

# **CHAPTER I**

## **INTRODUCTION**

In the first chapter of the research, presents six sub chapters related to study. These topic background of study, topic cover (1) background of study, (2) formulation of research problem, (3) objectives of research, (4) significance of the research. (5) scope and limitation of the research, (6) definition of the key terms.

### **A. Background of the research**

The kurikulum merdeka opens up new challenges for practitioners education in the midst of the flow of education 4.0 which is indirectly will cause and result in culture shock for some audiences who are still familiar with previous curriculum concepts. Draft independent learning is predicted to be one of the policy initiatives mainstay of Nadiem Makarim as the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia has urgency in forming the character of national education as freedom to innovate and act in the learning and teaching process in madrasahs.

The concept of an kurikulum merdeka is one answer important in the challenges of education in the current and future era. As stated by Nadiem Makarim when covered by one of the news media portals that the concept of independent learning means independence and independence in thinking and acting in making decisions the best way in the process of teaching and learning activities according to your own version in educational circles(Irfan Kamil, 2020). The essence of freedom is learning to have several points that are vital for the continuity of the learning process and teaching, namely freedom for

students so that they are not able to be colonized by social media, certain people or groups and is free for teaching staff so that you can determine for yourself what is the best and most comfortable way of teaching for students as well as freedom for teaching staff to choose various elements of the best curriculum(Irfan Kamil, 2020).

Regarding indepent curriculum learns that all students can choose what they need studied and understood early while still paying attention to the competencies that must be possessed (Sugiarti, 2022). This means that students have the right to learn in a way and own method without having to stick to learning models Previously, students were stagnant and students were also free to understand learning material from anywhere without having to rely on it sequence of material, but not outside the learning competencies such as cognitive competence, affective competence, and psychomotor competence.

In line with the kurikulum merdeka program, like it or not teaching staff must adapt to the implementation of the program and move forward in accordance with the phenomenon of changes in the curriculum. In other words, teachers must change and improve according to demands expected curriculum and cannot maintain that habit not in accordance with what is desired by the kurikulum merdeka. As a result Educators must be able to try to keep up with current developments see all aspects outlined in teaching and learning activities for the sake of achieve the goals of the kurikulum merdeka program.

The idea issued by Nadiem Makarim as the Ministry of Education and Culture regarding the kurikulum merdeka provides several effectiveness and

leeway in contributing to policy breakthroughs in education national system which makes it easier for teaching staff to carry out the process learning activities in madrasas. According (Sugiarti, 2022) there are several important points regarding implementation of the kurikulum merdeka includes; 1) Change of Madrasah Examination National Standards become School Assessments, 2) Change to National Examinations be a Minimum Competency Assessment and Character Survey, 3) Design Implementation of learning that is efficient, effective and participant-oriented students, and 4) Acceptance of New Zoning Students.

The implementation of the kurikulum merdeka does not always run smoothly incident is expected is that there are certainly challenges faced by teaching staff as the curriculum progresses. In the madrasa area itself, there are still minimal ones implementation of independent learning because teaching staff are still trapped in the comfortable zone where the learning process is still focused on methods previously that were not as expected in the kurikulum merdeka. As for the implementation of independent learning for language subjects English in madrasas is still minimally realized smoothly. Of course deep development of independent learning as stated previously that teaching staff should be able to get out of their comfort zone and be free designing the learning process according to the most comfortable and best version in class, but in reality teaching staff are still worried about implementing it The freedom to study at a madrasah is accompanied by difficulties for students in understanding English language lessons so that teaching staff need hard and deeper efforts to implement independent learning.

Based on several facts that the researcher found in applying independent learning to the activity process learn and teach English language in madrasas where it is hoped that you can creating efforts to address learning challenges through kurikulum merdeka. From the explanation of the research context that has been carried out explained previously, the title of this research is " English Teachers Challenges faced by the Implementing Kurikulum Merdeka at MTsN 6 Blitar" because researchers want to know the obstacles that occur in implementation of independent learning in madrasas and efforts to improve it these obstacles in English learning.

### **B. Problem of the Study**

Based on the background above the writer investigate these following question :

1. What are the challenges for English teachers in implementing the Kurikulum Merdeka at MTsN 6 Blitar ?
2. How do the english teacher face the challenges in implementing Kurikulum Merdeka?

### **C. Objectives of Study**

Based on the research statement, this particular study aimed at finding out "To describe the teachers' challenges for English teachers in implementing the curriculum to study at MTsN 6 Blitar)".

### **D. Significance of the Study**

The result of this research is expected to give practical benefits:

a. For the teachers

This research result can be used as reference for in implementing the kurikulum merdeka. Teachers can teach appropriately and effectively and are able to overcome problems that arise during teaching students can also practice this curriculum.

b. For the other researcher

This research result can be used as reference for a similar research and as stimulation for other researcher.

### **E. Scope and limitation of the Study**

This research was conducted on English teachers at MTSN 6 Blitar level. The limitation of this research is that the researcher will try to find and describe the implementation of the independent curriculum in English lessons.

### **F. Definition of the Key Terms**

a. Challenge

Challenges are a matter in the form of efforts that have the aim of awakening ability (Novan, 2014) In other words, challenges are someone's efforts in dealing with various problems aimed at working on the shortcomings they face and as a means in increasing competence and ability in the midst of problems.

b. Kurikulum merdeka

Kurikulum Merdeka is the latest policy launched by Nadiem Makarim as Ministry of Education and Culture Republic of Indonesia on 11

December 2019. This curriculum was created to form freedom of thought based on nothing there is a burden and is free from numerical benchmarks that burden students in expressing his abilities.