

CHAPTER II

LITERATURE REVIEW

This part of the thesis consists of theoretical study and previous studies described below:

A. Theoretical Study

1. Teacher as educator

Educator and teacher are interchangeable terms, but not all educators carry the professional title of teacher. This is because teaching is a special field that requires a unique set of knowledge, experience, and character (Rahmi, 2018). According to Hamalik " A professional educator is someone who has the knowledge, abilities, and professional demeanor to advance his career, join professional education groups, uphold his professional code of ethics, and take part in profession communication. collaboration on development with other professions (Hamalik, 2009)."

As role models for their students and society in general, teachers can be said to need positive personality traits and mental toughness. According to Fitriyah, the personality of a teacher must be one that students will unconsciously imitate (Fitriyah, 2019).

The role of teachers in Indonesian schools, including educators, mentors, and trainers, is spelled out in the law. Educators, mentors, and trainers all have specific responsibilities that can be found in Indonesian law. a) Teachers as educators. Chapter II Article 39 paragraph 2 of Law no. 20 of 2005 concerning According to Teachers and Lecturers, educators are in charge of organizing and carrying out the educational process, giving instructions, and imparting knowledge. According to Teachers and Lecturers, educators are in charge of organizing and carrying out the educational process, giving instructions, and imparting knowledge., as well as educating and devoting students to the public interest. b) The teacher as a guide. To produce quality graduates,

schools must employ teachers who are able to guide students to hone their natural skills and interests, become independent, and contribute to society. The success of the teacher-coaching role depends on the depth of the personal relationships she forges with the students she teaches. c) Teachers as trainers. The role of the teacher as a trainer, where educators are responsible for the improvement of their kids' behavioral, emotional, and cognitive skills. Students, for example, may engage in critical thinking, behave politely, and display academic and non-academic skills. Where this kind of classroom exercise is needed so that the theory guiding education can be better described and practiced.

a. Teacher competence in the learning process

Competence in multiple fields is required to succeed as a professional educator. Competence, as defined by Syaiful Sagala, is the skill to do something that a person acquires through learning and experience. 15 Article 10 of Law (UU) Number According to Article 14 of the Republic of Indonesia of 2005, pedagogical, personal, social, and professional competences developed while performing their tasks in the sphere of education are included in the definition of teacher competency.

1. Pedagogic Competence

The Pedagogical skill is the capacity to direct the process of teaching and learning. competence.

- a) Teachers with scientific backgrounds and a wealth of knowledge.
- b) Teachers have a solid understanding of the knowledge and background of their students, which allows them to adapt their teaching methods to the specific needs of each individual.
- c) Educators have the means, both written and in the form of real activities in class, to perfect the curriculum and syllabus.

- d) Based on these competency standards and core competencies, educators can design lesson plans and effective learning strategies.
- e) Have the capacity to carry out educational learning in an open and conversational atmosphere.
- f) Be able to assess the effectiveness of educational methods by following established norms and practices.
- g) Student development that utilizes students' interests and abilities through co-curricular and extra-curricular involvement.

2. Personality Competence

The teacher's ability to come across as a prepared, neat-looking, responsible, dedicated, and exemplary person is included in the category of "personality competence". According to a quote from Usman quoted by Syaiful Sagala, character traits must include:

- a) Character is enhanced by one's ability to use that ability.
- b) The ability to communicate and form relationships.
- c) Knowledgeable in the art of giving direction and advice.

3. Social Competence

Social competence refers to the instructor's skills as a person in interacting with others. According to Syaifudin Sagala, here is an example:

- a) Have the ability to handle conflict and mastery of comparison
- b) Make an effort to get along with the school administration, teachers, and other students.
- c) Form a cohesive, intelligent, active and agile team effort.
- d) Communicate (orally, in writing, with visual aids) effectively to influence school staff and parents by clarifying issues, raising the stakes, and assigning responsibility for student academic development.

- e) Have the knowledge to fully understand and internalize their responsibilities.
- f) Having enough knowledge to place himself in the prevailing social value system.
- g) Building a better society by adhering to sound administrative practices (participation, law enforcement, and professionalism).

4. Professional Competence

Syaifudin Sagala is of the opinion that educators must possess the following set of skills to be considered competent in their field:

- 1) Acquire expert knowledge in material intended for use in the classroom.
- 2) Have a strong understanding of curriculum subject standards and their pedagogical tools to encourage mastery.
- 3) Gain expert knowledge of the scientific frameworks, ideas, and methods presented in the module.
- 4) Obtaining expert knowledge about the interconnection between related fields.
- 5) Practicing scientific theories in everyday life.

3. Teacher's strategy in the whole learning process

Mulyasa explained that being a creative, professional, and fun teacher requires having the ability to develop approaches and choose effective learning methods. The way the teacher carries out a learning activity will require different approaches and methods from other learning. (Mulyasa et al., 2016)

There are five learning strategies that teachers need to understand, in order to be able to teach well, namely competency approaches, process skills approaches, environmental approaches, contextual approaches, and thematic approaches. (Mulyasa et al., 2016)

First, the competency approach means that competence as a criterion refers to actions that can be seen and this competency covers various aspects such as the stages of implementation as a whole, as well as knowledge, abilities, values, and attitudes. In this case, there are three things that need to be considered in developing learning based on a competency approach, namely first, determining the desired competencies, second, developing strategies to achieve competence, and third, evaluating the strategies that have been implemented.

Second, the skills approach which means that the skills approach is focuses on how students learn, engage in activities, and use their creativity to acquire and apply knowledge, skills, values, and attitudes in daily life.

Third, the environmental method is a type of instruction that encourages students to use their surroundings as resources or points of reference while learning. This method makes the assumption that when something is learned from the environment, the teaching and learning activities will be perceived as fascinating. so that what is learned is related to life and beneficial to the environment.

Fourth, the contextual CTL (Contextual Teaching and Learning) is a theory of learning that connects classroom lessons to students' real-world experiences, allowing them to apply what they learn to their everyday life. Because learning occurs in context, students may put what they have learned into practice. This method of teaching and learning promotes calm and joyful learning. directly.

The Contextual Teaching and Learning approach in the learning process has the following assumptions:

- a. Effective learning starts from a student-centered learning environment and the teacher's position only directs.
- b. Learning is centered on how students use their new knowledge.
- c. Feedback is very important for students, which comes from the correct assessment process, and
- d. Growing a learning community in the form of group work is important.

Fifth, the Thematic Approach is a learning approach to establish a close and harmonious relationship between various aspects that affect students involved in the educational process, so the theme approach is often also called an integrated approach. The thematic approach aims to:

- a. Forming a harmonious personality is able to behave and behave according to situations and conditions.
- b. Adapting learning and teaching to student differences and
- c. Improve and overcome the weaknesses found in rote teaching methods.

The optimal implementation of the thematic conditions in the school must be supportive of the approach., as follows:

- a. Teacher participation in class and has responsibility for the success of class goals.
- b. The teacher's ability to develop thematic learning programs on a planned and programmed schedule.
- c. The necessary equipment for the implementation of the thematic approach must be available, both inside the educational setting and through loans from other sources., and

- d. The thematic approach is being used must be in the school structure, so that teachers can use the various school facilities needed, (Sutrisna, 2012)

Based on these five approaches, students can achieve learning goals by using a variety of teaching strategies. In order to improve student engagement and creativity during the learning process, the method used with them is modified to the teacher's abilities and knowledge of it. (Mujtahid, 2011).

Teachers can select from a variety of learning strategies based on the five approaches, including demonstration, concept acquisition, assignment, experimental, problem-solving, inquiry, discovery, field trip, lecture, question and answer, and discussion strategies. (Mas, 2008).

4. The Role of the Teacher in the Learning Process

The Role of the Teacher in the Educational Process The second educator in the learning process, after the parents, the teacher has a significant impact on the personalities of the students. For instance, the majority of students will behave appropriately if the teacher or educator does. And vice versa, if instructors have poor attitudes or morals, it stands to reason that pupils will likewise have poor attitudes or morals (Muhammad Uzer Usman, 2002). Students have a tendency to mimic the conduct and activities of persons they find appealing, including professors who serve as role models for them.

A key element in attaining educational objectives is the presence of instructors in communities and schools. The ability of a teacher to organize and implement the learning process is something that is strongly tied to the duties and obligations of the teacher as an educator who works in both the school environment and the community context. (Mujtahid, 2011). Teachers' roles as educators have a fairly broad definition that

extends beyond just providing instructional materials to include ethics and aesthetics in addressing societal concerns. Being an ideal teacher requires the instructor to always be cautious when choosing actions, as well as being kind, admirable, and adaptable to circumstances. (Djamarah, 2010).

As a result, competency is a crucial component of an individual's ability to complete a task. Therefore, it is clear that a teacher's competency is a necessary component that they must possess or learn in order to effectively serve and support their students.

Learning is a process that, the teacher does not only carry out the function of transferring knowledge but also functions to install values and build character (character building) in students in a sustainable and sustainable manner. If we look at it terminologically, roles and functions are manifestations of divine nature. Such a noble position, until Allah SWT, in the sense of being a rabb, identifies himself as rabbul'alam, the Supreme Master and Teacher of the entire universe (Rahmi, 2018).

Therefore, we as His servants have an obligation to learn to seek knowledge. People who already have knowledge have the obligation to teach it to others. Thus, the teaching profession in spreading knowledge is an infestation of worship. Whoever hides a knowledge then he has stepped into the abyss of hell fire. In addition, the teacher also acts as a teacher or "nurturer" whose responsibilities include scolding kids to help them learn to follow rules, supporting them when they need it, and giving them support. -school regulations and social and cultural standards.

These duties relate to building students' growth and development for future experiences, including the use of

physical health, freedom from parents and other adults, morality of social responsibility, fundamental knowledge and skills, preparation for marriage and family life, choice of positions, and matters of the personal and spiritual nature.

As a result, the tasks and responsibilities of the instructor might be referred to as education and student maintenance. As the person in responsibility of enforcing student behavior, the teacher must monitor every student action to make sure that it does not vary from accepted norms.

The success of the teacher's position is determined by whether or not students are able to achieve their highest levels of learning. Because of this, educators are in charge of the development of pupils as individuals.

To perform their duties in the classroom and assist their pupils in realizing their full potential, teachers need the abilities mentioned above. If initiatives to increase learning attainment are to be implemented successfully, teachers must also be considered in their capacity as teaching staff who can give pupils the greatest materials so they may learn effectively and efficiently.

In this context, educators are tasked with carrying out the following tasks in the context of student-teacher interaction:

- 1) Can think of the role of the facilitator as creating the conditions in which learning can take place.
- 2) As a mentor, his job is to help overcome learning challenges through interaction with others.
- 3) One way to get students interested in learning and motivated to put in the effort required is to tell them how much they have accomplished.
- 4) Coordinating the process of learning and teaching for both students and teachers.

- 5) Teachers are a valuable source of not only factual information but also values and beliefs that will help students succeed in life.

It is hoped that if the teacher fulfills his position as a facilitator, mentor, motivator, organizer, and human resource, pupils would learn effectively and efficiently and achieve the best results as shown by good learning achievement. optimum in connections between teaching and learning (Khodijah, 2013).

According to Daryanto, there are five essential elements required for students to engage in the teaching and learning process effectively and efficiently. as well as to foster good learning achievement, that:

- 1) The target must be achieved.
- 2) Learning resources are available and used in conversations.
- 3) There is a methodology to increase interaction as a growth tool.
- 4) The communication process is supported by the availability of various instruments and apparatus.
- 5) Evaluation serves as a benchmark to d to assess whether the interaction process was successful or not.

According to Drajat dan Efendi, there are several things that underlie the responsibilities of a teacher, especially in the context of educating and training for the cultivation of spiritual health (Taqwa), namely:

- 1) A teacher has to be right before they can effectively train and educate their students. Educational activities can run smoothly if those involved have a deep understanding of the mental, spiritual, and moral state of students as well as their talents and interests.
- 2) They do this by continuously working to increase the enthusiasm of their students. permanently, without ever

feeling hopeless about it. Consistent enthusiasm is essential to the success of any training or education program.

- 3) By teaching their students to model their beliefs, thoughts, emotions, and actions according to those found in the scriptures and the teachings of the prophets, they can ensure that their students live lives consistent with the teachings of God and the prophets.
- 4) Build a solid knowledge base to build an objective, systematic, methodological, and argumentative theoretical understanding of the topic under discussion.
- 5) Set an example of what it means to think, believe, feel, and act in a way that is right and commendable in the eyes of God and the world at large. day.
- 6) Help and show the right way of worship. The true and proper worship of the vertical God requires worship. Having a regular worship routine can help you grow as a person, bring you closer to God, and change the way you see yourself and the world.
- 7) Protect, supervise, and secure students from any form of mistreatment while they are in school or training.
- 8) Justify reasoning with sound judgment and explain what is known to be true. questions students have about a dilemma problem that we don't fully understand.
- 9) Creating a defined space and time for students to contribute to the expected educational outcomes. (Drajat & Efendi, 2014)

2. Curriculum

1. Definition of Curriculum

The word "curriculum" is derived from the Greek words "curir," which means "runner," and "curare," which means "the place to race." The term curriculum, then, originates from the world of sports in

Ancient Rome and refers to the distance that runners must cover to go from the starting line to the finish line. (T. Hidayat et al., 2019). It is clear that the distance required here refers to the curriculum's contents and subject matter, which are utilized to determine how long it will take students to earn a certificate. (Arifai, 2018).

The word for curriculum that is frequently used in Arabic is *manhaj*, which refers to the clear path that people travel in a variety of spheres of life. Meanwhile, the *Tarbiyah* dictionary defines the educational curriculum (*manhaj al-dirsah*) as a set of programs and media that are utilized as a guide by educational institutions in achieving educational objectives. (Noorzanah, 2017).

The curriculum, in the opinion of S. Nasution, is a strategy developed to speed up the teaching and learning process under the supervision and control of the school or educational institution and its teaching personnel. Nasution further mentioned that some curriculum theorists contend that in addition to covering all planned activities, the curriculum also includes activities that take place while being overseen by the school. As a result, in addition to the formal curriculum activities known as co-curricular or extracurricular activities (co-curriculum or extracurricular). (Baharun, 2017).

Oemar Hamalik references Crow and Crow who define curriculum as a teaching strategy or a collection of disciplines organized systematically to finish a program leading to a diploma. Hamalik elaborates on how the curriculum in this place includes substance and subject matter in another book. Therefore, the curriculum consists of a variety of subjects that students must enroll in and study in order to obtain knowledge. Subjects (subject matter) are viewed as the wisdom of parents or astute people who have organized themselves rationally and systematically in the past. (Baharun, 2017).

Even Alice Miel recognizes that the curriculum takes into account the state of the building, the climate of the school, as well as

the goals, ideologies, information, abilities, and attitudes of everyone who works at the school (including all staff members) and who interacts with children. (Arifin, 2012).

2. Curriculum Components

Curriculum components are the most important things that need to be studied, studied, and researched by every human being who incidentally manages an educational institution, as well as understanding curriculum development models because educational practitioners will misdirect when they are blind to both. (Achruh, 2019)

According to Syaodih Sukmadinata, the curriculum components in general Objectives, content or material, processes or systems of delivery and media, and evaluation are the four components that make up the body of the primary curriculum and are all closely tied to one another in the larger world of education. (Bisri, 2020)

While Bisri describes the curriculum as structurally divided into several components including:

a. Destination Component

The goal component is closely related to the direction or expected results on a micro or macro basis. Educational goals have classifications ranging from very general goals to specific goals that are specific and measurable, which are then called competencies. Further discussion of national education goals is classified into four, namely:

National Education Goals are the goal and direction of education in general that must be used as a standard or guideline for every educational institution throughout Indonesia. So for every madrasa throughout Indonesia, it is not permissible to make its own formulation of goals that are out of the National Education Goals corridor. The newest Republic of Indonesia Law, which has been ratified by members of the Indonesian

Parliament, contains the rules of the game or standards for national education goals. The goal of national education is to help students realize their potential as human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens, as stated in UU RI No. 20 of 2003 article 3 concerning SISDIKNAS. (Bisri, 2020).

- a. Institutional goals are formulated by each compatible with the needs and potential of the institution in achieving overall educational objectives. This means that institutional goals may not stray beyond the bounds of the legally established national education goals. Institutional goals are typically also perceived from the level of each institution or in accordance with the age level of students, so each level must be related to the others in such a way that the lowest level generally supports higher-level institutional goals.
- b. Curricular Goals (Kindergarten); the objectives that each branch of study must study or subject are part of one of the scope of the institution's goals. Curricular goals are one of the efforts to realize institutional goals. Thus, each curricular goal must be able to support and be directed to achieve institutional goals.
- c. Instructional Objectives or Learning Objectives, Instructional goals are part of curricular goals. Learning objectives are goals that must be achieved by teachers and students in one face-to-face or one-time meeting. Each meeting session is an effort to achieve curricular goals. It can be concluded that each meeting must have specific goals in order to be successful. The authors can draw the conclusion that institutions have the authority and rights to develop, elaborate, compile, or program curriculum components based

on values that are distinctive to each school from the foregoing explanation, particularly from Law No. 20 of 2003 concerning the National Education System. (Bisri, 2020).

b. Content Components

The content component is a part intended to make the goal-achieving part happen. Study materials made up of knowledge, beliefs, experiences, and abilities that are produced during the learning process in order to reach the target components are what are meant by "material components." To accomplish the goal component, the material component must be created, hence the goal component's relationship to the material component or to other components must be viewed from the perspective of a functional relationship. Curriculum material is essentially the curriculum's contents. (Rosnaeni et al., 2022).

"The content of the curriculum is material for study and lessons to achieve the objectives of implementing the education unit concerned in the context of efforts to achieve national education goals," according to Chapter IX, Article 39 of the Law on the National Education System.

The curriculum's materials are created and organized in accordance with this formulation using the following guidelines:

- a) Curriculum materials in the form of study guides or subject areas that students can research as part of the teaching and learning process.
- b) The accomplishment of each school unit's objectives is referred to as curriculum material. Different educational units have different purposes, which results in variations in the scope and order of the learning materials.
- c) The content of the curriculum aims to accomplish national educational objectives. The highest target to be

attained in this situation through the development of curriculum materials is the objective of national education. (Bisri, 2020).

Curriculum material specific elements in line with the curriculum's objectives, such as:

- a) Theory, is a collection of interconnected definitions, constructs, and propositions that gives a systematic view about phenomena by outlining the interrelationships between factors in an effort to understand and forecast these symptoms.
- b) Concept, is an abstraction made up of specifics and broad generalizations. A notion is a condensed description of a collection of realities or phenomena.
- c) Generalization, is a judgment drawn in broad terms based on details and supported by analysis, expert opinion, or research data.
- d) Principles, are the primary concepts and schema patterns found in the text that establish connections among other themes.
- e) Procedure, is a set of instructions in the subject that students must follow in order.
- f) Facts, terminologies, names of people and places, and events are only a few examples of the specific information that can be found in material that is regarded as important.
- g) Terms, are unique new words that are introduced in the text as vocabulary.
- h) Example or illustration, is a situation, activity, or procedure intended to make a description clearer.
- i) Definition, is a brief explanation of what something means or how to understand it. A preposition is a

proposition, a theorem, or an opinion that is not supported by evidence. (Baharun, 2017)

c. Strategy Component

The strategy and method components are components that have a very important role because they are relevant to the execution of the curriculum. Learning strategies are general patterns and sequences of teacher-student actions that are used to carry out teaching and learning activities and accomplish set objectives. In other words, the strategy contains two key components: plans that are implemented as activities, and strategies that are created to accomplish certain objectives. While the approach is an effort to put prepared plans into practice in actual learning activities so that the intended goals are achieved as effectively as possible.

The approaches, techniques, and instructional aids utilized in instruction are referred to as strategies. In essence, the teaching approach encompasses a variety of approaches that the teacher tries to incorporate into the students' learning. Manage all of the teaching system's core and supporting components, to put it another way. The evaluation component was incorporated by Subandijah into the strategy component. This contrasts with the views of some experts who assert that the evaluation component can be used independently. (Rosnaeni et al., 2022).

d. Evaluation Component

Evaluation aims to evaluate both the entire educational implementation process as well as the success of previously established goals. Each activity will offer feedback on how well learning objectives were met as well as on how the teaching process was carried out. This feedback is utilized

to carry out numerous improvement initiatives, including designing and establishing the order of instructional strategies, teaching materials, and teaching media. (Baharun, 2017).

1) Evaluation of teaching and learning outcomes

To assess the success of student mastery or specific goals that have been determined, an evaluation is held. This evaluation is also called the evaluation of teaching and learning outcomes. In this evaluation, items are arranged to measure the achievement of each specific purpose that has been determined. For each specific objective, at least one item is prepared. According to the broad scope of the material and the learning period evaluation methods are separated into formative and summative.

In a relatively short amount of time, formative evaluation is meant to compare student assignments to learning objectives. Actually, formative evaluation is primarily intended to evaluate the educational process. In the primary and secondary education curricula, formative evaluation is used to assess student assignments after they have finished studying a subject. The main purpose of the findings from this formative evaluation is to enhance the teaching-learning process and support students who are having learning challenges. Thus, formative evaluation, apart from being a function of assessing the process, is also an evaluation or a diagnostic test.

Summative evaluation is aimed at assessing students' mastery of broader goals, as a result of learning efforts over a long period of time, one semester, one year or during the educational level. Summative evaluation has a broader function than formative evaluation. Summative evaluation

is used in the primary and secondary education curricula to gauge the level of student learning. (grade increases, passing exams) and assess the effectiveness of the program as a whole. (Masykur, 2019)

2) Evaluation of teaching implementation

The components that are evaluated in teaching are not only teaching and learning outcomes, but also the complete process of teaching, including evaluating the parts of teaching objectives, teaching materials (which include the order in which they are taught), teaching tactics, and media, as well as the parts of self-teaching assessment. (Hamdi, 2020)

In the teaching program, the components evaluated include: the behavioral component which includes aspects (sub-components): cognitive, affective, and psychomotor; teaching components include content, methods, organization, facilities, and costs; and population components include: students, teachers, administrators, education specialists, families, and communities. To evaluate the components and process of teaching implementation, not only tests are used, but also non-test forms, such as observation, documentary studies, analysis of work results, questionnaires, and checklists.

Evaluation can be used by teachers or other authorized or assigned parties, such as school principals and supervisors, and regional or central office evaluation teams. In accordance with system principles, evaluation, and feedback are held continuously, although not all components receive evaluations of the same depth and breadth. Because of its comprehensive and continuous

nature, the evaluation of the implementation of the teaching system can be seen as monitoring. (Sawaluddin, 2018)

3. Curriculum Model

Models are mathematical, pictorial, and other symbols that represent real-world abstractions or representations of complicated events or systems. The model is a created depiction of reality, not reality itself. from conditions. Thus, the model is basically related to a design that can be used to translate a means to facilitate communication or a perspective guide for making decisions, or as a planning guide for management activities. (Nasbi, 2017)

There are There are numerous models that can be used in curriculum development, so choosing one must take into account the educational system, management system, and model of the educational concept being used in addition to its benefits and potential for producing the best results.

The word model etymologically means pattern (reference and example of something that is made). Meanwhile, according to the author's analysis, the actual curriculum development model can also be interpreted as an approach or pattern of 'what' is used to develop the curriculum. So that in the curriculum development process, it can be carried out in an appropriate manner, on target, and properly financed. (Bisri, 2020)

The selection of one of the curriculum development models is not just based on virtues and excellent qualities, but also has the potential to attain the highest level of accomplishment. However, it must also be modified to fit the employed educational idea model as well as the educational system and management system.

Curriculum development models include:

1) Top Down

This model is the oldest and possibly most well-known form of curriculum development. It is also known as the administrative

model or line-of-staff. This model for developing a curriculum is based on the top-down way of working which is seen as effective in implementing curriculum changes.

The administration/command line model has the following steps:

- a. Education Administrators / Top Administrative Officers (leaders) form a steering committee.
- b. The Steering Committee is tasked with formulating a general plan, developing guiding principles, and preparing a statement of philosophy and objectives for the entire school area.
- c. Establish a working commission for curriculum development whose task is to develop the curriculum operationally covering all curriculum components by taking into account the foundations and principles of curriculum development.
- d. The steering committee examines the work of the working committee and refines certain parts if deemed unnecessary. Because it will take years for this administrative model curriculum to function well because it was developed using concepts, initiatives, and top-down directives. This is as a result of the requirements to prepare the curriculum implementers.

From the description of the administrative curriculum development model, we can note that there are two activities in it:

- a) Prepare a set of new curriculum documents, and
- b) Prepare installation and implementation documents.

In other words, the administrative/command-line model requires activities to prepare curriculum implementers through

various forms of training so they can implement the curriculum properly. (Bisri, 2020).

2) Grass Roots

The grassroots approach is the grassroots approach, also known as the bottom-up approach, is the antithesis of the administrative approach and is a curriculum building process that starts with desires that emerge from the lower levels. (school or teachers).

This desire is usually driven based on observations made by the school or a teacher if it is believed that the current curriculum has certain issues or is incompatible with the demands and possibilities of the industry.

To implement the development of the grass roots model curriculum, it requires high awareness and professionalism from the school, namely:

- a) Schools or teachers are critical in responding to the ongoing curriculum,
- b) Schools or teachers have innovative ideas and are responsible for developing a curriculum that fits their needs and potential
- c) Schools or teachers are continuously involved in the curriculum development process
- d) Schools or teachers are open and accommodative in receiving inputs in the framework of curriculum development.

Technically operational the creation of the grass-roots model curriculum can take place in both the development of the entire curriculum and the development of specific components. For instance, development for a single subject or a collection of related subjects, development of teaching techniques and approaches, development of a vision, mission, and goals, etc.

Thus, developing a curriculum utilizing both a top-down and bottom-up approach technically can entail developing the

curriculum as a whole (whole curriculum) or only with regard to specific parts or elements in accordance with needs. (Juanda, 2016).

3) Ralph Tyler

Ralph Tyler created a new subject called curriculum principles of teaching. Then he identified 4 fundamental questions that needed answers and development for each curriculum and teaching plan.

Ralph Tyler's thoughts have underpinned many in today's curricular creation. Tyler created inquiries in respect to how the curriculum was being applied. This viewpoint proposes a Wheeler (1967) linear approach to curriculum creation. According to him, the curriculum development process entails five steps: setting objectives and providing resources; deciding on learning experiences; deciding on content or subject matter; organizing and integrating teaching and learning experiences in the classroom; and assessing the success of all of the aforementioned steps in achieving objectives. (Nafi'i&Shaifudin, 2021)

4) Hilda Taba

This reverse model—named such because often deductive concepts come before curriculum development—was created by Hilda Taba on the basis of inductive facts.

This logical paradigm, in Taba's opinion, is unsuitable because it does not promote the emergence of innovations. He claims that inductive curriculum development, which is an investment or reversal of the conventional model, fosters teacher innovation and creativity.

The development of this model begins with conducting data searches as well as experiments and theory preparation and is followed by the implementation phase, this is done to bring together theory and practice, while the steps are:

- a. Diagnosing needs, formulating goals, determining the material, assessing, paying attention to the breadth and depth of the material, then preparing a curriculum unit.
- b. Conduct try outs
- c. Make revisions
- d. Develop a theoretical framework
- e. Announcing a new curriculum that will be implemented. (Arifin, 2012)

5) Beauchamp

Curriculum development using the Beauchamp method was developed by Beauchamp, an expert in the field of curriculum, this has 5 decision-making parts. The five stages are:

- a. Deciding on the arena or scope of the curriculum development area, a decision that outlines the scope of development efforts. (an idea of curriculum development that has been carried out in expanded classes in schools in certain areas, either on a regional or national scale, which is called the arena)
- b. Determine personnel or a team of curriculum experts, namely anyone who is involved in curriculum development.
- c. The team develops curriculum teaching objectives and the implementation of the teaching and learning process, for this task it is necessary to form a curriculum council as a coordinator who also serves as an assessor for curriculum implementation, selects new subject matter, determines various criteria for selecting which curriculum to use and writes thoroughly about the curriculum to be used. will be developed.
- d. Implementation of the curriculum, namely the initiatives chosen within the framework of curriculum creation to carry out the curriculum.
- e. Curriculum Evaluation. (Rosnaeni et al., 2022)

3. The 2013 curriculum

The 2013 curriculum is a new government initiative in the area of education is anticipated to be able to address the issues and challenges that the Indonesian people will face in the future. The primary difference between the 2013 curriculum and the previous curricula is that this curriculum is implemented at the education unit level, beginning in elementary schools and continuing through junior high schools, senior high schools, and vocational high schools. Other adjustments can be found in the 2013 curriculum's overall concept. (Shoimin, 2014).

The curriculum in contrast to what has previously occurred, where learning has a tendency to prioritize solely cognitive parts, this scenario is predicted to give a mix of cognitive, affective, and psychomotor aspects in a balanced manner. The 2013 curriculum concept necessitates that assessment in learning be adjusted to the concept of the curriculum itself, which necessitates that assessment be based on these three aspects as well: assessing cognitive, assessing affective, and assessing psychomotor. The 2013 curriculum also underwent significant changes in how it was implemented. (Marliana& Hikmah, 2013).

As previously stated that in the 2013 curriculum learning does not only emphasize cognitive aspects but must include all three aspects. The mindset that forms the formulation of the curriculum is the view that graduate competency standards are derived from needs. Unlike the case with the previous curriculum, competency standards were derived from content standards.

In the 2004 KBK curriculum and 2006 KTSP it was explained that based on topic objectives, content standards were developed, and the presentation of subject graduate competency requirements was divided into fundamental subject competency standards. The 2013 curriculum uses core competencies that are unrelated to disciplines to generate content standards from graduate competence standards. Another perspective in the 2013 curriculum asserts that all topics must help

develop affective aspects, psychomotor aspects, and cognitive aspects in students. Whereas in the previous curriculum, it was clear that there was a separation of subjects to form affective aspects, form psychomotor aspects, and form cognitive aspects. The 2013 curriculum degrades subjects from the competencies students want to achieve, while the 2004 curriculum and 2006 KTSP degrade the competencies of subjects.

The learning that occurs as a result of the 2013 curriculum's implementation, learning is less teacher-centered and more focused on student activities. Learning is more participatory and collaborative because it is more student-centered. The 2013 curriculum also calls for active and investigative learning activities, and it is intended that the teacher, who serves as a learning facilitator, may organize instruction so that students can solve contextual and real-world challenges. The learning that has been taking place so far is too wide, which leads to the teaching of an excessive amount of content. Submission of knowledge material is merely a knowledge transfer activity, which means the teacher does not assess whether or not the knowledge has been understood by the students. This curriculum, in contrast to the 2013 curriculum, requires teachers to intimately comprehend the traits of their students. The teacher's knowledge materials must be able to demonstrate distinctive behavior that can strengthen the laws of how different materials interact with one another.

4. *Merdeka Curriculum*

More specifically, The Ministry of Education and Culture, Research, and Technology's choice of educational policy, the *merdeka curriculum*, places an emphasis on teachers' capacity for independent thought before engaging in learning activities with their pupils. In the same vein, the coming year will see a shift in emphasis away from what feels like a classroom setting and towards learning that is more focused on hands-on experiential learning. By encouraging more interactive discussions with students, teachers have the opportunity to indirectly shape

students' character in such a way that they become independent and courageous, intelligent and sociable, ethical and polite, and don't just rely on the ranking system in schools. The previous summary shows that participation in this self-management program will result in increased marketability for graduates both at the national and international levels.

Students and teachers are granted the freedom to implement the self-learning curriculum in their own classes and schools in a way that best suits their unique needs., taking into account all factors that will contribute to their overall success. Because every student has special talents, it is the responsibility of educators to encourage the development, maintenance, and development of these talents in their students.

Merdeka curriculum employs project-based learning, which involves student participation and the availability of study space. This requires providing space for teachers and students to analyze problems experienced by students in everyday life, with the teacher positioning the teacher as a guide and providing directions and solutions to problems experienced by students, through exploring students' abilities through media projects. In addition, this is intended to foster independence.

Merdeka curriculum is divided into three stages in accordance with the Decree of the Minister of Education, Number 162 of 2021, Culture, Research and Technology. namely Stage A for Grades I and II, Phase B for Grades III and IV, and Stage C for Grades V and VI. This stage corresponds to the values listed in the previous sentence. Reading, writing, and basic arithmetic are subjects that need to be learned and practiced in the first stage of the process. Students who are in the first year of the program are not required to take the Science Integrative Priority Study Field (IPAS) just yet. Instruction in the natural sciences is added to the course load during phase B of the curriculum expansion. The main objective of the IPAS course is to equip students with the basic knowledge necessary to continue their education in the social and hard sciences. Subject-specific learning can be provided at school, or schools can remain

centered on ideas connected to how the Pancasila character profile was created.

It is said that there is no more KKM in the *merdeka curriculum* because the assessment used in these schools is all-inclusive and encourages students to develop competencies according to their respective strengths and areas of interest. This is why it is said that there is no more KKM in the independent curriculum. Evaluations conducted by the teacher acting alone are, to a certain extent, free from limitations. This is in accordance with what was Delivered on December 11th, 2019 in Jakarta by Nadiem Makarim. Each school will have complete control over matters connected to the USBN policy, Simplification of Learning Implementation Plans (RPP), and PPdB, and the zoning system will be given more emphasis. The Minimum Competency Assessment and Character Survey will replace the National Examination (UN). Depending on how you look at it, the combination of assessment and self-study in driving instruction offers both advantages and disadvantages.

5. Profile of Strengthening Pancasila Students

The Pancasila Student Profile is one initiative to raise the standard of education in Indonesia that stresses character development is the Pancasila Student Profile. The function of value and character education is urgently required in the current era of technology advancement and globalization in order to provide a balance between technological development and human development. Instilling character and practical skills in each student through school culture, extracurricular activities, projects to develop Pancasila student profiles, and workplace culture are the main goals of strengthening Pancasila student profiles.

This is according to the major questions that the Indonesian educational system has resolved. The purpose of the Pancasila student profile is to provide an answer to the fundamental question of what kind of skills the Indonesian educational system seeks to develop. These abilities include skill, moral integrity, and behavior that upholds Pancasila's

principles. The Driving School Program (PSP) is currently beginning to be implemented in educator units at the elementary, middle, and high school/vocational school levels to strengthen the Pancasila student profile project. The Mobilizing School Program encourages educational institutions to make changes in an effort to raise the standard of instruction in classrooms, one of which is putting a prototype curriculum into place.

The Pancasila student profile can be implemented through school culture, intra curricular learning, co-curricular activities, and extracurricular pursuits that concentrate on developing each person's character and skills in daily life. The atmosphere, rules, interactions, and communication patterns that prevail in schools make up the school culture. The content of learning activities or learning experiences is included in the intra curricular. Project-based learning that is contextual and engages with the environment is what is intended by the term. The purpose of extracurriculars is to foster students' interests and abilities.

The realization of Indonesian students as lifelong learners with global knowledge and conduct consistent with Pancasila norms is represented by Pancasila students. Each of the Pancasila precepts contains character characteristics that stem from the existence of religion values, social care, independence, patriotism or willingness to sacrifice for the nation and state, togetherness as well as democracy and justice.

Interdisciplinary learning The Pancasila Profile Strengthening Project (P4)'s objective is to help students observe their surroundings and come up with answers to some of the issues they encounter. P4 is implemented in schools using the project-based learning methodology, however this project is distinct from the intra curricular activities that are frequently done in the classroom.

Students are provided with numerous opportunities to study in a formal setting, the learning structure is more adaptable, and schools have more control over the timing, making learning activities more interactive as a result of students' direct engagement with the environment with the

goal of enhancing various competencies in the Pancasila Student Profile. Projects are a series of tasks that are completed in P4 and have a defined orientation through the study of subjects that are thought to be difficult for students. In order to encourage students to do investigations, then solve difficulties, and then proceed with decision-making, this project must be packed while taking into account the peculiarities of the students. Participants are expected to develop items and conduct actions during the allotted period.

The Ministry of Education and Culture in 2021/2022 school year has created seven themes for each project that will be used in educational units, although these topics may still alter yearly depending on how difficulties grow. The themes created for the 2020–2035 National Education Roadmap, the Sustainable growth Goals, and other papers deemed important to students' growth are the same as those for the 2021–2022 academic year.

It is hoped that the Pancasila's characters Student profiles can be included into educational institutions at a young age and maintained and developed until a student graduates from high school and is prepared to enrolled in college or join the general public or the workforce. Even this character and skill development is anticipated to last the rest of his life. Each person's character, which is built from attitudes, mindsets, and politeness values through positive relationships between individuals and their environment, forms their unique identity. Character can also affect how each person perceives the world, thinks, and behaves.

Character education differs from the 2013 curriculum in several ways in the autonomous curriculum. The 2013 curriculum proved to be less effective than the Pancasila student profile, which was created in an effort to develop student character. The allocation of study time for the Pancasila student profile project serves as proof of this. Project-based learning will be used to allocate 20% to 30% of instruction hours in the autonomous curriculum for the Pancasila student profile's character

development. The creation of a Pancasila student profile necessitates distinct time, which is taken away from instructional time. This time commitment is necessary for the Pancasila student profile project in order to more effectively achieve the goal of student character development. By combining character values into many elements of academics, learning activities, local content, school culture, and extracurricular activities, character education is carried out in schools. Character values must be fostered and implemented in students' daily lives in each topic. The application of different character values extends beyond the cognitive level and includes pupils' absorption of and first-hand exposure to society.

The project to improve the Pancasila If students, teachers, and the learning environment as the key learning components, can all mutually maximize their responsibilities, student profiles can be carried out to the best of their abilities. The educational unit environment plays a role as a supporter of activities that is expected to help provide facilities and a learning environment conducive to learning, with students acting as the main focus of learning who are expected to be actively involved in all series of activities, educators acting as learning facilitators who are expected to help students improve their learning process.

With the assistance of all parties and using six abilities as its essential characteristics, the Pancasila student profile is an ideal profile that is anticipated to emerge and be realized in Indonesian students. Because these six competencies are interrelated and mutually supportive, these six characteristics must grow together in order to realize the full Pancasila student profile. The six dimensions are: worldwide diversity; working together; independence; critical and creative thinking; faith, reverence to God Almighty, and moral character.

Currently, Indonesian education has a new framework called the Pancasila Student Strengthening Project., where the allocation of separate time makes teachers more able to innovate in designing projects equivalent to selecting the dimensions and characteristics of students. Besides that, it

gives flexibility to educators in carrying out a project-oriented learning process. A directed and measurable system can assist teachers in implementing Pancasila student-strengthening projects. However, it is undeniable that with this new curriculum change, collaboration, strong commitment, perseverance, and real implementation are needed from all parties, so that the profile of Pancasila students can be embedded in students.

B. Previous research

There are previous studies on the function of the English instructor in the implementation of the *merdeka curriculum*.

1. Rahmat Setiawan, et al (2022) with the title Development of Independent Curriculum Teaching Modules for English Subjects in Vocational Schools in the City of Surabaya.

Because there are still many difficulties for teachers, particularly those of English subjects related to the Merdeka curriculum, this technical guidance activity was carried out with the intention of socializing the development of the Merdeka curriculum teaching module for the English subject of the Vocational High School in the city of Surabaya. The questionnaire that provided the information for this study served as the data source. The research subjects were the technical guidance participants in this activity who incidentally were English subject teachers at Surabaya City Vocational Schools. The instruments used were 5 questions regarding the development of the Independent Curriculum teaching module for English subjects. Given that the Merdeka Curriculum is focused on giving students the freedom to pursue their interests and talents, teachers must adapt to the context, characteristics, and needs of participants His students. It is clear from the activity's results that the English subject teachers at the Vocational School in Surabaya agreed to develop the English subject's teaching module. (Rahmat Setiawan et al., 2022).

The difference between Rahmat Setiawan et al's research and this study lies in the research objectives, where in Rahmat's research, namely socializing English teaching modules, this research will discuss the challenges and strategies of English teachers in dealing with Merdeka curriculum.

2. Ula Nisa El Fauziah (2019) with the title Application of Google Classroom in Learning English for Middle School English Teachers in Subang.

The application of technology to the learning process is a constant. Teachers in the 4.0 era must be able to keep up with technology advancements in order to be effective. Learning that emphasizes in-person interactions must be incorporated into blended learning. Due to this circumstance, Google, one of the most popular web tools, launched Google Classroom (GC) in 2014. It is anticipated that the existence of GC will provide a solution to issues like the dearth of English instruction at the junior high school level. But regrettably, a lot of teachers still don't understand the advantages of GC. It is envisaged that this service would enable it to present a comprehensive picture of GC use especially in learning English. Additionally, this commitment is anticipated to enhance students' abilities in speaking, listening, reading, and writing in English. The four stages of the service approach are as follows: a) analysis; b) material preparation; c) implementation; and d) activity report preparation. All participating teachers are unfamiliar with GC as a result of this program, which has sparked their enthusiasm and interest in using GC. Teachers are familiar with the platforms they can utilize for blended learning and integrated learning. Teachers can more swiftly manage class tasks and give students useful feedback. But in order for the usage of GC in learning to operate well, factors like the availability of good connections must also be supported. (El Fauziah et al., 2019).

The difference between this research and El Fauziah et al's research is that El Fauziah's research discusses the learning process that takes place using Google Classroom in English subjects, while this research will discuss challenges and various strategies in it related to learning English in the Merdeka curriculum era.

3. Helda Jolanda Pentury (2017) with the title Development of Teacher Creativity in Creative Learning English Lessons.

Teaching creativity refers to a teacher's capacity to continuously generate materials or subject matter, to establish a relaxing and exciting environment, and to change classes. The importance of creativity in learning cannot be overstated, and teachers must model and explain the creative process in their lessons. Creating effective, efficient, and innovative learning environments is one solution that schools can implement. The purpose of this study is to ascertain how teachers' creativity evolves when fostering innovative English learning. The approach is a descriptive qualitative approach. Researchers, students, teachers, and students who attend the school. The study's findings show that effective teachers are those who can help students enhance their pedagogical skills, life skills, values, and professional attitudes. The development of innovative educational activities that are pedagogically and professionally developed in accordance with the globalization period can lead to the achievement of all of this. (Pentury, 2017).

The difference between Pentury's research and this research is the creativity of English teachers in the English learning model, while this study will discuss learning in the independent curriculum era seen from the side of English subjects at the junior high school level.

Based on According to the aforementioned literature reviews, the three journals have the following things in common: They all discuss the function of English teachers in the classroom learning process. They

have the following things in contrast: The socialization of the teaching modules for English lessons is discussed in Rahmat's research; the use of technology in learning is covered by Fauziah's research; and teacher innovation in the classroom is covered by Pentury's research.

On the other hand, these studies were examined utilizing qualitative research techniques associated with models and styles of learning English in the classroom, such as the use of Google Classroom, and so on. On the other hand, no other scholars have conducted research into the difficulties and methods faced by English teachers at the junior high school level in Banyumas Regency.

As a result, based on prior research on the learning of English, this study is novel in that it examines different types of difficulties that English teachers face at the junior high school level when implementing the freedom curriculum and solutions to these issues.

4. Hanhan Maulana and M. Angki Aliska (2018) with the title Development of Interactive Learning Media in Class VII English Subjects.

Learning media built using speech recognition technology to assist students in doing Listening, Speaking, Pronunciation, and Conversation material exercises. The application that is built is also equipped with an interactive presentation of material which It also makes it simpler for students to comprehend the subject taught by the teacher in addition to making it easier for teachers to present the material. The user can receive all the functionality they require in an appropriate manner based on the test findings. Additionally, the evaluation of the user's reaction places it in the "positive" category, indicating that the learning resources created are beneficial for both teaching and learning English. With the use of English learning media, teachers can effectively communicate their lessons to their pupils and ensure that they are understanding them. (Maulana & Aliska, 2018).

The fact that both of these studies use an English learning model explains their commonalities. While this research focused on the methods and difficulties of studying English in the freedom curriculum, Maulana & Aliska's study focused on Interactive studying Media in English topics.

5. Siti Aminah (2018) with the title Implementation of the Addie Model in the Education Game for Learning English (Case Study at SMP Negeri 8 Pagaram)

With the background of efforts to increase competitiveness and competitive For humans to live in a time that is becoming more advanced, it is necessary for them to have quality competencies in human resources (HR), science, and technology. English is heavily stressed in Indonesia because it is one of the skills that must be mastered to survive in the globalization era. The research was carried out by designing and building multimedia educational games for learning English at SMP Negeri 8 Pagaram. In this study, the model implemented was ADDIE, by going through five stages, namely analysis, design, development, implementation and evaluation. At SMPN 8 Pagar Alam, this research was also used to develop and evaluate multimedia software for learning English for junior high school students. The Education game application is expected to help teachers provide material to students by learning while playing to improve student learning in English lessons. This application was built with a multimedia concept which is very effective and can be used as a tool that contains material and English practice questions for students in learning English (Aminah, 2018).

The similarities in this study are that they both have an English learning model. The difference in this study is that Aminah's research is related to the Addie Model in the Education Game for Learning English, while this research is related to the strategies and challenges of learning English in the freedom curriculum.

6. Ali Rahman; Anggi Setia Lengkana; and Anggi Angraeni (2021) with the title Debriefing and Implementation of 21st Century Learning for English Teachers at SMP, Sumbang Regency.

Humans must have superior competences in human resources (HR), science, and technology if they are to live in a world that is growing more advanced. Because it is one of the abilities that must be mastered to live in the globalization era, English is extensively emphasized in Indonesia. The target of this service is English subject teachers who are members of the Middle School Level Subject Teacher Consultation (MGMP) in Sumedang Regency. Preparing skill-based learning plans, implementing learning, and evaluating learning, including 21st Century assessments and associated follow-ups, are all covered in the course. This training and workshop is thought to be capable of increasing the four essential 21st century competences based on the replies of the target instructors. (Rahman et al., 2021).

The fact that both of these studies use an English learning model explains their commonalities. The difference between this study and Rahman et al.'s is that this research focused on the tactics and difficulties of learning English in the freedom curriculum, whereas Rahman et al.'s study focused on the implementation of debriefing for teachers in order to actualize learning in the 21st century English learning.

7. Romasta Naiborhu (2019) with the title Efforts to Improve English Speaking Skills through the Role Playing Method.

SMP Negeri 1 Meranti pupils' speaking abilities are intended to be improved through the role-playing method in the classroom. 32 class participants from SMP Negeri 1 Meranti served as the research subjects. Observation, tests, and documentation are utilized as data collection techniques. The first cycle of students engage in role-playing learning activities that are based on conversational scripts. Both linguistic (vocabulary, phrases, and sentence structures) and

nonlinguistic (courage, kindness, and attitude) aspects are not problematic for students. Cycle II concentrated more on the language aspects that were absent, such as pressure, speech, tone, and rhythm, as well as non-linguistic characteristics, such as fluency and material knowledge. The results of the kids' speaking competence scores demonstrated the growth. The increases were as follows: (1) the students' average pre-action score increased from 70.62 to 75.46; (2) the first cycle's average evaluation value is 75.46 with a completeness percentage; (3) the second cycle's average evaluation value was 80.93 with a completeness percentage of 88%. (Naiborhu, 2019).

The similarities in this study are that they both have an English learning model. The difference in this study is that Naiborhu's research is related to building speaking skills in English learning through the role playing method, while this research is related to the strategies and challenges of learning English in the freedom curriculum.