

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of the important things in the development of the world. As a means for students to actively develop their potential for religious spiritual power, self-control, personality, intelligence, and other traits, education is an intentional and organized endeavor to establish a learning environment in the virtues and abilities they need for themselves and society (Rahman et al., 2022). Then, education continues to experience refinement from the pre-independence era to the present.

In improving education, the curriculum context used and developed at that time changed. The term "curriculum," as used in education, refers to various subjects or bodies of knowledge that students must study or finish to fulfill a particular set of learning objectives or skills. A diploma or certificate awarded to the student acts as proof or evidence that they have attained specific competency levels (Guritno & Sasongko, 2021). The curriculum is a concrete manifestation of the means to achieve educational goals. Therefore, the curriculum is always changing to adapt to changing times. These curriculum changes also occurred from the pre-independence era to the present.

The curriculum is the most crucial component of schooling. in keeping with the advancement of education in Indonesia, which is occurring at all levels and forms. The curriculum has been implemented in schools on paper from the Dutch era, which corresponds to the time of Dutch colonial rule (Insani, 2019). Education that can develop workers that can also be employed by colonialists is

the ideal concept of colonialist education. The goal of colonial education was not to form and educate young people to serve their own country and homeland, but rather to instill colonial society's values and norms so that the natives could spread them and use them to enslave the colonial government (Guritno & Sasongko, 2021). Then refinement of the post-independence curriculum. Among others: *Rentjana Pembelajaran* 1947, *Rentjana Pelajaran Terurai* 1952, *Rentjana Pendidikan* 1964, *Kurikulum* 1968, *Kurikulum* 1975, *Kurikulum* 1984, *Kurikulum* 1994 and *Suplemen Kurikulum* 1999, *Kurikulum* 2004 *Kurikulum Berbasis Kompetensi (KBK)*, *Kurikulum* 2006 *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, *Kurikulum* 2013 (Baderiah, 2018).

The Kurikulum Merdeka (KM) is the most recent curriculum update from 2020 that uses the Merdeka Belajar concept (J. Rahayu & Maghfiroh, 2023). The Implementation of KM development helps teachers and principals make learning more engaging, immersive, and relevant. The Ministry of Education and Culture has released 21 episodes of the independent learning curriculum covering various topics, including Education. The autonomous learning curriculum's principal educational objective is to promote quality improvement and learning crisis recovery (Hehakaya & Pollatu, 2022). In the context of contemporary circumstances, independent learning is the best way to attain an optimum education and prepare a generation that upholds the values of the Indonesian country by being strong, educated, creative, and character-driven (Zulaiha et al., 2022).

In the role that must be carried out by an English teacher, of course, not all teachers can carry out their duties perfectly. Certainly, there is an adjustment process to the KM which previously used the 2013 curriculum which was slightly different from the. This is the emergence of problems in the implementation of KM in schools (Jannah et al., 2022). A teacher can no longer be careless when creating lesson plans to create teaching and learning activities every week; instead, instructors must be more creative when establishing teaching modules, learning objectives, and the flow of learning objectives, so teachers feel objection to making lesson plans that are different and interesting, to require students to be active. Learning Lacks Supportive Media (Hehakaya & Pollatu, 2022). The teacher's method of instruction is less effective and frequently monotonous, which makes it difficult for students to absorb different types of learning materials (Nurulaeni & Rahma, 2022).

An important responsibility for the English teachers in implementing Kurikulum Merdeka (KM) is to trigger students to think critically, creatively, and innovatively in learning. In the past, the role of the teacher was as an educator, a teacher, a source of learning, a facilitator, a mentor, a manager, an adviser, an innovator, and a motivator (Reza Arviansyah & Shagena, 2022). While in KM, Fadillah (2023) said teachers have more tasks, that is to assist student participation and engagement during the teaching-learning process. The KM emphasizes student-centered learning, focusing on each student's experiences, backgrounds, viewpoints, skills, interests, and learning needs. In this situation, the

new educational approach must promote communication between teachers and students.

As a facilitator, the teacher plays a role in providing services including the availability of facilities to provide convenience in learning activities for students. An unpleasant learning environment, and classroom atmosphere that is not conducive and supportive causes students' interest in learning to be low. Therefore, it is hoped that teachers can provide conducive learning facilities, to create a pleasant learning climate for students Farih (2020), especially for English teachers. Being a facilitator is not an easy thing for an English teacher because the lecture teaching method has always existed until now and not all English teachers can change their mindset to become a facilitator, not a speaker. The facilitator also encourages students to seek knowledge based on curiosity, not just the teacher's orders to students. English teachers can also facilitate students according to their level of ability, not generalizing students. So that learning outcomes can be fulfilled by the class.

By KM, the instructor can significantly enhance the quality of learning by acting as a facilitator (Hehakaya & Pollatu, 2022). The challenge of an English teacher in the KM is to become a facilitator who facilitates students in the learning process. The teacher must also be able to solve problems that occur in the learning process. As a facilitator, teachers must be able to develop strategies to solve students' challenges and obstacles in the teaching and learning process.

In research conducted by Pillawaty et al (2023) in the journal entitled *“Problematika Guru PAI dalam Mengimplementasikan Kurikulum Merdeka”* In

this research, one of the challenges or problems of Implementation of KM is the lack of learning independence from students. Then in research carried out by Rahayu et al (2020) in the journal entitled “*Analisis Problematika Kurikulum Merdeka Pada Tingkat Sekolah Menengah Pertama*” Guru difficulties in rearranging learning plans that have been made previously, the strategy used to overcome this challenge is to look at the independent learning platform because, in the independent learning platform, teachers are given the freedom to determine methods to better suit the needs of students. Then in research conducted by Susanti et al (2023) with the title “*Problematika Implementasi Kurikulum Merdeka Di SMP Negeri 5 Padang Panjang*” explained that the challenges in implementing the independent curriculum were implementing projects which made teachers confused about what models and projects should be created, especially in IPS and PAI.

As a result, the goal of this study is to clarify the challenges and strategies of Ponorogo's high school English teachers used in Implementation of KM. This study is important because it provides a knowledge gap about the challenges and strategies faced by English teachers in Implementation of KM at Ponorogo senior high schools. The findings of this study can therefore help teachers better understand the strategies that teachers have used to address the challenges related to teaching English in Implementation of KM. Then after knowing the challenges experienced by the English teacher, the teacher can determine the appropriate strategies to overcome those challenges in learning. Indeed, every English teacher has a different strategy for overcoming these challenges. In the end, it is hoped

that this research will help other English teachers determine the appropriate strategy for the challenges in Implementation of KM.



B. Problem Statement of the Research

1. What are the teachers' challenges in Implementation of KM in English learning?
2. What are the teachers' strategies in responding to the challenges of Implementation of KM in English learning?

C. Objective of the Research

1. To investigate teachers' challenges in the Implementation of KM in English learning.
2. To determine the teacher's strategies in responding to the challenges of Implementation of KM in English learning.

D. Significance of the Research

The result of the study is expected to be significant for student English, for the teacher, and for the next researcher.

1. For student

First, for students, this research is expected to be able to provide information to students about how to update the curriculum, namely the Kurikulum Merdeka. Students can find out the challenges and strategies the English teacher carries to condition the class.

2. For the teacher

Second, for English teachers, this research is expected to be used as a reference for the KM. Teachers can find out the challenges experienced by other teachers. Then the teacher can make the strategy in this study a reference for problem-solving.

3. For a researcher

Third, for future researchers this research can be used as material for further and more in-depth scientific studies regarding the challenges and strategies of English teachers in KM. Then it is hoped that it can develop similar research in a wider scope

E. Scope and Limitation

The subjects of this study were English teachers who had Implemented Kurikulum Merdeka at the senior high school in Ponorogo. The researcher limited the study to three teachers of English subject in 4 schools of Ponorogo that were chosen purposively, namely English teachers of SMAN 1 Ponorogo, SMAN 1 Badegan, SMA Muhammadiyah 1 Ponorogo, SMAN 3 Ponorogo.

F. Definition of Key Terms

Kurikulum Merdeka : curriculum with learning diverse intracurriculars where the content will be more optimal so that students have enough time to deepen the concept and strengthen competence. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students (Kemendikbudristek, 2022)

Teaching Strategy : Learning strategies can also be interpreted as plans that contain a series of activities designed to achieve certain educational goals (Nurhasanah et al., 2019)

