

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Analysis

Analysis is an attempt to observe something or an object in detail by describing its constituent components or components for further study. The analysis comes from the ancient language, analisis, which means releasing analysis, formed from two syllables: ana, which means return, and leuin, which means releasing or explaining. The word analysis was absorbed into English to become analysis, which was absorbed into Indonesian evolved analysis.¹

There are several definitions of analysis as follows: Investigation of an event (an essay, action, etc.) to find out the actual situation (causes, problems, etc.) Decomposing a subject into its various parts and studying the pieces themselves and the relationships between elements to obtain a proper understanding and correct meaning of the whole (field of management). Chemical investigations by breaking down something to find out its constituent substance and so on (chemistry field). After careful study, problem solving begins with an assumption of the truth. It can be said that analysis is the activity of observing, collecting, and examining data and then describing it in the form of analysis results.

Analysis has function and objectives; first, the function of analysis is as follows: (1) Collect data in a particular environment, which can be applied in various environments and situations. (2) Analysis will be used more optimally in critical situations optimally in critical situations that require strategy, because the analysis can find out the situations regarding the environment in detail. (3) Analysis has the function of being able to collect data contained in an environment. (4) Analysis can also be applied in various environments and situations. (5) Analysis will be more optimal for use in critical situations and also in

¹ Andi Ibrahim, et all, “*Metodologi Penelitian*”, Makasar: Gunadarma Ilmu, 2018.

situations that require strategy because analysis can find out details about the current situation in the environment.²

The objectives of the analysis are as follows: (1) Collect data, which can then be used for various analytical purposes, usually it will be used to resolve crises or conflict, or it can just be used in the archive. (2) Analysis in education is used to research various scientific subjects, resolve crises, and conflicts, or can be used as an archive.³

2. Readiness of English Teacher

Currently, teachers are confused about implementing the Merdeka Curriculum at all levels of education, with teachers being a professional category included as a field requiring special skills. The teacher's main task as a professional teacher is to educate, train, guide, assess, and evaluate students to prepare the next generation who will face new challenges in the 21st century.⁴

The changes in this era require the preparation of human resources on a global scale. Improving the quality of human resources through education is the key to facing development in the 21st century. Human resources in question are those who can compete and contribute globally in the dimensions of digital trends and development information and communication technology (ITC).⁵ To face the 21st century, an education system must form a creative, innovative, independent, and competitive generation. The quality of educators, such as teachers, also determines success in facing this era. The teachers were sued to master the skills and ability to adapt to new technology and global challenges.

Teachers realize that they do not have enough experience in using learning tools in the teaching and learning process, this is a form of preparing and improving a teacher's professionalism in gaining new knowledge to update their

² Syafnidawaty, "Pengertian Analisis", article of Universitas Raharja, 2020, accessed from [ANALISIS - UNIVERSITAS RAHARJA](#) on 15 April, 2023

³ Syafnidawaty, "Pengertian Analisis",

⁴ Abbas, E, et all, "Banua Anyar Culinary Tourism Idea: Study of Economic Activities As A Learning Resources on Social Studies", IOP Conference Series: Earth and Environmental Science, 2021, p. 747

⁵ Nuvrita, Setya Ardy, "Otonomi Pembelajaran Bahasa Inggris Kampus Merdeka – Merdeka Belajar", Journal of STKIP Widya Yuwana, 2021, p. 108.

professional competence and skill.⁶ Teaching skills realize readiness in teaching as a determining factor in teaching success. This readiness must be possessed and mastered by prospective teachers and teachers in carrying out their profession. Essential teaching skills include motivational skills, by paying attention and giving what students need. Presentation and communication skills are demonstrated by explaining using simple language, so the students readily accept the information. They were asking questions skills, by using questions that can stimulate student activity. Skill in the learning process, by making teacher preparations, fostering student activity in the teaching-learning process, and managing the class in a conducive manner. Developing student thinking activities, leads to inquiry learning and stimulating student creativity. Evaluation skills by developing various evaluation techniques and tools. Action skills further by holding remedial and enriching teaching material development.⁷

Readiness can be described as a control tool that enables the achievement of learning objectives. Meanwhile, teacher readiness can be interpreted as readiness to create learning situations for students to play an active role in their duties.⁸ Teacher readiness in designing learning is the key to successful learning in class. Through the learning process, students are facilitated to interact well with teachers, learning resources, and fellow students. For this goal to be achieved, a comprehensive educational plan is needed.⁹ To assess teacher readiness in implementing the Merdeka Curriculum, the author explained several components that serve as internal assessments of the teacher readiness to implementing the Merdeka Curriculum: understanding the meanings and structure of Merdeka Curriculum, learning plan readiness, learning process readiness, learning project readiness, readiness of facilities and

⁶ Rahayu, R, “*Kontribusi Mata Pelajaran IPS untuk Penguatan Sikap Sosial Pada Anak Tunagrahita*”, Edukatif: Jurnal Ilmu Pendidikan, 2021, p.6.

⁷ Rahmdani, Hesti Narsuci, et all “*Kesiapan Mengajar Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau*” Jurnal PAJAR (Pendidikan dan Pengajaran) of Universitas Riau, 2022, p.1865-1866.

⁸ Saepuloh, D, “*Kesiapan Guru dalam Menghadapi kurikulum 2013*”, case study at SMK Lab School Tangerang, 2018, Jipis vol 2(1), p. 33-35.

⁹ Jamjemah, et all, “*Analisis Kesiapan Guru dalam Melaksanakan Pembelajaran Kurikulum Merdeka di SDN 47 Penanjung Sekadau*”, Jurnal Pendidikan Dasar Perkhasa, 2022, p. 119.

infrastructure, learning assessment readiness.¹⁰ Following are the details:

a. Understanding The Meanings and Structure of the Merdeka Curriculum

Understanding the Merdeka Curriculum is very important for every English teacher because there are several differences from the previous K13 Curriculum. The beginning of this implementation is having a precise and in-depth understanding from the English teacher that the Merdeka Curriculum refers to recommendations from the Ministry of Education and Culture, which has been issued by the head of the Decree BSKHP No. 34 H-KR2022 concerning the Implementation of Merdeka Curriculum in 2022-2024. The structure of the Merdeka Curriculum, which is applied at all levels of education, is also slightly different. The first is intracurricular learning, and the second is Pancasila Student Profile Strengthening/*Projek Penguatan Profil Pelajar Pancasila (P5)*.¹¹ Intracurricular learning activities for each subject refer to learning outcomes. The Pancasila Student Profile Strengthening Project has a time allocation of around 30% (thirty percent) of the total lesson hour/*Jam Pelajaran (JP)* per year. In the implementation, the project for Pancasila Student Profile Strengthening is carried out flexibly, both in content and in terms of implementation time.

b. Learning Plan Readiness

Curriculum changes cause teachers to need help in developing learning media. In this new curriculum, learning planning and intracurricular assessment include: (1) Analyzing Learning Achievement/*Capaian Pembelajaran (CP)* to develop Learning Objectives/*Tujuan Pembelajaran (TP)*, and Learning Objective Flow/*Alur Tujuan Pembelajaran (ATP)*, (2) Planning and implementation of diagnostic assessment, (3) Developing Teaching Modules/*Modul Ajar (MA)*, (4) Adapting learning to stages students achievement and characteristics, (5) Planning, implementation, and processing of formative and summative assessment, (6) reporting learning assessments. (7) Learning

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¹¹ Ministry of Education and Culture, “*Buku Saku Kurikulum Merdeka*”, Question and Answer, Ministry of Education and Culture, 2021, p.15.

evaluation and assessment.¹² There are several changes in terminology in this Merdeka Curriculum, making it difficult for some teachers to understand.

Learning at school will not run effectively if there is not good planning. Meanwhile, a teacher is considered professional if this planning or learning activities are excellent and effective. The better the learning plan, the better the learning process will be, planning does not have to be neatly written. However, concepts still scribbled or in mind are a form of planning. Planning is not something that must be done but is an outline of what can be done to achieve learning goals.¹³

c. Learning Process Readiness

The learning process involves various parties, not only educators and students, but the role of teaching materials is also very important. Learning is intended to achieve a particular atmosphere in the learning process so that students are comfortable learning. This Merdeka Curriculum has an innovation, namely differentiated learning. Students who have difficulty understanding the subject matter are the target of this point because differentiated learning is the implementation of learning adapted to students' circumstances, while still providing the same educational rights for all students according to the needs and differences of each individual.¹⁴ Teachers can design differentiated learning in 4 ways: Content Differentiation (Material), Process Differentiation (Method / Strategy), Product Differentiation, and Learning Environment Differentiation. Differentiated learning for students who need guidance, educators need to teach directly, students who are quite advanced can start with modeling, combined with independent work, practice, and

¹² Ministry of Education and Culture, "Kajian Akademik Kurikulum Untuk Pemulihan Pembelajaran, Center for Curriculum and Learning Agency Standards, Curriculum, and Assessment Education Ministry of Education and Culture, Research and Technology, 2021, p. 123, Accessed from <https://repositori.kemdikbud.go.id/20029>, on April 30.

¹³ Pertiwi, Putri Dewi, et al, "Analisis Kesiapan Guru Matematika dalam Implementasi Kurikulum Merdeka", Jurnal Ilmiah Ilmu Pendidikan, 2023, p. 1721.

¹⁴ Development Team of Merdeka Curriculum, "Pembelajaran Kurikulum Merdeka di Madrasah", Pintar (Pusat Informasi Pelatihan dan Pembelajaran), 2022, p. 22.

review, and can be given several lighter independent assignments for very advanced students.

d. Learning Project Readiness

Character in the Merdeka Curriculum is an effort carried out to strengthen the Pancasila student profile. Strengthening/*Projek Penguatan Profil Pelajar Pancasila (P5)*. Learning projects related to anything related to student's skills or abilities that need to be developed through activities at school, The project has become a standard for assessing teacher readiness because this new curriculum emphasizes educational products that are not only based on numbers (report card), but are the results of the student's hands-on effort.¹⁵

e. Readiness of Facilities and Infrastructure

In implementing the Merdeka Curriculum, the learning process is more oriented towards project-based learning, where a project requires facilities and infrastructure capable of supporting the project's success. There are supporting factors in implementing the Merdeka curriculum, namely facilities and infrastructures consisting of (a) textbook, (b) laboratory equipment and materials which must be available in sufficient rations and which meet minimum laboratory quality standards, (c) availability of various types of learning media, form or model, where the learning media can be in the form of media print, electronic and school-based media, and (d) accessibility use of facilities and infrastructure by students and educators.

f. Learning Assessment Readiness

Learning assessment is an instrument used to see whether the learning process has been effective or not and shows the results of students' achievements. In its implementation, the assessment procedure for students' learning outcomes is carried out by the characteristics of the pathway, level, and type of educational unit, including:

1. Formulation of assessment objectives: considering alignment with learning objectives, which refer to the curriculum used by the educational unit and included in the learning plan.

¹⁵ Syafi'i, Ahmad, "Analisis Kesiapan Guru dalam Mengimplementasikan Kurikulum Merdeka Belajar di MTs As'adiyah Uloe ", Journal of Islamic Studies Az-Zakiy, 2023, p. 12.

2. Educators conduct the selection and/or development of assessment instruments by considering the characteristics of the students' needs and also based on the assessment plan contained in the learning plan.
3. Implementation of assessment: This can be done during and/or after learning.
4. Processing of assessment result: can be done by quantitatively and/or quantitatively analyzing the data on the assessment result in numbers and/or description.
5. Reporting of assessment result: Stated in the form of a report on learning progress, in the form of a learning results report prepared based on the processing of assessment results and also containing at least information regarding the achievement of students' learning outcomes.

Both in learning implementation plans and teaching modules, assessment plans need to be included in learning planning. In the teaching module, this assessment plan is equipped with instruments and methods for carrying out the assessment. In pedagogy and assessment, there are many theories and approaches to assessment. This section explains the assessment concepts recommended in the Merdeka Curriculum. As the Principles of Learning and Assessment states, assessment is an activity integral to the learning process. Assessments are conducted to look for evidence or basic considerations regarding achieving learning objectives.

Assessment is a continuous process of collecting and interpreting information to assess the decisions in designing a learning system. For this reason, a good and unbiased assessment system is needed.¹⁶ Form of Assessment Participant's Learning Outcomes Students in the Merdeka Curriculum are Formative and Summative Assessments.

A Formative assessment is an assessment that aims to provide information or feedback for educators and students to improve the learning process. First, an assessment at the beginning of learning is carried out to determine students' readiness to learn the teaching material and achieve the planned learning objective. This assessment is included in the formative assessment category because it is intended for

¹⁶ Syafi'i A., Akmal & Bulan, S. *Pemahaman dan Praktik Guru dalam Melaksanakan Penilaian Mata Pelajaran Pendidikan Agama Islam d MTs As'adiyah Uloe*. Wahana Karya Ilmiah Pendidikan, 2023 p.20-30

teachers' needs in designing learning, not to assess student learning outcomes. Reported in the report. Second, assessment in the learning process is carried out during the learning process to determine student progress and, at the same time, provide fast feedback. Usually, this assessment is carried out during or in the middle of learning activities/ steps, and can also be carried out at the end of the learning step. This assessment is also included in the formative assessment category, namely: 1) carried out at early childhood education, primary and secondary education levels, 2) has the aim of monitoring and improving the learning process and evaluating the achievement of learning objectives.

Summative assessment is carried out at primary and secondary education levels secondary education. It aims to assess the achievement of student learning outcomes as a basis for determining class promotion and graduation from an educational unit. Apart from that, assessment of learning outcome achievement is carried out by comparing the achievement of student learning outcomes with the criteria for achieving learning objectives.

Unlike formative assessments, summative assessments are part of the assessment calculations at the end of the semester, the end of the academic year, and/or the end of the level. These two types of assessment do not have to be used in a learning implementation plan or teaching module, depending on the scope of the learning objectives. Educators are the figures who best understand students, learning progress, so educators need to have the competence and freedom to assess to suit the needs of each student. This freedom includes assessment design, implementation time, use of assessment techniques and instruments, determining criteria for achieving learning objectives, and processing assessment results. Included in this discretion are decisions regarding midterm assessments. Educators and educational units have the authority to decide whether or not to carry out such an assessment.

3. Merdeka Curriculum

Understanding the Merdeka Curriculum, Freedom to learn is a policy issued by Nadhim Makariem. Freedom of Learning is freedom of thought, freedom of autonomy giver to elements of education that aim to provide space for students to develop their

potential.¹⁷ Etymologically, the term curriculum comes from the Greek, namely *currir*, which means “runner”, and *curere*, which means “place to race”. In French, the term curriculum comes from the word *courier*, which means to run. Curriculum means the distance a runner must cover from the start line to the finish line to get a medal or award. The distance that must be covered is converted into the school program and everyone involved. UU Number 20 of 2003 emphasizes that the Curriculum is a set of plans and methods used as guidelines in organizing learning activities to achieve national education goals. In general, it can be explained that the curriculum is a learning plan to achieve national education goals.¹⁸

In Islam, change towards the right path is also explained in the Al-Qur'an, it was stated in the Surah An-Nahl Verse 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِهِمْ بِالتِّي هِيَ أَحْسَنُ
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“Invite (all) to the way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: for thy Lord knoweth best who have strayed from His Path and who receive guidance”. (An-Nahl: 125). The verse above explains that Allah SWT ordered the people of the Prophet Muhammad SAW to go to the right path in a good way in accordance with the demands of Islam. Whoever wants knowledge, obtain education correctly, wisely, and with good teaching¹⁹

The aims of the curriculum are formulated based on two things, the first is the development of demands, needs and conditions of society. Second, it is based on thoughts directed at achieving philosophical values, especially state philosophy. Several known categories of educational goals are general, special, short-term, medium-term and long-term education. Types of goals can be differentiated from general and long-term goals to

¹⁷ Nofri Hendri, “Merdeka Belajar: Antara Retorika dan Aplikasi”, E-Tech Journal, 2020, p.2

¹⁸ Yulianti, and Yuniasih Nury, “Telaah Kurikulum dan Aplikasinya dalam Proses Belajar Mengajar”, UMM, 2016, p.10

¹⁹ Abdullah Yusuf Ali, “The Glorious Kur’an: Translation and Commentary.” Beirut: Dar Al-Fikr, 2002, p. 315.

more specific or short-term (immediate) goals in the following order.²⁰

To develop their potential, creativity, and skills relevant to the demands of the modern world. With this approach, it is hoped that students will be more active, think critically, and be ready to face various challenges in a global era that is constantly changing, requiring the latest breakthroughs to be able to meet all these needs, namely with an Merdeka Curriculum. The Merdeka Curriculum is an intracurricular learning curriculum that is diverse and optimized in content to give students enough time to explore concepts and strengthen their competencies. Teachers have the flexibility to choose from various educational tools to adapt the learning model to the learning needs and interests of students. This project was developed based on a special theme determined by the government to increase the achievement of the Pancasila Profile. This project has nothing to do with learning outcomes because it is not aimed at achieving specific subject success goals.²¹

Meanwhile, the Merdeka Curriculum aims to accelerate the achievement of national education goals, namely increasing the quality of Indonesia's human resources, which, have superiority and competitiveness compared to other countries. The quality of superior and competitive human resources is realized in students who have noble character and a high level of reasoning, especially in literacy and numeracy. And why we should use the Merdeka Curriculum, that is several reason

- a) Educational regulations so far are generally rigid and binding, examples: rules related to the National Examination, RPP rules, rules for using BOS funds and others. These regulations have proven to be ineffective in achieving National Education goals;
- b) The ineffectiveness of achieving national education goals can be seen in student learning outcomes in international test comparisons, showing that our students are still weak in the aspect of reasoning, particularly high levels of literacy and numeracy;

²⁰ Dr. Sudarman, *Pengembangan Kurikulum Kajian Teori dan Praktik*, Mulawarman University Press, 2019, p.9

²¹ Khoirurijal, Fadriati, et all, "*Pengembangan Kurikulum Merdeka*", CV iterasi Nusantara Abadi, 2022, p.16

- c) The Merdeka Curriculum policy is not rigid and binding (flexible) is expected to be able to overcome a variety of conditions and, challenges and educational problems that differ between schools, with different solving strategies.²²

B. Policy Point of Merdeka Curriculum

Main There are 4 (four) main new policies of the Ministry of Education and Culture related to the independent learning policy, namely: National Examinations replaced with Minimum Competency Assessments (AKM) and Character Surveys, National Standard School Examinations (USBN) replaced with assignments carried out by each subject teacher, Simplification of the Learning Implementation Plan (RPP), and in the Admission of New Students (PPDB) the zoning system was expanded.²³

1. The National Standard School Examination to the Assessment School

The reason and objectives are to return the right to assess students' learning processes and outcomes in school. Then, giving responsibility to schools to assess the results of student learning refers to process standards.

2. The National Examination changed to a Minimum Competency Assessment and Survey Character

The reason and objectives are National Assessment is essentially an assessment instrument which aims to evaluate the achievement of the national education system, not schools, let alone students achievement. AKM-SK is an assessment instrument that has one function, measuring the performance of the national education system, in contrast to national exams. The national exam is an assessment instrument that is used for various purposes function, measuring student, school, and national performance (this does not strictly refer to appraisal theory). AKM-SK measures literacy, numeracy and character, indirectly motivating teachers and students to think critically. National exams only measure students' abilities in terms of content mastery, low-level learning or reasoning.

²² Ministry of Education and Culture, “*Buku Saku Kurikulum Merdeka*”, Question and Answer, Ministry of Education and Culture, 2021, p.9.

²³ Yogi Anggraena, Nisa falecia, et all.” *Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi Di Masa Pandemi Covid-19*”UIN Gorontalo, 2020, p.70.

3. Effective, Efficient, Oriented Teaching Implementation Plan/*Rencana Pelaksanaan Pengajaran* (RPP)

The reason and objectives are conventional lesson plans are often an administrative burden and take up a lot of teachers' time because they are very detailed and thick. RPP should be prepared effectively, efficiently, and oriented towards student learning; the RPP essentially contains learning objectives and methods as well as assessment methods.

4. The Admission of New Students the zoning system was expanded

The Ministry of Education and Culture continues to use the school zoning system that was in effect previously, but for several regional conditions where access and quality are still below the established standards, students can go through the affirmation route at 15 percent and transfer at 5 percent. For the 0 – 30 percent achievement route, it is adjusted to regional conditions and determined in each region when determining the zoning area.²⁴

C. Curriculum structure in the Merdeka Curriculum

The curriculum structure in the Merdeka Curriculum is divided into two main activities, namely: (1) intracurricular learning activities which are routine and scheduled activities based on structured lesson content, and (2) learning activities through projects to strengthen the profile of Pancasila students. The novelty in dividing these two activities refers to the principle of focusing on the competence and character of students through two things. First, to strengthen character education, learning that is fully oriented towards fundamental competencies and character needs to be part of the curriculum structure so that it gets full attention from both educators and students. Second, the project is to strengthen the profile of Pancasila students, which provides opportunities for students to explore contemporary issues such as environmental problems/global warming and sustainable lifestyles, diversity and tolerance, physical and mental health, including personal well-being, and so on.²⁵

D. Factors Support and Inhibit of Merdeka Curriculum

Several factors influence the implementation of the Merdeka Curriculum, including:

²⁴ Ministry of Education and Culture, “*Buku Saku Kurikulum Merdeka*”, Question and Answer, Ministry of Education and Culture, 2021, p.12-24.

²⁵ Yogi Anggraena, Nisa falecia, et all..... p.57

1. Supporting Factors for the Merdeka Curriculum

- a. Availability of sufficient resources to implement the Independent Learning curriculum.
- b. There is freedom for schools and regional governments to manage education according to conditions in their regions.
- c. Support and active participation from teachers, school principals and the government in implementing the Merdeka Curriculum.
- d. There is training and professional development for teachers to improve understanding and skills in teaching with the Independent Learning approach.
- e. There is cooperation and collaboration between schools, parents and the community in supporting the implementation of the Merdeka Curriculum Learning.²⁶

2. Inhibiting Factors the Merdeka Curriculum:

- a. Lack of understanding and awareness of the concept and objectives of the Merdeka curriculum among teachers, school principals and local governments.
- b. Limited resources, such as technological devices, teaching materials and references, needed to support independent learning.
- c. Lack of adequate training and support for teachers in implementing the Independent Learning approach.
- d. Resistance to change and the tendency to continue using conventional teaching methods.
- e. Administrative and bureaucratic challenges in implementing the Merdeka curriculum.²⁷

E. The pre-requisites for readiness for Merdeka Curriculum are as follows:

1. Education units must be interested in implementing the Merdeka Curriculum to improve learning.
2. Education units must be ready and independent in implementing the Merdeka Curriculum.

²⁶ Dewa Nyoman Redana, Nyoman Suprpta, “Implementasi Kurikulum Merdeka di SMA Negeri 4 Singaraja”, Locus Majalah Ilmiah Fisip, Vol 15 No. 1 Februari 2023, p. 82.

²⁷ Luh Made Ayu, Ni Putu Eni, “Hambatan Kurikulum Merdeka Di Kelas 5 SDN 3 APUAN”, Vol. 4, No. 2, Desember, 2022, p. 35.

3. Education units must focus on essential material, namely literacy and numeracy.
4. Teachers and schools must start learning again to increase competence.
5. Education units must have more time to focus on the learning process.
6. Education units must have learning support for independent implementation of the Merdeka Curriculum and support for data collection on independent pathway implementation of the Merdeka Curriculum.
7. Education units can implement the Merdeka Curriculum in stages according to their respective readiness.²⁸

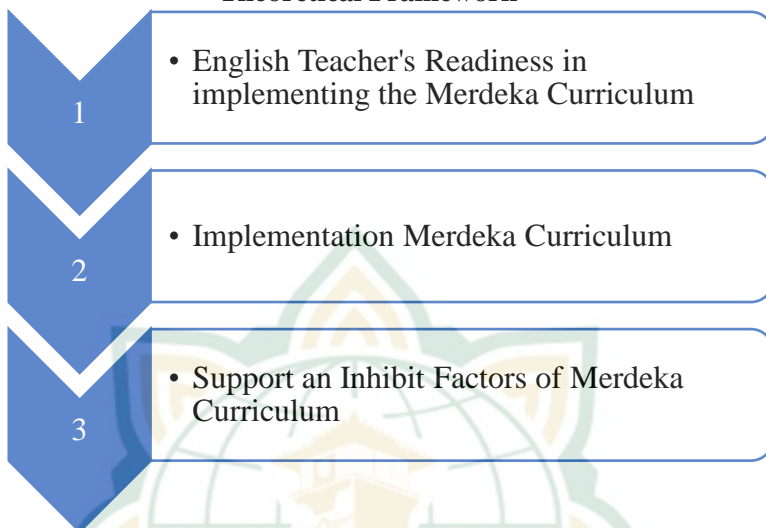
F. Theoretical Framework

As mentioned above, most English teachers consider implementing the Merdeka Curriculum difficult. That's why some students still have difficulty understanding it. Therefore, many English teachers are still confused about its implementation. In fact, implementing this Merdeka Curriculum is not possible separated from English learning. A deep understanding certainly makes it easier to implement it yourself. Problem solving in this research will make it easier for English teachers to apply the Merdeka Curriculum to English language learning.

To conduct research, researcher must carry out several steps. First, researcher need to observe what obstacles are experienced by English teachers. In his observations, the researcher saw several problems in implementing the Merdeka Curriculum in the field. After discovering several problems during the observation, the researcher thought of actions to solve the problem. The researcher used English teachers' readiness to implement the Merdeka Curriculum in English language learning for several teachers who will be the subjects of this research.

²⁸ Si Kurma-Kemenag, "Panduan Implementasi Kurikulum Merdeka Pada Madrasah," 2022, p. 5-6.

Figure 2.1.
Theoretical Framework



G. Review of Previous Study

The literature review is previous research that has similarities to the variables or research focus to be studied. The literature review is intended as a scientific need to clarify the information used through library treasures relevant to the related theme. In this research, researcher used the following literature review:

Table 2.1.
Previous Studies

No	Researcher	Title	Similarities	Differences	Major Finding
1.	Yeyen Afista	Analisis Kesiapan Guru PAI dalam Menyongsong Kebijakan Merdeka Belajar (Studi Kasus di MTsN 9 Madiun)	Explained the readiness of implementation of the Merdeka Curriculum in one of the Junior High School in Madiun, using descriptive qualitative method	The subject of the research is the English teacher	The results of this research show that: 1) The readiness of PAI teachers in facing the independent learning policy has high readiness in preparing concise lesson plans and has low readiness in implementing AKM and

				<p>character surveys as a substitute for the National Examination in terms of cognitive aspects, physical readiness and psychological readiness; 2) The condition of supporting facilities at MTsN 9 Madiun in welcoming the independent learning policy has exceeded the minimum standards of Minister of Education and Culture Regulation No. 24 of 2007 in quantity, and meets the criteria for the good condition in terms of quality. Laboratory learning facilities are not yet able to prepare and support the learning process outside of class hours. The difference between the research conducted by researcher and</p>
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					<p>this research lies in the level of education/school level, while the similarity is that they both use PAI teachers and the independent learning policy as material for analysis.</p>
2.	<p>Ferdaus an Novita (2024)</p>	<p>The Implementation of The Merdeka Curriculum in English Subject at A Vocational High School in Indonesia</p>	<p>Analyzes the structure of Merdeka Curriculum in Senior High School and English Subjects.</p>	<p>Analyzes the Merdeka Curriculum in Junior High School and English Teacher</p>	<p>This research focuses on six Existing fields explain the application of the Merdeka Curriculum: 1) implementation of teaching modules, 2) teaching and learning process, 3) use of appropriate teaching materials, 4) use of supportive learning media, and 5) implementation of assessments. The researcher found that the Merdeka Curriculum in one of the vocational schools had been widely implemented. However, the problem faced is a change in perception from</p>

				<p>teacher-centered learning to student-centered learning. All approaches taken in The English teaching and learning process has produced a student-centered approach, which also follows the results of the Pancasila Student Profile. Integration oriented towards Pancasila Student Profile and student centered The approach to learning English is aimed at producing a generation that independent, able to think critically, creative, innovative, fun, and capable of communicating and collaborating. In addition, the principle of freedom is upheld in this matter. The Merdeka Curriculum has encouraged students and teachers to be</p>
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					more optimal in meaningful teaching and learning process.
3.	Cindy Sinomi (2022)	Persiapan Guru Dalam Melaksanakan Sistem Pembelajaran Merdeka Belajar Di Sd N 01 Muara Pinang Kecamatan Muara Pinang Kabupaten Empat Lawang Provinsi Sumatera Selatan	The readiness of Teachers to implement the Merdeka Curriculum and explain the teacher's skill.	The readiness of English Teachers to implement Merdeka Curriculum in Junior High Schools and explain the teacher's skills in the process of learning	The results of this research show that SD N 01 Muara Pinang, Muara Pinang District, Empat Lawang Regency, is ready to implement a new policy, namely the independent learning system, which starts from the readiness of the teachers. The preparations made by SD N 01 Muara Pinang teachers to implement the independent learning system include holding training first for teachers, especially teachers who are still technologically clueless, to provide understanding and skills in utilizing online features as learning media such as Zoom meetings and

					<p>Google Classroom as well as training in creating One sheet RPP as determined by the Ministry of Education and Culture. Training is carried out by directing the school principal, discussing, and practicing.</p>
4.	Fieka Nurul Arifa (2022)	“Implementation of Merdeka Curriculum and its Challenges”	The implementation readiness of the Merdeka Curriculum and the readiness of mindset, skills educators, and all stakeholders.	The readiness of English teachers to implement the Merdeka Curriculum and some spirit and inhibit in the implementation process	<p>This research aims to determine the implementation and difficulties of the Merdeka Curriculum. Research findings show that the Merdeka Curriculum was implemented as an option for educational recovery after the COVID-19 pandemic, and all stakeholders must work together to achieve common goals. Competency readiness, skills, educator mindset as an implementer of education, and readiness of facilities and infrastructure</p>

					are several problems related to the implementation of the Merdeka Curriculum
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