

CHAPTER I

INTRODUCTION

This chapter, the researcher discusses about, 1.1) Background of the Problem, 1.2) Problem, 1.3) Purpose of Research, 1.4) Significance.

1.1 Background

Education plays a significant role in shaping the future of a nation, and the curriculum is an essential component of the process of constructing that future. One of the most significant changes in education in Indonesia is the Kurikulum Merdeka, often known as the Kurikulum Merdeka. It focuses on student-centered learning, encouraging creativity, and helping students prepare for global challenges. According to Fitriyah and Wardani (2022 : 236), this curriculum provides schools and teachers with more leeway to modify classes in accordance with the requirements of their students and the students' community.

Following the epidemic, the Kurikulum Merdeka was founded with the intention of making education more adaptable. According to Hartoyo (2023 : 413), the purpose of this initiative is to enhance education by motivating students to engage in critical thinking, find solutions to issues, and learn on their own. While the curriculum shows promise, schools face many challenges in using it. In many cases, teachers may not have sufficient training or resources, which makes it challenging for them to implement the new methods. To give just one example, some teachers have difficulty comprehending how to design classes that are centered on the students or

how to accurately evaluate the talents of their pupils (Wardana, 2024: 10). Using technology, which is a key part of the curriculum, also remains a challenge in many schools due to limited tools and teacher preparation (Novita., 2022 : 154).

It is also very crucial that school leaders play a role in the school. Principals help guide teachers and make sure they have the resources they need. However, many principals lack of training to fully support the curriculum, which slows down its implementation (Wijayanti, 2024: 4366).

Teaching English in elementary schools under the Kurikulum Merdeka has its own difficulties. Teachers need to use new teaching methods while also focusing on building basic language skills. This is harder because students have different levels of English ability, and there aren't enough teaching materials suited for the new curriculum (Priyadi, 2024 : 115).

Studies on the curriculum indicate the necessity of increasing the amount of support and training provided to teachers. Teachers can be assisted in coping with these issues through a variety of means, including but not limited to workshops, peer mentoring, and teacher groups (Tou, 2023: 239).

The SD Patra Mandiri 2 in Palembang will serve as the primary location for this investigation, which will focus on the manner in which English is taught in elementary schools that follow the Kurikulum Merdeka. It will investigate the ways in which teachers implement the curriculum as well as the challenges they face. For the purpose of this study, a qualitative research approach will be utilized to collect the experiences and perspectives of teachers as they work with the new education system.

With a better understanding of how the Kurikulum Merdeka is implemented and the obstacles that it presents, the implementation of the program can be improved. In order to improve education in Indonesia, the findings will provide teachers, schools, and policies with valuable insights that may be used to improve education.

Based on the description above, the researcher has known to the principal of SD Patra Mandiri 2 Palembang, the school has used the Kurikulum Merdeka and is supported by superior accreditation and good learning quality. And another reason, the researcher is also an alumni student of the school so that he really knows the learning system being implemented. Therefore, the researcher is interested in conducting a study entitled "**Potrait Of English Teaching In Elementary School Patra Mandiri 2 Palembang Under Kurikulum Merdeka**"

1.2 Problem

1.2.1 Identification of Problem

1. Process of Kurikulum Merdeka in the school.
2. Teachers face difficulties adapting to the curriculum due to limited training and resources.
3. Student engagement and comprehension levels vary, impacting learning outcomes.
4. The integration of local culture into English teaching remains challenging due to a lack of standardized guidelines.
5. Teachers experience resistance to curriculum changes, affecting their willingness to adopt new methodologies.

1.2.2 Problem Limitation

Based on the background of the problem described, considering the breadth of the problem and the limitation of time, as well as the author's ability. So there needs to be a limit to the problem.

1. Process of Kurikulum Merdeka in the school.
2. Teachers face difficulties adapting to the curriculum due to limited training and resources.

1.2.3 Problem Formulation

1. How is the application of the Kurikulum Merdeka in English Teaching in SD Patra Mandiri 2 Palembang?
2. What are the obstacles faced by teachers in English teaching in SD Patra Mandiri 2 Palembang with the Kurikulum Merdeka?

1.3 Purpose of The Research

The purpose of this study is to find out:

1. Evaluate how to implementation of Kurikulum Merdeka.
2. Identify challenges and opportunities in English teaching.

1.4 Significance

1.4.1 Theoretical Significance

This research will help increase the insight, knowledge, and science for researches.

1.4.2 Practical Significance

1.4.2.1 For Teachers

This research broadens our understanding of the Kurikulum Merdeka central concept of competency-based learning. A fresh theoretical viewpoint on how competencies are taught, acquired, and evaluated at the elementary school level may be offered by this research. This is significant since a lot of traditional educationThe In practice, this research can offer instructors specific recommendations for putting the Kurikulum Merdeka into practice in primary schools. This study can offer useful suggestions about how to modify instructional strategies, materials, and assessments to be more flexible and student-centered by mapping the difficulties teachers have when putting the curriculum into practice. This makes it easier for teachers to create and carry out more creative and pertinent instruction.

1.4.2.2 For Students

Practical advantages of this study include the ability to adapt instruction to the unique needs of each student. Teachers can use the research findings to better understand how to recognise and address each student's unique requirements in the classroom. Teachers may more readily create an enjoyable learning environment and assist each student's development based on their learning style, interests, and potential when they use a more flexible and competency-based approach.

1.4.2.3 For Researcher

An additional useful advantage is that the findings of this study may serve as a basis or guide for more thorough investigations into the application of the Kurikulum Merdeka at the elementary school or other educational levels. This study

may pave the way for future investigations into cutting-edge teaching strategies, the use of technology in the classroom, or strategies for resolving issues that teachers and students encounter while introducing new curriculum. As a result, this research may serve as a guide for future researcher who wish to explore this subject further.