

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of previous studies, some pertinent ideas, and a conceptual framework.

2.1 Previous Studies

In doing the research, the writer found some previous research that can be based on consideration for the writer's research. At this point, the writer tries to explain what the previous researcher discusses in their research the writer has taken some points of the researcher that are related to the writer's study.

A. Lestari (2023) did the research under the Title "Becoming Platformized Teacher in Digital Age : The Representation of English Teacher Identity in Merdeka Mengajar" the research discuss the identities represented on Merdeka Mengajar as official platform to support teacher in implementation of Independent Curriculum. This research method used is case study framework and the result of the search can be grouped as the one of social-cultural phenomenon in teaching and learning practices especially in English course. The English teachers as one of the targeted user to use and provide material in the platform. The use of Merdeka Mengajar Platform is the key to enable teachers to have multiple roles in this platform. The switching role of the teachers can provide the wide spreading material of teachers, to share and more easily to uploaded and download the material. The finding of this research to conduct deeper study on how cultural aspects and digital

improvement of English teaching and learning can be combined as the new identity of teacher in digital era.

B. Dasar et al., (2022) did the research under the Title “Persepsi Guru Sekolah Dasar Dalam Memanfaatkan Platform Merdeka Mengajar” this study describe how the teachers perceive in utilizing the Merdeka Mengajar Platform as a medium for teacher to help them creating creative and innovative teaching learning process. The study used a pedagogical approach with descriptive qualitative method ,the data was collecting by interview and research samples were taken using random sampling . The sample in this study were teachers in one of the Elementary School in Jambi city. The result of this research show that teachers are helped by using Merdeka Mengajar Platform to understand the concept of Independent Curriculum, but teachers have not made maximum of use the Merdeka Mengajar Platform, judging by the result of interview which show that there many features of the Merdeka Mengajar Platform that have not been accessed by teachers.

C. Elvina et al., (2023) did the research under the Title “Implementasi Sistem Informasi Manajemen Melalui Platform Merdeka Mengajar Untuk Meningkatkan Kompetensi Guru Sekolah Dasar” the competence of elementary school teachers and the quality of management information system . The method used is descriptive qualitative research with a library research approach. Merdeka Mengajar Platform in improving teachers performance in elementary school is very important and supports the learning process. In

addition, teachers also get services to improve, add insight and get lots of innovations and creative ideas through the features the features offered. Even so, the researcher in this research still find weaknesses in implementing Merdeka Mengajar Platform, this means that teachers are less proficient in using features of Merdeka Mengajar Platform, an implementing strategy that needs to be developed in the future.

- D. (Fitriya et al., 2023) did the research under the Title “ Penggunaan Platform Merdeka Mengajar Oleh Guru Sma Negeri 1 Lembang Jaya” the purposes of this research is see how teacher use the Merdeka Mengajar Platform at Sma Negeri 1 Lembang Jaya. The method used in this research is descriptive qualitative. The result of this research is indicate that the Merdeka Mengajar Platform has a display that easy to understand and easy to access by the teachers. The benefit of using the Merdeka Mengajar Platform can be felt reciprocally by the teachers and students. This research concludes that Merdeka Mengajar Platform can improve the quality, skills, creativity, and potential of each teachers.
- E. Belajar et al., (2022) did the research under the Title “Penggunaan Aplikasi Merdeka Mengajar Dalam Meningkatkan Hasil Belajar Siswa Pada Sekolah Penggerak” the aim of the research is to determine the effect of using the Merdeka Mengajar Platform on the learning outcomes of fourth grade at the Palurahan 2 Public Elementary School, Pandeglang Regency which has been included in the driving school program since 2021. A total of 32 elementary

school students are samples in this research which separated into control class and experimental class. The method in this research is using experimental and also using the (nonequivalent control group design) technique through pretest and posttest instruments to see students learning outcomes. The result of the conclusions obtained indicate that there is an influence of using Merdeka Mengajar Platform to improve student learning outcomes in driving school. Based on the several previous studies in using Merdeka Mengajar Platform which have been explained show that the research give the challenges but does not give solution about how to deal with the challenges in using Merdeka Mengajar Platform and also give the opportunities but does not tell us how to maximize it so that is why the writer more interesting to conduct the research in using the Merdeka Mengajar Platform and focus on what is the challenges faced by English teachers in using Merdeka Mengajar Platform and also how they faced the challenges and maximize the opportunities in using the Merdeka Mengajar Platform.

2.2 Some Pertinent Ideas

2.2.1. Merdeka Mengajar Platform

Merdeka Mengajar Platform is a Platform based on technology that can support teachers to be able to improve their skill in teach better, improve their ability to teach material and develop their career. This platform was launch by Minister of Education and Culture to provide convenience for teacher in teach according to student abilities , training services available for increasing

competence, and share good practices through work to inspire colleagues teachers (Belajar et al., 2022) and (Rizkinaswara, 2022). Every teachers in school can use the Merdeka Mengajar Platform in choosing devices in teach, assessment of students, localization form of proof of work, and independent reflection by using this platform after register an account and have obtain access permission.

The maximize of the implementation Independent Curriculum is the background of presence the Merdeka Mengajar Platform with the aim to help teachers in teaching learning process in classroom. The issuance of decree of the Minister of Education and Culture number 56/M/2022, was provided direction about how the educational unit can provide currently with the implementation of independent curriculum. To support the implementation of Independent Curriculum the ministry of education and culture has launched the Merdeka Mengajar Platform as a teachers friend to able to teach base on concept of the Independent Curriculum (Rizkinaswara, 2022).

Directorate of Teachers and Education Personnel, Ministry of Education and Culture, Research And Technology has issued circular number 2093/B.B1/DC.0603/2023 April 6, 2023 concerning of an independent platform for the teachers and education personnel in Indonesia, the content of the circular are:

1. The services provided in Merdeka Mengajar Platform are space to share good practices or work with fellow teachers and the educational community in Indonesia who are connected on a Merdeka Mengajar Platform that allow for

the teachers reflection and feedback process, as well as services for participating in training.

2. The work and good practices in Merdeka Mengajar Platform can be uploaded in the form of teaching tools, photos, article, videos, and practice ideas. The work shared can help teachers in improving teaching and learning activities in the classroom and in increasing professional competence.

Currently there are five products are available in Merdeka Mengajar Platform grouped into teachers development and teaching and learning activities.

1. Teachers development
 - 1) Inspirational videos, which contains a collection of inspirational videos as a reference for improving competence as educators.
 - 2) Independent training, which contains various short training materials, so that the teachers can carry out training independently any time.
 - 3) Proof of work, which functions as a place to document their work to describe the performance, competencies, and achievement.
2. Teaching and learning activity
 - 1) Student Assessment, which helps teachers carry out an analysis of literacy and numeracy quickly so that they can implement learning that is appropriate to the stage of achievement and development of students.
 - 2) Teaching Toolkit, which contains various teaching materials to support teaching and learning activities such as teaching materials, teaching modules, project modules, or textbooks.

At the launch of the independent curriculum and Merdeka Mengajar Platform on February 11 2022, the Merdeka Mengajar Platform is a platform for teachers which was developed into a platform that is not just material and content ministry but also truly owned by teachers, from teachers, and for teachers. So this platform for developing an independent curriculum and also develop learning process to become a better teachers . The minister of education and culture said that the Merdeka Mengajar Platform would be a teacher's friend in teaching this platform also help teachers innovate to create appropriate learning challenges of the times. Below the writer will show the start screen of PMM in Android.

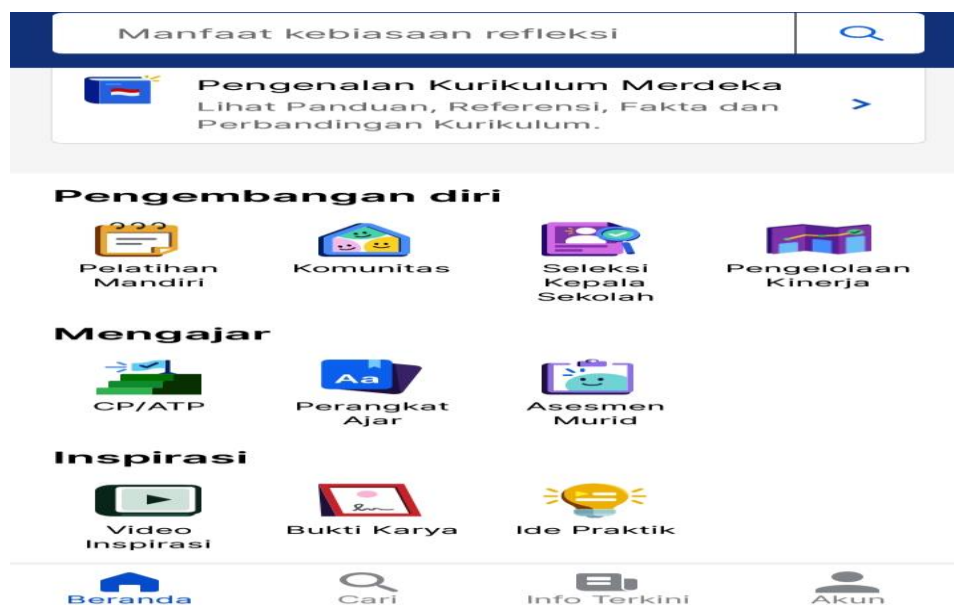


Figure 2.1 Star Screen of PMM

There are several features in Merdeka Mengajar Platform which is grouped into 3 parts, such as:

1) Inspiration Features

This feature consist of inspiration videos, Proof of work, and practice ideas features. The function of this feature is as forum for sharing for the teachers so that's the teachers will get motivation and inspiration from these features. From this features the teachers will get lot of opportunities such as get inspiration in develop their competencies in their career and the challenges may be faced by teachers in this feature is the teachers not find out all of the opportunities in this feature which cause by several factor.



Figure 2.2 Inspiration Features

2) Teaching Features

This feature consists of CP/ATP, teaching tools, and assessment student's features. The function of this feature is to help teachers in develop their teaching module and teaching method based on the concept of Independent Curriculum and also by using the CP/ATP feature the teachers will helped in diagnostic what is the learning objectives and how the teachers can teach them. From this feature the teachers will get lot of opportunities such as get inspiration in develop their teaching module and method in teaching English.



Figure 2.3 Teaching Features

3. Self – development Features

This feature consists of independent training, community, headmaster selection, and performance management features. The main purposes of these features is to develop the teachers competencies in their career, and by using this feature the achievement from the teachers can be monitored. From this feature the teachers have the good opportunities in develop their teaching competencies career by getting lot of sertivicate.



Figure 2.4 Self- development Features

2.2.2 Challenges and Opportunities of Merdeka Mengajar Platform

1) Challenges of Merdeka Mengajar Platform

Challenges according to Collins dictionary is something new and difficult which requires great effort and determination. So we can conclude that the challenge is something that moves us to do some action to solve the problem because challenges can solve we only need effort that come from ourselves.

The Minister of Education Nadiem Makarim said that we hope that Merdeka Mengajar Platform developed into a platform that is truly owned by teachers, from teachers, and to teachers. There are so many challenges will be face by the teachers in using the Merdeka Mengajar Platform such as human resources, teachers abilities in mastering digital based technology facilities, strengthening communication networks and partnerships between educational units and related stakeholders, integrate the teaching learning process modules, and Learning assessment (Kemendikbudristek, 2023).

1) Human resources

The quality of human resources is seen from the soft property which is the curriculum system for facilities and other infrastructure so that services can be provided good education. The quality of human resources is closely related o which teachers play the main role in learning which is motivator and facilitator for students to develop their potential optimally and maximally with all existing learning facilities. Merdeka Mengajar Platform as new platform requires an adaptation process from the teachers to be able

to use this platform in this cases the teacher's readiness as the main pillar of the implementation of Merdeka Mengajar Platform (zenius untuk guru, 2021). There are several challenges from human resources side of implementing the Merdeka Mengajar Platform such as teachers must adapt to the new platform in a very short time and some teachers feel uncomfortable because the lack of experience in implementing the new platform, and also there is a gap between the common practice and new ideas so that the result teachers difficult in implementing the new platform (Tricahyati1 & Zaim, 2023).

2) Teachers abilities in mastering digital based technology facilities

Challenges in mastering digital based technology facilities relating to substance or software. New platform are difficult and even take a long time to complete or to understand the features of the software, this also an obstacle to progress learning in using the new platform (Yoestara & Ismail, 2022).

3) Strengthening communication networks and partnerships between educational units and related stakeholders.

In this case the support of educational units is the key of the progress of implementing new platform. The educational units must to provide the training routine to maximize the implementation of Merdeka Mengajar Platform because one of the challenges in Merdeka Mengajar Platform is there is no training routine from educational units so that the teacher learn independently and difficult in using he latest feures (Elvina et al., 2023).

4) Integrate the teaching learning process modules

There are challenges in integrate the teaching and learning process modules such as there are so many choices in designing learning module that the teachers are confused in choosing the learning module based on students interest, considering the concept of independent curriculum which is oriented on students interesting and talent, the stimulus are given by the teachers does not receive an interactive response from students and also learning facilities are limited (Best Academic Book Writer, 2023).

5) Learning assessment.

There are several challenges in making learning assessment such as lack of teachers experience in using technology, not all of the teachers familiar with technology so the use of assessment base on technology can be challenges for them, the difficulty in assessing creativity and abilities abstract skills because students are increasingly to think creatively but assess these abilities traditionally passing exams or standardized test, and also utilization of artificial intelligence by students which result in inaccuracies in the assessment process (Riyan Afandi et al., 2022).

Many researchers have been conduct with the challenges in Merdeka Mengajar Platform first (Firdaus et al., 2023) the result of the research showed us there are two challenges in using Merdeka Mengajar Platform such as internal and external factor. Internal factors include limited mastery in using technology, teachers lack of understanding of the features in using Merdeka Mengajar

Platform, teachers not being familiar with online learning, and limited device specifications. From external factors include limited electricity sources, unstable internet connection , learning communities that are not yet active, there is not training routine, and the school don't have books to support the independent curriculum. Most of the studies find that the challenges in using Merdeka Mengajar Platform is the teachers' ability in accessing and applying the Merdeka Mengajar Platform features are still low (Elvina et al., 2023) and (Mengajar et al., 2023).

Based on several research result that have been explained, it can be concluded that in general the challenges faced by teachers in using Merdeka Mengajar Platform such as the teachers ability in accessing and applying the PMM features is still low, limited mastery in using technology, and limited device specifications, limited electricity sources, unstable internet connection, learning communities that are not yet active, and there is not training routine.

2) Opportunities of Merdeka Mengajar Platform

According to Oxford Dictionary opportunity is a time particular situation makes it possible to do or achieve something have synonym with chance, we need to maximize the opportunities to achieve our goal in every situation.

There are so many opportunities in using the Merdeka Mengajar Platform such as forum for sharing, develop teacher's competencies, and opening opportunities to become content creator (Kemendikbudristek, 2023) .

1) Develop teacher's competencies

There are four teacher's competencies first is Pedagogical competence, Pedagogical competency is a teachers ability to understand students, design and implement learning, and evaluate students and evaluate student learning outcomes to actualize the potential they have. The second is Personality competence, Personality competence is a personal ability that can be reflect the personality of someone who is mature, wise and authoritative, and has a noble character can be a good role model for students. The thirt is Social competence, Social competence is the ability possessed by teachers to communicate and socialize with educational staff, students, parents of students, and the community around the school and the last is Professional competence, Professional competence is mastery of learning material more broadly and in depth. Includes mastery of the subject curriculum material (F. Tri, 2020).

2) Forum for sharing

Merdeka mengajar platform provide an inspirational video feature where the teachers can watch and also upload learning videos to share with the other teachers so hat hey will be richer in improving their teaching competence and inspired to become content creator.

3) Develop creative materials

Feature Teaching toolkit in merdeka mengajar platform help teachers in creating the creative materials base on concept of independent curriculum. According to (Zenius untuk guru, 2021) creative learning is a teaching and

learning activity that builds knowledge and develops abilities using a creative process, where theories, test, stories, solutions, analysis and learning design are not just about memorizing information. Rather than dictating how information should be remembered, creative teachers can guide students through the instruction process using creative methods. The characteristics of teachers who has the ability to create creative material such as be able to create new ideas, look different, flexible, fun, easy to get along with, really like to do experiments (J. Tri, 2020).

4) Assessment learning

There are three assessment teaching and Learning process first is Diagnostic assessment are generally carries out by teachers at the beginning of learning. This is assessment include monitor student development in terms of cognitive and non-cognitive aspect. The result of the assessment is to identify the learning needs of students so that the teachers will know how to carrying out the diagnostic assessment. The second is Formative assessment is usually carried out during the learning process. The function of this assessment is to ensure that students have achieved the expected competencies in the learning carried out. The thirt is Summative assessment is an assessment carried out by the teachers when he learning process has been completed. The result of this assessment will usually be included in the report card. Example of summative assessment is practice, carrying out, projects, written test, or assignments (Suhud, 2022).

Many researchers have been conduct with the opportunities in Merdeka Mengajar Platform first is (Arisanti, 2022) and the result of this study concluded that the one of the opportunities in using Merdeka Mengajar Platform provide a proactive attitude in facing change in a progressive and transformative learning, Merdeka Mengajar Platform can help teachers in developing productivity in teaching and learning activities through a project-oriented Merdeka Mengajar Platform teaching and learning process can be more flexible, active and adaptive. Second is (Susilawati et al., 2021). The result of this study concluded that the one of the opportunities in using Merdeka Mengajar Platform can be solution in strengthening character of the students through internalizing Pancasila values for millennial generation students, especially when face-to face learning. The Merdeka Mengajar Platform also help teacher develop innovation in learning process and motivate teacher in learning independently (Mengajar et al., 2023) and (Defa, 2023).

Based on several research result that have been explained, it can be concluded that in general the opportunities in using Merdeka Mengajar Platform such as can help teachers in developing productivity in teaching and learning activities, Merdeka Mengajar Platform can help teachers in remote areas in improving teachers competency, PMM also motivates teachers access and learn independently anytime and anywhere

2.2.3 Teaching English Strategy

English language is an international language so that must be mastered by anyone, wherever they are. English is a very important language so that's why must to learn because English can help everyone to having communication throughout people in the world. Especially to face the progress of the development of this era, for example almost of international information in every country, using English because of that mastered in English is must be able for everyone. But in a fact not every people realize that English is a very important language so that is why they do not using English in their daily life communication (Hidayat Fahrul, 2023). English Language Teaching is the process of teaching English for the people whom their first language is not English. Teaching English is a process which the teachers must to pay attention to their student to improving their skill such as reading, writing, listening and speaking.

In English Language Teaching we have four learning skills which must to be mastered such a reading, writing, listening and speaking beside of the skill we also learn about vocabulary, pronunciation, word structure and the teachers must to understand the nature culture of the language first before teach their student (Hidayat Fahrul, 2023).

1) Teaching Listening

Listening skills can be defined by the process of hearing, interpreting, understanding, responding and evaluating (Tham et al., 2023). Listening skill

process will happen when some message receiving by listener not only that the message must be understand well by listener. When we listen we hear we hear the great sound that can be hit our eardrums and can be change to words, and sentences because of that more we listen have a meaning there are more words and sentences will be get by listener.

In teaching listening skills, to teach in classroom especially to young learners the teachers must to understand the characteristic their students, and make the target language and media which will be listen by students in an exciting way, until the students have ability to acquire a language through repetition imitation and having opportunities to communicate during the teaching learning process.

One of the most popular strategy in teaching listening is by using story telling. The procedure in teaching listening using story telling is start from the learners can sit and listen to a digital story telling and hear the comfortable voice. In this case the learners will help to feel more excited in hear the new words and sentences because of that their listening skill will be improve in a fun process (Tham et al., 2023).

2) Teaching Reading

Reading skill is an important skill which must be mastered by student to understand the text and to avoid misunderstanding in some text. According to (Isaqjon Madolimovich, 2022) reading have a meaning the process of the interpreting meaning of written text, in reading have a phenomenon in it is

process such as (1) the readers get knowledge about the text, (2) the meaning from the text comes from the context of the text, (3) the meaning of the text comes from surface of the text. There are the several strategy in teaching reading that can be applied according to (Isaqjon Madolimovich, 2022) first is by using background knowledge, the students can be active their background knowledge in this strategy they can use their background knowledge in write some text. This knowledge include concept of meaning and the experience of the people. The second is Creating good question, the teachers in this strategy ask their students to making question base on their own word. This strategy will help student in recognize the ideas into written text, and the last is Guesting, this strategy will be applied by asking students can derive meaning from some text by making educated guest.

3) Teaching Writing

Writing is important language skill, this skill can play the important role in communication especially in educational setting because most of educational around the world evaluated their student by using writing evaluated. Writing skill is always using in get some scholarship through writing for example essay. According to (Fathia Baresh, 2022) the effective way to improve the students writing skill is the students express their personal opinion through writing some text, and also by using dictionary the students write the word and definition from a dictionary.

4) Teaching Speaking

Speaking is one of the important skill that must be mastered by everyone because speaking is the key to having communication with people around the world. If we able to speak English we can get information more easily, and have established relationships with foreigners in the era of globalization. Speaking ability can be improved through having a good listener. According to (Crisianita & Mandasari, 2022) one of the effectiveness way to improving students speaking ability is by making group discussion method. In this strategy the students can divide into groups and having a free communication and can use their own language freely without hesitation.

2.2.4 Curriculum

The history of curriculum in Indonesia already over a long journey, history records those changes beginning in curriculum 1974, 1952, 1964, 1975, 1981, 1994, 2004, 2006, 2013, 2023, and the last is Independent Curriculum (Putranto, 2020) . in a curriculum education system, it is both dynamic and must always be changes and developments were made, in order to keep up with the development and changes of the ages. Nevertheless, changes and improvements had to be made systematically, directly, not entirely changed. Such a situation after the covid-19 pandemic, that cause of loss learning the government develop the new curriculum which is the independent curriculum to increase and restore the education in Indonesia after the pandemic. The independent Curriculum is an innovation in Indonesian education which aims to develop students learning

potential and interest. This curriculum gives students freedom to choose their learning interest, reduces academic burden, and encourages teachers creativity.

The Independent Curriculum provide learning with diverse intracurricular learning so the students have more time to explore the concept in teaching learning process, and the teachers have the freedom to design their teaching material base on the students interest and talent (Anggraini et al., 2022).

The concept of Independent Curriculum offered by stimulates teachers to more creative and open to changes over time. Freedom to be creative and innovative deeply learning makes teachers have responsibility not to stop fill their self with information and new knowledge so they not to be left behind by the others that teachers really given power to design how they teach and what is the type of content or what kind of teaching materials they want, they use the policy of that teachers and the result of the learning process in their class so that teachers and students become happier during the process learning takes place.

(Lestari, 2023) states that the aims of the curriculum this independence is to give freedom students in learning process learning. Independent Curriculum refers to the Pancasila Student Profile which produces students morality and characters. (Fitriya et al., 2023) said that teachers understand what students have different interests and talent so the teachers should teaching them according to the right level to dive into the Pancasila Student Profile. Pancasila Student Profile is adopting concepts from the curriculum previously it was called education character, in terms of the content of the Pancasila Student Profile

contains related complexities skills that human need in this century, namely critical thinking (F. Tri, 2021). There are several In Independent Curriculum such as :

1) Constructivism

This component related to how the students more actively through teaching and learning process. Then the students can share to the others students and practice in the field to get experience.

2) Inquiry

This component have a meaning the process of learning starts when the students experience become process observation to think more critically in learning activities. This component actually can provide valuable of experience for every students.

3) Ask

In this component the students be able to asking questions about the things they do not understand well through teaching learning process. This activity is carried out to encourage guide and access the students critical thinking ability.

4) Learning community

Learning community provide the community of people who involved in learning activities. Students will later collaborate each other. When we compared with studying alone, actually would be better if we learn in some community to get lot of knowledge.

5) Modeling

Modeling in this component have a meaning there is an example or model that can be imitated. This activity can be form of a way of doing something such as work results and sources. Teachers in Independent Curriculum they role in teaching learning process only as a facilitators.

6) Reflection

This component can be reflect on what they have learned. This activity is carry out by notes following the activity, impressions and suggestions.

7) Authentic assessment

In this component the student knowledge and skills can be measured and assessed in various level of education.

2.3 Theoretical Framework

The maximize of the implementation Independent Curriculum is the background of presence the Merdeka Mengajar Platform with the aim to help teachers in teaching learning process in classroom.

The problem is Merdeka Mengajar Platform there are many component of preparedness for teachers to be said to carry out the free curriculum. There are still many teachers today who are confused about applying the Merdeka Mengajar Platform in their teaching learning process in reality base on the researcher observation there are so many challenges in implementing technology in the independent curriculum which are caused by limited teachers competence such as teachers ability in accessing and applying the PMM features is still low, limited mastery in using technology, tools to guide the millennial generation in the

learning process based on their needs/interest, and there is not training routine, especially the teacher who not from driving school they will difficult to adapt to the application of technology in implementing the independent curriculum so that is why the Merdeka Mengajar Platform is not utilized properly to optimize the implementation of independent curriculum. Therefore the writer in this research will help the teachers in educational unit especially English teachers about how the English teachers in can face the challenges and maximize the opportunities in integrating the use of the Merdeka Mengajar Platform in English language teaching based on implementation of the independent curriculum.

SMKN 1 Toraja Utara is one of the school in North Toraja district which have been implemented an Independent Curriculum. The head master of SMKN 1 Toraja Utara said that SMKN 1 Toraja Utara have been implemented 100 % of the Independent Curriculum in teaching learning process, SMKN 1 Toraja Utara was chosen because this school is one of the centers of excellence school that implementing Independent Curriculum with the help of the Merdeka Mengajar Platform, but the problem is that teachers are not fully using the Merdeka Mengajar Platform optimally, which is caused by several factors such us limited mastery in using technology and as a parents the teachers have so many other activities that take up a lot of time so that the implementation of the concept of Independent Curriculum in teaching and learning process in the classroom is not optimal.