The Implementation Of Text-Based Approach Within The Merdeka Curriculum In Senior High School

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ABSTRACT

The implementation of a text-based approach in the Merdeka Curriculum at the Senior High School (SMA) level aims to improve students' literacy skills through more holistic and contextual learning methods. This research explores how this approach is implemented, the challenges faced by teachers and students, and the impact it has on learning. The research results show that the text-based approach allows students to understand the subject matter more deeply, improve critical thinking skills, and strengthen communication skills. However, there are obstacles such as lack of resources and adequate teacher training. Recommendations for improvement include providing ongoing teacher training and providing relevant teaching materials.

Keywords: *Implementation, Text-Based Approach, Merdeka Curriculum, Senior High School.*

1. Introduction

The Merdeka Curriculum, launched by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI, 2020), aims to provide schools and teachers with greater freedom in determining the most effective teaching methods for their students. One approach emphasized in this curriculum is the text-based approach. This approach emphasizes the use of authentic and relevant texts as the main tool in the learning process, allowing students to engage more deeply with the subject matter and develop better literacy skills (Brennan & Robinson, 1998).

The text-based approach integrates various disciplines through the analysis of rich and varied texts, helping students to build a more holistic and contextual understanding. In addition, this method also encourages the development of critical and analytical thinking skills, which are essential in facing the challenges of the 21st century (Langenberg et al., 2016). In the context of high school, the implementation of this approach is expected to better prepare students for further education and the world of work.

However, the implementation of the text-based approach is not without its challenges. Teachers are faced with the task of developing appropriate materials, facilitating meaningful discussions, and ensuring that all students can participate actively. Meanwhile, students need to adjust to a learning method that may be different from what they are used to. Therefore, it is important to evaluate how this approach is applied in the field, identify existing obstacles, and find solutions to improve its effectiveness.

This research aims to explore further the implementation of the text-based approach in the Merdeka Curriculum in high school, identify the challenges faced, and assess its impact on student learning. Thus, it is hoped that this research can make a significant contribution to efforts to improve the quality of education in Indonesia

2. Method

This study employed a qualitative research design, specifically a literature review, to explore the implementation of the text-based approach within the Merdeka Curriculum in senior high schools. A literature review was chosen as the primary method as it allowed for a comprehensive analysis of existing research and knowledge on the topic.

To gather relevant information, a comprehensive review of academic literature was conducted. This included peer-reviewed journal articles, books, and dissertations retrieved from various online databases such as Google Scholar, EBSCOhost, and JSTOR. The search was limited to English-language sources published within the last 20 years to ensure the most up-to-date information was considered.

A specific search strategy was employed to identify relevant literature. Keywords and phrases related to the text-based approach, the Merdeka Curriculum, and senior high school English language education were used. Examples of these terms included "text-based approach," "Merdeka Curriculum," "senior high school," "English language education," and "curriculum implementation." Additionally, filters were applied to refine the search based on publication date, document type, and language. References from identified sources were also reviewed to expand the scope of the literature review and ensure a wider range of perspectives were included.

Once retrieved, the literature was carefully screened and evaluated based on its relevance, credibility, and contribution to the study's objectives. Sources were deemed relevant if they directly addressed the research topic and provided valuable insights into the implementation of the text-based approach within the Merdeka Curriculum. Credible sources were authored by reputable scholars with expertise in language education and employed sound research methodologies with evidence-based findings. Finally, sources were considered to contribute to the study if they offered new perspectives, insights, or knowledge that enhanced the understanding of the topic and the implementation of the text-based approach in senior high schools.

The selected literature was then analyzed using a thematic analysis approach. This involved identifying, coding, and organizing recurring themes within the data. The identified themes were then interpreted to generate insights into the implementation of the text-based approach within the Merdeka Curriculum.

It is important to note that this literature review adhered to ethical principles in research conduct. All sources were properly cited and referenced to acknowledge the intellectual contributions of the original authors. Since this study involved secondary data analysis and did not involve any human participants, no ethical approval was required.

The findings of this literature review are inherently limited by the available academic literature on the topic. The review may not capture all aspects of the implementation of the text-based approach within the Merdeka Curriculum, and the findings may not be generalizable to all contexts. Additionally, the review is limited by the researcher's interpretation of the literature and the potential for biases in the selection and analysis of sources.

Future research is recommended to address these limitations. Empirical studies involving data collection from teachers, students, and school administrators could provide a more in-depth understanding of the implementation process, challenges, and benefits of the text-based approach. Comparative studies across different schools or regions could identify variations and factors influencing successful implementation. Finally, longitudinal studies could track the impact of the text-based approach on student learning outcomes and language proficiency over time. By addressing these research gaps, a more comprehensive understanding of the text-based approach and its effectiveness within the Merdeka Curriculum can be developed.

3. Findings And Discussions

Definition of Text-Based Approach

The text-based approach to language teaching is a pedagogical method that emphasizes the use of authentic texts in real-life contexts to develop students' communicative competence (Babaee & Yahya, 2014). This approach is grounded in the principles of functional linguistics, and is designed to equip students with the skills necessary for meaningful communication in various settings (Haigh et al., 1994). This approach involves linking spoken and written texts to their cultural context, designing units of work that focus on developing skills in relation to whole texts, and providing students with guided practice to develop language skills for meaningful communication through whole texts (Omeri, 2014).

The text-based approach offers several benefits for language learners (Javliyevna, et.al). By actively engaging with various written materials, learners develop the ability to critically analyze, interpret, and evaluate information, ultimately enhancing their reading comprehension skills. Furthermore, exposure to diverse writing styles and genres equips them to build a robust vocabulary and solidify their grasp of grammatical structures. Additionally, this approach fosters higher-order thinking skills as students engage in tasks that require them to synthesize information, make connections across texts, and draw conclusions. This aligns well with the goals of the Merdeka Curriculum, which emphasizes the development of critical thinking and problem-solving skills.

While the text-based approach offers a wealth of benefits for language learners, its implementation isn't without hurdles for both teachers and students. Teachers, for instance, might grapple with a lack of in-depth knowledge about the curriculum's text-based approach stipulations, potentially leading to misunderstandings (Matiso, et al., 2022). Language barriers can also arise if teachers aren't proficient in English themselves. Technical issues like unstable internet connections or limited online teaching durations further complicate matters in online learning environments (Matiso, et al., 2022; Meidianti, et al., 2024). These challenges can hinder teachers' ability to effectively implement the approach and create engaging learning experiences that maximize the benefits highlighted previously, such as developing critical thinking and reading comprehension skills.

Students also face their own set of challenges when adapting to the text-based approach. Difficulty interpreting texts, especially for non-native speakers, can hinder critical thinking development (Quvanov, et al., 2023). Overreliance on text-based methods might limit exposure to spoken English, impacting listening and speaking skills (Quvanov, et al., 2023). The lack of real-time interaction and feedback inherent in text analysis can make it difficult for students to develop language fluency and confidence (Quvanov, et al., 2023). Additionally, texts may not always provide a clear cultural context, creating confusion for students (Quvanov, et al., 2023). Finally, repetitive or uninteresting tasks and texts can lead to student boredom, ultimately demotivating them from learning (Rustipa, et al., 2021).

To navigate these challenges, teacher training and support specifically focused on the text-based approach, especially in online settings, is crucial. This aligns with research highlighting the importance of professional development for teachers navigating curriculum changes and technological advancements (Matiso, et al., 2022). Effective professional development equips teachers with the necessary knowledge and skills to excel in their roles. In the context of the TBA, this could involve training on selecting and utilizing age-appropriate, culturally relevant texts that cater to students' interests. Furthermore, teachers should develop strategies to move beyond simply "working on the text" through activities like filling in blanks. Instead, they should encourage students to "work from the text" by analyzing themes, moral values, and the author's purpose, fostering deeper engagement and discussion. This shift aligns with the Merdeka Curriculum's emphasis on student-centered learning and critical thinking.

The Implementation of Text Based Approach in Merdeka Curriculum

Text as a communicative event is a concept that must be well understood in order to use a text-based approach in the Indonesian Merdeka curriculum. Texts are not only static documents; rather, they are dynamic, interactive instruments that support teaching and learning. In the context of the Merdeka Curriculum. To improve students' comprehension and proficiency in studying English, texts are employed in a variety of formats within the Merdeka curriculum, such as written, spoken, visual, and audio. Using a comprehensive and adaptable teaching method, the curriculum focuses on helping students improve their abilities and character.

The implementation of text-based approach in the Merdeka Curriculum covers various pedagogical areas, especially cognitive, affective, and psychomotor (Yani, 2023). The cognitive area is primarily concerned with the acquisition and processing of knowledge. In a text-based approach, students are involved to various texts in different modes, namely written, oral, audio, and visual, that will help them developing critical thinking skills and effectively comprehending complex concepts. This is in line with the opinions of experts such as Richards (2013), who stress the significance of including several forms of communication in language instruction. Students may enhance critical thinking abilities such as information analysis, evaluation, and synthesis by combining texts from a variety of genres.

In a text-based approach, students are also encouraged to engage with the text that represent their experiences and interest. This aligns with the opinions of (Wiguna and & Tristaningrat, 2022), who emphasize the value of recognizing diversity and fulfilling each student's unique learning demands. Teachers may provide a supportive and stimulating learning atmosphere that encourages social interactions and emotional connections in their students by selecting books that speak to them.

Another pedagogical area that will be covered is psychomotor. Although text-based approach focuses mostly on cognitive and affective development, it still can contribute to psychomotor skills. For instance, students may involve in several activities like role-playing, reading aloud, or creating visual aids, that can help them develop their skill. Here's a breakdown of how the Merdeka Curriculum incorporates these aspects through a text-based approach:

- Affective Pedagogy: This focuses on emotional and social learning. Studies show that the genre-based approach (GBA) improves students' attitudes towards learning English and classroom participation (Zukhrufy, 2019). This suggests a more positive and engaging learning environment.
- Cognitive Pedagogy: This targets intellectual and mental development. The GBA has been shown to significantly improve students' writing skills, particularly in narrative text, and their ability to recognize text variations, vocabulary, and structures (Zukhrufy, 2019; Aswani, 2023). This implies the approach enhances cognitive abilities in writing, understanding, and analyzing text.
- Psychomotor Pedagogy: This focuses on physical and motor skills. While the text-based approach mainly targets cognitive and affective aspects, there are ways to incorporate psychomotor elements. For instance, studies point to using digital tools and multimedia in developing interactive learning modules (Lubis, 2022) and utilizing techniques like the jigsaw method that involve group work and collaboration (Zuliyarti, 2023). These can improve communication, problem-solving, and other psychomotor skills.

In order to apply a text-based approach, educators must first build the context by setting the context, providing the lesson's background, and defining the goals. In order to assist students comprehend the significance and goal of the text they will be analyzing, this stage is essential. As (Feez, 1999) points out, "Building the context is essential in helping students understand the purpose and relevance of the text."

Afterwards, the instructor has to demonstrate and deconstruct the text with the pupils, assisting them in comprehending its components and structure. Students' comprehension of the text's component and their applications is improved through this procedure. (Callaghan and Rothery, 1988).To assist students comprehend the structure and components of the text, it is crucial to model and deconstruct the text.

Another crucial stage is joint construction. As the students collaborate with the teacher to produce the text, the students' comprehension of the text's components and their applications grows. This cooperative learning environment promotes a better comprehension of the components and its application to the students' daily life. According to (Green, 1992), "Joint construction of the text is essential in helping students develop their understanding of the text's components and how they are used".

A further essential aspect is independent construction. By independently creating their own texts, students can improve their writing ability and put the lessons they've learned into practice. During this stage, students can reinforce their comprehension of the text while expressing their creativity. According to (Cornish, 1992), "Independent construction of the text is essential in helping students develop their writing skills and apply the concepts learned."

Last but not least, a key component of the text-based method is linking. By doing this, students may get a deeper understanding of the subject and the many contexts in which texts are utilized by making connections between the present text and other texts that are relevant to it. During this stage, students are assisted in recognizing the links between various texts and how they advance a more comprehensive comprehension of the subject matter. According to (Feez, 1999), "Linking related texts is essential in helping students develop a deeper understanding of the topic and how texts are used in different contexts."

In conclusion, implementing Text Based Approach in The Merdeka Curriculum requires a good comprehension of the idea of text as a communicative event. Teachers may successfully improve their students' comprehension and proficiency in learning English By building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts. A text-based approach is a crucial part of the Merdeka curriculum because of its emphasis on relevance, contextualization, student-centered learning, critical thinking, and problem-solving.

The Significance of the Text-Based Approach in Senior High School English Education within the Merdeka Curriculum

The Merdeka Curriculum, introduced in Indonesia, emphasizes a paradigm shift towards student-centered learning, focusing on independence, autonomy, and creativity. Within this framework, the implementation of a text-based approach in senior high school English education is crucial for fostering critical thinking, reading comprehension, and effective communication skills (Rahimah & Widiastuty, 2023). This essay will explore the significance of the text-based approach within the Merdeka Curriculum in senior high school English education, drawing from expert definitions and statements from qualified journals.

The Merdeka Curriculum's text-based method of teaching English to senior high school students is important for a number of reasons. First of all, it enables deeper engagement with the subject matter, which can enhance literacy abilities and result in a greater grasp of the content (Indraprasta & Pawiro, 2023). This is because, in contrast to conventional teaching strategies that rely on isolated abilities or abstract notions, the approach emphasizes the use of actual and relevant texts, which are more meaningful and engaging for students.

Second, the text-based method promotes the growth of critical and analytical thinking abilities in pupils, which are crucial for navigating the complexity of the twenty-first century (Rahimah & Widiastuty, 2023). Through a comprehensive range of text analyses and discussions, students can enhance their capacity to assess data, recognize biases, and formulate persuasive arguments.

Thirdly, the method contributes to the development of a contextualized and more comprehensive understanding of the subject. Students are able to understand the connections between various concepts and ideas as well as how they might be used in practical settings by means of the integration of numerous disciplines through text analysis.

Finally, because the text-based method readies students for postsecondary education and the workforce, it is especially significant in the high school setting. Students are expected to be able to read complicated texts, evaluate information, and communicate effectively in both professional and higher education settings. The Merdeka Curriculum's text-based approach aids in the development of these abilities, increasing students' competitiveness and better preparing them for their future employment.

4. Conclusion

The text-based approach within the Merdeka Curriculum offers a promising path for senior high school English education. By fostering deeper engagement with diverse texts, students develop critical thinking, analytical skills, and a broader understanding of the language. This approach also integrates other disciplines and prepares students for higher education and careers through complex text analysis, information evaluation, and effective communication. While further research is needed to explore its nuances and implementation challenges, this approach holds significant potential for enhancing English language learning within the Merdeka Curriculum framework.

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