

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter deals with the previous research, some pertinent ideas, and a conceptual framework.

#### **2.1 Previous of Research**

Literatur or reference that underlies this research is the writings of previous research that had relevance to this research. Some studies that had raised the issue of the influence of the student's interest in learning are:

Tussakdiah (2023), in her research, found that there is a related influence between the implementation of Merdeka curriculum and learning interest. This achieve by the result of her reseache where  $F_{count} > F_{table}$ .

Fransiska et al., (2022), in their research, found that the implementation of Merdeka learning has shown good development in terms of student interests and talents, and is ongoing even though in its application there are still several obstacles. The role of educators also cannot be replaced because even though there is freedom for students, teachers very functional in foresting students, talents and interests. Teachers at SDN 1 Pisang have implemented Merdeka learning well enough to increase students' interests and talents.

Maulana Jamaludin & Marini (2023) the result of this research found tah the Merdeka Curriculum in primary school can make students more purposeful and positive vibes. However, the implementation of Merdeka curriculum also has

challenges such as lack of resources and limited learning times. However there are opportunities to improve the implementation through cooperative between supervisors, principals, teachers and as well as involving parents and utilizing existing technology.

Lince (2022) in her research found that the implementation of the Merdeka Curriculum had increased student learning motivation. Despite challenges such as limited resources and passive student response, the curriculum has a positive impact on student motivation. The implementation of the Merdeka curriculum with the role of teachers as facilitators, mediators, and motivators has created an active and supportive learning atmosphere. This is evidenced by a 10% increase in student learning outcomes.

Febrijanice (2019) in her research that students who learn English have a goal in that is to increase their interest in learning. Her concluded that students can be said to be interested if the student's interest is above or equal to 50% then the student can be said to be interested and if it is below 50% then it can be said to be not interested in learning.

The equations of previous research with research that will be conducted by researcher is that they both discuss the curriculum and also focus on students, in other words, the object of study is students. The difference from the research that should be carried out with previous research is that this research would see how the student learning interest at the elementary school level in the implementation of the

Merdeka Curriculum, differences in the time of research implementation, and also the methods or samples used.

## **2.2 Some Pertinent Ideas**

In this section, some pertinent ideas needed to be discussed, such as curriculum, Merdeka Curriculum, implementation of Merdeka curriculum, interest learning, and English learning.

### **A. Curriculum**

The curriculum includes a series of plans, objectives, and learning materials. Etymologically, Curriculum comes from the Greek words "curir" which means runner, and "curere" which means racing place. Previously this term was used in the world of sports. The curriculum is defined as the period of education that a student must complete to obtain a diploma.

In general, the curriculum is a series of lessons that include learning material taught at school or university (Ifrianti, 2015). The curriculum usually includes a list of subjects and details of the learning content. A curriculum is a statement of general and specific educational objectives, and the material is selected and organized according to a certain pattern for the benefit of learning and teaching (Hilda Taba in Fahamato Lase, 2015).

The main focus of school programs is the curriculum. The curriculum must be revised periodically to meet customer needs in accordance with the development

of the increasingly modern world of education and of course the changing times. The curriculum is developed based on a clear goal, which is to direct students to become desired people (Fahamato Lase, 2015). The term "development" refers to the process or method, and the act of developing.

Terminologically, the word "development" refers to activities that create new tools or methods. During these activities, evaluation or assessment activities are carried out and method improvement. Therefore, in its development, the educational curriculum has changed according to the times. All national programs were developed based on the 1945 Constitution and Pancasila. Program change and development must have a clear vision and mission

Indonesia had been independent since 1945, it is undeniable that education in Indonesia had gone through many different eras. Curriculum changes in Indonesia occurred in 1947, 1952, 1964, 1975, 1984, 1994, 2004, 2006, and 2013, until the most recent curriculum in 2022 (Eka, 2023). From 1947 to 1994, programs in Indonesia were centralized, meaning they were only developed by the government.

In 2004 (Computer-Based Curriculum) and 2006 (Education Unit Level Curriculum) a decentralized curriculum began to be implemented which means that each school is required to develop a curriculum in each educational unit of each school. This program is designed to replace the previous program. The difference between KTSP and KBK lies in the authority of its preparation which refers to the spirit of the decentralized education system.

Furthermore, in July 2014, the Ministry of Education and Culture issued the 2013 Curriculum which relies more on teachers in implementing the curriculum in schools. This program became a hot conversation between parents and students because it was considered too complicated and confusing for students. In the 2016/2017 school year, the Ministry of Education and Culture stipulated that the revised version of the 2013 curriculum would be implemented nationally. This revised version of the 2013 curriculum is not much different from the old version of the 2013 curriculum.

In 2022, an Merdeka curriculum was published. This new curriculum is considered more flexible as stated by Anindito Aditomo. This curriculum is part of efforts to restore learning after COVID-19. The Merdeka Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework while focusing on essential materials and developing the character and competence of students. At the beginning of the inauguration of the independent curriculum, Nadiem Makarim as the Minister of Education and Culture for Research and Technology still gave freedom to each school in implementing a curriculum that was tailored to school conditions and the needs of existing students. However, Nadiem Makarim hopes that in 2024 all schools will be able to implement the independent curriculum as a whole.

So, it can be concluded that the curriculum is a guideline designed so that the objectives of learning activities can be achieved. The curriculum would always change according to the times and the needs of increasingly modern education.

## B. Merdeka Curriculum

### 1. Definition of Merdeka Curriculum

The Merdeka Curriculum is a new curriculum concept in Indonesia where schools are given the freedom to design the curriculum according to the needs and context of the school. According to the Ministry of Education and Culture, the Merdeka Curriculum is a learning program in diverse schools where the material is more optimal so that students have enough time to explore the material and strengthen competence. Teachers have the flexibility to choose a variety of teaching devices that adapt to the learning needs and interests of students. Minister of Education and Culture Nadiem Makarim said that "Freedom to learn is freedom of thought". Freedom of learning is learning intending to create a pleasant atmosphere for teachers, students, and parents. The educational process should create happy atmospheres, Merdeka of learning is a breakthrough in the world of education to change Indonesian education which has always seemed the same (Anjali Dian Talsania, 2023).

The Merdeka Curriculum was officially launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) as an effort to overcome the learning crisis. The Merdeka Curriculum was previously a Curriculum with a New Paradigm or New Model offered as one of the learning recovery options due to the pandemic. Strategies to deal with the learning crisis that worsened during the pandemic, Kemendikbudristek created or designed a

Merdeka Curriculum. This crisis is characterized by low student learning outcomes. Even in the most basic things, such as reading literacy.

As a refinement of the previous curriculum, the Merdeka Curriculum is implemented in accordance with Permendikbud Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the Framework of Independent Recovery Learning Curriculum is a curriculum with various intracurricular learning, where the content will be more organized so that students have sufficient time to investigate ideas and develop skills. To customize for student interests and learning needs, teachers can choose from a variety of instructional materials. Based on several topics set by the government, initiatives were incorporated to improve the achievement of Pancasila student's profile. The project is not connected to subject content because it is not intended to meet any specific learning achievement goal. The curriculum greatly influences what is taught by the teacher as well as the way the material is taught. Therefore, a well-designed curriculum will encourage and facilitate teachers to produce better learning.

Highlighted by the Minister of Education and Culture, Merdeka Curriculum where the learning process is fun and teachers develop innovative thinking. This can foster students' positive attitudes toward learning

The conclusion of the concept of the Merdeka Curriculum it was an repair the national education system. Rearranging the education system to welcome changes and progress of the nation that can adjust to changing times. In a way, it

restores the true essence of education, namely education to humanize humans or liberate education.

## 2. Characteristics of the Merdeka Curriculum

The Merdeka Curriculum is developed as a flexible curriculum framework while focusing on essential material and the development of the character and competence of students (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2022).

There are 3 important points of the Merdeka Curriculum, including:

1. Project-based learning to develop soft skills and character in accordance with the Pancasila Student Profile.
2. Focus on essential materials so that there is sufficient time for in-depth learning of basic competencies such as literacy and numeracy.
3. Flexibilit for teachers to conduct differentiated learning according to the ability of students and adapt to local contexts and content.

So, the conclusion is the Merdeka Curriculum is considered more effective in supporting learning activities compared to the previous curriculum.

Increasing literacy and numeracy, especially in basic education, is one of the important things that must be the focus of curriculum design. In line with the concepts of literacy and numeracy used in the National Skills Assessment Policy (AKM), Literacy is defined as the ability of students to understand, use, evaluate, and reflect on various texts to solve problems and develop personal abilities as citizens of Indonesia and citizens of the world to contribute productively in



society. Numeracy is defined as students' ability to think using concepts, real-life processes, and mathematical tools to solve everyday problems in various types of contexts.

The effectiveness of the Merdeka Curriculum under special conditions further strengthens the importance of changing the strategy of implementing the curriculum more comprehensively (kurikulum.kemdikbud.go.id, 2023). The design and implementation of the previous curriculum include: the curriculum structure is less flexible and class hours are determined per week, the material is too dense so that students do not have enough time to conduct deep learning according to the stage of development of students, the available learning materials are less diverse so that teachers are limited in developing contextual learning, and the use of digital technology has not been used systematically in order to support the learning process of teachers through various good practices. Meanwhile, the direction of curriculum changes in 2022 is a Merdeka Curriculum, including a more flexible curriculum tour receipt, class hours are targeted to be met in one year, focusing on essential materials, learning outcomes are set per phase and not per year, giving teachers the flexibility to use a variety of tools teach according to the needs and characteristics of students, as well as applications that provide various references for teachers to be able to continue to develop teaching practices independent and a variety of good practices. The learning process is anticipated to be deeper, more meaningful, leisurely, and pleasant with a Merdeka curriculum, due to the Merdeka curriculum's emphasis on fundamental subjects and the growth of student competencies throughout its phases.

The Merdeka curriculum is said to offer benefits since it concentrates on key subjects and gives instructors, principals, and students the ability to select the right classes.

The conclusion is that the Merdeka Curriculum is a curriculum with a variety of extracurricular learning, where the content will be better organized so that students have adequate time to investigate ideas and develop skills. The project is not connected to the subject's content because it is not intended to accomplish a particular learning achievement aim. The Merdeka Curriculum is said to offer benefits since it concentrates on key subjects and gives principals, teachers, and students the ability to select the right classes. The learning process is anticipated to be deeper, more meaningful, leisurely, and pleasant with a Merdeka Curriculum.

### C. Implementation of Merdeka Curriculum

The Merdeka curriculum has not been implemented simultaneously in all schools in Indonesia. This is because the Indonesian education system is still recovering learning, where schools are given the freedom to determine the curriculum to be chosen. The choice is divided into three, namely, the first option that uses the 2013 curriculum in full the second option that uses the simplified 2013 curriculum or in other words emergency curriculum, and the third option that uses the Merdeka Curriculum (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2022). This is in accordance with the policy in the Ministry of Education and Culture which provides freedom for schools to carry out curriculum implementation to carry out the implementation of the Merdeka curriculum, schools are given three independent

choices in registering for the implementation of the independent curriculum, by the readiness of schools and educators. Furthermore, the school fills out an expanded readiness questionnaire. Based on the readiness questionnaire that has been filled out, will later produce the right choice with school readiness. The government has also issued various programs and policies to support the implementation of the shortening curriculum such as training educators and developing facilities. This is done with the hope that the more appropriate implementation of the Merdeka curriculum in schools will be more effective.

There are 4 general characteristics that apply to Merdeka Curriculum the in elementary schools, including:

1. There are IPAS (natural and social sciences), namely a combination of science and social studies in elementary schools that apply the Merdeka Curriculum.
2. English is an elective subject in elementary schools that use the Merdeka Curriculum, depending on school readiness.
3. Elementary school or students with the Merdeka Curriculum can choose at least one of four arts and culture subjects, namely music, fine arts, theater arts, or dance.
4. Learning outcomes in elementary schools, with the Merdeka Curriculum are arranged per phase, not per basic competence / KD, namely:

Phase A, generally equivalent to grades 1 and 2 of elementary schools

Phase B is generally equivalent to 3rd or 4th grade of junior high school.

Phase C is generally equivalent to 5th or 6th grade of high school.

So, the characteristics that apply to the Merdeka Curriculum have undergone significant changes from the implementation of the previous curriculum.

#### D. Interest in Learning

##### 1. Definition of Interest

Simply put, interest is a person's tendency or interest in something that triggers curiosity or has the motivation to engage or learn more about it. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger and closer the relationship, the greater the interest (Djaali, 2008). Interest is the acceptance of a relationship between oneself and something outside oneself (Slameto, 2010).

If someone has an interest in an object, then this interest will encourage someone to relate more closely to the object, namely by doing more active and positive activities in order to achieve something he is interested in.

Furthermore, Alisuf Sabri said that interest is a pleasure that makes someone pay attention and remember something continuously. Interest is closely related to feeling of pleasure. Someone who is interested in something would be happy about it. Students who are interested in lesson would always study diligently.

Interest is also a selective attitude towards the object of interest. In addition, according to Chaplin, interest is a state of motivation that guides one's

behavior toward a certain direction or goal Chaplin (Hastuti, 1993).

Interest is related to feelings, especially feelings of pleasure, so it can be said that interest comes from a happy attitude towards something. If a person is interested in something, it means that he is happy about it. Students can show their interest by doing certain activities or by saying that they prefer certain things. Students who are interested in a particular topic tend to pay greater attention to that topic.

So, from some of the theories previous, the researcher tries to use the statement of a person named Alisuf Sabri, because he argues that interest arises from a tendency and constant memory of something. Interest is also closely related to feeling good about something. Therefore, if someone feels happy about something, then that person will be interested in achieving it through his efforts so that his desire can be realized.

## 2. Kinds of Interests

Interests can be classified into several types, including based on the emergence of interest and based on the direction of interest.

### a. Interest by onset

Akyas Azhari (2004) divides interest based on emergence into two parts, which are as follows:

- 1) Primitive interests, that is, motivations that come from within a person, revolve around feelings of joy, eating, and freedom of action.

2) Cultural interest is a drive that comes from within a person and includes achieving a higher level of satisfaction that can only be achieved through learning.

b. Interest based on its direction

Interest (Saleh, 2004) according to its orientation can also be classified into two types, including:

1) Intrinsic interest, that is interest that is directly related to the activity itself. For example, someone learns because they like to read and like science. In other words, the person does not learn because they want to get praise, and so on.

2) Extrinsic interest is interest related to the ultimate goal of an activity. If the goal has been achieved then it is likely that the interest will be lost. For example, a person who studies hard with the aim of becoming a champion or passing an exam will lose interest in learning once that goal is achieved.

3. Learning Interest Indicators

In large dictionaries, Indonesian the word indicator is a monitor that can provide clues or information. If the indicator is associated with student interest, then this indicator is used as a monitoring tool that can provide clues to the quality of interest.

There are several indicators used to measure student interest in learning (Safari, 2003), namely:

a. Feeling of pleasure

The student will not feel compelled to learn if they enjoy or feel pleasure in a particular lesson. For example, if they like the lesson, they will not feel a feeling of boredom, always attend class, and is not a compulsion.

b. Student Engagement

The interest of students in the object that makes the person happy and also interested in doing or doing activities from the object. For example, they are active in discussions, actively asking, and actively answering questions asked by teachers.

c. Interested

Relates to the learner's liking of a person, object, activity or experience.

Examples are, enthusiasm in attending lessons, diligence in doing assignments and not procrastinating on assignments from the teacher.

d. Student Attention

Student attention is a student's concentration on something, to the exclusion or trivialization of other things. If a learner has an interest in a certain object, without being warned, he will pay attention to that object by himself. For example, listening to explanations from the teacher, concentrating while learning, taking notes and paying attention to the teacher.

4. Functions of Interest in Learning

The interest in learning has the following functions (Sabri, 2020) :

- a. As a force that will encourage students to learn. Students who are interested in the lesson will seem encouraged to continue to study diligently.
- b. Encourage students to act in achieving goals.
- c. The determinant of the direction of students is in the direction of the goal to be achieved.
- d. Selection of actions so that the actions of motivated students are always selective and remain organized to the goals to be achieved.

From some of the functions of learning interest above, it can be concluded that the process of learning success is very dependent on student interest and this interest would continue to be encouraged to maximize and persevere in learning. Lack of student interest in the lesson would be a hindrance to the learning process.

#### E. English

English is a language used a communication tool and also the first international language used to communication with other people in the world. English also used to study because most of the science books are imported from outside (Izzan & Mahfudin, 2007).

In the era of globalization, where cultures and information from other countries can quickly penetrate social networks, English is an important language to learn. In the Indonesian school curriculum, the ability to communicate with students in English is one of the skill that need to be developed. One day, students may be faced with learning to use the language and this is an added value for their abilities.



Many organizations or universities use English as the language of instruction for classes and even textbooks.

In conclusion, English had a broad and complex sense, which includes structure, vocabulary, social functions, and roles in human life. According to English language experts, English is an important and valuable language in various fields, especially in the field of education, and had a crucial role in communication and human culture.

#### F. English Learning

Learning is a two-way knowledge transfer process between teachers as information providers and students as information recipients (Chatib, 2012). Based on this understanding, the roles of teachers and students in the teaching and learning process are very important to work together. Teachers strive to foster a learning environment as teachers and students as learners strive to be sensitive to learning. So that an established interaction process can bring out the full picture of the learning objectives. The learning process is a conscious activity of teachers and students. Teachers not only focus on how well students understand the material, but changes in student attitudes and behavior are also part of the success of the learning process.

Choosing English learning at the elementary school level is the right choice as an initial stage to introduce English to students. Teachers played a big role in introducing English to students as a foreign language which is important for communicating with different countries. At the introduction stage, students should not

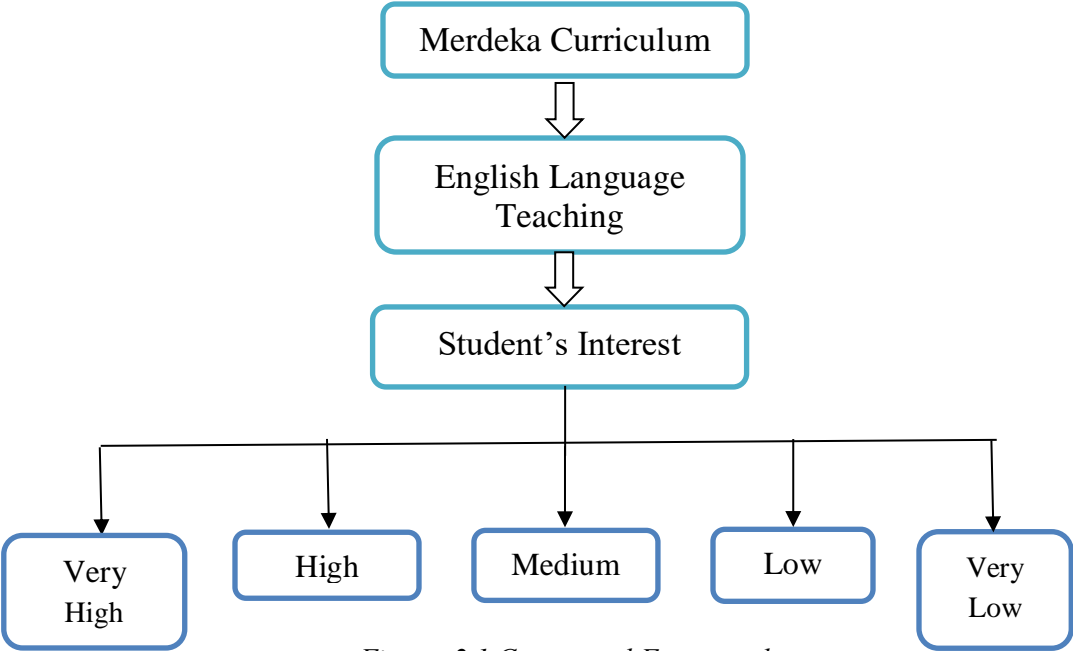
be required or forced to learn English, but efforts should be made so that students have the will and motivation to learn English. The signs of teaching a foreign language is that students must acquire the ability to use it as a means of communication and learn in that language. Therefore, it is sought that students learn English not only to know and understand theory but as much as possible students get new skills, especially to communicate.

In an era of globalization and instantaneousness, students starting from elementary school age and even kindergarten are already required to compete in English subjects (Aedi & Amaliyah, 2016). If children at the age of elementary school have lagged behind their English skills, it would be difficult to pursue their language skills at a higher level. It would be very difficult for a person to learn a language if the critical period has passed (Lenneberg, 2004). According to him, the critical period of a child in learning a language is at the age of 3-12 years. In Indonesia, half of the critical period is passed by children at the elementary school (SD) level. Based on this, the importance of learning English needs to start from kindergarten or elementary school. English learning at the elementary school stage focuses more on mastering wordkeeping, especially related to verbs, nouns, and adjectives that are often encountered by female students in their daily lives.

By following the applicable Merdeka Curriculum Belajar, the delivery of material should be done in a communicative way so that students' insights are more open and students are slowly able to express English sentences. This is sought to prepare students to face the global or international world. In general, English material

for elementary schools may be very easy to create, but in its delivery, it is precisely the English material for elementary schools that is the most difficult to implement. Therefore, English teachers are not only required to be smart in compiling material but also must be able to deliver material so that it is understood by students.

**2.2 Conceptual Framework**



*Figure 2.1 Conceptual Framework*