

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Perspectives

a. Definition of Perspectives

Perspective is a complex concept that plays an important role in shaping the way individuals perceive the world around them. Perspective essentially refers to a person's point of view and it is formed through various elements such as life experiences, beliefs, personal values, prejudices, and cultural influences (Baker, 2024). Understanding how perspectives are formed and being aware of their existence is a crucial step towards gaining a fairer view of reality and promoting understanding between individuals. Basically, our perspective is subjective as it is formed from our own thoughts based on different life experiences. Each individual has a unique point of view, as we understand and respond to the world through our own cognitive filters and emotions.

2.1.2 Student Perspectives

How students understand and make meaning of their educational experiences is referred to as student perspectives. Their own prejudices, past experiences, and backgrounds all have an impact. In order to enhance teaching strategies and establish more productive learning environments, educators must have a thorough understanding of these views (Rahma et al., 2024). According to Shidu in (Ansow et al., 2022) student perspectives is the way students view things that happen in the classroom learning process and create ideas or arguments for teachers or classmates in order to advance their learning process. Students' perspectives involve their capacity to comprehend and grasp information acquired from their environment, including classmates and teachers. Examining how students view the learning process is crucial and worthwhile (Sakti et al., 2023). These perspectives can be used by educators to assess the strategies or resources they employ with their students. According to Irwanto in Suciati et al. (2022), there are two types of perspectives, namely, positive and negative. Some of the students' positive views on the independent curriculum are, freedom in learning.

The independent curriculum gives students freedom in learning, especially in choosing learning methods, thus helping students to better understand the material. Then, active and creative learning. Students are more active and creative when learning with the Kurikulum Merdeka. Finally, a student-centered approach. The Kurikulum Merdeka is considered more student-centered than the 2013 curriculum. Those are some of the positive views of the students towards the implementation of the independent curriculum. In addition to positive perspectives, of course there will also be some negative perspectives from students. The increased workload is one of the negative perspectives of students towards the curriculum. Many students feel burdened by the many tasks that must be done, so that it can reduce overall study time and cause laziness or lack of enthusiasm. In addition, there are Learning Difficulties. Some students report that the curriculum is challenging, especially in subjects such as English. This difficulty can lead to passivity during class, as students struggle to understand the material. For example, one student said that they became inactive because they found it increasingly difficult to learn under the new curriculum. Lack of resources is also one of the negative perspectives of the independent curriculum. There is a perspectives that resources are insufficient, especially textbooks. Students often have to buy their own learning materials, which can be a financial burden and limit access to necessary learning tools. From the discussion above, it is clear that student perspectives are multifaceted and cannot be understood solely through their positive or negative attitudes. These perspectives also involve how students perceive changes in the curriculum, their direct learning experiences, their emotional engagement and motivation, the accessibility of learning, and their participation in various classroom and non-classroom contexts. In addition, the Kurikulum Merdeka highlights unique features such as project-based learning, which also shapes how students experience the curriculum. Therefore, several aspects related to student perspectives need to be further elaborated in the following sections in order to provide a more comprehensive theoretical foundation.

a. Students' Perspective on Curriculum

In educational research, understanding how students perceive a curriculum is essential, since their perspectives shape the way they engage in learning. Wijnen, Loyens, and Schaap (2021) explain that student perspective includes cognitive, affective, and behavioral responses to their learning environment. Based on this theory, the question “What do you know about the Kurikulum Merdeka?” was developed to measure students' initial understanding of the curriculum being implemented.

b. Curriculum Change and Student Adaptation

Every curriculum reform requires students to adapt to new approaches. This adaptation can be seen in how they compare previous learning experiences with the current curriculum. Connert (2020) emphasizes that curriculum reform influences students' adjustment processes when faced with different learning designs. Therefore, the question “How is the Kurikulum Merdeka different from the previous curriculum?” was included to explore the extent to which students recognize differences and adapt to them.

c. Learning Experiences in the Kurikulum Merdeka

Beyond conceptual understanding, students' concrete experiences also provide valuable insights. Abdel (2022) argues that student-centered learning can be effectively explored through the real experiences that learners encounter during the learning process.

d. Emotional Engagement and Motivation

The emotions experienced by students during learning also affect their motivation. The affective perspective, according to Wijnen et al. (2021), highlights how positive or negative feelings influence engagement in learning. Similarly, Ryan and Deci (2020), through their Self-Determination Theory, emphasize that enjoyment in learning is strongly linked to intrinsic motivation.

e. Accessibility and Ease of Learning

The extent to which students perceive learning as accessible and manageable is also an indicator of curriculum effectiveness. Abdel (2022) notes that students' perspectives on ease of learning reflect how well the curriculum supports their needs.

f. Project-Based Learning (P5)

One of the main features of the Kurikulum Merdeka is the Projek Penguatan Profil Pelajar Pancasila (P5), which emphasizes project-based learning. The Ministry of Education (Kemendikbudristek, 2022) highlights P5 as a key element in building character and 21st-century skills. This approach is consistent with Vygotsky's (1978) constructivist theory, which states that knowledge is constructed through active participation and social interaction.

g. Active Participation and Social Interaction

Students' perspectives can also be reflected in their active participation during classroom activities. Connert (2020) asserts that active involvement in communication and discussion is one way students express their perspectives. This view is reinforced by Vygotsky (1978), who explains that learning is developed through social interaction.

h. Student Engagement and Flexible Learning Contexts

Student engagement can also be examined through the flexibility of learning contexts. Wijnen et al. (2021) state that engagement is demonstrated when students actively participate across various learning settings. Abdel (2022) further adds that learning in flexible contexts, both inside and outside the classroom, is a hallmark of modern curricula.

2.1.3 Curriculum

The curriculum is the constitution of education that directs an education system and defines the individuals to be raised in the society. Curricular decisions offer important clues that will affect the entire teaching-learning process (Coşkun Yaşar & Aslan, 2021). According to (Ummah, 2019) The curriculum is a series of concepts that include planning and arrangements related to goals, content, learning materials, and methods used as a reference in the implementation of learning in order to achieve certain educational goals. In the curriculum there are several elements that includes learning outcomes (objectives), teaching materials, learning processes, and learning evaluations (read: curriculum). learning process, and learning evaluation (read: process and outcome).

2.1.4 Kurikulum Merdeka

a. Definition of Kurikulum Merdeka

Kurikulum Merdeka is an Indonesian education curriculum developed by the Ministry of Education, Culture, Research and Technology (MoECT) to provide flexibility to schools, teachers and students in the learning process. It is designed to support more learner-centred learning by customising learning materials based on students' needs, interests and talents. The Kurikulum Merdeka is designed to nurture children's interests and talents from an early age by emphasizing fundamental content, character building, and the development of student competencies (Suryati & Jalinus, 2023). The independent curriculum is a method made so that students can pursue their respective interests and talents. By acknowledging the value of education and the uniqueness of every student, the Kurikulum Merdeka, which builds upon the preceding curriculum, gives hope for the restoration of kids' learning. According to (Ahmad et al., 2023) at least three advantages of this curriculum are as follows: First, it emphasizes the fundamentals of learning and material so that competencies are more meaningfully deepened and developed; Second, it allows teachers and students to be independent, allowing them to teach in accordance with students' growth and accomplishments; Third, it provides opportunities for independent learning so that students and teachers can explore all topics and subtopics; and Fourth, it is made to help students develop their critical thinking and problem-solving abilities.

b. Objective of Kurikulum Merdeka

The goal of Kurikulum Merdeka is to create a learning system that is flexible, relevant and centred on developing learners' potential. This curriculum aims to provide space for students to explore their interests and talents so that learning becomes more personalised and meaningful. In the regulation of the minister of education, culture, riset, and technology of the republic of indonesia number 12 year 2024 the Kurikulum Merdeka has the aim of realising meaningful and effective learning in increasing faith, devotion to god almighty, and noble character and developing the copyrights, tastes, and senses of learners as lifelong learners with pancasila character.

c. Characteristics of Kurikulum Merdeka

Kurikulum Merdeka is an innovation in the Indonesian education system designed to deliver more flexible and student-centred learning. It has several key characteristics, such as a focus on mastering essential competencies, project-based learning to develop 21st century skills, and flexibility in implementation that allows schools to customise learning according to student needs and local conditions. In the Regulation of The Minister Of Education, Culture, Research And Technology Republic of Indonesia, the Kurikulum Merdeka is designed with learning characteristics:

- a. Utilising assessment or assessment at the beginning, process, and end of learning to understand learning needs and development of the learning process that learners have taken;
- b. Using an understanding of the needs and position of learners to make adjustments to learning;
- c. Prioritising the occurrence of learner's learning progress learning progress compared to the coverage and completion of the curriculum content that is content; and
- d. Refers to reflections on learner learning progress that are done collaboratively with other educators.

d. Advantages and Disadvantages of the Kurikulum Merdeka

Almarisi, (2023) Stated that every curriculum implemented in Indonesia has advantages and disadvantages, there are several advantages that the Independent Curriculum has.

Merdeka Curriculum, including:

1. The curriculum is simpler, although simple, this curriculum is quite in-depth.
2. The independent curriculum focuses more on essential knowledge and learner development based on stages and processes.
3. Learning is more meaningful, not rushed or impressed to complete the material, learning is more fun.

4. Learners are more independent, for example in high school students there is no specialization program anymore. Learners may determine their subjects of interest according to their talents and aspirations.
5. The advantage of Kurikulum Merdeka for teachers is that during teaching and learning activities, teachers can carry out teaching according to the assessment of the level of achievement and development of students.

After the advantages of the Kurikulum Merdeka launched by Kemenristekdikti, then below will describe some of the disadvantages of the Merdeka Curriculum, among them are:

1. In terms of implementation, the Kurikulum Merdekais still immature.
2. The education and teaching system designed has not been well realized.
3. Lack of human resources (HR), and an unstructured system.

e. Implementation of the Kurikulum Merdeka

The implementation of changes in education policies, including the curriculum, is a long learning process so that the Government provides opportunities for educators and educational units to implement the Kurikulum Merdeka according to their respective readiness. Just as students learn according to their stage of learning readiness, educators and education units also need to learn to implement the Kurikulum Merdeka according to their respective readiness, and gradually become more proficient in using it.

The readiness of educators and education units certainly varies, therefore this implementation stage is designed so that every educator can confidently try to implement the Kurikulum Merdeka. The confidence in question is the belief that educators can continue to learn and develop their abilities to do their best in implementing the curriculum, and more importantly, in educating. The ability to continue learning is an important asset for educators.

According to the Agency for Educational Standards, Curriculum and Assessment of the Ministry of Education, Culture, Research and Technology, Several things need to be considered in using the stages of implementing the Kurikulum Merdeka:

1. These stages are not standardised. Education units and / or local governments can develop implementation stages that are more in line with their respective conditions and peculiarities.
2. Each educator and education unit has various capacities and readiness, so they can start implementing the Kurikulum Merdeka at different stages, and move to the next stage at different speeds.
3. This stage is used as a material for self-reflection about the readiness of educators and / or education units so that it is not used as a tool / instrument to measure the performance of educators and / or education units that have an impact on their careers or welfare.
4. Implementation according to the agreed stages should not have any impact on educators and education units. Therefore, this stage is not a tool to compare the quality of education units and/or educators.
5. Leaders and the government support the self-reflection process of educators and education units so that they do not direct them to implement the Kurikulum Merdeka at a certain stage.
6. This stage is used as a discussion between educators in the education unit and in the learning community of which the educator is a part. The discussion discusses what needs to be done to implement the Kurikulum Merdeka according to each stage.
7. Education unit leaders and local governments need to support educators in implementing the Kurikulum Merdeka according to the stage of educator readiness, and provide support so that educators gradually increase the stage of implementation.

The new breakthrough from the Ministry of Education and Culture of the Republic of Indonesia, which was designed in 2020, namely the independent learning curriculum in seeking to optimise the potential of learners' potential. To implement this curriculum, the following steps are needed the following steps are required:

1. Formulation of Learning Achievements

The first thing a school must do is set its vision, mission, goals and objectives. Determining the vision, mission, goals, and objectives involves

analysing the needs of the market and stakeholders internationally, nationally, and locally through input from stakeholders. Analyse the advancement of expertise and knowledge and compatibility with the independent learning policy of the Ministry of Education and Culture of the Republic of Indonesia. The second thing is to determine the profile of graduates in accordance with the vision, mission, goals and objectives. And the last is to determine the learning achievements of graduates in terms of attitudes, knowledge, special skills, and general skills.

2. Course Formation.

Determining study materials is based on the learning achievements of school graduates viewed through aspects of breadth, level of mastery, and depth. Furthermore, the formation of subjects in accordance with the achievement of graduate learning.

3. Compilation of Curriculum Documentation

The independent learning curriculum documentation consists of several components including:

- a. Introduction, background, overview, objectives, and legal basis
- b. Vision, mission, goals, and objectives
- c. Profile of graduates
- d. Graduate learning achievements
- e. Implementation: related parties, role of each party, participant requirements, independent learning implementation mechanism, subject formation
- f. Forms of learning activities in independent learning
- g. Procedure and implementation model
- h. Closing

4. Learning Process and Assessment

Learning processes and assessment with an Kurikulum Merdeka learning must be implemented in accordance with the curriculum document.

2.2 Relevan Study

In this case, researchers found several previous studies related to the research to be carried out by researchers. The first research conducted by (Rahma et al., 2024) student perspectives of the implementation of the merdeka kurikulum

is that the Kurikulum Merdeka is flexible and able to increase student motivation and help students develop student interests and talents from existing policies. Students find it helpful in preparing knowledge for students' future. The use of the Kurikulum Merdeka also provides challenges for students to keep up with the times, which are all technology-based.

The second research conducted by (Syarif Sumantri et al., 2023), the research results show that curriculum implementation has an influence on learning effectiveness. The research results show that the implementation of the Postgraduate curriculum has an impact on learning. Curriculum evaluation is important to develop effective learning based on curriculum development principles. The findings from this study also add information regarding the importance of involving students, lecturers and leaders so that the curriculum is more adaptive as a consideration in decision making.

The last, from study conducted by (Sutrisno et al., 2023) about students Perspectives of Kurikulum Merdeka stated that Kurikulum Merdeka give students new experienceto express freely self in learning.

From the three studies above, it can be concluded that Kurikulum Merdeka brings significant changes in the learning system, by giving students freedom to learn, increasing motivation, and supporting the development of their interests and talents. Although this curriculum is more flexible and student-oriented, challenges such as the simplification of materials and the larger number of assignments remain aspects that need to be considered in its implementation.

2.3 Conceptual Framework

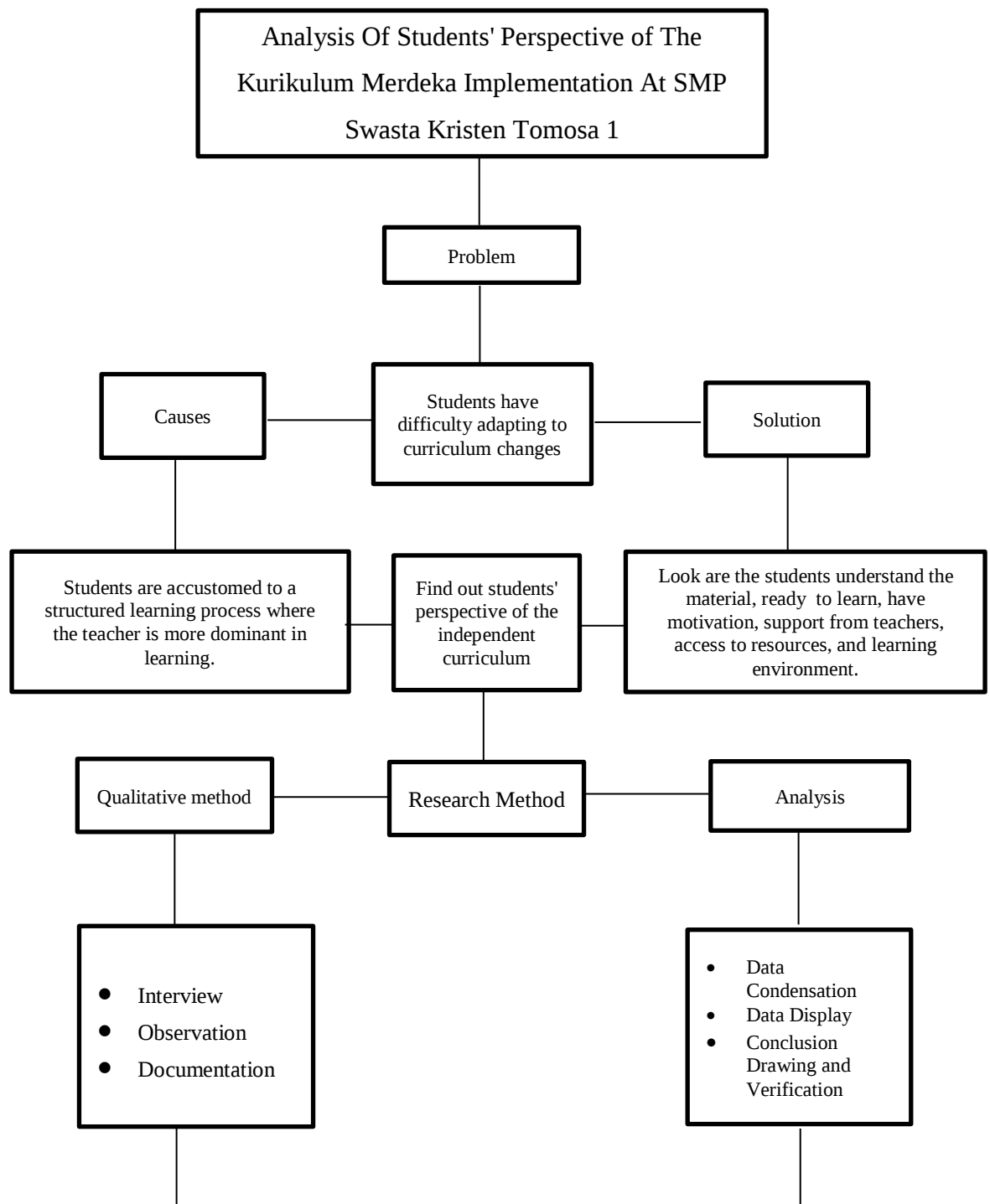


Figure 2.1 Conceptual Framework