# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

In this chapter, the research described several theories related to the research such as: curriculum, development curriculum in Indonesia, and PSP *(Program Sekolah Penggerak)* curriculum. This allowed the reader to complete clearly the term used in this research in such a way that it could be read not only by English education students but also by readers in general as well.

## 2.2 Definition of Curriculum

The curriculum was an important role in the world of education. This is the main key to educational success. The term curriculum first appears in ancient Greek sports, which comes from curer. At that time, the curriculum was defined as the distance a runner had to cover. People call it the playing field or the place where the run and the ends (Wina, 2008).

The term curriculum in education is an effort to develop students according to the goals to be achieved. As stated in the Murry Print (1993), the curriculum is designed for students and includes 1. Planned learning experiences; 2. Delivered in an educational institution/program; 3. Presented in the document; 4. The experience is generated by documents. Then, the concept of curriculum as curriculum or lesson plans seems to be followed by curriculum experts today, such as Donald E. Orlosky and B. Othanel Smith (1978) and Peter. F Oliva (1982) states that the curriculum is a school-directed student experience program (Wina, 2008). This is in line with Law Number 20 of 2003 concerning the National Education System, the curriculum is defined as a set of plans and arrangements regarding the content and learning materials that serve as guidelines for the implementation of teaching activities.

## 2.3 Role of curriculum

The curriculum has three roles, namely a conservative role, a creative role, and a critical and evaluative role (Hamalik, 1990. pp. 9-10) in (Wina, 2008):

**2.3.1 A Conservative Role**

The conservative role of the curriculum is to preserve various cultural values as a legacy of the past. With the globalization era of scientific and technological progress, the influence of foreign cultures can easily destroy local culture, and the conservative role in the curriculum is very important. The curriculum through its conservative role plays a role in counteracting various influences that can damage the noble values of society so that the identity of the community is well protected.

**2.3.2 A Creative Role**

In its creative role, the curriculum must contain new things so that it can help students to develop every potential they have so that they can play an active role in people's lives that are always moving forward.

**2.3.3 The Critical and Evaluative Role**

The curriculum thus plays a role in choosing which values and cultures need to be preserved, and which new values or cultures should be embraced by students. In this case, the critical and evaluative role of the curriculum is needed. The curriculum must play a role in selecting and assessing everything that is considered useful in students' lives.

## 2.4 The Function of Curriculum

According to MC Neil (1990), curriculum content has 4 functions, namely general education functions, complementary functions, exploration functions, and special knowledge functions (Wina, 2008)

**2.4.1 The function of general education**

The function of general education is a curriculum to prepare students to become responsible citizens. The curriculum must provide each student with a learning experience that allows them to internalize values in life and understand every right and obligation as a member of society and as a human being.

**2.4.2 The suplementation**

Each student has differences in terms of abilities, interests, and talents. The curriculum as an educational tool should be able to provide services to students despite these differences. Thus, every child has the opportunity to grow abilities and better insight according to their interests and talents.

**2.4.4 The exploration**

The function of exploration has that the curriculum must be able to find and develop interests and talents. Through this function, students are expected to be able to learn according to their interests and talents, thus enabling them to learn without coercion.

## 2.5 The Development curriculum in Indonesia

Education in Indonesia had undergone several changes in the curriculum. The curriculum changes would be accompanied by the different education goals because in each of these changes there is a specific goal to be achieved to advance the national education. Since 1945, the curriculum has changed in several times, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013 curriculum.

According to Restu, Rita, Yayu, Herry, & Prihantini (2022) in Indonesia the implementation of the curriculum underwent several changes and improvements, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994 (revised 1994 curriculum), 2004 (competency-based curriculum), and 2006 curriculum (education unit level curriculum), and in 2013 the government through national education changed it to the 2013 curriculum, in 2018 there was a revision to the 2013 revised curriculum. Then from 2020 until now, there has been a change in the curriculum called the curriculum for the driving school program or the independent curriculum.

**2.5.1 The 2013 curriculum**

Curriculum 0f 2013 is competency and character based curriculum. The 2013 curriculum is designed to complement the previous curriculum, KBK, and KTSP, where KBK and KTSP still separated subjects forming attitudes, skills and knowledge. While in 2013 curriculum that is emphasized on the formulation of attitude, skills, knowledge, and it is obtained the three aspects of assessment in each subjects. It is same with Magfirah (2015) In 2013 curriculum the teacher not only assesses the knowledge, but also asses’ attitude and students skills, the teacher must examine the character of each student during the learning process.

The characteristics of 2013 curriculum was used philosophy in developing students’ individual life in religion, art, creativity, communication, and the various dimensions of intelligence value that required by the learners, community, nation and mankind. The 2013 curriculum is designed with the following characteristics according to Minister of Education and Culture Decree No. 59/2014, they are:

1. Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
2. The school is part of a community that provides a planned learning experience;
3. Develop the attitudes, knowledge, and skills and apply them in various situations in schools and communities;
4. Gave enough time to develop the attitudes, knowledge, and skills;
5. Competence is expressed in the form of class core competencies which is detailed in the basic competencies for each subject’
6. Class core competence become organizer elements of the basic competence;
7. Basic competence is develop based on the accumulative principle

From that explanation about the 2013 curriculum, this curriculum had characteristics for student development, one of which was attitude, skill, and knowledge. Curriculum 2013 learning generally focused on intracurricular (face-to-face). Then the Ministry of Education and Culture gave a new policy by issuing a new curriculum, which was called *Program Sekolah Penggerak* curriculum. This curriculum was a continuation of the 2013 curriculum. The curriculum of the *Program Sekolah Penggerak* focuses on essential material and character development of the Pancasila Student Profile which explained as follows.

**2.5.2 *Program Sekolah Penggerak* curriculum**

According to Ministry of Education and Culture (2021) *Program Sekolah Penggerak or PSP* curriculum is a curriculum that focuses on student learning outcomes in an all-encompassing manner by realizing the Pancasila Student Profile (Sarlin, 2021). As the name implies, the curriculum includes one important aspect in the life of society, nation and state. These aspects are related to competence (covering literacy and numerization activities) and character, both of which are carried out by looking at superior human resources. Human resources in this case is the role of school principals and teachers (Kemendikbud, 2021).

During the implementation of the PSP curriculum from 2020 to 2021, the term of this curriculum had not been formalized by the government. Even in some regions, the name of this curriculum was different, namely the prototype curriculum or the new paradigm curriculum, the operational curriculum of the education unit or KOSP, and the PSP *(Program Sekolah Penggerak)* curriculum.

In the research of Aiman, Muhammad, & Rizki (2022), prototype curriculum or new paradigm curriculum is one option that can be applied by schools in the context of learning recovery due to the impact of the Covid-19 pandemic. This curriculum is regulated in the Decree of the Minister of Education and Culture, Research and Technology No. 162/M/2021 concerning *Sekolah Penggerak*. Prototype curriculum as an option, schools can implement it or not. The prototype curriculum in the concept map that has been implemented since 2021, the government in this case the Ministry of Education and Culture, is very serious about implementing this program which aims to realize Indonesian education that is sovereign, independent, and has the personality of Pancasila students. Evidence of the government's seriousness in the 2021/2022 academic year involves approximately 2,500 education units in 34 provinces and 110 regencies/cities. Meanwhile, in the 2022/2023 academic year, 10,000 education units are projected in 34 provinces and 250 regencies/cities (Eri, 2021).

Then, in the research of Rasya, et al (2021) the operational curriculum of the education unit or KOSP that is implemented is a solution provided by the government to develop student knowledge through the Pancasila student profile where this curriculum is material that is adapted to the dynamics of change and the needs of students. The last, the curriculum of *the program sekolah penggerak* is an effort to realize the vision of Indonesian education in realizing an advanced and sovereign Indonesia, independent and personality through the creation of Pancasila students. (Fahrian, 2021).

Of the several names for the curriculum recommended by the Ministry of Education and Culture, Nadiem Makarim, on Friday, February 11, 2022, through the Ministry of Education and Culture's Youtube channel, Nadiem Makarim announced and inaugurated the name of the new curriculum, namely *"Merdeka curriculum"* (Nir, 2022).

**2.5.2.1 *Merdeka* curriculum**

 The word *Merdeka* from the Big Indonesian Dictionary (KBBI) is *Merdeka/mer•de•ka/merdéka/*a 1 free (from slavery, colonialism, and so on); stand-alone: since the proclamation of August 17, 1945, our nation has been released from the demands of life imprisonment, not bound, not dependent on certain people or parties. The word *merdeka* is actually part of the jargon or tagline used by the minister, namely *"Merdeka Belajar"* (Nir, 2022).

Reporting from the *kurikulum.kemendikbud.go.id page, Tuesday (5/7/2022),* the *Merdeka* curriculum is a curriculum with diverse extracurricular learning where the content will be more optimal so that students have enough to explore concepts and strengthen competencies. According to the Ministry of Education and Culture, Nadiem Makariem, the launch of the *Merdeka* curriculum is to restore the learning crisis that existed during the Covid-19 pandemic (Desvira, 2022). The *Merdeka* curriculum was developed as a curriculum framework that is more flexible and centered on basic materials and develops the uniqueness and abilities of students (Restu, Rita, Yayu, Herry, & Prihantini, 2022). Therefore, the *Merdeka* curriculum is defined as a learning design that provides opportunities for students to learn in a calm, relaxed, fun, stress-free, and pressure-free manner, to show their natural talents.

**2.5.2.3 *Merdeka belajar* platform**

The Minister of Education and Culture, Nadiem Anwar Makarim, launched the *Merdeka belajar* in the *Program Sekolah Penggerak*, online in Jakarta, on Monday (01/02/2021). In his direction, the Minister of Education and Culture said that the *Program Sekolah Penggerak* is a catalyst to realize the vision of Indonesian education that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile (Kemendikbud, 2021) .

The Ministry of Education and Culture defines *Merdeka* *belajar* as a learning process that provides flexibility and authority to every educational institution to be free from complicated administration. (Kemendikbud, 2021). The main assumption of *Merdeka belajar* is giving trust to the teacher so that the teacher feels free to carry out learning (Doni, 2020). *"Merdeka belajar''* makes the learning more comfortable, teachers and students can be more relaxed in discussing, learning can be outside the classroom which not only listens to the teacher's explanations, but builds courage, is independent, clever in socializing, civilized, polite, competent, and does not only rely on the ranking system which according to some surveys only disturbs children and people (Restu, Rita, Yayu, Herry, & Prihantini, 2022).

**2.5.2.4 Advantages of the *Merdeka* curriculum**

There were advantages and disadvantages in the curriculum changing. Likewise with the independent curriculum as stated by Nir (2022) namely the independent curriculum has several advantages. First, simpler and deeper that is focus on essential materials and the development of student competencies in phases. Becous of that learning becomes more immersive, meaningful, unhurried, and fun. Second, there are advantages for students, teachers, and schools for more freedom in learning. There is no specialization program for student in high school, students choose subjects according to their interests, talents, and aspirations. The teachers teach according to the stage of achievement and development of students. The schools have the authority to develop and manage curriculum and learning by the characteristics of the education unit and students. Third, more relevant and interactive that is learning through project activities provides wider opportunities for students to actively explore actual issues such as environmental, health, and other issues to support the development of the character and competence of the *Pancasila* Student Profile.

According to Administrator (2022), the advantage of this new paradigm curriculum is that there are certain projects that must be carried out by students. This makes them more active in their efforts to export themselves. However, the drawback of the new paradigm curriculum is that the preparation of this curriculum is still considered immature. This is seen from the lack of human resource competence to implement this curriculum.

**2.5.2.5 *Penggerak* school**

*Penggerak* School is an effort to realize the vision of Indonesian Education in realizing a developed Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students and focuses on developing student learning outcomes holistically which includes competence (literacy and numeracy) and character, starting with superior human resources ( principals and teachers) and is a refinement of the previous school transformation program ( Kemendikbud, 2021). This is in line with Fahrian (2021), *Penggerak* school is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila student profile which incudes cognitive (literacy and numeracy) and non-cognitive or character competencies.

PSP is implemented by strengthening the capacity of principals and teachers who are key in restructuring and reforming education. The principal is an important element in improving governance and becomes the driving force for each educational unit so that meaningful and enjoyable learning will be created through improving the system that supports the improvement of the quality of education (Zamjani, 2021). According to Edi (2016) the principal is a decisive figure in the development of education at the school level. One indicator of the success of the principal's leadership is measured by the quality of education achieved by the educational institution he has achieved.

Then in the *Penggerak* School, there are five interrelated and inseparable interventions, namely (Fahrian, 2021):

1. Consultative and asymmetrical assistance
2. Strengthening school human resources
3. Learning with a new paradigm
4. School Digitization

**2.5.2.6 The purpose of *Program Sekolah Penggerak***

The purpose of this program strives to produce superior, character, and professional human resources so that they can support sustainable development in the future. According to (Zamjani, 2021) The specific objectives of this program sekolah pengerak namely, Improvement of competence and character by the profile of Pancasila students, ensure equal distribution of education quality through capacity building programs for principals who can lead Education units in achieving quality learning, building a stronger Education ecosystem focused on quality improvement, and creating a collaborative climate for stakeholders in the education sector, both at the school, local government, and government scope.

**2.5.2.7 *Pancasila* Student of profile strengthening project**

The *Pancasila* Student Profile Strengthening Project is an interdisciplinary study in observing and thinking about solutions to problems in the surrounding environment. The *Pancasila* Student Profile Strengthening Project uses a project-based learning approach that is different from the project-based learning found in classroom projects. This program provides opportunities for students to learn in an informal atmosphere, flexible learning structures, more interactive learning activities, and engage directly with the surrounding environment to improve various abilities in the Pancasila Student Profile.

In the reseach of Aiman, Muhamad, & Rizki (2022) explaind that There are six dimensions of the Pancasila student profile strengthening project, namely: firsth, having faith, fear God Almighty and have noble character. The meaning of the first point includes religious morality, personal morality, human morality, and national morality. Second, the global diversity. The meaning of the second point is that students can recognize and appreciate culture, the ability to communicate interculturally in interacting carefully, reflection and responsibility for the experience of diversity, and social justice. Third, be independent. The meaning of the third point is self-understanding and situation, and self-regulation. Fourth is working together. The meaning of the fourth point is that students can collaborate, have a caring nature, and share with each other. Fifth, having the critical reasoning. The meaning of the fifth point includes obtaining and processing information and ideas, analyzing and evaluating reasoning, and reflecting and evaluating one's thoughts. Sixth, be creative. The meaning of the sixth point includes generating original ideas, producing original works and actions, and having flexibility of thinking in finding alternative solutions to problems.

## 2.6 Previous Research

Here some previous studies which line with the research, the study conducted by Sarlin(2021)in title *“Menganalis Sekolah Penggerak Sebagai Upaya Penigkatan Kualitas Pendidikan”*. Her research aims to discuss the program Sekolah penggerak, school transformation, and the scope of the PSP. Then her research was carried out through a literature study by collecting kinds of literature, several books and journals related to penggerak teachers, and data analysis to explore more deeply the driving teacher and the role of the driving teacher. The result of his research is that the driving school program leads to improving the quality of education in Indonesia, where the penggerak school is a program that focuses on developing student learning outcomes holistically by creating a profile of Pancasila students which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies.

Second, the study was done by Rasya, et al. (2021). Their research is on the implementation of the school operational curriculum during the COVID-19 pandemic at Golden Vocational School. Their research aims to describe the implementation of the operational curriculum in Golden school. The method used is the descriptive qualitative research method, which is assisted by data collection techniques through observation, interviews, and documentation and processed by a system of reduction, display, analysis and verification of data. The results of their research are the implementation of the curriculum through learning planning in terms of the operational curriculum documents applied by the school, the implementation of learning is carried out by online learning using learning media prepared by the school, namely E-Learning and learning assessment using two curricula, namely the 2013 curriculum and the operational curriculum with an online system through the media of E-Learning.

Third, the previous study was done by Aman, Muhamad, & Rizki(2022) regarding the prototype curriculum of the new paradigm in the prototype curriculum. Their research aims to conceptually describe the prototype curriculum that will be implemented in the 2022/2023 school year. Then to describe the findings of the literature taken from articles, web, and YouTube streaming related to the topics discussed. Their type of research is a type of literature study with a descriptive method. The results of their research show that in preparing for the conditions of the times, education must continue to move dynamically, promoting a proactive attitude in dealing with progressive and transformative change. The prototype curriculum that will be implemented by the Ministry of Education and Culture-Ristek in the 2022/2023 academic year has a very good goal, namely wanting more active and adaptive learning by providing flexibility for educators to carry out a learning process oriented to learning projects. To achieve this, the support and hard work of various parties are needed in order to realize a better and more advanced Indonesian education.

Fourth, Fahrian’s research (2021), entitled *“MERDEKA BELAJAR: SEKOLAH PENGGERAK”.* The purpose of his research is to find out that the *penggerak* School is a program from the Ministry of Education and Culture. His research was conducted using a literature study. A literature study is a series of activities related to library data collection methods, reading, and taking notes in managing written materials. The results of his study indicate that the driving school is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila student profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with superior human resources (principals and teachers). The Pancasila Student Profile is a graduate profile that aims to show the character and competencies that are expected to be achieved and strengthen the noble values of Pancasila for students and stakeholders.

Fifth, the study conducted by (Restu, Rita, Yayu, Herry, & Prihantini (2022) in the tittle” *Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak*their research aimed to identify and obtain information about the implementation of an independent curriculum in drive schools. The method used in their research is the descriptive qualitative method, which describes the subject about the situation and data obtained during observations and questions so that it becomes useful information and is easily understood by readers. Their research was conducted in one of the elementary schools in the city of Bandung. The participants of their research were teachers and principals. Their research was conducted through observation and interviews both online and offline. The results of their research show that the implementation of the curriculum in the driving school has been carried out optimally and is ongoing, although in its implementation there are still many shortcomings and obstacles. The key to the success of implementing the curriculum in the *penggerak* school is the principal and the teacher. Teachers must have the will to make changes. The principal as a leader must be able to change the mindset of the Human Resources in the school to want to make changes so that the independent curriculum can be applied.

Sixth, the study conducted by Surahman, Redha, Usman, & Ardanus (2022) entitled “Peran Guru Penggerak dalam Pendidikan Merdeka Belajar di Kubu Raya”. The purpose of their research is to identify the role of driving teachers in independent learning, especially in the Kubu Raya district. They collect relevant published articles for review and summarize research results. Based on the results of their research, they can conclude that the role of peggerak teachers in independent learning in the Kubu Raya district is very large. they use research methodologies from various research studies of literature, namely the study of the form of research literature in scientific journals, books, media articles, and statistical data. The data collection carried out in their research was obtained from news and articles on trusted online news portals. The results of their research are the concept of independent learning must start with the mentality of the teacher before teaching it to students. Self-study gives teachers flexibility and freedom and designing contextual and meaningful learning in accordance with the standards. The Pancasila student profile means faith, devotion to God Almighty and noble character, creativity, cooperation, global diversity, critical reasoning, and independence.

From previous research, most of them analyzed the new curriculum which is recommended by the Ministry of Education and Culture, Nadiem Makarim, where this curriculum must include the Pancasila Profile and independent learning. In addition, most of them conduct research at the elementary school level and study literature to find out information on this new curriculum. Therefore, studies on the difficulties of English teachers in Junior High School are rarely explained by other researchers. This study will analyze the difficulties faced by English teachers in the implementation of the PSP *(Program Sekolah Penggerak)* curriculum in Junior High School.