CHAPTER I
INTRODUCTION

1.1 Background of Study

Merdeka Belajar is a new program of education in Indonesia. Ministry of Education and Culture (Kemendikbud) has determined four core policies innational education through "*Merdeka Belajar*". *Merdeka Belajar* becomes a program initiated by Ministry of Education and Culture. The purpose of *Merdeka Belajar* is in order teachers, students, and parents are able to create cheerful atmosphere. This program is created regarding to many issues in education system. One of the issues complained is about many students are demanded by certain scores. The program of *Merdeka Belajar* was proposed in Coordination Meeting with Provincial and District/City Education Offices in Jakarta 11th of December 2019 by Minister of Education and Culture. The Program of *Merdeka Belajar* consists of National Standard School Examination (USBN), National Examination (UN), Lesson Plan (RPP), and Zoning Regulation of New Students Admission (PPDB). The four core programs of education policywill be a future learning way focused on increasing quality of human resource.

Lesson plan or *Rencana Pelaksanaan Pembelajaran* (RPP) is one of the important aspects in teaching. Without a lesson plan, teacher has no written guideline. As an important factor, teachers continue to face numerous challenges in organizing lesson plans, particularly those based on the 2013 Curriculum, also known as K-13. Many teachers struggle to incorporate authentic assessments into their K–13 lesson plans (Istiqomah & Muharini, 2018). RPP consists of many aspects, such as core competence (KI), basic competence (KD), learning objectives, indicator of competence achievement (IPK), Instructional Learning Activities (ILA), etc. Instructional learning activities are one of the important parts in a lesson plan since it contains steps and implementations of teaching and learning. They are also crucial for measuring students' comprehension of the learning content and determining what levels of competence they are employing during the

learning process. Bloom's Revised Taxonomy (BRT) will be used to analyze the learning activities in the *Merdeka Belajar* lesson plan. It is the new version of Original Taxonomy (OT) that change one dimension to two dimensions (Amer, 2006). The Revised Taxonomy separates the noun and verb components of the original knowledge category into two separate dimensions: the Knowledge Dimension (noun aspect) and the Cognitive Process Dimension (verb aspect) (Anderson et al., 2001, p. 308).

Since it is crucially important to prepare the pre-learning and teaching activity, the English lesson plan should be developed in accordance with the curriculum. In order for English as a foreign language to be relevant in Indonesia, it must be taught in a certain context. It also requires learning activities to support teaching and learning English, which relates to the current curriculum.

Some studies related to this research were found. Sucipto & Cahyo (2019) conducted a research about a content analysis of the reading activities in "Bright 2" an English Textbook for Junior High School students. It analyzed the reading acivities in an English textbook for VIII grade students of junior high school. It was found that the textbook emphasized the middle cognitive thinking process of Bloom's revised taxonomy, which was formed by "apply" and "analyze" thinking process. Assaly & Igbaria (2014) conducted a research about a content analysis of the reading and listening activities in the EFL textbook of Master Class. It dealt with analysis of the textbook for 10th grade students. The result of the study showed that the activities in the textbook placed a great deal of emphasis upon lower order thinking skills rather than higher order thinking skills. Another study about content analysis of activities in English textbook "When English Rings A Bell" was conducted by Putri & Komariah (2018). It was aimed to analyze and identify the levels of activities in English textbook for eighth grade. The result showed that the most dominant cognitive domain level focused on remembering level, followed by applying level, analyzing level, evaluating level, understanding level, and creating level. It is also concluded that the textbook emphasized on LOTS.

However, the studies above still have not covered lesson plan, more importantly, with the new program *Merdeka Belajar* of Ministry of Education and Culture. Therefore, this study is aimed to analyze the description of instructional learning activities within cognitive domains of Revised Bloom's Taxonomy in *Merdeka Belajar* lesson plan, particularly for seventh grader.

1.2 Research Problem

One of the teachers' problems is teachers' planning, implementation, and assessment skills are still weak (BAPPENAS, 2014). One of the National Education System's primary concerns has been to improve the quality of teachers' pedagogic competence (Perpres, 2015)

Merdeka Belajar lesson plan can have a positive impact, especially on teachers productivity in designing lesson plan. This fact is supported by Triyudi & Giatman (2020) research on Perception of SMK teachers in Padang on One-Page Lesson Plans that teachers' perceptions of the simplification of this lesson plan are in the good category. Even though this is in the good category, it is necessary to check the quality of making lesson plans. In this case, the researcher is intended to analyze the *Merdeka Belajar* RPP designed by teachers with the Bloom's Revised Taxonomy.

Moreover, less attention has been focused on lesson plan purposely for instructional learning activities. *Merdeka Belajar* was proposed by Ministry of Education and Culture of Indonesia. Due to its recent existence, this study is considered important for further investigation. Therefore, this study aims to analyze the description of instructional learning activities within cognitive domain of Revised Bloom's Taxonomy in *Merdeka Belajar* lesson plan.

1.3 Research Question

Based on the background and problems stated, this study aims at finding answers to the following research questions. The research questions are provided as followed:

a. How is the distribution of Instructional Learning Activities in the *Merdeka Belajar* lesson plan in the Bloom's Revised Taxonomy table?

b. To what extent have the English learning activities in *Merdeka Belajar* lesson plan employed the high order thinking in term of Bloom's Revised Taxonomy of cognitive domain?

1.4 Purpose of Study

This study aims at obtaining a profile of instructional learning activities within cognitive and knowledge domains of Revised Bloom's Taxonomy in *Merdeka Belajar* lesson plan.

1.5 Scope of Study

This study focuses on how instructional learning activities employed the high order thinking in term of bloom's revised taxonomy of cognitive domain. 100 instructional learning activities, specifically operational verbs and nouns, in 22 *Merdeka Belajar* lesson plans from two different Junior High Schools in seventh grader were analyzed using Bloom's Revised Taxonomy framework to obtain the profile of instructional learning activities in the *Merdeka Belajar* lesson plan according to cognitive domain.

1.6 Significance of Study

This study was conducted to provide benefits theoretically and practically.

1. Theoretical contributions in:

Providing scientific information for other researchers who are interested in conducting further research in this area. Other researchers can use some data or conduct a study in other aspects of this area.

2. Practical contribution in:

- Providing a deeper understanding about content analysis in

instructional learning activities in *Merdeka Belajar* lesson plan for seventh grader for both the readers and the researchers.

- Seeking how Revised Bloom Taxonomy is implemented in the instructional learning activities so that the English teachers can implement Revised Bloom Taxonomy in designing their lesson plan, since it is important for Bloom Taxonomy in defining levels that students will learn.