CHAPTER I

INTRODUCTION

A. Background of Study

Within the end of the Covid-19, plenty of students experienced learning loss due to online learning during the pandemic (Azmi, 2021). The cessation of offline learning in schools raises concerns about the decline in the quality of cognitive knowledge, vocational skills, and social skills that students personally possess. Starting from the cost of delivery of material, the difficulty of asking questions or consulting with teachers, and problem caused by network interference. In addition, many schools have not found the right online learning format so that its effectiveness is often questioned (Azmi, 2021). The use of online learning method has increased since the Large-Scale Social Restrictions (PSBB) were established by the government. The social restriction is contained in Government Regulation (PP) Number 21 of 2020 (Cabinet Secretariat, 2020), one of the points of which caused the closing schools and workplaces (Muzdalifa, 2022). Results of survey from the *Kementerian Pemberdayaan Perempuan dan Perlindungan Anak RI* (PPPA) or Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia explained regarding children's enjoyment while implementing online learning system, namely 58% of children said they did not like learning process implemented through e-learning. This shows that school and teacher unpreparedness cause an impact on children's interest in learning using online learning (Widako & Gibraltar, 2020).

Arini (2021) as cited in Adit (2021), explained that there are a lot of distortions in teaching material from an education and teaching perspective, this is caused by students only understand the material textually, and which teacher should be able to construct the material contextually. To get around this condition, he suggested for teachers to make innovations and modifications in the interaction with students. because teaching and learning process does not only transfer knowledge but also should capable to change students' behaviour and character.

Starting from 2022/2023 school year, Indonesia has implemented *Merdeka* Curriculum as new curriculum. *Merdeka* aims to hone children's interests and talents from an early age by focusing on essential material, character development, and student competence (Kenya, 2022). The core of the *Merdeka* Curriculum is Freedom to Learn, which is a concept created so that students can explore their individual interests and talents. If previously in the 2013 Curriculum students had to study all subjects (at the Kindergarten to Middle School level) and would be directed to science/social studies at the High School level, this is different from the *Merdeka* Curriculum. In the *Merdeka* Curriculum, students will no longer go through things like that. Nadiem (2022), said that *Merdeka* Curriculum is a curriculum that is far more concise, simpler and more flexible to be able to support learning loss recovery due to the Covid-19 pandemic.

The *Merdeka* Curriculum has a goal to reform old learning forms and overcoming learning loss after Covid 19, but not all schools have implemented this curriculum. This also related with the fact that students experienced learning problems with current learning activity. In fact, there are 88.75 percent of respondents who consider the current teaching and learning activity system or *kegiatan belajar mengajar* (KBM) is boring and stressful, explained Muntadiin, in a written statement received by Kompas.com, Thursday, (16/4/2020), (Syafii, 2020). Therefore, more interesting and innovative learning methods and learning models are needed. Window shopping is an example of cooperative learning model that could be implemented to improve student learning outcomes in line with *Merdeka* Curriculum. Window shopping learning activities are carried out based on group work by shopping around, looking at the work of other groups to add insight. Students can shop actively and dynamically by displays their work creatively. One person from each group takes care of their work (manages the stand/shop). Other group members visit the stand to see the work of other groups (shopping) by giving comments and ratings so that each participant in the group can trigger their creativity. This kind of learning model can lead to pleasant situations, but remains effective according to the learning objectives to be achieved (Kurdi, 2017). This explanation encourages researcher to find the relation and application between

window shopping learning model to *Merdeka* Curriculum and how the learning process in classroom, especially for English as Foreign Language (EFL) high school students. Researcher aimed to explore the implementation of window shopping learning model that conducted in the class XI of Modelling Design & Building Information (DPIB)-B of State Vocational Highschool 2 Surakarta.

B. Limitation of the Study

This study only discussed the application of Window Shopping in the classroom and its relation with the *Merdeka* curriculum without discussing other learning models. The study conducted to 30 students in Class XI of Modelling Design & Building Information (DPIB)-B of State Vocational Highschool 2 Surakarta.

C. Problem Statement

1. How does the implementation of window-shopping learning model and its relation to *Merdeka* Curriculum in Class XI of Modelling Design & Building Information (DPIB)-B of State Vocational Highschool 2 Surakarta.
2. What are the difficulties encountered by teacher when used window shopping as a learning model for EFL students?
3. What are solutions provided by students and teacher regarding the difficulties they encountered?

D. Research Objective

1. To investigate window shopping as a learning model and its relation with the *Merdeka* Curriculum in Class XI of Modelling Design & Building Information (DPIB)-B of State Vocational Highschool 2 Surakarta.
2. To explain the difficulties encountered by teacher and students when using window shopping as a learning model.
3. To inform what solutions are provided by students and teacher regarding the difficulties they encountered.

E. The Benefit of Study

This research is expected to give a benefit such as follows:

1. Theoretical Benefit

   The benefits that are expected to be given from this research are that it can contribute knowledge, especially in new learning models such as Window Shopping for the learning process and academic purposes and its application in the *Merdeka* Curriculum.

2. Practical Benefits

   The main benefit of this research is to improve researcher myself and other students as reference particularly for people from education majors especially English education.