

CHAPTER I

INTRODUCTION

1.1. Background of the study

Currently, the government of the Republic of Indonesia has program implemented MBKM (Merdeka Belajar - Kampus Merdeka) since 2020 through the guidelines published by Nadiem Makarim. MBKM is a policy launched by the Minister of Education and Culture which aims to encourage students to master various knowledge that is useful for facing the world of work. The MBKM policy was a development of the freedom to learn concept. Minister of Education and Culture Regulation Number 3 of 2020 concerning national standards for higher education means that there are four main policies related to freedom to learn which include: Ease of opening new study programs (Tohir 2020). Changes in the college accreditation system, Changes in legal entities for universities, the right to study during three semesters outside the study program, campus teaching, and student exchange. Minister of education and Culture of the Republic of Indonesia in April 2020.

Learner-centred education (variously defined but commonly used) is widely accepted. See constructivist approaches that include locally relevant content, Interactive pedagogy) can improve your child's school experience and increase learning findings (Brodie, Lelliot, and Davis 2002), and their tracking, is well documented.(Schweisfurth 2013).

Changes in how children better understand the importance of freedom to learn. Education requires a shift in terms of teacher training (Anamuah Mensahetal. 2013; Schwille, Dembele, and Schubert 2007). More specifically these changes need to go beyond curriculum reform. It's about improving the education of students and teachers. The learning experience requires a socio-cultural perspective of teacher training pedagogy. Considered in a broader context that takes into account the individual (Murphy and Wolfenden 2013). The learning experiences of pre-service teachers in Indonesia continue to be understudied, underdocumented, and under-theorised. This work adds to the documentation and

theorization. According to Akyeampong et al. (2011), one important cause is instructors' lack of preparation for the reality of the classroom. This study investigates the subject of being unprepared. It contends that a deeper knowledge of the professional characteristics that teachers value, and how the process of studying to become a teacher promotes the realisation of these capabilities, is a significant step in assisting teachers to stay in the profession.

The study traced learning response of pre-service teachers over a diploma in education course at an Indonesian college of education. It adds to the literature by combining a sociocultural perspective on pre-service teacher learning with an analytical framing of the pursuit of valued learning goals based on Amartya Sen's capability approach (Sen 2009; Buckler 2014) to investigate student-teachers freedom to learn across the formal and social contexts of the Dip. Ed. It implies that the prized information involved with becoming a teacher is mostly perceived to belong to tutors, who are often regarded as unchallengeable experts.

The curriculum in Indonesia often undergoes several changes, this is due to changes in learning procedures, politics, the minister of education, developments of the times, economy, and socio-culture, (Hasan, 2019) Sequentially, the Indonesian curriculum is set or changed in in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. The following is a history of curriculum development in Indonesia which I have summarized in a simple way. I Curriculum 1947 is the first curriculum that emerged after Indonesian independence (Yasykur, 2017). II curriculum 1964 as a sign of education in the old order which emphasized education to enforcement Pancasila (Lestari, 2016). III curriculum 1968 was caused by 2 things, the first was because of the desire to update the system education in Indonesia, and the second changing political landscape in Indonesia after Suharto served in 1968 (Batubara, 2019). IV curriculum 1975 education increased the effectiveness and efficiency of learning activities teaching (Dhaifi, 2017). V curriculum 1984 Cara Belajar Siswa Aktif (CBSA) Pancasila Education subjects are subjects which is mandatory. VI curriculum 1994 all education is moved and focuses on problems solving and finding solutions, although it is still teacher-centered. VII curriculum 1997 topics

learning is still a lot with the nuances of the tree of knowledge and learning and assessment are tied to the semester time reference. VIII curriculum 2004 focused on students being able to fill a wider range of job posts again because at that time, after the reformation, various types of work emerged (Saffina et al., 2020). IX curriculum 2006 (KTSP) Kurikulum Tingkat Satuan Pendidikan, teachers are given the freedom to plan learning according to environment and student conditions as well as school conditions, Mukhtar (2019). X curriculum 2013 the students are always active in learning and placing the teacher as a facilitator in teaching and learning activities (Asri, 2017).

The author is interested in researching the MBKM curriculum because there are many cuts from the previous curriculum, for example starting from the lesson plan (RPP) which is only one sheet, this aims to make it easier for teachers to prepare lesson plans so that teachers can better prepare teaching materials well and are able to create styles teach yourself freely without having to refer to a syllabus that is too complicated and long lesson plans. In the previous study, it was studied about the curriculum in universities. Akyeampong et al. Reported in 2011 that little has changed in college since their research a decade earlier described prescriptive tutor behavior rather than critical reflection and personal agency (Akyeampong and Lewin 2002, 347). Colleges are characterized by 'rooted conservatism,' with instructors feeling disconnected from the centralized curriculum and pedagogic content and methods. Agbenyega and Deku (2011, 3) identify 'highly repressive' learning methods in 'prescriptive and mechanistic' programs. Akyeampong cites an example of college pedagogy in 2017 that conforms to methods but not the ideals of learner-centred teaching. Other research on pre-service teachers has often learned that learning should be driven by student interest, that learning should be collaborative, active, and engaging, and that teachers should build positive relationships with their students. Beginning teachers may feel a tension between ideals and school realities in a school setting where curriculum is dictated and student learning is driven by an assessment regime (Smagorinsky, Lakly, & Johnson, 2002).

1.2. Research question

How do the pre-service teachers perceive the MBKM as the new curriculum policy?

1.3. Objective of the study

The objective of this study is to know how the pre-service teachers perceive the MBKM as the new curriculum policy.

1.4. Significant of the study

This research is expected to find out the response to pre-service teachers about the concept of MBKM Mendikbud Nadiem Makarim in tertiary education, useful as a reference for education components, namely teachers, students, educational institutions. Theoretically, the results of the research are expected to be useful in the development of science and also become a reference for the progress of the education system or component.

a. Theoretically

The results of the research are expected to be useful in assisting the development of science and also as a reference for the progress of the system or components of education in Indonesia.

b. Practically

For the pre-service teachers, the results of this study are expected to be useful for pre-service teachers as a reference before facing educational institutions to develop an understanding of the curriculum, in accordance with national standards in order to produce graduate students who are ready to implement their knowledge in life.

For the students, the results of this study are expected to be useful as students' learning motivation, for the spirit of learning to achieve the desired goals and can be implemented in life and the needs of the times.

For tertiary education, as an evaluation material regarding the achievements and what obstacles are their pebbles in providing an educational facility for their students as a series in achieving educational goals.

1.5. Clarification of key terms

a. MBKM

Merdeka Belajar – Kampus Merdeka (MBKM), is a policy of the Minister of Education and Culture, Nadiem Makarim, which aims to encourage students to master various sciences that are useful for entering the world of work. Merdeka Campus provides an opportunity for students to determine the courses they will take. This MBKM policy is in accordance with Permendikbud Number 3 of 2020 concerning National Standards for Higher Education Article 18 explains that the fulfillment of the learning period and burden for undergraduate or applied undergraduate program students can be carried out through 1). follow the entire learning process in the study program at university according to the period and learning load, and 2). participate in the learning process in the study program to fulfill part of the time and learning load and the rest follow the learning process outside the study program. Through MBKM, students have the opportunity for 1 (one) semester or equivalent to 20 (twenty) credits of studying outside the study program at the same university; and a maximum of 2 (two) semesters or equivalent to 40 (forty) credits of studying in the same study program at different universities, studying in different study programs at different universities; and/or learning outside university (Tohir 2020: 3).

The MBKM program includes four main policies, namely: the ease of opening new study programs, changes to the higher education accreditation system, the convenience of universities becoming legal entities, and the right to study for three semesters outside the study program. Students are given the freedom to take credits outside the study program, three semesters which are intended to be taken for learning outside the study program in university and or learning outside university (Tohir 2020: 1).

b. Pre-Service Teachers

Pre-Service Teachers are phases to prepare education staff to gain knowledge, skills, and attitudes needed before serving in the world of education quotes from Loretta and Stein, stated that the category of professional education for pre-service education.

Pre-Service Teacher is :

1. Study that is required to become a teacher, which has historically formed from a number of subjects taken in universities by providing supervision field experience designed to teach at high school / junior high school entering the teaching profession.

2. Universities that provide this program regarding teacher education curriculum and school partnerships by equipping prospective teachers with formal education and skills of education and knowledge about schools.

3. Educational Personnel Education Institutions (LPTK) such as (IKIP, FKIP, FIP, STKIP, and FTIK) produce education personnel and teachers. To provide the teachers needed, Lembaga Pendidikan Tenaga Kependidikan (LPTK) is able to handle the program and innovate by instilling a deep understanding of the curriculum in prospective teachers by conducting evaluations at each predetermined period to ensure the continuity of staff development. The needs of today's education market have varied. This is marked by the emergence of various educational programs and models needed by the community.

4. Upgrading teachers to meet the needs of officials and employees in certain areas.

5. Continuing education an individually determined continuing learning program or subjects chosen to meet interests or needs towards the attainment of specific goals or degrees.

6. Staff position development an experience program is designed to improve the position of all staff members individually and in groups.