

CHAPTER II

REVIEW OF RELATED LITERATURE

This research shows a related literature review of research. They are online classes; definition of online classes; previous research on online classes; and the potential of online classes, *Kurikulum Merdeka*; definition of *Kurikulum Merdeka*; previous research on learning *Kurikulum Merdeka*; and advantages of *Kurikulum Merdeka*, Perception; definition of perception; previous research on perception; and the purpose of using perception.

2.1 ONLINE CLASS

2.1.1 Definition of Online Class

Online class learning is a way of learning that utilizes digital tools to deliver material. This method is also often referred to as online learning because its implementation requires an internet connection.

Online learning is a method that can support students to learn more widely, more diversely, and in a variety of ways. With the support provided by this method, students can do learning anytime and anywhere without being hindered by distance, location, or time. The materials learned are also more diverse, not only in the form of words, but can also be found in other variations such as pictures, sounds, and movements.

According to (Naidu, 2006: 1) in (Yoga, 2023) says that online learning generally refers to the use of information and communication technology specifically designed for teaching and learning. According to (Bullen and Janes,

2007: 176) in (Yoga, 2023) online classes are defined as a way of teaching and learning that takes place through the use of internet technology to deliver, support and facilitate learning activities despite distance. According to (Darmawan, 2014: 10) in in (Yoga, 2023) says that online learning as an internet-based platform that can connect teachers and students virtually.

2.1.2 Relevant previous research on Online Classes

According to (Alia, 2021) previously, multiple studies focused on virtual education, with the initial research covered here addressing online learning amidst the Covid-19 pandemic with undergraduate students. After analyzing both the advantages and drawbacks of online classes from the viewpoint of students, survey information was gathered from 853 students who participated in online learning over the course of three academic terms. These students faced various challenges while adapting to online classes, including issues with technology, mental health concerns, managing their time, and finding a balance between life and education. Additionally, the findings indicated that over one-third of the students surveyed were unhappy with their learning experience in virtual classes.

Research on virtual classes is also informed by the educational experiences from the Methods and Engineering Course Research conducted within the MA Urban Design master's program at Cardiff University amid the COVID-19 pandemic in the UK. Most participants indicated that participating in live online lectures was more advantageous compared to viewing recorded sessions. Online formative evaluations and real-time progress reviews enable students to consider their development and enhance their projects prior to final assessments

(Kamalipour, 2021). Based on both studies, it can be concluded that online classes are not all effective for students because there are several obstacles faced by some students when taking online classes.

2.1.3 The Potential of Online Classes

The potential that supports online classes is that everyone can contribute, learning is controlled by students, process-based (can occur anytime, anywhere), and the results of learning interactions are recorded well by the system.

2.2 KURIKULUM MERDEKA

2.2.1 Definition of *Kurikulum Merdeka*

According to (Darmawan & Winataputra, 2020) in (Tuerah & Tuerah, 2023) *Kurikulum Merdeka* aims to enhance student autonomy and promote learning that focuses on the student, highlighting the importance of empowerment and the advancement of skills relevant to the current century. In addition, according to (Riyanto, 2019) in (Tuerah & Tuerah, 2023), *Kurikulum Merdeka* seeks to liberate students from the constraints of a curriculum that is overly theoretical, encouraging a form of learning that is more applicable and connected to real-life situations.

2.2.2 Relevant previous research on *Kurikulum Merdeka*

There have been multiple investigations into online education, and the initial study to be examined focuses on Curriculum, specifically lesson plans, teaching resources, and prearranged learning experiences. The curriculum serves as a guideline for all teachers in carrying out the teaching and learning activities. Changes in the curriculum are closely linked to advancements in the digital age. The ongoing digital era represents a significant factor in the development of a

curriculum centered around *Kurikulum Merdeka*. Furthermore, the educational approaches currently utilized in Indonesia frequently do not align with the realities faced by students and instructors. Therefore, *Kurikulum Merdeka* proposed by Nadiem Makarim, the Indonesian Minister of Education, serves as a remedy for the challenges present in Indonesian education today (Manalu et al., 2022).

Research on learning in *Kurikulum Merdeka* plays a significant role in the development of educational tools that include the organization of learning activities, associated with the journey of gaining knowledge and experience through various learning engagements. To implement *Kurikulum Merdeka*, school administrators and educators must be prepared to embrace new concepts. During the planning phase, instructors continue to depend on instructional modules supplied by the central authority. There are new aspects that need attention in *Kurikulum Merdeka* related to the initiative to enhance the profile of Pancasila students. (Ardianti & Amalia, 2022) Based on the two studies, it can be found that *Kurikulum Merdeka* supports developments in the digital era and also the implementation of this curriculum occurs because it often does not suit the conditions of students and teachers, therefore the teaching modules used by teachers are provided by the center.

2.2.3 Advantages of the *Kurikulum Merdeka*

Kurikulum Merdeka is simpler and deeper in learning, so that the material presented represents the material needed and the student's stage of development. Teachers teach the material more thoroughly and do not rush during learning, so that students feel comfortable and enjoy learning. Then, educational units are given

the freedom to process and organize the curriculum based on the characteristics of the educational unit and the characteristics of students, such as determining graduation criteria, learning approaches, so that they can organize learning.

2.3 PERCEPTION

2.3.1 Definition of Perception

The definition of perception according to (Moskowitz and Orgel) in (Jayanti, 2018) is an integrated process within a person in response to the stimuli he receives. According to (P. Robbins and Timothy) in (Jayanti, 2018), perceptions is the stage in which people organize and understand their sensory information to give meaning to the environment around them.

2.3.2 Relevant previous research on Perception

Previously there had been several studies on perception, the first research was perception, as defined in the dictionary, is defined as a way of understanding or assigning meaning to information based on a stimulus. This stimulus originates from the process of perceiving objects, events, or interactions between phenomena, which are then processed by the brain. The thought process begins with perception. Through this perception, humans perceive their world; all of this constitutes human perception. (Jayanti, 2018)

From this explanation, it can be concluded that perception is a process required by humans to understand what is happening around them. As a process, perception does not seek to find something certain and true, but rather is merely an interpretation, as stated by Thiha, that the core of

understanding perception lies in understanding that perception is a unique interpretation of a condition, and not an accurate recording of that condition. (Suryani, 2023)

From these two things, it can be concluded that perception is carried out to obtain the opinions of many people about an event that has occurred.

2.2.3 The purpose of using Perception

Perception is divided into three, namely cognitive, affective and conative perception. Each perception has its own purpose. According to (Thórisson et al., 2021) cognitive perception oriented on the basis of coordination between perception (middle and high levels) on the one hand and control based on knowledge, learning, and general cognition on the other. According to (Paputungan, 2022) the purpose of affective perception is to understand students' actions and views in every relationship during the learning period at school. According to (Nasihah, 2014) conative perception to evaluate the behavior seen around us, which is reflected in an individual's attitude in everyday life based on their views on a particular object or situation.