CHAPTER 1

INTRODUCTION

This chapter discusses about background of study, statement of problem, purpose of study, significance of study, scope and limitation, and definition of key terms.

A. Background of the Study

Education is an important foundation in building the character of the next generation of competent and qualified people (Maghfiroh & Asiyah, 2024). Education is critical because it lays the groundwork for each individual to maximize their potential as human resources, which has a direct impact on a nation's development and sustainability. Atiek Ishlahiyah claims that there is still much need for improvements in the Indonesian educational system because the country's educational standards are still far from expectations of what is needed. One of the highlights is the decline in learning intensity as a result of changes in the current education system in Indonesia. One of the effects of the COVID-19 outbreak a few years ago was this significant alteration in the Indonesian school curriculum (Iskandar et al., 2023).

Certainly, this presents a significant obstacle for the government in its efforts to raise Indonesian educational standards. Curriculum policies that support efficient teaching and learning techniques are critical to improving learning outcomes Din Wahyudin (2014). The Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*), the government's driving force behind national education, is attempting to address these issues by developing the

Merdeka Curriculum. To further reduce the learning gap, the curriculum must be able to adjust for differences in student potential and needs, educational unit variety, cultural diversity, and regional conditions (particularly underprivileged areas) (Abdul Malik, 2023).

As a result of this decision, the Merdeka curriculum has a more adaptable structure while maintaining a focus on instructional resources and student character development or also known as P5 (*Projek Penguatan Profil Pelajar Pancasila*). P5 activities are particularly beneficial in terms of developing an individual's character, encouraging active learning, developing attitudes and knowledge, developing project skills, taking responsibility for problem solutions, and cultivating a compassionate attitude toward a variety of challenges (HAQ, 2023). The Pancasila Learner Profile serves as the main guideline for directing education policy and serves as a guide for teachers in developing students' character and competencies (Rahayu & Maghfiroh, 2023). The flexibility of the Merdeka Curriculum promotes students' active engagement in the learning process and enables more individualized and contextualized learning changes based on their needs and interests. The P5 Merdeka Curriculum includes a lot of outside classroom activities, thus it will foster a lot of social interaction at school.

Students' perspectives can be indirectly broadened by a rich and contextualized linguistics environment. These signs that are attached use language that definitely serves specific functions. Thus, incorporating a linguistic landscape (LL) into school settings improves Merdeka Curriculum learning activities. The application of Linguistic Landscape is also part of the development of P5 activities because the

media need not be in the classroom. Teachers have the ability to adjust and select learning resources based on the needs of their students. Teachers and students may use genuine and contextual texts scattered across the environment for educational reasons (Agus Riadi, 2020).

By using the educational materials found in the Linguistic Landscape, students may explore learning outside the confines of the classroom (Elyza et al., 2022). Thus, the linguistic landscape (LL) is not confined to the classroom; rather, it also functions as a tool to help students improve their retention and comprehension of the material they study there. As previously mentioned, the use of LL as learning resources in schools includes the use of texts such as notes, posters, and notice boards. This gives students the freedom to learn what they want, in and out of the classroom.

The researcher is interested in discovering more about this topic because linguistic landscape media is used in schools, particularly in senior high schools in Ponorogo. This research aims to capture and understand the various linguistic landscapes used, the purpose behind the installation of signs, and their influence on learning in the Merdeka Curriculum at senior high schools in Ponorogo. This explanation leads to the focus of this research, namely on the use of linguistics landscape (LL) that is often used in high schools in Ponorogo, especially in the era of the Merdeka Curriculum.

Something that has never been discovered in other studies was discovered by this research. The gap between this research and previous research is the influence of Linguistics Landscape on Merdeka curriculum learning. The researchers realize

that the presence of Linguistics Landscape in schools has an influence on learning in the independent curriculum. Thus, this research is expected to provide a significant contribution to the development of Merdeka curriculum learning resources through the existence of a linguistic landscape in schools.

B. Statement of the Problem

Based on the background study that conveyed above, raising the following statements of the problem as stated below:

1. What types and function of Linguistic Landscape are used at senior high schools in Ponorogo?

2. What is the purpose of the signs installed at senior high schools in Ponorogo?

3. How does the existence of Linguistics Landscape affect the learning of the Merdeka Curriculum at Senior High Schools in Ponorogo?

C. Purpose of the Study

Based on the statement of the problem, the purpose of the research are:

1. To find out the types and function of linguistic landscape types used in senior high schools in Ponorogo.

2. To describe the purpose of the sign installed at senior high schools in Ponorogo.

3. To describe the influence of the existence of Landscape Linguistics in the learning of the Merdeka Curriculum at high schools in Ponorogo.

D. Significance of the Study

1. For the Teachers

   This research will be benefical for teachers because through this research, teachers can increase their awareness, knowledge and skills in utilizing learning resources around them through the existence of landscape linguistics.

2. For the Institution

   To produce research findings that will be implemented so that institutions can be more aware of the existence and content of Landscape Linguistics which can be used as a learning resource in school learning.

3. For the Researcher

   The findings of the study are important in helping researchers understand how the linguistic landscape in schools can be a learning resource for teachers.

E. Scope and Limitation

Scope   : This research focuses on signs that are installed outdoors (LL) in Senior High Schools on Ponorogo.

Limitation   : This research only covers outdoor installed signs (LL) located in public and private high schools in Ponorogo, they are: MAN 1 Ponorogo, MAN 2 Ponorogo, SMKN 1 Ponorogo, SMK Bakti Ponorogo, SMK Sore 1 Ponorogo, SMA Muhammadiyah 1 Ponorogo, SMAN 1 Ponorogo, SMAN 2 Ponorogo, SMAN 1 Badegan, and SMAN 1 Babadan.

F. Definition of Key Term

Definitions of key terms cover the topic of this research. It also includes definitions of the terms. The definitions of key terms in this research are:

Linguistics Landscape : Linguistics landscape refers to the language used in a collection of regions, areas, or cities, including road signs, public street signs, billboards, place names, business names, and the names of government buildings (Landry & Bourhis, 1997).

Merdeka Curriculum : Merdeka Curriculum is a curriculum that gives educators the freedom to create quality learning that suits the needs and learning environment and learning environment of students. The characteristics of the Merdeka Curriculum are the focus on essential material and the development of soft skills and character through the Projek Penguatan Profil Pelajar Pancasila (P5) (Badan Standar, Kurikulum, 2023).