

**THE IMPLEMENTATION OF CURRICULUM MERDEKA (IKM) IN
THE PERSPECTIVE OF ENGLISH LEARNING**

(Descriptive Qualitative at 7th Grade Students of SMPN 2 Pontianak)

A THESIS

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**LANGUAGE AND ART EDUCATION FACULTY
INSTITUTE OF TEACHER TRAINING AND EDUCATION
TEACHER ASSOCIATION OF THE REPUBLIC OF INDONESIA
PONTIANAK**

2023

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**This thesis was submitted as a requirement for taking the Bachelor of
Education exam at the English language study program, Faculty of
Languages and Arts, Institute of Teacher Training and Education of the
Republic of Indonesia Teachers Association (IKIP PGRI) Pontianak**



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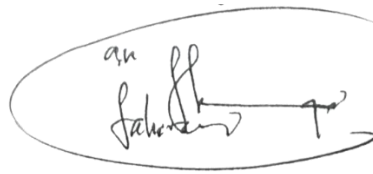
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Hereby, I signed below:

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Sincerely pronounce that the thesis entitled "*The Implementation of Curriculum Merdeka (IKM) in the Perspective of English Learning (Descriptive Qualitative at 7th Grade Students of SMPN 2 Pontianak)*" was written by me, and I do not administer any kind of plagiarism which is contradicted with the prevailing ethics of science in the scientific community. As the consequence, I will accept any sanction if I have been proven to do a violation toward ethics of science on my work or claim from other parties in the authenticity of my work.

Pontianak, July 2023

The researcher



Theresia Oktavia

DEDICATION

I dedicate this thesis to the people who have supported me endlessly from the beginning of my studies until I was able to reach this point. I hereby dedicate this thesis to.

1. My beloved father, Fransiskus Juntan, and my beloved mother, Natalia Mini, who have supported me in every way from a mental, material, and prayer perspective.
2. My two younger siblings, Kristian Rendi and Febryoongi, are the reason for me to study and complete this thesis.
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4. All students out there who struggle with academics and believe that they could not do well because of dissatisfying exam results for they are different, this is for you.

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This thesis is aimed at schools as a guide in implementing the Merdeka Curriculum, especially for teachers and students learning English at school, and for continuing research. The researcher would like to thank God Almighty because His blessed the researcher was able to complete a thesis entitled "Implementation of Curriculum Merdeka in Perspective of English Learning " The researcher also thanks:

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Finally, the researcher is aware that there are still many shortcomings in the design of this study, therefore the researcher apologizes and expects criticism and suggestions from readers. Thank you for your attention to the readers.

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Theresia Oktavia

ABSTRACT

**Implementation of Curriculum Merdeka in Perspective of English Learning,
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The research, entitled Implementation of Curriculum Merdeka in Perspective of English Learning, aims to find out how the Merdeka Curriculum is implemented in schools, especially in learning English. This research describe the progress and challenges that have occurred in school elements after the implementation of the Merdeka Curriculum as a new curriculum or a complementary curriculum from the previous curriculum so that it can make recommendations for schools that will implement the Merdeka curriculum and recommendations for improvements in the future. The research method used was descriptive qualitative with interviews as a data collection tool where the researchers took eight research subjects to be interviewed, namely; Waka Curriculum, 2 English teachers, other subject teachers, and 4 students, then the researcher used thematic analysis as a data analysis technique. The results of the research are in learning English, students have the courage to speak publicly in front of the class even in non-academic activities such as art performances, the material is still new so it is a challenge for students, with differentiated English Learning, students become more focused and happy in learning especially in learning English.

Keywords: Merdeka Curriculum, in Perspective of English Learning and recommendations.

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CHAPTER I

INTRODUCTION

A. Research Background

The curriculum is the core in the world of education for schools and teachers as a reference and guideline for preparing plans, materials, and objectives and evaluating learning activities for students in the classroom. The curriculum is the core guideline for teachers to develop learning tools that will be used in class such as prota, promes, and Rencana Pelaksanaan Pembelajaran (RPP). In addition, with the existence of a curriculum in schools, a process and academic and non-academic activities in education will be directed so that it can achieve a learning goal based on the type of educational curriculum used in schools as Bernadetta et al, (2021) say, the curriculum is the core of education which contains the formulation of objectives and the formulation of the content of learning activities, which prepares students with the skills, knowledge, attitudes, and various values needed to carry out work assignments in the future. A curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and the methods used as guidelines for organizing teaching and learning activities to achieve certain educational goals.

In the world of education, of course, the curriculum is very important for learning activities in class for students and teachers as a reference for achieving the goals of learning activities. The curriculum is the main guideline in preparing learning activities in the classroom, with the implementation of the curriculum in schools as educational institutions, the system in a school becomes regular where the educational curriculum itself contains educational goals and methods. The education curriculum will always be adjusted to every era of development of the times so that the system in a school will keep up with the times so that student development can compete in the world of work later. In addition to students, the curriculum is important for teachers as a reference guide for preparing learning activity plans so that the learning process in the classroom becomes effective. Therefore, the curriculum is the most important

aspect in the world of education to regulate a system in schools so that teachers can make the curriculum a guideline for planning learning activities in class so that students can develop.

The curriculum is the core of education which contains the formulation of objectives and the formulation of the content of learning activities, which prepares students with the skills, knowledge, attitudes, and various values needed in carrying out future work assignments. The curriculum is the basis for the development of professional abilities and personality in determining the quality of human resources and people of a nation (Widyastono, 2014) in Pratiwi Bernadetta et al, (2021).

In 2019 the Minister of Education and Culture Nadiem Makarim sparked a Merdeka Curriculum which was trialed in 2020 and starting to be used in 2022. Several schools in Indonesia have implemented the Merdeka Curriculum in schools even though it has not been implemented evenly in all schools.

The Merdeka Curriculum is a curriculum that follows technological developments in the modern era with a creative and innovative learning system by utilizing all existing technology in the 4th generation era with an independent learning system that is independent and free, which means students are freed to be more independent, creative and innovative. Independent learning is a curriculum centered on students' interests and talents, so students in the Merdeka Curriculum must be more creative in learning activities. Apart from students, teachers take a major role in the Merdeka Curriculum. In the Merdeka Curriculum, teacher learning is easier in administrative processes related to learning devices such as in Rencana Pelaksanaan Pembelajaran (RPP) as Reza and Ageng (2022) stated that, Merdeka Curriculum is one of the policy programs to be implemented by the Ministry of Education, Culture, Research, and Technology. Freedom is given to all elements involved in education, be it for schools, teachers, or students to be free to innovate independently and creatively.

The Merdeka Curriculum has been tried in 2020 and was begin to be implemented in 2022, although the Merdeka Curriculum has not been

implemented evenly in Indonesia, several schools have implemented a Merdeka Curriculum, such as in SMPN 2 Pontianak at 7th grade students. Based on initial observations and information from the school, in the implementation of the Merdeka Curriculum there was of progress has occurred in learning English such as students being able to be more active and fluent in speaking and discussing with friends and teachers in learning English, then in the assessment process become more flexible, as was also conveyed by Syaban and Riyanto, (2020) that this is appropriate basic 3 competence of speaking which expects students to speak english fluently in front of people and provide good feedback. It is proven that institutions require student-centered learning, where students must be active, critical, creative, and able to solve problems.

Relatedly, the application of the self-learning curriculum has undergone many changes in the learning system so that it creates challenges that must be faced by elements of the school, such as for students and teachers, especially in english learning, such as; 1) The learning preparation process is more complex and time-consuming. 2) preparing students' mindsets for an independent english learning system. 3) mapping on student learning preparation. 4) the process of compiling learning outcomes and learning paths is difficult and time-consuming. Apart from the existing challenges, there were also many progresses that took place after the implementation of the Merdeka Curriculum, one of them is the growing creativity of students, bearing in mind that in the Merdeka Curriculum the important thing is the optimal use of technology and innovation.

From the challenges faced by teachers and students above, it is necessary to conduct this research as an evaluation of how the implementation of the Merdeka Curriculum in the schools to find out what the progress and difficult challenges faced by teachers and students in english learning on the implementing a Merdeka Curriculum, so that they can create the recommendation for future improvements, especially in english learning which of course still have weaknesses in dealing with the new learning Merdeka Curriculum.

B. Research Questions

Research questions in this study can be formulated as follows:

How is the implementation of curriculum merdeka (IKM) in the perspective of english learning?

The sub-focus of the problem formulation is as follows:

1. What is the progress of the implementation Merdeka Curriculum in school?
2. What are the challenges in the implementation of the Merdeka Curriculum?
3. What are the recommendations for the implementation Merdeka Curriculum?

C. Research Purposes

Research purposes can be formulated as follows:

To find out the implementation of the Merdeka Curriculum (IKM) from an english learning perspective.

With sub-focus as follows:

1. To find out progress in the implementation of the Merdeka Curriculum at school (IKM).
2. To find out the challenges in the implementation of the Merdeka Curriculum (IKM).
3. To find out the recommendations for the implementation of the Merdeka Curriculum (IKM).

D. Significances of Study

This research is addressed to several parties, as follows:

1. For Teacher of English Subjects

In education, the curriculum will continue to be updated to keep up with the times and technology so that the world of education will continue to develop, as in the 2013 curriculum reform to a Merdeka Curriculum, although it has not been implemented in all schools, there are already several schools that have implemented a Merdeka Curriculum. In updating the curriculum, of course, there are many challenges faced by English teachers in learning, so the researcher describe the results of the research in the form of challenges and improvements that teachers need to know to deal

with these challenges so that researcher hope that with this research English teachers will be assisted in learning activities in the implementation of the merdeka learning curriculum in schools.

As one of the most important elements in school, the role of the English teacher in achieving learning goals in the classroom is of course the most important thing, considering that learning English is one of the most difficult lessons because it is a second language. Kusuma and Ririn, (2021) say that Knowing teachers' perspectives are one important way of improving the curriculum. Teachers are stakeholders who directly apply the curriculum in the field and feel both challenges and benefits of the curriculum applied. The teachers' perspectives are important to reveal the actual challenges in the classroom to determine the best solution.

2. For Students

By adapting to the times that demand creativity and innovation from students to prepare students who are active, independent, creative, and accomplished, an independent learning curriculum was developed, but on the other hand, students need to prepare themselves for implementing an merdeka learning curriculum. So for students, this research can be used as knowledge on how to implement a Merdeka Curriculum, especially from a student's point of view in english learning activities so that students as elements of the school can make improvements in the future so that english learning activities can run well, effectively and can achieve learning goals, as Maipita et. all., (2021) says, however, the dynamics of learning in Higher Education continue to develop. This development cannot be separated from the acceleration of technological innovation and the business's rapid growth. Responding to these demands, the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud RI) has set a strategy to prepare students to face social, cultural, and workforce changes in this era of rapid progress in science and technology. Kemdikbud views that student competence must be prepared to be more compatible with the needs of the times.

3. For Other Researchers in the Future

For further research materials, this research can be used as a reference for future research developments, especially in every renewal of the curriculum which will continue to be updated with the times.

E. Scope of Research

1. Research Variabel

“A variable is a construct or a characteristic that can take on different values or scores” (Ary et. Al, 2014).

This study indicated a single variable, namely the implementation of the Merdeka Curriculum (IKM).

2. Research Terminology

There are several terms that researcher use in this study so that the meaning of each term used by researcher does not become ambiguous, the meaning is described as follows:

a. The Merdeka Curriculum

The Merdeka Curriculum is a curriculum that follows technological developments in the modern era with a creative and innovative learning system by utilizing all existing technology in the 4th generation era with an independent learning system that is independent and free, which means students are freed to be more independent, creative and innovative. Independent learning is a curriculum that is more centered on students' interests and talents, so students in the Merdeka Curriculum are required to be more creative in learning activities.

According to Mutale, (2018), the curriculum is all the selected, organized, integrative, innovative, and evaluative educational experiences provided to learners consciously or unconsciously under the school authority to achieve the designated learning outcomes which are achieved as a result of growth, maturation, and learning meant to be best utilized for life in a changing society.

The Merdeka Curriculum is a learning curriculum that refers to the talent and interest approach. The curriculum launched by the Ministry of Education and Culture, Mr. Nadiem Makarim, is an evaluation form for improving the 2013 curriculum. The 2013 curriculum was used before the pandemic hit Indonesia, where the 2013 curriculum was the only curriculum used in the teaching and learning process (Madhakomala et al, 2022).

b. English Learning

Learning English is one of the subjects at school, which is an interactive activity between teachers and students as a process of education at school that aims to learn a second language, namely English as an international language.

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students. In other words, learning is a process to help students learn well based on Djamaluddin dan Wardana, (2019).

According to Depdiknas, (2003: 15) in Endah, (2016) meanwhile, “the purpose of learning English is for students to be able to communicate in English orally and in writing fluently and by their social context”.

CHAPTER II

LITERATURE REVIEW

A. The Curriculum

1. Definition of Curriculum

The word new curriculum has been popular in Indonesia since 1950 and was popularized by experts who completed their education in the United States. The word curriculum comes from the Latin Circulate which means Nasution's 2006 lesson material in Bernadetta, (2021). Furthermore, the curriculum is the core of education which contains the formulation of objectives and the formulation of the content of learning activities, which prepares students with the skills, knowledge, attitude,s and various values needed in carrying out future work assignments.

The curriculum is a process of students' journey in taking systematic learning containing existing subjects to achieve the goals of education, this was conveyed by Baderiah, (2018) that terminologically, the term curriculum used in the world of education with understanding as several knowledge or subjects that must be taken or completed by students to achieve an educational goal or competency set. As a sign or proof that someone is a learner has achieved the competency standards that have been set with a diploma or certificate.

The curriculum is a guide for teachers in delivering students by the expectations and goals of education. Psychologically, students have uniqueness and differences, both differences in interests, talents, and potential according to the stages of their development. For that reason, the curriculum must pay attention to the conditions of developmental psychology and child learning psychology. An understanding of children for a curriculum developer is very important. Misperceptions or shallow understanding of children can lead to misdirection and educational practice errors. Sanjaya in 2008 in Bernadetta, (2021).

2. The Functions of the Curriculum

Some of the functions of the Curriculum are as follows according to Hendyat Soetopo and Soemanto in 2007 in Bernadetta, (2021):

- a. The function of the curriculum so that educational goals are achieved. A curriculum is a tool or effort so that the various educational goals desired by the school can be achieved.
- b. The function of the curriculum for children. A curriculum is a learning organization that is structured and prepared for students for their education.
- c. The function of the curriculum for teachers. the function of the curriculum for teachers consists of 2 namely: a.) Become a work reference in associating, and compiling learning experiences for students. b.) As a work reference in preparing teaching and learning activities.
- d. The functions of the curriculum for school coaches and school principals are:
 - 1) Become a reference for carrying out the supervisory function in improving learning situations.
 - 2) Become a reference in carrying out the supervisory function in creating situations that can support children's learning situations for the better.
 - 3) Become a reference in the implementation of the supervisory function in helping teachers so that the learning situation can be better.
 - 4) Become a reference in further curriculum development.
 - 5) Become a reference in evaluating the progress of the teaching and learning process.
- e. Curriculum function for parents of students. Parents can seek the progress of their children.
- f. The function of the curriculum for principals at the level above is to prepare teachers and maintain a balance in the educational process.

- g. The function of the curriculum for the community and organizations, institutions, or companies that use school graduates, namely: graduate users help smooth the implementation of educational programs where collaboration between parents, schools, and the community is needed.

3. The Importance of the Curriculum

According to Hamalik, 1990 in Martin, (2022), there are three important roles of the curriculum, namely as follows;

- a. The conservative role, namely the curriculum can be used as a means to transmit the values of past cultural heritage which are considered relevant to the present to the younger generation. This conservative role essentially places a past-oriented curriculum. This role is very basic and is adapted to the fact that education is essentially a social process. One of the tasks of education is to influence and foster student behavior through social values of life in the community.
- b. Creative Role That is the curriculum must be able to develop something new by developments that occur and the needs of society in the present and the future. The curriculum must contain things that can help every student develop all the potential that exists in him to gain new knowledge, new abilities, and new ways of thinking needed in his life.
- c. Critical and Evaluative Role That is, the values and culture that live in society are always changing, so the inheritance of past values and culture to students needs to be adapted to the conditions that occur in the present. In addition, the developments that occur in the present and the future may not necessarily meet the needs. Therefore, the role of the curriculum is not only to pass down existing values and culture or apply the results of new developments that occur but also has a role to assess and select values and culture as well as new knowledge to be inherited. In this case, the curriculum must actively participate in social control or filter. Social values that are no longer by current

conditions and demands are eliminated and modifications or improvements are made.

4. The Relationship Between Curriculum and Learning

The application of psychological foundations in curriculum development is nothing but so that the educational efforts made can adapt to the nature of students, both adjustments in terms of the material or materials that must be delivered, adjustments in terms of the delivery or learning process, and adjustments from other elements of educational efforts. The behavioral characteristics of each individual at various levels of development are a study of developmental psychology and therefore in the development of a curriculum that is always related to educational programs for the benefit of students, a psychological foundation must be used as the basis for its development efforts (Bernadetta, 2021). Furthermore, strategies and methods are the third component in curriculum development. Learning strategies in this case include approaches, procedures, methods, models, and techniques used in presenting curriculum materials/content. This component is component that has a very important role because it relates to the implementation of the curriculum. From the theories above, it can be concluded that curriculum and learning are interconnected, where learning activities can be carried out with the application of an education curriculum. The application of a curriculum in schools is a guideline for setting goals, strategies, and learning methods which then become a teacher's guide in making learning tools so that learning activities can be carried out.

5. Curriculum in English Learning

Every curriculum change that has been made is aimed at developing and improving the quality of education in Indonesia. Significant changes have occurred in the 2013 curriculum, where English is a non-compulsory subject at the elementary school level. The application of English subjects at the elementary school level is adjusted to the policies of each school. This causes differences in subjects in each

elementary school in Indonesia. The distribution of English subjects to elementary school students is uneven (Cesare, 2022).

Each curriculum development has its policy on the learning system, several curricula do not apply English learning subjects at the elementary school level such as the 2013 curriculum and some curricula implement English learning at the elementary school level such as the KTSP curriculum and the Merdeka Curriculum Study.

B. The Merdeka Curriculum

After implementing the Merdeka Curriculum, of course, many changes occur in the school system and school elements, these changes are certainly a development and progress for schools, especially for teachers and students. The main changes seen in learning activities, namely teachers and students are becoming more active, creative, and innovative, besides that the use of technology as a learning support tool according to the concept of Merdeka Curriculum is also getting more optimal.

The self-learning Merdeka Curriculum is very important for improving the post-pandemic 2013 curriculum and also for the advancement of education in Indonesia to keep up with the times in the era of modern technology which is growing rapidly as it is today.

Several curricula have been used in Indonesia, namely: Curriculum 1947 (Rentjana Pelajaran 1947), 1952 Curriculum (Rentjana Pelajaran Terurai 1952), Curriculum 1964 (Rentjana Pendidikan 1964), 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum and Curriculum Supplements 1999, 2004 Curriculum, KBK (Kurikulum Berbasis Kompetensi), 2006 KTSP Period Curriculum (Kurikulum Tingkat Satuan Pelajaran), and 2013 Curriculum. Then, in 2019 the Minister of Education and Culture Nadiem Makarim sparked a Merdeka Curriculum which was trialed in 2020 and starting to be used in 2022. Several schools in Indonesia have implemented the Merdeka Curriculum in schools even though it has not been implemented evenly in all schools.

The Merdeka Curriculum is a curriculum in which the learning structure is divided into two main activities, namely intra-curricular learning which refers to learning outcomes that must be achieved by students in each subject, and the project to strengthen the profile of Pancasila students which refers to graduate competency standards that students must have (Hamdi et al, 2022).

During the Covid-19 pandemic, the government implemented the Emergency Curriculum which was a simplification of the 2013 curriculum to be precise in the basic competency section by focusing on essential material (SK Kabalitbang No. 018/2020) (Hardiansyah & Kamil, 2022). In 2021, the government implemented the Curriculum Mobilizing Schools implemented in 2,500 schools in Indonesia. At the end of 2021, the penggerak school curriculum has changed to become a prototype curriculum which in 2022 has changed to become the Merdeka Curriculum Chamidi et al, 2022 in Berkat, (2023).

Reza and Ageng (2022) stated that merdeka is one of the policy programs to be implemented by the Ministry of Education, Culture, Research, and Technology. The decision regarding this matter was through the Ministry of Education and Culture to restore the national education system in line with the essence of the 1945 Constitution to improve the quality of Indonesian human resources, especially given the increasingly intense competition in the era of the industrial revolution 4.0. Freedom is given to all elements involved in education, be it for schools, teachers, or students to be free to innovate independently and creatively.

In the Merdeka Curriculum, the principles of implementing learning are designed to provide quality, interactive and contextual learning experiences. In this cycle, educators are expected to be able to organize learning that is: (1) interactive; (2) inspirational; (3) fun; (4) challenging; (5) motivating students to participate actively; and (6) provide sufficient space for initiative, creativity, independence in accordance with the talents, interests and physical and psychological development of students. Throughout the

learning process, educators can conduct formative assessments to determine the extent to which learning objectives have been achieved by students (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

Achievement indicators in the Merdeka Curriculum are based on students' cognitive abilities, Anderson and Krathwohl, 2001 in Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, (2022) group cognitive abilities into the following stages, in order from the most basic abilities to the the highest as follows:

Table 2.1 Indicators Achievement in Merdeka Curriculum

Level	Indicators
1	Remembering, including recalling information that has been learned, including definitions, facts, lists of sequences, or mentioning again material that has been taught to him
2	Understanding, including explaining ideas or concepts such as explaining a concept using their own sentences, interpreting information, concluding, or paraphrasing a text
3	Applying, including using the concepts, knowledge, or information they have learned in different and relevant situations
4	Analyzing, included in this ability is breaking information into several parts, the ability to explore relationships/correlations or compare between two or more things, determine the interrelationships between concepts, or organize several ideas and/or concepts.
5	Evaluate, including the ability to make decisions, judge, submit systematic criticism and recommendations.
6	Creating, namely assembling various elements into a whole new thing, through the process of searching for ideas, evaluating existing things/ideas/objects so that the creations that are created become one of the solutions to existing problems. This includes

	the ability to add value to an existing product.
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C. The Interview Blueprint

A test blueprint is a natural extension of the learning outcomes and course objectives that have in place. Next, A test blueprint is also known as a test plan, table of specifications, or test specifications (Mark and Joseph, 2019). An interview blueprint is a plan and description of an interview that will be made, usually in the form of a table containing sub-focus, indications, interview questions, and interview informants. This research interview blueprint is attached in appendix.

D. Previous Study

In this research, there is some previous research that has the same topic as this research. Below are some previous researches:

First, a research entitled “Implementasi Kurikulum Merdeka di Sekolah Penggerak” by Restu Rahayu et all, (2022) with the results, based on the implementation of a Merdeka Curriculum the most important element in the effective implementation of Merdeka Curriculum is the school principal. The principal must be able to guide, direct, and inspire all elements of the school to want to move towards better education to produce quality graduates. Furthermore, teachers in penggerak schools are also an important factor in the successful implementation of the Merdeka in penggerak schools teachers must be able to become tutors, facilitators, and inspirational providers for their students so that they can motivate students to become active, creative and innovative students so that teachers must be able to Create a comfortable and uplifting learning atmosphere. The existence of facilities and infrastructure also greatly supports the successful implementation of the Merdeka Curriculum in penggerak schools. Complete facilities and infrastructure support the implementation of the Merdeka Curriculum in penggerak schools, especially in the availability of IT tools.

Second, a research entitled “Kesiapan Belajar Jenjang Sekolah Menengah Atas (SMA) dalam Implementasi Kurikulum Merdeka (IKM) di Kabupaten Nias Utara” (by Doni Berkat Tabah Hulu et all, (2023), with the

result that there are still many deficiencies that need to be corrected in implementing the Merdeka Curriculum such as; The curriculum is not mature enough, the teaching system is not yet explained in detail, the lack of human resource capacity (HR), the lack of socialization for teachers, the lack of focus on learning, the lack of continuity between one level and the next level, and the allocation of subjects has changed.

Third, a research entitled “Implementasi Kurikulum Merdeka dan Tantangannya” by Fieka Nurul Arifa (2022), with the results of the many challenges experienced by school elements, namely; The challenge when teachers develop their learning objectives. Teachers are given independence, but in terms of ability, there are still many teachers who are not ready. The reality is that there are still many teachers who have not been able to develop a good lesson plan. Another challenging thing is the readiness of students in IKM, especially the freedom of students to choose what they will learn for themselves. Therefore, research on SMI preparation must be absolutely clear, both from teacher training and legal regulations, to the budget. Meanwhile, education practitioner and teacher assistant, Aulia Wijiasih, said changes for quality improvement, including through IKM must be supported. In addition, it is necessary to strengthen understanding on the part of teachers/schools that the curriculum is not limited to material/subjects so that IKM has an impact.

Fourth, a research entitled “Vocational High School English Teachers’ Perspectives On “Merdeka Belajar” Curriculum” by Anita Kusuma Pertiwi and Ririn Pusparini (2021), with the results that English teachers still do not understand the concept of merdeka, which means it is still difficult for teachers to carry out english learning activities by implementing the Merdeka belajar curriculum because IT facilities and infrastructure are also not yet adequate. Based on this research, the views of English teachers suggest that the government holds socialization activities on the concept of implementing a Merdeka Curriculum.

Fifth, the thesis research entitled “Analisis Penerapan Kebijakan Merdeka Belajar Pada Kurikulum SMK” by Dwi Efyanto (2021), the result

that (1) Fulfillment of industrial competence requires a programmed increase in teacher competency; (2) Teachers do not yet have successful experience in applying skills and knowledge to the operations and work processes to be done; (3) Changes in dynamic industry competency standards require sustainable curriculum development; (4) Difficulties in facilitating student learning effectively according to industrial culture; (5) The competencies needed by the industry vary and change dynamically according to the market and the fulfillment of practice facilities and teacher competencies requires large and long costs and time.

Based on previous study, there are many challenges that teachers especially face in the learning process in class on the implementation of an Merdeka Curriculum, such as

1. There is still a lack of resources in schools where teachers and students are not yet ready to face independent learning
2. Takes a long time in the learning planning process in the classroom,
3. An Merdeka Curriculum system that is not yet mature
4. Facilities that are still lacking
5. Lack of training and socialization for teachers and students
6. The quality of teachers who are still lacking in planning lessons in the classroom
7. There is still a lack of understanding of the concept of an Merdeka Curriculum by school elements.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing.

In this study, the researcher used a descriptive qualitative research design where according to Sugiyono, (2008) “the research method is descriptive qualitative, namely research that refers to real conditions that are natural and what they are as encountered by researchers”. In this study, the researcher played a key role. The steps that the researcher was takes are as follows; 1) pre-observation, 2) data collection, and 3) data analysis and writing of results.

B. Subject

Research subject are group of people who was be examined to obtain research data, in this study the research subjects are 2 english teachers of 7th-grade students, school’s leaders, and the researcher took one student from each different class to represent 4 classes so the researcher was take 4 students as the subject, with a total of 7 classes for 7th grade level students at SMPN 2 Pontianak which address at Selayar Street, Akcaya, South Pontianak District, Pontianak City, West Kalimantan. “The subject is the example, the focus (e.g. an education system, a school, a group of students), Selecting the subject as the focus of the case is a matter of sampling” (Cohen et all, 2018).

No	Subject	Initials Code
1	Deputy Curriculum Head	DCH
2	English Teacher 1	ET1
3	English Teacher 2	ET2
4	Other Subject’s Teacher	OST
5	Student 1	S1
6	Student 2	S2
7	Student 3	S3

8	Student 4	S4
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C. Technique of Collecting Data

The researcher used data collection techniques in the form of semi-structured interviews to blunt data from teachers, students, and school leaders or the curriculum to get results on how the description was when implementing the Merdeka Curriculum in schools. In data collection techniques using semi-structured interviews, the data and results obtained become more detailed according to the research design, namely descriptive qualitative, the most important thing is the data obtained was describe the research purposes at the points above by using semi-structured interview techniques.

As Sharan and Elizabeth (2016) say, in a semistructured interview you would be more likely to ask each teacher to describe his or her understanding of mentoring, or you might ask the teacher to think of someone who is a mentor. Next, In this type of interview either all of the questions are more flexibly worded or the interview is a mix of more and less structured questions. Usually, specific information is desired from all the respondents, in which case there is a more structured section to the interview.

D. Tools of Data Collection

1. Interview Guidance

Researcher use research tools to collect data in the form of guidance interviews. Interview guidance is a guide in interviewing so that it can be properly systemized. The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words.

They are used to help understand the experiences people have and the meanings they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations (Ary et all, 2014).

Rosanne, (2020), Interview guidance provides guidelines that can be used to develop an interview guide that adds structure to the interview process, as well as provides transparency of methods to human subjects review committees and IRBs, while at the same time allowing flexibility within the interview process. Various types of interview questions are described and working examples are included. Interview guides are useful within both semi-structured and in-depth interviews of individuals or groups DiCicco-Bloom & Crabtree, 2006 in Rosanne, (2020).

E. Technique of Data Analysis

In analyzing qualitative data researcher use a thematic analysis. Thematic analysis is suitable for analyzing qualitative data to obtain detailed data descriptions from research subjects. From thematic analysis, researcher can describe the findings in detail from the issues raised by researcher and the description of the data obtained was more flexible. Data on thematic analysis were obtained from interviews with subjects who had experienced the implementation of an merdeka school curriculum. In thematic analysis techniques, the most important step taken by the researcher is the coding process so that the data produced is by the existing research themes, such as the opinion expressed by Braun, and Clarke, that analysis involves a constant moving back and forward between the entire data set, the coded extracts of data that you are analyzing, and the analysis of the data that you are producing. Writing is an integral part of the analysis, not something that takes place at the end, as it does with statistical analyses. Therefore, writing should begin in phase one, with the jotting down of ideas and potential coding schemes, and continue right through the entire coding/analysis process.

According to Maguire and Brid, (2017), “thematic analysis is the process of identifying patterns or themes within qualitative data. Then, the goal of thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue”.

Table 1: Braun & Clarke's, 2006 in Maguire and Brid, (2017) six-phase framework for doing a thematic analysis

Step1: Become familiar with the data,	Step 4: Review themes,
Step 2: Generate initial codes,	Step 5: Define themes,
Step 3: Search for themes,	Step 6: Write-up.

Table 1. Step for doing a thematic analysis

The stages of analysis can be described as follows:

1. Become familiar with the data.

At this stage, the researcher must understand the data that has been collected through interviews by re-reading the results of the interview transcripts obtained from the research subject's feedback to filter the information that was described in the research results

2. Generate initial codes.

Furthermore, after the first stage, generate initial codes by selecting each row of data from the results of the interview transcripts related to the issues raised by the researcher in the form of changes or progress that have occurred in schools, challenges, and recommendations in implementing the Merdeka Curriculum. According to Maguire and Brid, (2017), after working through them generated new codes and sometimes modified existing ones. We did this by hand initially, working through hard copies of the transcripts with pens and highlighters.

3. Search for themes.

At this stage, each row that corresponds to the previously selected research theme is then grouped into each of the research questions discussed, these findings was later become the answer to each research question discussed.

4. Review themes

In this phase, the researcher was review, modify, and develop the initial themes that we identify based on each line that has been grouped for each theme.

5. Define themes.

At this stage, the final refinement of the theme and purpose is to analyze how the conclusion is by developing what recommendations should be made based on feedback from research subjects.

6. Writing-up.

The final stage is the writing of the results and discussion of the previous stages of development and analysis so that it becomes a description of the results reported by the questions in this study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Based on the results of the data collection process from researchers through interviews with 8 subjects; 2 English teachers, the curriculum deputy head, 1 teacher of other subjects, and 4 students, the results and discussion are as follows.

A. Research Findings

Based on the interview results, the following results were obtained. After the implementation of the Merdeka Curriculum at SMPN 2 Pontianak there were several aspects that experienced progress, changes, and challenges which then resulted in recommendations for improvement in the future including from an English learning perspective.

Implementing the Merdeka Curriculum at SMPN 2 Pontianak has been going on for 1 year, starting in 2022 in grade 7. The Merdeka Curriculum is a complementary curriculum to the 2013 curriculum where “ *the Merdeka Curriculum is used to perfect the previous curriculum after pandemic covid-19 when students experience a loss of Learning Activities (DCH)*”.

Because the Merdeka curriculum is a perfecting curriculum, the system and characteristics are the same as the 2013 curriculum, but the difference in the Merdeka curriculum is in the form of 3 characteristics, namely, differentiated learning, technology-based learning and project-based learning with more emphasis on the previous curriculum, namely the 2013 curriculum. seen from the changes in the subjects of these two curricula, namely the prakarya subject from the 2013 curriculum was changed to teknologi informatika subjects so that they are in accordance with 21st century learning with technology-based learning. the change in these subjects was expressed by the deputy head of the school curriculum “*the change was then in 1 subject out of 10 subjects, namely the prakarya subject was replaced with teknologi informatika subjects (DCH)*”. Then in the previous curriculum

there was no mapping process for students at the beginning of learning by teacher.

In the implementation of the Merdeka Curriculum in schools, there are 3 fascia in its application, namely mandiri belajar, mandiri berubah, and mandiri berbagi, where according to deputy curriculum head “*SMPN 2 Pontianak uses the Merdeka Curriculum implementation merdeka berubah (DCH and ET1)*” where in the Implementation of the Merdeka Curriculum for the mandiri berubah fascia, Principals and Teachers starting in the 2022/2023 academic year are implementing a Merdeka Curriculum using teaching tools provided in PAUD education units, grade 1, grade 4, grade 7 or grade 10 which available in Merdeka Teaching Platform (PMM) by ministry of education and culture.

1. Differentiated Learning (Pembelajaran berdiferensiasi)

- a. The progress of differentiated learning in the implementation of Merdeka Curriculum

In the learning process in the implementation of Merdeka Curriculum often uses a learning system called differentiated learning where the teacher plays an important role at the beginning of the learning process, at the beginning of the semester. Differentiated learning is learning that accommodates students' learning needs. The teacher facilitates students according to their needs because each student has different characteristics. “*In the process of mapping students, teachers group students based on their interests and talents before the learning process begins by recording students through the g-form (ET1). From the data collection process, teachers can then design assessments, namely diagnostic, cognitive, and non-cognitive (T1)*”.

In English language learning in class 7 of SMPN 2 Pontianak, which is included in phase D, before compiling the teaching module, the teacher first maps students using the G-Form, which is a form containing questions filled in by students. This is a data collection process by the teacher to map students based on students' interests and readiness to learn.

Furthermore, teachers design learning models and compile them into teaching modules that contain a flow of learning objectives (ATP) based on existing learning outcomes (CP). Teachers map students based on interests and talents as an effort to motivate students in learning English and for students who have not mastered the prerequisite competencies or are not ready to learn in a scope of material, given the opportunity to learn competencies at a lower level or with a simpler scope of material. On the theme of professions, English teachers use problem-based learning and project-based learning, where in learning activities the teacher provides material briefly and simply then students in groups are directed to watch videos about the work done by several people, then analyze the profession and solve it in groups by writing what professions are in the video. In the assignment, students make a task in groups, then make a project in the form of a picture of a profession that can be painted, make a puzzle, a collage, or something else.

“I use problem-based learning and project-based learning on the theme of the profession, then when studying, I told my students to watch the analysis first, next we discussed it, then for the assignment, I gave the task to make a picture of a profession as creative as they are (ET2)”

With this differentiated learning (pembelajaran berdiferensiasi), the English learning material is simplified so that the material used is only essential material, so learning in the Merdeka Curriculum is more student-centered, English learning becomes more enjoyable and students become more enthusiastic about learning because students are no longer burdened to be able to master the material through independent reading by the teacher.

Because they are used to presenting in class, some students have improved their public speaking skills and become more courageous, as stated by the English teacher. *(ET2) In English learning now, there are several students whose reading is fluent and become brave to do public*

speaking. Next is the progress in achievement, more innovation after project-based learning, collaboration, creativity, and productivity.

b. The Challenges of differentiated learning in the Implementation of Merdeka Curriculum

Apart from the existing progress, being accustomed to a varied and fun learning model by teachers in order to motivate students to actively collaborate and innovate in creating products actually creates challenges for teachers and students. Teachers face challenges where, teachers who must conduct mapping of students and diagnostic assessments at the beginning of the semester so that students can learn according to their needs, take enough time so that the teacher's challenge is time management. Teachers must also change the mindset from a colonial learning system and force students to attract students to learn, so teachers must design learning models that are fun and varied and must not force students, instead teachers must look back at the needs of these students in order to achieve existing learning outcomes (CP).

Other challenges that occur are, in learning English *“in grade 7 students, which is a transitional period from the primary school (SD) level, which previously did not have English subjects (T1, S1, S2, S3 and S4)”*, the teacher's challenge is to arouse students' interest in learning or motivation to learn in order to arouse their interest in learning English. In terms of individual learning such as reading outside school or repeating lessons at home and then memorizing vocabulary in English is also lacking, from this it can be concluded that student motivation to learn on their own is low, this was conveyed by the English teacher.

“In learning English itself, the challenge is in the form of student motivation and willingness to learn, because students have to be happy first, so they play more than their motivation and willingness to learn are lacking so that in English the mastery of vocabulary is still low, plus English subjects are difficult and students have not previously studied for a long time so their motivation still needs to be built (T2) “.

The challenge experienced by students is the difficulty when doing group assignments independently, while the material provided by the teacher has been simplified, meaning only briefly, so when their task is to analyze independently it becomes difficult. Because the collaborative learning system is a lot of groups with differences in each student's character which of course varies also makes it difficult for some students to handle their other friends to work together. As conveyed by students *“(S1, S2, S3, and S4) Usually we have to analyze independently so it is a little difficult when studying in groups sometimes there are some friends who are not compact to help each other so it is difficult to handle it.”*

c. Recommendations for differentiated learning in the implementation of Merdeka Curriculum

Based on the challenges that occur, there are several solutions and recommendations that can be made, namely, teachers are expected to continue to access information through an independent learning platform that contains information about the development of teaching modules, as fellow English teachers are expected to collaborate with each other and exchange information about the development of teaching modules and learning designs that are interesting and varied in English learning, based on the statements of English teachers, vice curriculum and other subject teachers as follows.

“Teachers are expected to mutually discuss with other colleagues (ETI) teachers are expected to learn and continue to update information regarding the development of teaching modules and other information on the Merdeka Curriculum through the PMM (Independence Teaching Platform)/Platform Merdeka Mengajar which has been provided in full by the government (OST)”.

“The solution is the existence of an independent learning platform from the government to access all information so that teachers can learn and get information about the Merdeka Curriculum from the platform (DCH)” and then schools are expected to continue to *“hold workshops as*

additional sources of information for teachers in implementing the Merdeka Curriculum (ET2)” so that teachers are expected to participate in trainings at school and outside of school in order to continue to learn and be informed in the implementation of a Merdeka Curriculum in the development of teaching modules.

Furthermore, students are expected to continue learning to improve the ability to cooperate with each other so that the things emphasized in the implementation of the Merdeka Curriculum can be achieved in order to advance education in Indonesia. In learning English in particular, students are expected to collaborate and actively discuss with friends and English teachers. Students are expected in addition to studying in groups at school, must also be able to learn independently.

“Can work together in groups, more compact, don't be afraid to try something and share experiences with each other, improve skills in collaboration and keep learning. Furthermore, if we experience difficulties, we will always have the courage to ask the teacher and we also learn through the available learning videos, and continue to study independently (S1, S2, S3 and s4)”.

2. Technology based learning (Pembelajaran berbasis teknologi)

- a. The progress of Technology based learning in the implementation of Merdeka Curriculum

The Merdeka Curriculum adapts to the times when schools or teachers are required to make maximum use of technology, especially in the english learning process, This was conveyed by the English teacher, *“I as a penggerak teacher must also master technology such as the latest applications for learning media in the classroom (ET2)”*.

So, in learning English, teachers make the most of existing technology, namely using learning media, one of which is a projector, besides that teachers use websites and applications that support English learning in class, some of these things are G-form as a student mapping tool, *“there is a mapping system for student's needs in the learning*

process which is included in the assessment process in the teaching modules that are carried out before the learning process from the G-form (ETI)”. YouTube is a learning media to watch learning videos for students to analyze, the maps application is used by English teachers on the theme of direction lessons, and newsletters as student literacy so that students can read and obtain information from these media based on the English teacher's statement as follows.

“As a penggerak teacher, teachers are required to create nature-based learning and adjust IT (Information and Technology) which adapts to today's technological advances, especially in the selection of learning media, so teachers have made maximum use of the technology available at school in English learning activities in class, for example by using the maps application on directions material, using newsletters (buletin) as student literacy and other learning support applications (T2)”.

In English learning in grade 7 SMPN 2 Pontianak, one of the learning processes is on the theme of direction, the teacher uses the google maps application for student learning media, where students are asked to analyze and then write down the places that must be passed to get to the intended place in groups.

“Learning follows the development of today's times where technological media is maximally utilized in learning such as learning through videos watching through projectors and learning becomes more fun and quick to understand, so learning is more exciting (S1, S2, S3, and S4)”.

Based on the statement above, through the utilization of existing technology with technology-based learning and towards the 21st century, students are more interested and happy to learn so as to motivate them to be more active in the classroom, it is also conveyed as follows, *“with technology-based learning based on the 21st century, students are more critical thinking (ET, S1, S2, S3, and S4)”*, where students also by analyzing through videos become able to think critically.

b. The Challenges of Technology based learning in the Implementation of the Merdeka Curriculum

Teachers are required to keep up with the times towards modern learning in the 21st century where teachers must make maximum use of existing technology as learning media in the classroom. *“As a penggerak teacher, teacher have to master technology such as the latest applications as learning media in learning English so teachers have to learn a lot it's hard for teachers (T2)”*, technology that has increasingly developed along with the times makes teachers have to be burdened by having to follow and constantly learn the latest applications or websites as a medium to support learning.

c. Recommendations of Technology based learning in the implementation of Merdeka Curriculum

Teachers are expected to take part in training and workshops provided by schools and the government, which can be a source of information for teachers regarding the development of teaching models for utilizing technology as a learning medium in the classroom so that they can make maximum use of the technology that has been provided by the school.

“Teachers are more applied in the classroom using assets or facilities provided by schools like technology in school not only theory, teachers are required to be more creative in designing learning for students so that the learning process becomes more enjoyable (ET1)”

3. Project Based-Learning (Pembelajaran Berbasis Proyek)

a. The progress of project-based learning in the implementation of Merdeka curriculum

In the Merdeka Curriculum, student activities are added with project activities outside of learning. *“In SMPN 2, student project activities have been running until they held a gebyar p5 (OST and ET2)”* which was in the form of a work and art exhibition attended by the mayor of Pontianak, *“where grade 7 students also performed storytelling in the*

art performance, then presented a product in English at the art performance (ET1) ” which was held on March 15, 2023.

In the application of project-based learning, where students create products in the classroom and outside the classroom that aim to increase student productivity is one of the goals of the dimensions of the Pancasila learner profile in the implementation of an Merdeka Curriculum.

”With projects, students have activities that increase creativity then their character becomes improved in accordance with the profile of Pancasila students such as more noble, global diversity, independent, and more innovative (T1, T2 and OST) ”.

In learning English, teachers have implemented project-based learning, as described in point 1 where in group assignments students are told to create works and are also given the opportunity to present them based on student creativity, where students make paintings, drawings, puzzles or collages, student work products can be displayed as decoration.

With project-based learning any improvements have occurred in students, learning is more student-centered in accordance with the objectives of the implementation of the Merdeka Curriculum, students dare to present their work in English so that students' public skills increase, such as statements from teachers and students as follows.

“Teachers design varied learning models that are student-centered and collaborative, so that when students are happy their motivation to learn in class increases (T2). With the increase in learning motivation, students have the opportunity to display the projects that students make and become brave to do public speaking (S2 and S4). ”

b. The Challenges of project-based learning in the Implementation of Curriculum Merdeka

In the implementation of project-based learning at SMPN 2 Pontianak which implements an Merdeka Curriculum through an independent pathway, the challenge that must be faced by the school is

funding, this was conveyed by the head of curriculum *"from the aspect of funds for project activities for students because SMPN 2 is not a penggerak school so the funds are independent, so that is a challenge for the school (DCH) "*.

- c. Recommendations of project-based learning in the implementation of the Merdeka Curriculum

In overcoming these challenges, it is expected that schools involve the participation of parents to support students in terms of funds to facilitate students in the project, this was conveyed by the head of curriculum *"For funds, schools take the role of parents of students to participate (DCH) "*.

B. Discussion

Based on the findings regarding the progress, challenges, and recommendations in implementing the Merdeka Curriculum from the perspective of English language learning at SMPN 2 Pontianak, the researcher elaborate the discussion as follows.

1. The Implementation of Differentiated Learning (Pembelajaran berdiferensiasi)

Based on research results from the implementation of an Merdeka Curriculum with constructivist learning or a student-centered learning system in learning English, through differentiation learning can increase students' motivation in learning activities to be more active, creative, and collaborative, this is in line with the statement of Hamdi et. all, (2022) Constructivist learning certainly has several advantages such as learning resources not only from the teacher but also from the environment where students interact, students become more active and creative.

Teachers at SMPN 2 Pontianak facilitate students based on student needs so that students' material can be simpler which aims for students to explore and further develop the material through analysis so that students can be independent and think critically, in line with Efyanto's statement, (2021) The perspective of application-independent learning, the teacher

becomes a facilitator who motivates students to "free learn". and providing activities for students to explore themselves so that each student has experience in independent learning.

Differentiated learning is also inseparable from the existing challenges, teachers are required to be able to understand the character and meet students based on their interests, talents and needs in learning through the mapping process so that students are able to achieve the objectives of existing learning outcomes, this is in line with statement by Reza and Ageng, (2022) the teacher must also act as a facilitator for students in learning activities so that later what has been proclaimed, namely independent learning from the Ministry of Education and Culture can be realized.

Furthermore, students who have different characters, of course, also have different interests and ways of learning, therefore teachers are required to be able to adapt teaching models to each student. This finding is also in line with Efyanto's statement, (2021) heterogeneous classes are a challenge for teachers to be creative in determining effective teaching methods and strategies so that learning objectives are achieved.

So from the existing challenges the teacher must be able to change the mindset from the old thinking where the colonial education system forced students to be changed to make students motivated, according to Nurul's statement, (2022) Implementation of the Merdeka Curriculum in schools cannot be separated from various challenges, False one is the readiness of the educators.

Furthermore, the statement states that teachers as the spearhead of implementing the curriculum must be given a gradual and sustainable pattern of education and training, introduce learning strategies that are pro-students, improve the pedagogical quality of teachers and change old mindsets and paradigms (Berkat et. all, 2023).

Based on this, teachers are expected to be able to collaborate with fellow teachers in order to be able to create varied and interesting learning models so as to be able to motivate students to learn.

2. Technology based learning (Pembelajaran berbasis teknologi)

In the learning aspect of implementing the Merdeka Curriculum, differentiated learning (differentiated learning) and project-based learning are applied following the development of the 21st century where the maximum use of technology must be in the classroom. To lead to learning into the 21st century, the implementation of this Merdeka Curriculum is one of the government's efforts to perfect the education system in schools for progress in Indonesian education, therefore in learning the implementation of the Merdeka Curriculum the thing that is emphasized is one of which is technology-based learning where in learning, students and teachers are required to make the most of existing technological facilities in schools.

Education has now entered the 21st-century learning era, relying on information technology as an indicator. Not only mastering new literacy, but teachers and lecturers must also be able to instill higher-order thinking skills in students, namely Critical Thinking, Creativity, Collaboration, and Communication. Therefore, as education providers, universities must present and transfer competencies that "go beyond" the competency achievements so far (Maipita et. all, 2020)

The application of technology-based learning in learning English itself increases student interest in learning activities because learning media will be varied and fun. By utilizing existing technology based on the progress and utilization of the latest applications and websites, students' interest in learning increases, as well as students' abilities in analyzing, along with this students become more critical thinkers and can be more productive so they are able to create products that have usability. However, technology-based learning cannot be separated from the challenges that occur. As success in implementing the Merdeka

Curriculum, the most important element is that teachers are required to be able to manage time in order to be able to create varied learning media according to each variation of the learning model, then teachers are required to always be updated with the latest technologies as the times progress.

Regarding the role of the teacher himself, the demands for the roles and responsibilities carried out by the teacher will always change according to and in line with the development of science and technology and the times that are increasingly heading in this modern direction. So regarding the teacher himself at this time it is required to be able to get used to the developments that are happening and also to get used to adjusting to the developments of the era of Reza and Ageng, (2022).

Therefore, teachers are expected to be able to have a strong determination in the development of teaching media and attend lots of available training or workshops so that they can get information about the development of teaching media.

3. Project Based-Learning (Pembelajaran Berbasis Proyek)

In implementing the Merdeka Curriculum, the government emphasizes project-based learning. This is an effort to increase student productivity so that they are able to create products that have usability so that students can also increase their abilities and talents, both in terms of their creativity and productivity, this is also based on the results of research by Rahayu, et. all (2022). The Merdeka Curriculum was developed as a curriculum framework that is more flexible and focuses on fundamental material and develops the uniqueness and abilities of students.

Teachers in learning English apply project-based learning by freeing students to design a product according to existing learning themes based on students' abilities, in this way it can increase students' creativity based on their abilities, they can create a product based on

their exploratory experiences, so that the product can be applied in everyday life, as stated also as follows.

(Hamdi et al, 2022). Efforts to form this profile are carried out through project-based learning which provides opportunities for students to explore a topic, issue or problem without disciplinary barriers and boundaries between subjects. In addition, students also have the opportunity to apply the knowledge they have acquired in real life.

So with the freedom of students to be creative and explore in creating products, apart from being able to collaborate well students can also become more independent, in line with Nurul, (2022) being someone who is able to create students as lifelong independent learners. In this case, the teacher must become a mentor, facilitator, or coach in active project-based learning activities.

The challenge faced by schools in implementing the Merdeka Curriculum is funding where the implementation of the Merdeka Curriculum at SMPN 2 Pontianak is through independent channels, not penggerak schools, so all forms of funding to carry out projects in learning English are funds independently, not from the government.

(Nurul, 2022) Funding for IKM needs to be properly budgeted so as not to burden schools. Considering that the amount of BOS received by schools is based on the number of students, the use of BOS to purchase books and other activities related to IKM will greatly affect school operational funds, especially for schools that are not implementer of Mobilizing Schools.

However, from the above the solution that can be done is to involve the participation of parents of students. With projects in class, parents are expected to participate in supporting children mentally as well as for funding the projects students are doing.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the results of the study, it can be concluded as follows.

1. In the learning aspect of implementing the Merdeka Curriculum, differentiated learning (differentiated learning) and project-based learning are applied following the development of the 21st century where the maximum use of technology must be in the classroom. Based on the implementation of the Merdeka Curriculum at school seen from the perspective of English language learning, after the application of differentiated learning, technology-based learning and project-based learning, found a progress that has increased, namely; 1) Students become more creative, 2) Students become more innovative, 3) Students become more productive, 4) Student character is more noble, and 5) Students are able to think critically and collaborate, then able to analyze problems to solve them.
2. Challenges that occur in the implementation of the Merdeka Curriculum, teachers find it difficult to master curriculum development, namely compiling teaching modules based on mapping for differentiated learning and mastering the latest applications as supporting media for English learning media. This is a challenge in the difficulty of curriculum development and time management by teachers. This is a challenge in the difficulty of curriculum development and time management by teachers.

Students are accustomed to fun classroom learning that makes students play more, to become less motivated to learn independently such as being lazy to study at home to read material. So that the impact on English language learning, one of which is the mastery of vocabulary that is still low in students. This then becomes a challenge for teachers to continue to design a flow of learning objectives that can motivate students to learn.

3. Recommendations that occur in the implementation of the Merdeka Curriculum, teachers are expected to attend trainings provided by schools and the government, access information from the independent teaching platform (PMM), and discuss and share information with other teacher colleagues.

English teachers must design a varied and fun teaching model in learning English is recommended to use discovery learning, problem-based learning and zander-based learning models, these learning models can also encourage students to increase collaboration and independence.

Students are expected to continue learning to improve the ability to cooperate with each other so that the things emphasized in the implementation of the Merdeka Curriculum. In learning English especially, students are expected to collaborate and actively discuss with friends and English teachers. Students are expected in addition to studying in groups at school, must also be able to learn independently.

B. Recommendation

In implementing the Merdeka Curriculum in the future, the researchers suggest the following:

1. For the related education offices, it is expected to provide an opportunity for every school that has not implemented it so that it applies the Merdeka Curriculum evenly.
2. Schools are expected to continue to hold workshops as additional sources of information for teachers in implementing the Merdeka Curriculum
4. Teachers are expected to attend every training provided by schools and the government, access information from the independent teaching platform (PMM,) and discuss and share information with other teacher colleagues.
5. Students are expected to improve their skills in working together (collaborative) and sharing information with other friends
6. Parents are expected to be involved in learning and non-academic activities, both mental and financial support for students.

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APPENDIXS

Appendix 1

Blue Print Wawancara

Sub fokus penelitian	Indikator	Pertanyaan penelitian	Informan/subject penelitian	Jumlah Pertanyaan
Progres pada pembelajaran bahasa inggris dalam penerapan kurikulum merdeka	Perubahan-perubahan yang terjadi setelah penerapan kurikulum merdeka	<ol style="list-style-type: none"> 1. Sudah sejauh mana penerapan kurikulum merdeka di SMPN 2 Pontianak saat ini? 2. Apa saja aspek-aspek yang terpengaruh setelah penerapan kurikulum merdeka? 3. Apakah ada progres yang terjadi setelah penerapan kurikulum merdeka? 4. Progres dalam aspek apa saja yang terjadi setelah penerapan kurikulum 	Waka Kurikulum	4

		<p>merdeka?</p> <p>5. Bagaimana progres tersebut sejauh penerapan kurikulum merdeka ini?</p>		
		<p>1. Sudah sejauh mana penerapan kurikulum merdeka di SMPN 2 Pontianak saat ini?</p> <p>2. Apa saja aspek-aspek yang terpengaruh setelah penerapan kurikulum merdeka?</p> <p>3. Apakah ada progres yang terjadi setelah penerapan kurikulum merdeka?</p> <p>4. Progres dalam aspek apa saja yang terjadi setelah</p>	<p>Guru Bahasa Inggris</p>	<p>6</p>

		<p>penerapan kurikulum merdeka?</p> <p>5. Bagaimana progres tersebut sejauh penerapan kurikulum merdeka ini?</p> <p>6. Apakah setelah penerapan kurikulum merdeka berpengaruh terhadap pembelajaran bahasa inggris?</p> <p>a. Jika ya, bagaimana pengaruh kurikulum merdeka terhadap pembelajaran bahasa inggris?</p> <p>7. Apakah ada progres dalam pembelajaran bahasa inggris setelah penerapan</p>		
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		<p>kurikulum merdeka?</p> <p>a. Jika ya, apa saja progres dalam pembelajaran bahasa inggris setelah penerapan kurikulum merdeka?</p>		
		<p>1. Apa saja aspek-aspek yang terpengaruh setelah penerapan kurikulum merdeka?</p> <p>2. Apakah ada progres yang terjadi setelah penerapan kurikulum merdeka?</p> <p>3. Progres dalam aspek apa saja yang terjadi setelah penerapan kurikulum</p>	<p>Guru mata pelajaran lainnya</p>	4

		<p>merdeka?</p> <p>4. Bagaimana progres tersebut sejauh penerapan kurikulum merdeka ini?</p>		
		<p>1. Apakah anda mengetahui tentang kurikulum merdeka?</p> <p>2. Apa saja yang anda ketahui tentang kurikulum merdeka?</p> <p>3. Apa saja aspek-aspek yang terpengaruh setelah penerapan kurikulum merdeka?</p> <p>4. Apakah ada progres yang terjadi kepada anda setelah penerapan</p>	Siswa	8

		<p>kurikulum merdeka?</p> <p>5. Bagaimana progres tersebut sejauh penerapan kurikulum merdeka ini?</p> <p>6. Apakah ada pengaruh pada pembelajaran bahasa inggris setelah penerapan kurikulum merdeka?</p> <p>7. Apakah ada progres pada pembelajaran bahasa inggris setelah penerapan kurikulum merdeka terhadap anda?</p>		
Tantangan-tantangan dan rekomendasi pada penerapan	1. Kesulitan yang dihadapi setelah penerapan	1. Apakah ada tantangan yang dilalui oleh sekolah setelah penerapan	Waka Kurikulum	5

<p>kurikulum merdeka dalam pembelajaran bahasa inggris</p>	<p>kurikulum merdeka 2. Solusi untuk menghadap i kesulitan yang terjadi</p>	<p>kurikulum merdeka? 2. Aspek-aspek apa saja yang mengalami tantangan setelah penerapan kurikulum merdeka? 3. Bagaimana tantangan dalam penerapan kurikulum merdeka sejauh ini? 4. Dari tantangan- tantangan yang terjadi, bagaimana solusi yang diambil untuk menghadapi hal tersebut? 5. Apa rekomendasi bagi sekolah yang akan menerapkan kurikulum merdeka agar</p>		
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		dapat menghadapi tantangan-tantangan yang ada?		
		<p>1. Apakah ada tantangan yang dilalui setelah penerapan kurikulum merdeka?</p> <p>2. Aspek-aspek apa saja yang mengalami tantangan setelah penerapan kurikulum merdeka?</p> <p>3. Bagaimana tantangan yang terjadi sejauh penerapan kurikulum merdeka sampai saat ini?</p> <p>4. Apakah ada tantangan yang dihadapi khususnya dalam</p>	Guru bahasa inggris	6

		<p>pembelajaran bahasa inggris setelah penerapan kurikulum merdeka?</p> <p>5. Dari tantangan yang terjadi dalam pembelajaran bahasa inggris, bagaimana solusi yang diambil untuk menghadapi hal tersebut?</p> <p>6. Apa rekomendasi bagi guru bahasa inggris yang akan menerapkan kurikulum merdeka agar dapat menghadapi tantangan- tantangan yang ada?</p>		
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		<p>1. Apakah ada tantangan yang dilalui oleh sekolah setelah penerapan kurikulum merdeka?</p> <p>2. Aspek-aspek apa saja yang mengalami tantangan setelah penerapan kurikulum merdeka?</p> <p>3. Bagaimana tantangan dalam penerapan kurikulum merdeka sejauh ini?</p> <p>4. Dari tantangan-tantangan yang terjadi, bagaimana solusi yang diambil untuk menghadapi hal</p>	<p>Guru Mata pelajaran lain</p>	5

		tersebut? 5. Apa rekomendasi bagi sekolah yang akan menerapkan kurikulum merdeka agar dapat menghadapi tantangan-tantangan yang ada?		
		1. Apakah ada tantangan yang dilalui setelah penerapan kurikulum merdeka? 2. Aspek-aspek apa saja yang mengalami tantangan setelah penerapan kurikulum merdeka? 3. Bagaimana tantangan yang terjadi sejauh	Siswa	6

		<p>penerapan kurikulum merdeka sampai saat ini?</p> <p>4. Apakah ada tantangan yang dihadapi khususnya dalam pembelajaran bahasa inggris setelah penerapan kurikulum merdeka?</p> <p>5. Dari tantangan yang terjadi dalam pembelajaran bahasa inggris, bagaimana solusi yang diambil untuk menghadapi hal tersebut?</p> <p>6. Apa rekomendasi dalam pembelajaran bahasa inggris yang akan</p>		
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		menerapkan kurikulum merdeka agar dapat menghadapi tantangan-tantangan yang ada?		
Total Pertanyaan				44

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BERITA ACARA
**YUDISIUM SARJANA PADA INSTITUT KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
SEMESTER GENAP TAHUN AKADEMIK 2022/2023**

Pada hari ini, KAMIS tanggal 27 Juli 2023 telah menghadap anutara /1 **THERESIA OKTAVIA NIM : 321910169**
Fakultas **PENDIDIKAN BAHASA DAN SENI**
Program Studi : **PENDIDIKAN BAHASA INGGRIIS**

Yang bersangkutan telah menyusun dan mempertahankan SKRIPSI yang diwajibkan padanya dengan judul

**THE IMPLEMENTATION OF CURRICULUM MERDEKA (IKM) IN THE PERSPECTIVE OF ENGLISH
LEARNING (DESCRIPTIVE QUALITATIVE AT 7TH GRADE STUDENTS OF SMPN 2 PONTIANAK)**

Dihadapan Tim Penguji yang terdiri dari :

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2. Desi Sri Astuti, M.Pd	Sebagai Pembimbing Pendamping Merangkap Sekretaris
3. Dr. Dayat, M.Pd	Sebagai Penguji I
4. Finny Anita, M.Pd	Sebagai Penguji II

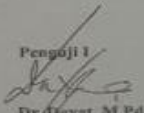
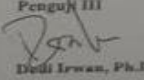

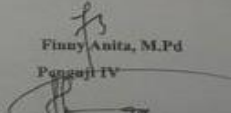
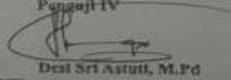
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Keputusan : **Lulus / Tidak Lulus dengan kategori : A**
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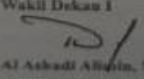
IP Kumulatif setelah yang bersangkutan dinyatakan lulus sebagai berikut :

- Jumlah SKS yang telah ditempuh X NILAI : 487
- IP Kumulatif = $511 : 145 = 3.52$
- Dengan Yudisium : **Predikat Sangat Memuaskan**
- Yang bersangkutan Berhak untuk Menyandang Gelar Sarjana Pendidikan Disingkat : **S.Pd**

Pontianak, 27 Juli 2023

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