CHAPTER I

INTRODUCTION

In this chapter, the researcher will focus on several aspects including: 1. Background of the Study, 2. Statements of the Problem, 3. Objectives of the Study, 4. Theoretical Framework, 5. Scope and Limitation of the Study, 6. Significance of the Study, 7. Assumption, 8. Definition of Key Terms.

1.1 Background of the Study

The Merdeka Curriculum is implemented by the Indonesian Ministry of Education and Culture in 2021. The curriculum is designed to support the development of students who are not only knowledgeable in academic subjects but also have strong social, emotional, and character development. The curriculum aims to develop students who are independent, creative, critical, and innovative, in line with the goals of 21st-century education.

In the world of education, the curriculum is very important. Without the right curriculum, students will not get the right learning objectives. Of course, everything is adapted to the needs of the students in their respective eras. In February 2022, Kemendikbudristek officially introduced the Merdeka Curriculum. The Merdeka curriculum is a curriculum with diverse intra-curricular learning where content will be optimized to give learners enough time to deepen concepts and reinforce competencies.

The existence of this curriculum allows learners to focus more on the essential material and the development of skills. In addition, this curriculum is deeper, more meaningful and less rushed, much more independent. The next advantage of the Merdeka curriculum is that it is more independent in terms of learning. This means that this curriculum gives students the freedom to choose subjects according to their interests, talents and aspirations. With this curriculum, both students and teachers can teach according to their level of achievement and development.

By the end of Phase E (age16 years and generally Year X), learners will use spoken, written, and visual texts in English to communicate in a way appropriate to the situation, purpose, and audience/reader. Learners use English to express their wishes/feelings and to discuss topics related to their everyday lives. They read written texts to learn something/get information. Also in Phase E, there are several elements, namely Listening-Speaking, Reading-Viewing, and Writing-Presenting, in each of which there are learning outcomes that learners have to achieve. (CP_2022)

By the end of Phase F (age 17-18 years and generally Year XI and XII) learners use spoken, and written, Different types of description, procedure, and narrative texts are referenced in learning English in this phase. learning English in this phase. Learners use English language skills to explore a variety of texts in a wide variety of contextual topics. Inference skills are implicit when understanding information and the ability to evaluate different types of texts in English has developed. They produce spoken and written texts as well as visuals in English that are with a wider range of vocabulary. Learners produce a variety of written and visual texts.   Also in Phase F, there are several elements, namely Listening-Speaking, Reading-Viewing, and Writing-Presenting, in each of which there are learning outcomes that learners have to achieve. (CP_2022)

Learning Objectives and Learning Objectives Flow are the fundamental aspects of education with profound importance. They serve as valuable guidelines for teachers, enabling them to plan engaging lessons, boost student focus and motivation, track learning progress, and evaluate achievement against educational standards. Including assessment of ATPs and learning outcomes improves this process, ensuring that learner outcomes are met and improving the overall learner experience. In addition, the use of teaching modules as learning materials is proving to be an effective and efficient approach, providing structure and flexibility to meet the unique needs and characteristics of different students. By combining these elements, teachers and learners are able to set out on a meaningful and educational experience.

The importance of TP/ Learning Objective in learning is immense, as it can help teachers to plan effective learning, improve student focus and motivation, facilitate monitoring and evaluation of learning, and determine achievement of learning standards. The importance of ATP/Learning Objective Flow in ensuring the achievement of learning objectives and improving the learning process for students is enormous, as ATP/Learning Objective Flow can help teachers plan effective learning, facilitate monitoring and evaluation of learning, help students understand learning objectives and improve the learning process. The use of teaching modules as learning media is seen as an effective and efficient way of helping students to understand learning material. Teaching modules provide structure and systematization in the presentation of material and can be adapted to the needs and characteristics of different students.

Bloom's revised taxonomy is organized in a hierarchical manner to provide a structured framework for educators to plan and design learning activities that build on each other in a progressive manner. The hierarchy represents the different levels of cognitive processing and learning that students can engage in, with higher levels of thinking building on lower levels.

At the lower levels of the hierarchy, students need to recall or retrieve information, understand basic concepts and ideas, and apply what they have learned to solve problems or complete tasks. These lower-level skills are necessary prerequisites for higher-level thinking, and students must master them before they can engage in more complex cognitive tasks. As students move up the hierarchy, they are required to engage in more complex and abstract thinking processes, such as analyzing information, evaluating evidence, and generating new ideas or solutions. These higher-level skills require more cognitive effort and are typically more difficult for students to master.

By organizing the taxonomy hierarchically, educators can design learning activities that begin with simpler tasks and build to more complex ones, ensuring students have the foundation for higher-level thinking. In addition, the hierarchical organization of the taxonomy provides a common language and structure for educators to use when discussing learning goals and objectives, making it easier to collaborate and plan instruction.

The Revised Bloom Taxonomy is an updated version of the original Bloom's Taxonomy, a framework that classifies educational goals and objectives into six hierarchical levels, ranging from lower-order thinking skills such as remembering and comprehending to higher-order thinking skills such as analyzing, evaluating, and creating. The Revised Bloom Taxonomy builds on the original framework by adding a seventh level that emphasizes the importance of metacognition and self-reflection in the learning process.

Senior High school students are at a critical stage in their academic and personal development, and their learning outcomes during this period can have a significant impact on their future academic and career success. Therefore, it is important to investigate the effectiveness of the Merdeka Curriculum and the use of the Revised Bloom Taxonomy in improving the learning outcomes of Senior High school students.

Research studies have shown that the use of the Revised Bloom Taxonomy in teaching and learning activities can promote higher-order thinking skills and improve students' learning outcomes. However, the effectiveness of the Merdeka Curriculum and the Revised Bloom Taxonomy in the Indonesian context has not been thoroughly investigated. Therefore, this study aims to fill this gap by investigating the learning outcomes of Senior High school students taught using the Merdeka Curriculum and the Revised Bloom Taxonomy.

1.2 Statement of the Problems

In line with the title and the background of the study, two research questions are formulated as follows:

1. Are the cognitive categories according to Bloom's revised taxonomy covered in the English subject of the Senior High schools' learning outcomes of the Merdeka curriculum?
2. Are the Senior High schools' learning outcomes of the Merdeka curriculum ordered hierarchically according to Bloom's revised taxonomy?

1.3 Objectives of the Study

In accordance with the above research questions, this study aims at knowing:

1) The objective of this research is to determine whether the learning outcomes of the English subject in the Senior High schools' Merdeka curriculum adequately cover the cognitive categories outlined in Bloom's revised taxonomy.
2) This research aims to assess the hierarchical organization of the learning outcomes in the Senior High schools' Merdeka curriculum and investigate whether they align with Bloom's revised taxonomy, specifically in relation to the cognitive categories in the English subject.

1.4 Theoretical Framework

This study is based on two essential points, namely Revised Bloom taxonomy, Merdeka curriculum. The revised version of Bloom's taxonomy is a widely used framework for classifying educational goals according to cognitive processes and degrees of complexity. It consists of six cognitive categories arranged in hierarchical order, ranging from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS). These areas are: remembering, understanding, applying, analyzing, evaluating and creating.

The explanations of English learning proficiency from phases E to F of the Merdeka curriculum can be analyzed using Bloom's revised taxonomy as a framework. Statements on English learning competency can be mapped to the six cognitive categories of the Bloom taxonomy as follows:

1. Remembering: The lowest level of the revised taxonomy involves retrieving information from memory. This includes recognizing, recalling, or reproducing knowledge from memory.

2. Understanding: This level involves understanding and interpreting information, which includes interpreting, exemplifying, summarizing, and inferring.

3. Applying: At this level, learners use the knowledge they have acquired to solve problems or complete tasks. This includes applying, implementing, and using knowledge in new situations.

4. Analyzing: This level involves breaking down complex ideas into simpler components and understanding the relationships between them. It involves comparing, organizing, and deconstructing knowledge.

5. Evaluating: At this level, learners make judgments about the value or quality of information or ideas. It includes evaluating, critiquing, and defending knowledge.

6. Creating: The highest level in the revised taxonomy involves using knowledge and skills to create something new. This includes designing, inventing, and producing new knowledge, products, or ideas.

Using Bloom's revised taxonomy to analyze the learner competency statements in phases E–F of the Merdeka curriculum can help educators ensure that learning goals and objectives are aligned with cognitive processes and learning outcomes. Reasonable levels of complexity. It can also help design appropriate assessments that measure students' achievement of intended learning outcomes.

1.5 Scope and Limitation

This study is limited to knowledge of the learning outcomes of the Merdeka curriculum for senior high students of English subject. Learning outcomes were documented in a private school in Surabaya. This school is selected because the school uses the Merdeka curriculum. In addition, the researcher will examine the different sources such as E-F phase learning outcomes and verbs in the cognitive domain within the revised Bloom taxonomy.

1.6 Assumption

This study focuses on analyzing the levels of the Senior High schools' learning outcome of Merdeka curriculum according to Bloom's revised taxonomy. The order of the Senior High schools' learning outcome of Merdeka curriculum is conducted based on the flowing assumption.

First, it is assumed that the Senior High schools' learning outcomes of the Merdeka curriculum contain the learning domain of Bloom's revised taxonomy, which is the cognitive domain.

Second, it is assumed that the statements of the Senior High schools' learning outcomes of the Merdeka curriculum can be analyzed using Bloom's revised taxonomy.

1.7 The Significance of the Study

The significance of this study lies in its contribution to the understanding and improvement of the Merdeka Curriculum's Phase E - F. By analyzing the English Learning Outcome Statements using the revised Bloom's Taxonomy, this study can help educators and curriculum developers to:

1. Ensure that the learning outcomes in Merdeka Curriculum are able to be analyzed using Bloom's Revised Taxonomy
2. Provide the researcher and curriculum developer with a clear understanding of the learning outcome which analyzed using Bloom's Revised Taxonomy

Overall, the effectiveness of Merdeka Curriculum Phase E - F can help improve the achievement of desired learning outcomes and support the development of students' higher-order thinking skills. which matches the significance objectives of this study.

1.8 The Definition of Key Terms

In order to avoid misunderstandings and to provide a clear concept of some of the terms used in this study, the researcher provides some important definitions as follows:

- **Bloom's Revised Taxonomy**

Bloom's Taxonomy is one of the educational breakthroughs that has had a major influence on how educational evaluation and even the implementation of education in general is carried out. Why? Because this taxonomy can identify thinking skills from the lowest to the highest level. Of course, when we are able to divide thinking abilities, then we can also make indicators, questions, and evaluations in accordance with the expected competencies of educational objectives.

Before Bloom's Taxonomy was introduced, various materials, questions, and learning provided at school were only in the form of knowledge transfer and memorisation. The issue was raised by Bloom and friends at the American Psychological Association Conference in early 1950. Bloom and friends argued that from the evaluation of learning outcomes that were widely arranged in schools, it turned out that the largest percentage of the items submitted only asked students to express their memorisation.

In fact, the purpose of learning in schools is to maximise students' potential, cognitive abilities (thinking), and skills, not just being able to answer questions from rote memorisation. This is also of greater urgency in the 21st century where information can be disseminated and accessed quickly without having to remember it. The ability to think critically, problem-solve, and create is what matters, not just knowledge and memorisation.

- **Merdeka Curriculum**

  Merdeka Curriculum is a curriculum with intra-curricular learning with diverse content to optimize students' learning and give them enough time to deepen concepts and strengthen competencies. The first Merdeka Curriculum was launched in 2022 and is optional. This means that schools can choose to adopt Merdeka Curriculum, or stick to Curriculum 2013.

- **Learning Outcome**

  The learning outcomes are learning competencies that students must achieve at each developmental phase, starting from the Foundation phase in early childhood education. Learning Outcomes include a set of competencies and scope of material, comprehensively organised in the form of a narrative. Learning outcomes contain a set of competencies and scope of material comprehensively organised in the form of a narrative.