as materials to teach others so that it is fit the local context and student needs
5.	The plan of project strengthening student's *Pancasila* profiles	Make adjustments to the project module provided by Ministry of Education and Culture according to local context and student needs

6.	The implementation of the project strengthening student's *Pancasila* profiles	Implement the project strengthening student's *Pancasila* profile with the amount which accordingly recommended by the Ministry of Education and Culture
7.	The application of students centered learning.	The teacher uses the varied method to teach as well as learner-centered, also the method that fits the purpose learning
8.	Assessment integration in learning	The teacher conducts an assessment formative at the beginning of learning and the results are used to identify students who need more attention When designing the assessment, teacher should start paying attention to suitability between assessment and learning objective
9.	Teaching and learning process is according to the learning stage of students (elementary and secondary)	Based on the formative assessment in the beginning of learning, the teacher teaches all students in the class match with the learning achievement phase of the majority of students in his class and by paying attention especially to several students who need different treatment (learning materials and/or methods)
10.	Collaboration between	Teachers collaborate in the process

	teachers for the matter of curriculum and learning process	of designing the lesson plan at the beginning or end of the semester, for example discussion about student's learning progress at the end of the semester, share good practices, share info about teaching devices, etc., and collaborate on the project of strengthening student *Pancasila* profile
11.	Collaboration with parents/family in learning	Teachers coordinate with other teachers through educational units, provide information about student learning progress to parents/guardians at the time of student's learning reports event and periodically in the learning process
12.	Collaboration with society/community/industry	The education unit includes society/community/industry to support unsustainable or unrelated activities with intra-curricular learning as well as project strengthening student's *Pancasila* profile.

Source: Kemendikbud 2022

2.1.5 Teaching Planning and Assessment on *Merdeka* Curriculum

This study concentrates on the developing stage of the independent curriculum implementation in the aspects of teaching planning and assessment in junior high school English subjects. The reason why the researcher focuses on the

implementation of teaching planning and assessment of MC is because these aspects are different from previous curriculum. In addition, according to Standard, Curriculum and Educational Assessment Institution, understanding teaching and assessment is included on the first step of their content map in understanding the implementation of *Merdeka* Curriculum.

On Webster's Dictionary (1971) it is states that "implementation" means the act of implementing or the state of being implemented. Lane on his writing about concept of implementation said that the word implement means to carry out, to accomplish, to fulfill, to give practical effect to something. Successful implementation requires that the objective(s) and the outcome(s) satisfy the requirements of an extraordinary relationship with each other. What is implemented is an intention that exists before the outcome, and implementation is the process of affecting an outcome that is the realization of the objective. In the context of learning, this implementation is an action that begins with the preparation of a lesson plan, and continues through the adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment (Diana, 2019; Nada & Suksesi, 2017).

Teaching and assessment are two things that cannot be separated. Teaching must begin with the process of learning planning and assessment planning. More, in order to design the teaching plan, teachers must know and understand the competencies that want to be achieved. So that the learning process can later be pursued in order to achieve these competencies.

The teaching plan consists of learning objectives, learning steps and assessments. Learning objectives are arranged based on learning achievements by considering the characteristics of educational units. Learning objectives also should be in accordance with stages or phases and needs of students. Further, the learning steps in *merdeka* curriculum must also be designed to provide interactive learning, inspiring, fun, challenging and motivating students to be active in the class, and providing space for creativity of students according to their talents of interest and physical and psychological development. Additionally, teachers also need to design the assessments. Assessment is carried out at the beginning of teaching (diagnostic assessment), at the time of doing teaching (formative assessment) and at the end of teaching (summative assessment). Diagnostic assessment at the beginning of teaching is required because it will be helpful for teacher to identify student's needs on learning and to design the teaching according to their achievement stage (Ritonga et al., 2023).

2.1.5.1 Principles of Teaching on *Merdeka* Curriculum based on The Institute of Standards, Curriculum and Educational Assessment:

a. Teaching is designed with the consideration of the stages development and the level of student's achievement so that the design is in accordance with the needs of students. Therefore teachers must design appropriate and varied plot of learning objectives so that learning becomes meaningful and enjoyable.

b. Teaching is designed and implemented to build the mentality of students to become lifelong learners. Hence, teachers must provide

motivation, reflection and feedback for students to stimulate their thinking and provide space and moments for students to develop their interests, physical, psychological and competence.

c. Teaching is designed to support the development of the competence and character of students holistically. Therefore, teachers must use a variety of learning methods, being a role model and a source of inspiration for students and making the student's *Pancasila* profile as a reference in giving feedback.

d. Teaching is designed with the consideration of its relevance to the context, environment and culture of students and it is necessary to involve parents of students and the community as partners. Therefore, teacher must carry out teaching that is associated with the environment, the real world and culture that attract students' interest. Then the teacher must also empower the community, society and organization to become learning resource persons. Besides that the teacher must also carry out two-way communication with parents in order to oversee the learning process of students.

e. Teaching must have a sustainable future orientation. Thus, teachers must be able to carry out the integration of sustainable living by integrating behavior that shows concern for the environment and earth. Other than that, teachers also must be able to give motivation to students to become more responsible about their future roles and responsibility.

2.1.5.2 Principles of Assessments on *Merdeka* Curriculum based on The Institute of Standards, Curriculum and Educational Assessment:

a. Assessment is integrated part of teaching process, facilitate the teaching, and provide a provision of holistic information, as feedback for teachers, students, and parents in order to guide them in determining strategy for further teaching and learning. Thus teacher must perform assessment at the beginning of teaching as a foundation for designing teaching according to the needs of students. The teaching plan should refer to the objectives to be achieved. Students should be involved on the assessment process to encourage them to continue improving their competence.

b. Assessment is designed and done according with its function and with discretion to define technique and the time of the assessment to achieve learning objectives effectively. Teachers must make assessment plan and explain the purpose of assessment to the students

c. Assessment is design proportionately, fairly, validly and reliably so it is able to describe student's learning progress and can be used as a criterion for designing next learning. On its implementation, teachers must consider the ideal time and duration, explain the criteria and achievement that should be achieved by them, form collaboration with other teachers so that the goal of assessment can aligned, and the result of assessment will be used as a consideration of determining the follow-up learning.

d. Assessment is designed by including various forms of assignments, instruments, and techniques that are in accordance with the targeted learning objectives. Thus teachers should compile reports related to student learning developments in a simple and informative way as well as conduct discussions with parents of students regarding the feedback that has not been completed by students.

e. Assessment results are used by students, teachers, educational staff, and parents as a reflection material in order to improve the quality of teaching.

2.1.5.3 Teaching Planning Stages on the Implementation of *Merdeka* Curriculum

The teaching planning of new paradigm *Merdeka Curriculum* on English language teaching consists of several things. Based on the Ministry of Education, Culture, Research and Technology, those are analyzing learning outcomes (CP) to develop learning objectives and plot learning objectives, planning and conducting diagnostic assessments, developing teaching module, and adjusting the learning with students' achievement stages and characteristics.

A. Learning Outcomes (CP)

Learning Outcomes determined by the government. Learning Outcomes (CP) are learning competencies that must be achieved by students in each phase. It is divided into age phases. Students who are in JHS (Grade 7-9) which ±13 years old are on phase D of Learning Outcomes (CP). The script of Learning Outcomes (CP) consists of rationale, characteristic of the

objectives and achievements per phase. On English subject, achievement per phase is delivered on two forms; the overall achievement per phase and the achievement for each element. Thus, understanding Learning Outcomes (CP) helps teachers to become familiar with what they need to teach (Andari, 2022). Additionally, understanding Learning Outcomes (CP) also can spark teacher's ideas in developing teaching designs.

Fase	Kelas/Jenjang pada Umumnya
Fondasi	PAUD
A	Kelas I-II SD/MI
B	Kelas III-IV SD/MI
C	Kelas V-VI SD/MI
D	Kelas VII-IX SMP/MTs
E	Kelas X SMA/SMK/MA/MAK
F	Kelas XI-XII SMA/MA/MAK Kelas XI-XII SMK Program 3 tahun Kelas XI-XII SMK program 4 tahun

Figure 2. 1 Phase of Learning Outcomes

Source: Kemendikbud 2022

According to Standard, Curriculum and Educational Assessment Institution, on planning the teaching, learning phases contained in learning outcomes can be utilized by the teacher.

1) Teacher can carry out a flexible teaching

Flexibility on teaching means teacher is able to shift the time availability for students to re-learn the material that they have not mastered if necessary.

2) Teacher conducts the teaching according to the students' readiness

Teacher must also determine learning according to the readiness of students. The reason is because the learning phase of students shows their competence while class shows groups based on age. It is possible that students who are in secondary may have to learn the subject matter for phase C. Thus TaRL (Teaching at the Right Level) is necessary.

3) Teacher collaborates to develop lesson plan

One phase can be applied to several classes. Phase D can be applied to grades 7-9. Therefore, when planning the teaching at the beginning of semester, teacher who teaches grade 8 or 9 needs to collaborate with teacher who teaches grade 7 or 8. The point is to get information about the learning process that has been taken by students so that teacher can plan the teaching based on that information.

B. Learning Objectives (TP)

Learning objectives must contain two main components, namely competence and scope of material. Competence is an ability or skill that needs to be shown or demonstrated by students. The scope of the material is the main content and concept that needs to be understood at the end of learning unit. In formulating learning objectives, teachers must use Bloom's taxonomy as usual. Bloom's Taxonomy proposed by Dr. Benjamin Bloom on 1956 that consists of three domains of learning on educational activities. Those are cognitive domain, affective domain and psychomotor domain.

Cognitive domain refers to how students' mental skills acquire, produce and use knowledge. Affective domain refers to emotional development of attitude, which reflected on their behavior during learning process. Psychomotor domain encompasses students' physical skills during learning process (Adesoji, 2018; Octoria et al., 2016).

Bloom taxonomy is a framework that may be utilized as planning tool to organize information and explain relationships between concepts or objects. Cognitive domain consists of six levels namely remembering, understanding, applying, analyzing, creating and evaluating. Examples of operational verbs for cognitive domain are can be seen on the table below (Lafendry, 2023; Susanti & Mahaputri, 2022):
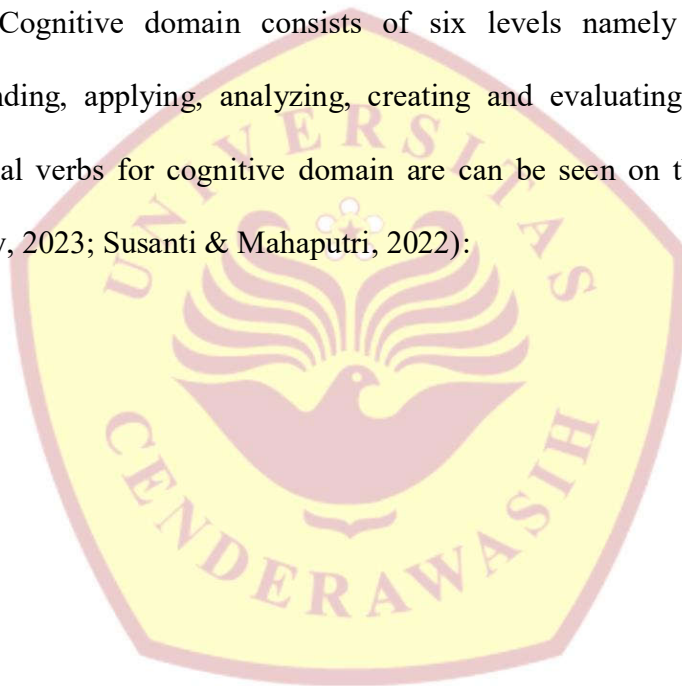
Table 2. 3 Cognitive Domain on Bloom Taxonomy

Level	Operational Verbs	Dimension of Thinking Process
Remembering *Mengingat* (C1)	*Menyebutkan, Melafalkan, Menggarisbawahi, Menjodohkan, Memilih, Menyatakan*, etc	Lower Order Thinking Skills
Understanding *Memahami* (C2)	*Mengartikan, Menginterpretasikan, Memberi contoh, Merangkum, Menyimpulkan, Membandingkan*, etc	
Applying *Menerapkan* (C3)	*Menggunakan, Mengonsepkan, Menghubungkan, Membuktikan, Menghasilkan*, etc	
Analyzing *Menganalisa* (C4)	*Mengorganisasikan, Mendiagnosis, Menelaah, Mengaitkan, Menguraikan Memisahka*, etc	Higher Order Thinking Skills
Creating *Mencipta* (C5)	*Mengkritik, Memvalidasi, Memproyeksikan, Mengkritik Menilai, Memberi saran, Memberi argumentasi, Memutuskan*, etc	
Evaluating *Mengevaluasi* (C6)	*Membangun, Merencanakan, Memproduksi, Mengkombinasikan, Merangcang, Menciptakan*, etc	

Affective domain consist five levels namely receiving, responding, valuing, organization and characterization (Farani, 2022)

Table 2. 4 Affective Domain on Bloom Taxonomy

Level	Operational Verbs
Receiving *Menerima*	*Menanyakan, Memilih, Mengikuti, Menjawab, Melanjutkan, Memberi, Menyatakan*, etc
Responding *Menanggapi*	*Menyesuaikan diri, Menampilkan, Membawakan, Mendiskusikan, Menyatakan setuju, Mempraktekkan*, etc
Valuing *Menilai*	*Mengundang, Mengusulkan, Membedakan, Membimbing, Membenarkan, Menolak, Mengajak*, etc
Organization *Mengelola*	*Mengintegrasikan, Menghubungkan, Mengaitkan, Menyusun, Mengubah, Melengkapi, Menyempurnakan, Menyesuaikan, Menyamakan*, etc
Characterization *Menghayati*	*Bertindak, Menyatakan, Memperhatikan, Melayani, Membuktikan, Menunjukkan, Bertahan, Mempertimbangkan, Mempersoalkan,* etc

According Dave on Hill et al., (2018), psychomotor domain consists of imitating, manipulating, precising, articulating and naturalizing.

Table 2. 5 Psychomotor Domain on Bloom Taxonomy

Level	Operational Verbs
Imitating *Menirukan*	*Menyalin, Mengikuti, Mereplikasi, Mengulangi, Mematuhi, Membedakan*, etc

Manipulating *Merekayasa*	*Membuat kembali, Membangun, Melakukan, Menerapkan, Menanggapi,* etc
Precising *Presisi*	*Melengkapi, Menyempurnakan, Mempraktekkan, Memainkan, Mencoba, Memposisikan,* etc
Articulating *Artikulasi*	*Membangun, Mengintegrasikan, Beradaptasi, Mengembangkan, Merumuskan, Memodifikasi, Merangkaikan,* etc
Naturalizing *Naturalisasi*	*Mengelola, Mencipta, Mengoperasikan, Menggunakan, Mengatasi, Menyelesaikan,* etc

Yet on *Merdeka* Curriculum, the formulation of learning objectives uses Bloom's Taxonomy developed by Anderson and Krathwohl (2001) because it is considered more relevant for the current learning's context. They grouped cognitive abilities into the following six stages: remembering, understanding, applying, analyzing, evaluation and creating.

In addition to the taxonomy above, the *Merdeka* Curriculum also provides other references for teachers to formulate learning objectives. The theory of Tighe and Wiggins (2005) about six forms of understanding can be used by teachers to formulate their learning objectives. According to them, understanding can be shown through a combination of six abilities namely explanation, interpretation, application, empathy, and self-reflection.

Another theory provided by the ministry is the new development of taxonomy by Marzano (2000). Marzano uses three systems on the domain of

knowledge. Those are cognitive system, metacognitive system and self-system. The cognitive system processes all information needed to achieve the learning objectives while metacognitive system is the individual's ability to design strategies in carrying out learning activities in order to achieve the objectives. Then self-system is the ability to make a decision as a respond to instruction and learning. Marzano's six taxonomic levels are recognizing and recalling (retrieval), understanding, analysis, use of knowledge, metacognition and self-systems.

C. Plot of Learning Objectives (ATP)

Plot of learning objectives is a series of learning objectives arranged systematically and logically according to the learning sequence from the beginning to the end of a phase (Indriyani & Jannah, 2023). It has similar function as syllabus, which planning and organizing learning and assessment in an outline for a one academic year. Plot of learning objectives must describe the sequence of competency development that must be mastered by students. Therefore in one phase, the plot must also describe the scope and stages of learning that are linear from the beginning to the end of the phase. Lastly the plot in all phases must also describe the scope and stages of learning which describe the stages of competency development between phases and levels.

The procedure for compiling the plot of learning objectives (ATP) based on the phases is as follows:

1) Teacher conducts an analysis of learning outcomes (CP) of the subject in the phases to be mapped.

2) Teacher identifies the competencies that must be mastered by students on the phase.

3) Teacher formulate learning objectives (TP) by considering the competencies to be achieved, the content to be learned ad what kinds of thinking skills must be mastered by students in order to achieve the learning objectives.

4) Teacher identifies elements or sub elements of student's Pancasila profile that are in accordance with the formulated learning objectives.

5) After learning objectives are formulated, teacher arranges the learning objectives linearly, as the sequence of learning activities to be carried out day to day.

Some of the examples provided by the Ministry for the teachers to be their guidelines are shown below:

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Figure 2. 2 Phase of Learning Outcomes for English subject at JHS

Elemen Menyimak – Berbicara

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam

topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Figure 2. 3 Learning Outcomes for Listening

Elemen Membaca – Memirsa

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Figure 2. 4 Learning Outcomes for Reading

Elemen Menulis – Mempresentasikan
Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. *By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.*

Figure 2. 5 Learning Outcomes for Writing

Source:Kemendikbud 2022

D. Planning Diagnostic Assessments

Diagnostic assessment is one of the main changes in *Merdeka* Curriculum. Diagnostic assessment is an assessment carried out before the learning process. Diagnostic assessment consists of a non-cognitive diagnostic assessment and a cognitive diagnostic assessment. Both of these assessments can be the basis for teachers in planning the lesson (Arlen et al., 2023). Non-cognitive diagnostic assessment aims to measure the psychological aspects and emotional of students before starting the learning while cognitive assessment aims to diagnose students' basic abilities on the topic of certain subject (Mutiani, et.al., 2020)

The government provides options for teachers to be able to carry out diagnostic assessments as needed; at the beginning of school year, at the beginning of new scope material or before compiling teaching modules independently. In addition, teachers also can freely determine the assessment instruments. The instruments can be in the form of written or oral tests, then it also can be in the form of skills, namely practicing or making product, and lastly in the form of observation.

Moreover, first stage for teacher on planning the diagnostic assessment is identifying competence to be taught. Then teacher should formulate the instrument to be used and determine the time to conduct the assessment. As for non-cognitive assessment, teacher need to dig up information related to family background, motivation, and interest of students. Teacher also must have a good questioning skill and be able to provide opportunities for students so that they can comfortably talk about the difficulties they are experiencing (Kurniati & Kusumawati, 2023).

E. Adjustment of Learning in line with Achievement Stages and Student Characteristics

Learning adjustments that are in accordance with students' achievement stage and characteristic are a form of the implementation of student-centered learning. The new learning paradigm carries the idea that appropriate learning for students must be adjusted to the ability level of the students. Based on Subban (2006), differentiated learning is an attempt to

adjust the learning process in the classroom to meet the individual learning needs of each student.

Teachers can perform the learning adjustments by adjusting the scope of learning materials, adjusting the learning process, adjusting learning outcomes and conditioning the learning environment. Teachers' role in making adjustments to learning in general is first by actively seeking and listening to the students' perspective and aspiration and second by doing a self-exploration to become more open minded. More by providing assistance to students in need, providing opportunities for students to give feedback to themselves and one another, and involving students in making decision in terms of what, why and how do they learn. Teachers also communicate the expectations clearly to students about the understanding that must be learned, the skills that must be possessed and the students' profile that must be aimed. Then the last two are making agreements with students to respect each other and build trust in each other and build positive routines day to day.

F. Developing Teaching Module

Teachers and educational units are having permission to use various strategies to develop teaching modules as long as the result of the module is in line with the criteria determined by ministry. Additionally learning activities contained in the module also should in accordance with the principles of teaching and assessment in *Merdeka* Curriculum. Further teachers have freedom to choose or modify the modules that have been provided by the government, or even teachers also can develop their own

teaching modules to suit the characteristic of their students. The four criteria of decent teaching module set by the government are teaching module should be essential, interesting, meaningful and challenging, relevant and contextual and sustainable.

The components of teaching module consist of general information, core component and attachment. General information contains the author's identity, initial competence, students' *Pancasila* profile, facilities and infrastructure, target students and learning model used. Then the core competence contains learning objectives, assessment, meaningful understanding, and questions for triggering students, learning activities, and students as well as teachers' reflection. The last one, attachment consists of students' worksheets, remedial, teachers and students reading material, glossary and bibliography. Hence not all these components are must be included in teaching module. Teachers at educational unit have the freedom to develop components in teaching modules according to the environmental context and students' need.

2.1.5.4 Assessment and Evaluation Stage on Implementation of *Merdeka* Curriculum

Assessments and evaluation stage on *Merdeka* Curriculum are consists of planning, implementing and processing formative and summative assessments, reporting learning outcomes and evaluating learning and also the assessments.

A. Carrying Out Formative and Summative Assessments

Assessment as one of the crucial things on teaching can be used as a basis for consideration of the achievement of learning objectives. Types of assessment according to their functions are assessments as learning, assessments for learning and assessments of learning. So far, according to the Ministry of Education and Culture, the assessment has been used as a reference for filling out study report. The results of the assessment have not been utilized as feedback for learning improvement. It is hoped that the implementation of assessments in the new paradigm of learning will focus more on formative assessments than summative assessments also using the results of the formative assessment for the improvement of the learning process sustainable.

Assessments as learning used for reflection on the learning process. Assessments for learning used for improvement of learning process. Both of these assessments are functioned as formative assessment. Assessments as learning involve students more actively in the assessment activity. Self-assessment and peer assessment is an example of assessment as learning. Further assessment of learning is used for evaluation at the end of the learning process. It functioned as summative assessment. It is functioned as summative assessment. Formative assessment aims to aims to provide feedback for educators and students to be able to improve the learning process. Summative assessment is done to ensure the compliance of overall learning objectives. It is part of the final valuation calculation of a semester, end of school year, and/or end of level.

Characteristics of formative assessment and summative assessment are described on the table below.

Table 2. 6 Characteristics of Formative Assessment and Summative Assessment

Formative Assessment	Summative Assessment
• Integrated with the ongoing learning process, so formative assessment and learning is form as a unit • Involve students on its implementation (Self-assessment or peer assessment) • This assessment pays attention to the mastery progress of students in various fields.	• Implemented after the learning ends, for example one scope of material, the end of the semester, or the end of the school year • The implementation is formal so it is required an appropriate instrument design that in line with the expected competency achievement and the implementation process is in accordance with the principles of assessment • It is as a form of accountability from school to parents and students • It is used by educators or schools for evaluate the effectiveness learning

Source:Kemedikbud 2022

B. Reporting the Learning Outcomes

The report on learning outcomes is the overall report of the process and the end of learning. Learning outcome reports describe the progress of the learner's in learning process, identify areas that need to be developed and

contribute to the effectiveness of learning. Teachers analyze student's learning progress and report it at the end of the semester and at the end of the school year. Schools determine the format of the report that suit their respective needs, functions, values and cultures. Susiani (2022) explains that the effective report is the report that involves parents of students and educators as a partner. In addition, effective report must also reflect the values espoused by the school, be comprehensive, honest, fair and accountable and clear and easily understood by all parties.

C. Evaluating learning and assessment

In the learning evaluation and assessments evaluation, teachers conduct the reflection for each teaching module. The results of formative assessment can be used as a basis for conducting reflection activities. Then teachers must also identify what has been successful and what needs to be improved and follow up by modifying the next teaching module.

Based on BSKAP (2022), the stages on implementing *merdeka* curriculum consist of twelve aspects. The aspect of planning teaching and assessment is chosen because it is the main aspect of educational process. Planning teaching and assessment on *merdeka* curriculum contain around ten stages of implementation according to Teaching and Assessment Guideline provided by BSKAP (2022), which is used by the researcher as the variable and indicator fot the research instrument namely the questionnaire.

2.1.6   Teacher's Problem in Teaching

According to Hamalik (2014), teaching problem consist of two dimensions those are component dimension and interaction between the components. The component dimension namely teacher, learning plan, learning objectives, learning media, learning strategies and learning evaluation while interaction between component means whether the components are synergistic or dynamic. For example when media used in the classroom is not appropriate; students are passive or teacher's lack of explanation.

The Regulation of the Minister of National Education Number 36 of 2018 stated that teaching problems are related to internal and external terms. Internal terms consist of teachers, material, media, interaction patterns, and learning condition, while external terms consist of the environment where teaching took place. Furthermore, on implementing *merdeka* curriculum, surely teacher will faced problems or obstacles. The government has anticipated against this, therefore, the government is holding a driving school program for schools that want to implement this curriculum with regular monitoring from a team of experts. Additionally, the government also provide online guide which can be accessed on the *merdeka mengajar* website (Hadi et al., 2023)

2.2 Previous Related Study

There are several studies that had been conducted by other researchers before about teacher's perception toward the implementation of *Merdeka* Curriculum. However, their research was conducted to primary and secondary school subject teachers. Therefore, the researcher also found the prior

undergraduate thesis by an alumnus from academic year 2016/207 about perception of teacher towards the implementation of 2013 Curriculum.

The study by Prakoso et al., (2021) entitled "Teacher's Perception on *Merdeka Belajar* Policy" used mix method as their research design. The aims of the study are to explore teacher's perceptions regarding *Merdeka Belajar* Policy and teacher's readiness to use a portfolio assessment. The instruments used to obtain the data are open-ended questionnaire, FGD and portfolio assessment questionnaire. The subjects of this research are 30 teachers. They used thematic context analysis to analyze the data. The findings are majority of teachers thought *Merdeka Belajar* to be an effective alternative in providing instruction to students. However, teachers feel the need to be given socialization for the guidance on implementing *Merdeka Belajar* curriculum.

More, the study of "Teacher's Perceptions about the Implementation of the Independent Learning Curriculum in Science Education" done by Sijabat et al., (2023) intents to describe teacher's perceptions but the implementation of independent learning curriculum in science education and describe the constraints felt by teachers in implementing the independent learning curriculum as well as solutions to overcame the obstacles. The method used in this study to collect the data needed is case study with interview guideline and questionnaire as the instruments. The data was obtained from science teachers at SMP DR. Wahidin Sudirohusodo Medan. The subjects were determined by purposive sampling technique and develop using snowball sampling technique. The technique to analyze the data was interactive descriptive technique. The findings of the study

show that teacher's perception towards the implementation of independent curriculum is positive because there are a socialization and training for teacher so they can apply the new concept of curriculum to teaching and learning science. Further constraints experienced by teachers in the form of technical and non-technical matter are the inadequate quality of teacher's human resources, the facilities or infrastructure and learning resources is minimal, teacher is comfortable with the old standard and has no experience in learning independent study.

The last one is the research done by Dwi Prasetyo Nugroho (2017). The title is "English Teachers' Perception toward the Implementation of 2013 Curriculum at Junior High School in Jayapura Regency". This research is chosen as one of references because the purpose of the study is in line. Moreover, the research design of Nugroho's study is survey study. The data are collected by questionnaire, interview and field note. The subjects are ten English teachers from 4 JHS in Jayapura Regency. The data obtained by researcher was analyzed using descriptive quantitative technique.

According to these three studies, the study by Prakoso, at al., (2021) has similarity to this study in the form of research method. While the study by Sijabat, et al., (2023) has the same instruments to collect the data. Last the study by Nugroho (2017) has the same technique of collecting data and technique of analyzing the data. Hence the differences are only on the curriculum and subject of the study.