CHAPTER II

REVIEW OF LITERATURE

This chapter consists of a previous study, some pertinent ideas, and a theoretical framework.

2.1 Previous of Study

The fallowing is a list of studies included in this research review that can be used as references in this study:

1. Diana Oktavia, Nur habibah, Levandra, and Ridho Kurniawan (2023) in their study entitled "*Independent Curriculum and English Language Teaching in Elementary School: A Need-Analysis Study*" : That the implementation of the independent curriculum policy, particularly with regard to English language teaching must be accompanied by school readiness in terms of knowledge, human resources, and facilities, primary schools are still desperately in need of assistance in this regard.

2. Sania Tricahyati and M. Zaim (2023) in their study entitled *"English Teachrts, Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang":* With an average score of 3.20 (level 3), English teachers at Junior High School in Padang are prepared to use the Merdeka Belajar curriculum. However, because of differentiated learning, they have difficulties while creating lesson plans and adjusting learning objectives. To guarantee that the curriculum is

3. implemented successfully, teachers must identify and modify the features of their students.

4. Elsa Rahmayanti, Rahmi Pratiwi, Winanda Amilia, and Dedi Supendra (2022) in their study entitled *"Teacher's Interpretation of The Implementation of The Independent Curriculum At Pembangunan Laboratorium Elementry School, Universitas Padanng":* (1) Teachers' interpretation of Independent Curriculum implementation at Laboratory Elementary School Padang State University Laboratory Elementary School depends on personal experience readiness, and understanding of the concept; (2) Improve teachers' experience in training, seminars, and socialization of the independent curriculum at Padang State University Laboratory Elementary School to enhance their understanding and competence in implementing it; (3) Collaboration and involvement of all stakeholders, such as teachers, parents, students, and the community, is very important in implementing an independent curriculum. A participatory approach can help achieve a common understanding and ensure that the curriculum merdeka the needs and aspirations of the community.

5. Rofiatus Surul Andi Prastowo (2022) in his study entitled *"Analysis of The Implementation of Independent Curriculum Assessment Assesssment In English Courses At Elementary School":* It can be said that SDN 07 Kaliwining Rambipuji's implementation of the independent curriculum

assessment in the English subject is essentially the same as that of other subjects in the school; that is by using the assessment methods found in the independent curriculum which gives each subject educator the freedom to select an assessment method based on the needs of the students as is the case in the English subject. In this instance, written exams, portfolios, and projects are used by teacher as assessment tools in addition, the LKS book supports it by helping teachers analyze students' learning and bolstering their knowledge components.

6. Ayu Anggraeni and Henny Seoepriyanti (2021) in their study entitled *"Teachers' Interpretation and The Implementation of Independend Curriculum In English Learning At Junior High School 2 Mataram"*: English language teachers need to interpret English language teaching in their curriculum material, teaching methods, and evaluation of English language teaching in format and assumptive learning. However, they often struggle to implement English language teaching optimally due to their inability to interpret components accurately. They need to focus on teaching rather than planning, and they need to adapt to the needs of the government, The challenges faced by English language teachers include time constraints, such as time for reading, writing, and teaching, and the availability of resources and facilities provided by the government.

Based on the previous research above, the researcher found similarities and differences. The similarities that the authors find in previous studies are in previous studies number 1, 4, and 5 the

authors see that these studies both use qualitative approach methods which are also used in this study and in previous studies number 3 and 4 both conduct research on teachers in elementary schools. While the difference that the author found was that in previous studies at number 2 and 3 the research used descriptive and quantitative quantitative methods, the next difference was that in previous studies at number 1, 2, and 5 it was carried out at the high school and junior high school levels while in this study it was carried out at the elementary school level.

2.2 Some Pertinent Ideas

2.2.1 Teaching English

A. Definition of Teaching English

Teaching English is a process of acquiring knowledge and skills related to English language to individuals. It involves various aspects such as vocabulary, grammar, vocabulary, and vocabulary comprehension. It is conducted in formal education settings, schools, online platforms, or private learning. Successful Teaching English involves engaging, interactive learning, communication skills, and cultural adaptation.

According to Ibrahim (2020), teaching English to foreign language learners is "a speeding train".

According to Choidijah (2000: 21) in the journal Effectiveness of English Learning for STAB Maitereyawira Pekanbaru Students (2022) said that as an international language English is needed and needs to be learned by all levels of society not only children but also adults.

English according to Kasihani (2010: 43) in the journal Effectiveness of English Learning for STAB Maitereyawira Pekanbaru students (2022) is the first foreign language in Indonesia which hold important control to learn and provide various information both about technology, cultural arts, science, and diplomacy between countries.

Based on some of the above statements, it can be concluded that teaching English as a foreign language is an important part of learning any language in the world, and that the language should be learned both passively and actively.

B. English Teaching Methods

The techniques or approaches that teachers employ to help pupils teaching English are known as English teaching methods. Its goal is to support students' comprehension and efficient use of English in speaking, listening, reading, and writing.

1. Grammar Translation Method (GTM)

GTM is a method of teaching languages that entails a thorough examination of language norm and then applying that knowledge to the task of translating texts and phrases from the target language into one's

mother tongue or native language in order to translate texts and sentences from the target language into the local language or the other way around in reverse.

2. Direct Method (DM)

   Direct teaching is a revision of the Grammar Translation Method because this method was method is considered unable to make students able to communicate using the foreign language being learned. In the learning process, translation is prohibited. The learning process with DM, the teacher tells the students to read aloud. Then, the teacher gives questions in the language being learned. During the learning process, realia such as maps or real objects can be used. The teacher can draw or demonstrate.

3. The Audio-Lingual Method (ALM)

   The term audio-lingualism was first coined by Prof. Nelson Brooks in 1964. This method proclaims itself as the most effective and efficient method in foreign language learning and claims to have transformed language teaching from a mere foreign language and claims to be the method that has transformed language teaching from a trick to a science. a trick to a science. The Audio-Lingual Method (ALM) is the result of a combination of views and principles of Structural Linguistics, Contrastive Analysis, Aural-Oral approach, and Behavioristic psychology, and behavioristic psychology.

4. The Silent Way

Cognitive psychology and transformative-generative language scholars assume that language learning does not need to be through repetition. They believe that learners can create expressions that have never been heard before. never heard before. Furthermore, they argue that language learning is not just imitation but language rules can help learners use the language. language rules can help them use the language they learn. In the learning process, the teacher only points to a chart containing consonant vowels. The teacher pointed several times in silence. After a while the teacher only gives an example of how to pronounce pronunciation. Then pointing to the students to pronounce until it is correct. In the learning process The teacher is silent a lot, she only directs/ points to the learning material.

5. Suggestopedia

Suggestopedia is an application of suggestion in pedagogy where learners' feelings of failure are eliminated. In suggestopedia learning model, the psychological constraints of learners can be overcome. In applying this learning model, the classroom is organized in such a way that it is different from a regular classroom. ordinary class.

Based on some of the above statement, a language education approach called the Grammar Translation Method (GTM) entails dissecting grammar principles and using them to translate texts and sentences from the target

language into the native tongue. The Direct Method (DM) is an updated version of the GTM that emphasizes using realia, asking questions, and reading aloud. Prof. Nelson Brooks originally developed the Audio-Lingual Method (ALM) in 1964, and it is regarded as the most successful and efficient approach for learning foreign languages. The goal of The Silent Way is to create expressions that have never been heard before. It does this by merging behavioristic psychology, structural linguistics, contrastive analysis, and the aural-oral approach. The Suggestopedia learning approach reorganizes the classroom from a traditional one while also eliminating learners' sense of failure.

2.2.2 Teaching English to Young Learners

A. Definition of Teaching English To Young Learners

English language teaching for primary school children, which we often refer to as Teaching English For Young Learners (TEYL) is a stage of activity where children or teenagers lair and begin to improve their English language skills. English language learning in this group of young learners is more focused on basic introduction, development of listening, speaking, reading and writing skills.

Rich (2018) argues that the younger the child, the more tasks there are to do: 'TEYL is a demanding and exacting process and requires skill, especially with children in the early grades of primary school' (p. 49).

Ellis (2014: 76) notes that the term 'young learner' is vague and can lead to confusion. Legally, a 'young learner' may be anyone under the age of 18; in reality, however, using one term to cover such a diverse age range is unhelpful. Instead, Ellis proposes that at the very least, a distinction between pre- and post-11 or 12 year old should be made

Based on some of the above statement, during the Teaching English for Young Learners (TEYL) phase, elementary school students acquire and enhance their English language proficiency, emphasizing the development of their speaking, listening, reading, and writing abilities. Ellis proposes making a distinction between pre- and post-11 or 12-year-olds because the phrase "young learner" is imprecise and can cause misunderstandings.

B. Age categories in English Language Teaching for Young Learners

    1. Children who are 5-7 years old (Elementary School)

    2. Children who are 11-12 years old (Junior High School)

According to Scott and Ytreberg (1990) they are divided into level one (5-7 years old) and level two (8-10 years o;d) groups. The level two group can also be called beginners if they just started learning English at that age.

According to Ersöz (in Ikawati, 2017) categorizes young learners into three categories: early learners, young learners and middle-age learners. The first category is early learners who range in age from 3-6 years old. Those included in the second category are students with age range of 7-9 years.

While those included in the in the middle category are those aged between 10-12 years old.

Based on some of the above statements, it can be concluded that the age category for young students is for the aerly category at the age 0f 5-9 years while in the middle category at the age of 10-12 years.

C. English Teaching Methods in Early Childhood

1. Action-packed games and songs.

   Games and music with corresponding physical moves.

2. Total Physical Response Activities

   Activities that are followed with full physical movement.

3. Tasks That Involve Colouring, Cutting, and Sticking

   Tasks that involve coloring, cutting and sticking.

4. Simple Repetitive Stories

   A simple story that is repeated over and over again.

5. Simple Repetitive Speaking Activities

   Simple speaking activities that repeated over and over again.

   Based on the above understanding, it can be concluded that the English Teaching Methods at Early Childhood are The program includes action-packed games and songs, total psychic response activities, coloring, cutting, and pasting tasks, repeated simple stories, and simple speaking activities.

D. Three Communicative Phases

1. The Presentation Phase

In this stage of the lesson, the teacher introduces some vocabulary, and three things must be clear: what it means, when it is used and how it is said.

2. The Practice Phase

It is very important that the child gets enough opportunities to practice the language English. They can do listening and speaking by imitating and repeating. They can do this individually in pairs, in groups or classically. Need to remember that the practice of English can only be done when children have understood the English that they are speaking.

3. The Production Phase

At this stage of disclosure the child are expected to use the English that they have learned after leaving the classroom. For example, singing English songs English songs at home, memorizing memorize the verses or tell others about the English about the English they have.

Based on the above understanding, it can be concluded that the three communicative phases are the presentation phase introduces vocabulary, ensuring clarity on meaning, usage, and pronunciation. The practice phase provides opportunities for children to practice English through listening, speaking, and imitating. The production phase involves using learned

English in activities like singing, memorizing verses, or sharing with others. It is crucial for children to understand the language they are speaking.

2.2.3 Independent Curriculum

A. Definition of Independent Curriculum

The independent curriculum is a curriculum that gives school the freedom to understand the basic competencies of the curriculum to understand their assessment. Freedom of learning is a policy to restore the essence of assessments and they are to give freedom and autonomy to independent institutions from bureaucratization. The Ministry of Education and Culture is reforming Indonesian's education system through freedom of learning, sharing the greatest potential of teachers and students, improving the quality of learning and giving independence to teachers.

According to Law No.20 of 2003, "the curriculum is a set of learning plans related to the objectives, content, teaching materials and methods used and used as guidelines in organizing learning activities to achieve national education goals".

According to Prof. Dr. H. Mohammad Nuh, MA: Independent Curriculum is a curriculum that prioritizes the development of national character by teaching independence, honesty, leadership, tolerance, and creativity.

According to Darmawan and Winataputra (2020), the Merdeka Curriculum seeks to strengthen student independence and facilitate student-

centered learning by emphasizing empowerment and development of 21 st century skills.

Based on some of the above statement the independent curriculum in Indonesia aims to restore assessment independence and autonomy for independent institutions. The Ministry of Education and Culture is reforming the education system through freedom of learning, improving learning quality, and empowering teachers. The curriculum, as per Law No.20 of 2003, prioritizes the development of national character through independence, honesty, leadership, tolerance, and creativity.

B. The purpose of the independent curriculum

According to Hermawan (2020), the main goal of the Independent Curriculum is to produce graduates who have global competitiveness, noble character, and are able to face the challenges of the times.

According to Riyanto (2019), the independent Curriculum aims to free students from the shackles of an overly theoretical curriculum and promote learning that is more contextual and relevant to real life.

According to Sherly, et al (2020), the independent curriculum is used as a program that aims to build unlovable learning conditions for teachers and students. This program is a from of policy adjustment in restoring the core of the assessment objectives that have been ignored.

Based on the above statements, it can be concluded that the purpose of the independent curriculum is to develop a global, comprehensive and

timely curriculum that encourages students to engage in more contextual and relevant learning experiences.

C. The Purpose of An Independent Curriculum

1. Make schools and local governments have the authority to manage their own education in accordance with the conditions in their respective regions

2. Form human resources with superior quality and high competitiveness

3. Preparing the nation to face the global challenges of the 4.0

4. Revolution era strengthening character education through the Pancasila Student Profile. Becoming a new curriculum that is in line with the demands of 21st century education

5. Improve the quality of education in Indonesia as a whole

Based on the above statement, it can be concluded that the objectives of the independent curriculum are the plan aims to empower schools and local governments to manage their own education, create high-quality human resources, prepare Indonesia for global challenges, strengthen character education through Pancasila Student Profile, and improve overall education quality.

D. (Kemendikbudristek, 2021) The independent curriculum has several main characteristics that are expected to support the recovery of learning after Covid-19 are as follows:

1. Project-based learning to develop soft skills and characters that include faith, piety, and moral character; mutual cooperation; global diversity; independence; critical reasoning; and creativity.

2. Focus on essential issues that are expected to allow sufficient time for in-depth learning of basic competencies such as literacy and numeracy.

3. Teachers have the flexibility to do teaching at all the right levels and also make adjustments to the context and local content.

Based on the above statement, it can be concluded that the Curriculum supports post Covid-19 learning as follows: project-based learning, focus on essential issues, and teachers have the flexibility to conduct teaching at all appropriate levels and make adjustments to local context and content.

E. Independent Curriculum Framework

The basic curriculum framework serves as the main foundation for building the curriculum structure that serves as a references for learning. It sets out the principles that teachers should follow in designing their learning, as well as the competencies that students should have, the

characters that should be built and developed, and the subject matter that students should learn. The basic framework of the curriculum consists of :

1. Pancasila Students Profile

   The profile of Pancasila Students serves as a determinant of the direction of change and guidance for every stakeholder in making efforts to improve the quality of education. The Profile of Pancasila Students also serves as a direction setter that guides all policies and reforms in the Indonesian education system, including the curriculum, learning and evaluation. Therefore, the Pancasila Learner profile will remain the same even if the curriculum changes, but the national evaluation policy will change.

   The Pancasila Learner Profile is intended to shape character and abilities that are built into students' daily lives. It is brought to life in each student through school culture, intra- and extracurricular activities, as well as out-of-class learning. The ultimate goal of learning activities is the Pancasila learner profile, which is strongly related to the character building of students. Every student must have the Pancasila learner profile: Faithful, Fearful of God, Noble, Globally Diverse, Mutual cooperation, Independent, Critical Thinking, and Creative.

2. Curriculum Structure

   Curriculum structure is an organization of learning outcomes, learning content, and learning load. Learning is divided into 2 (two)

main activities, which are as follows: Regular or routine learning which is an Intracurricular activities, Project on strengthening the profile of Pancasila students.

3. Learning Outcomes

    Learning Outcomes are set by the government, which are the learning competencies that must be achieved by learners at each stage of development for each subject in early childhood education, basic education and in early childhood education, primary education, and secondary education units. The learning outcomes themselves contain a set of competencies and a scope of material that is comprehensively organized in the form of a narrative. comprehensively arranged in the form of a narrative. Adjusting the stage of development learning outcomes mapping is divided into age phases.

4. Teaching Device

    Teaching tools are various teaching materials used by a teacher and other educators in an effort to achieve the educators in an effort to achieve the Pancasila Learner Profile and learning outcomes. learning outcomes. Teaching tools include teaching modules, learning videos, and textbooks. and other forms.

    Based on the above statement, it can be concluded that the basic framework of the curriculum in Indonesian consists of four main components: The Pancasila Learner Profile, Curriculum structure,

learning outcomes, learning results and learning tools. The Pancasila Learner Profile guides policy changes and reforms in Indonesia's education system, focusing on character building and character development. The curriculum structure organizes learning into two main activities: reguler learning and project-based learning. The goverment sets learning outcomes, which are competencies to be achieved at each stage of development for each subject in early childhood education, primary education, basic aducation and secondary education. Learning tools, such as modules, videos and textbooks, are used to achieve the Pancasila Learner Profile and learning outcomes.

F.   Learning Principles of the Independent Curriculum

1. Intracurricular Learning

This learning is carried out in a differentiated manner so that students can explore concepts according to the time needed and teachers can choose teaching tools according to the characteristics of their students.

2. Co-curricular Learning

This learning is in the form of a project to strengthen the Pancasila Student Profile which focuses on character development and general student competencies.

3. Extracurricular Learning

This learning is carried out in accordance with the interests of students and the resources of the teaching unit.

Based on the above statement, it can be concluded that the principles of Independent Curriculum Learning are Intracurricular learning allows students to explore concepts at their own pace, while co-curricular learning strengthens the Pancasila Student Profile through character development and general competencies. Extracurricular learning is tailored to student interests and teaching unit resources.

G. Structure of Merdeka Belajar Curriculum

In general, the structure of Merdeka Belajar Curriculum is based on three things, namely competency-based, flexible learning, and Pancasila character. In addition, there are also several other principles used for the development of the Merdeka Curriculum structure, which are as follows:

1. Minimum Structure

The minimum curriculum structure is set by the central government. However, educational units or agencies can develop programs and activities in accordance with the vision, mission, and resources owned by each agency.

2. Autonomy

The Merdeka Belajar Curriculum gives educational units and teachers the right to autonomy to design relevant and contextual learning processes and materials.

3. Simple

The structure of the Merdeka Belajar Curriculum is made simple, meaning that changes from the previous curriculum are made as minimal as possible, but still significant. The objectives, direction of change, and design are also made clear so that they are easy to understand and implement.n

4. Mutual Cooperation

The development of this curriculum is the result of collaboration and mutual cooperation from dozens of institutions, including the Ministry of Religious Affairs, universities, schools and other educational institutions. In addition, its implementation is also based on the principle of mutual cooperation because school units or teachers cannot implement this curriculum alone, but must work together with other parties involved, including students and parents.

Based on the above statement it can be concluded that the structure of Merdeka Belajar curriculum is the minimum structure set be central government, which allows educational units to develop programs based on their vision, mission and resources. This curriculum is simple with few changes from the previous curriculum, and is based on the mutually

beneficial cooperation of various, institutions, including the Ministry of Religious Affairs, universities, and school. Its implementation requires collaboration with students and parents.

H. Implementation of Merdeka Belajar Curriculum

The implementation of the content of this curriculum can be carried out through the following three stages:

1. Diagnostic Assessment

    The first stage is for teachers to conduct a diagnostic assessment which is an initial assessment to recognize the potential, characteristics, needs, development, and achievements of learning. This assessment is generally carried out at the beginning of the learning year, then the results of the assessment will be used as a basis for determining further planning.

2. Planning

    In the second stage, teachers plan the learning process that will be carried out during the school year according to the results of the diagnostic assessment. In addition, teachers can also group students based on their ability levels so that learning can be more targeted.

3. Learning

    After assessment and planning, the last stage is learning. During the learning period, teachers will not only carry out according to the plan, but also conduct formative assessments periodically. This is so that teachers can find out what the students' learning progress is like and adjust

learning methods if needed. At the end of the learning process, teachers can conduct summative assessment as a process of evaluating the achievement of learning objectives.

Based on the above statements, it can be concluded that teachers' implementation of the independent curriculum conducts a diagnostic assessment at the beginning of the learning year to identify potential, needs and achievements. They plan the learning process based on these results and group students by ability level. The final stage involves learning, with periodic formative assessments to track progress and adjust methods. Summative assessments evaluate the achievement of learning objectives at the end of the process.

I. Steps for implementing the independent curriculum

1. Analyze students needs and abilities

According to the Directorate General of GTK, ministry of Education and culture how to identify students' learning needs by observing student behavior, identifying prior knowledge, using various forms of formative assessments including initial assessments, talking with student teachers before, reviewing and reflecting on teaching practices.

Based on the above statement, it can be concluded that learning needs are tendencies that encourage a person to act and achieve certain goals in the long term. Internal changes in the organism cause

needs, how to identify student learning needs, observation of behavior, recognition of prior knowledge, formative assessment.

2. Lessons plan preparation

   a. Definition of teaching modules :

   According to Kemdikbudristek 2022 teaching module is a document that contains the objective, steps, learning media, and assessments needed in one unit/topic based on the learning objectives tool.

   According to Utami (2022: 131) teaching modules is a learning tool learning or learning design based on the curriculum that is applied with the aim of reaching the competency standards that have been set competency standards that have been set.

   According to Hadiansah, (2022: 110) teaching modules are documents that contain objectives, steps, learning media, and assessments needed in one topic based on the flow of learning objectives. one topic based on the flow of learning objectives.

   Based on the above statement, it can be concluded that the definition of teaching modules is teaching materials or learning aids or systematic learning designs designed for learning with facilitators or teachers. is a document that contains objectives, steps, learning media, and assessments in units/topics based on learning objectives aids.

b. Steps for developing teaching modules :

According to Kemdikbudristek 2022, the steps in preparing teaching modules are as follow :

1. Identify specific learning objectives

2. Selection of relevant learning materials

3. Neat teaching module structure

4. Add pictures and illustrations

5. Include activities or exercises

6. Independent learning facilities

3. Selection of learning materials

According to Merdeka Curriculum - Kemdikbudristek, 2022, Learning materials can be accessed on the merdeka Mengajar platform through the guru.kemdikbud.go.ig page or the "Merdeka Mengajar" application.

4. Use of educational technology

In the implementation of the independent curriculum, technology has an important role in supporting learning activities. Therefore, teachers need to receive training on the implementation of the independent curriculum in order to get broader and more up-to-date information about the implementation of the independent curriculum.

According to the Ministry of Education, Culture and Research 2022 School principals, teachers and education units really understand the independent curriculum, so that they can be optimal in

implementing it. To make it easier for educators to understand the independent curriculum, Kemdikbudristek describe a platform for teachers to access important information, namely through the Merdeka Mengajar Platform.

According to Kemdikbudristek, 2022 kemdikbudristek has six supports provided in encouraging the implementation of the independent curriculum including: Independent teaching platforms, learning communities, presenting resource persons related who have implemented the independent curriculum, webinar series related to the implementation of the independent curriculum, the existence of development partners where the government provides opportunities for people who care about education to become development partners, and finally provides a help desk service center that can be accessed by teachers and school principals.

Based on the above statements, it can be concluded that the use of educational technology plays an important role in supporting the implementation of the independent curriculum and teachers need training to stay updated. The Ministry of Education, Culture and Research 2022 suggests that teachers and education units understand the self-paced curriculum. Kemdikbudristek offers six supports to encourage curriculum implementation, including a self-paced teaching platform, learning communities, resource persons, webinars,

development partners, and an assistance service center for teachers and principals.

5. Involving students actively in learning

According to Dimjati and Mudjiono, 1994: 56-60, student activeness can be encouraged by the role of the teacher. Teachers strive to provide opportunities for students to be active, both actively seeking, processing and managing their learning gains.

Gagne and Briggs in Martinis Yamin (2007:84), 9 aspects to foster student activity and participation: 1. Provide motivation or attract students' attention, so that they play an active role in learning activities. 2.Explain instructional objectives (basic abilities) to students. 3.Improve prerequisite competencies. 4.Provide stimulus (problems, topics, and concepts) to be learned. 5.Give instructions to students how to learn it. 6.Generating student activity, participation in learning activities. 7.Providing feedback (feed back). 8. Conducting bills on students in the form of tests, so that students' abilities are always monitored and measured. 9.Summarize each material presented at the end of the lesson.

Based on the above statement, it can be concluded that teachers play an important role in encouraging student activeness by providing opportunities for active learning. They can encourage this by providing motivation, explaining objectives, improving prerequisite competencies, providing stimulus, giving instructions, evoking student

activity, providing feedback, conducting tests, and summarizing the material at the end of the lesson.

6. Evaluation and change

    According to Permendikbudristek Number 21 of 2022 concerning assessment standards, formative assessment aims to collect information about students who experience learning obstacles or difficulties, student learning progress, and is used as feedback. Meanwhile, summative assessment aims to be the basis for determining grade promotion and graduation from the education unit.

    Based on the above statement, it can be cloncluded that formative assessment collects information about learning difficulties and progress, while summative assessment determines grade promotion and graduation from the eduaction unit.

2.2.4   Implementation of the Independent Curriculum a tan early stage

According to the book stages of Implementing the Independent Curriculum (IKM), schools can implement the independent curriculum according to the readiness of students, teachers, and education units. The independent curriculum for the initial stage takes into account the following thirteen elements: Initial stage, Developing stage, Ready stage, and Advanced stage. Schools can choose different stages of implementing the independent curriculum.

1. Designing the Education Unit Operational Curriculum

   Make minor adjustments to the sample education unit operational curriculum document provided by MoEC.

2. Designing the Learning Objective Flow

   Using the "learning objective flow" example provided by the Ministry of Education and Culture.

3. Learning and Assessment Planning

   Use the sample lesson plans and assessments provided by the Ministry of Education and Culture.

4. Use and Development of Teaching Tools

   Using textbooks and teaching modules as the main source of teaching

5. Project Planning For Strengthening the Pancasila Learner Profile

   Using the project module provided by the Ministry of Education and Culture without adjustment or with very little adjustment.

6. Implementation of the Pancasila Learner Profile Strengthening Project

   - Implementing a project to strengthen the profile of Pancasila students with less or more than recommended by Kemendikbudristek.

   - Projects are oriented towards producing artifacts (products such as food, drinks), not yet focusing on understanding concepts and / or problem solving

7. Implementation of Learner-Centered Learning

   Teachers use a variety of teaching methods but are still dominated by an instructor-like role that directs learners' activities throughout the learning process.

8. Integration of Assessment in Learning

   - Teachers conduct assessments at the beginning of learning but they are not used to design learning or to identify students who need more attention.

   - Teachers start conducting assessments several times (not only when approaching the reporting period) but the assessments are done only to give grades to students and have not been used to design learning).

   - Teachers only use assessments provided in textbooks and/or teaching modules.

9. Learning According to Learners' Learning tages (primary and secondary education) 9.

   Based on the formative assessment at the beginning of the lesson, the teacher teaches all students in his/her class according to the Learning Outcomes phase of the majority of students in his/her class.

10. Collaboration Between Teachers for Curriculum and Learning Purposes

    Teachers have not collaborated for intracurricular learning purposes, but have collaborated for the project of strengthening the profile of Pancasila students.

11. Collaboration with Parents/Family in Learning

    - Teachers through the education unit provide information about learners' learning progress to parents/guardians during report cards and when learners experience learning problems.

    - Communication tends to be one-way, from the education unit/teacher to the parent/guardian, for example, the teacher gives advice to the parent/guardian on what supports the learner's learning process should be done for the learner.

12. Collaboration with Community/Industry

    The education unit has designed the involvement of the community/industry in the intracurricular learning process and the project to strengthen the profile of Pancasila learners, but it has not yet been implemented.

13. Reflection, Evaluation and Quality Improvement of Curriculum Implementation

    Reflection and evaluation of curriculum implementation and learning tend to be one-way from education unit leaders, and not yet data-based

2.3 Theoretical Framework

Independent curriculum implementation is the application of plans (documents) written to carry out learning activities. Curriculum implementation includes things such as ensuring that the subject matter is delivered correctly, using appropriate teaching methods, adapting learning strategies to the needs and characteristics of students, and helping students achieve the desired learning outcomes according to curriculum standards. The curriculum must be changed periodically to keep up with the times and meet the expectations of society and the world of work.

The curriculum must be designed and implemented correctly to suit the need and characteristics of students as well as the expectations of society and the world of work. Therefore, it is necessary to conduct a survey involving teachers regarding their opinions on the implementation of the independent curriculum in their school. This study aims to get an in-depth and objective picture of how the independents curriculum is implemented in primary schools, especially in the teaching of English at UPT SDN 4 Rantetayo.