



The Implementation of Merdeka Curriculum in English Subject at the Seventh Grade Students of SMPN 1 Ampek Angkek

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ABSTRACT

This research was conducted based on the problems which were found by the researcher at the seventh grade of SMPN 1 Ampek Angkek. First, teacher difficulties in understanding and creating syllabus. Second, teacher difficulties challenges in comprehending the content of the new textbooks merdeka curriculum. Third, the delayed arrival of books at school leads teacher to use the previous curriculum books, eventhough the merdeka curriculum has been implemented in the school. The study aims to determine how teacher the planning, implementation, and evaluation of the curriculum in class and to find the teacher's problem during the implementationn of the merdeka curriculum in English subject at seventh grade of SMPN 1 Ampek Angkek. This research was Descriptive Qualitative research. The instruments of this research were observation checklists and interviews. The informant of this research was teacher who taught at the seventh grade in SMPN 1 Ampek Angkek. The data were obtained from two class observation in four meeting from seventh grade and interview with English teacher. To analyzed the data, researcher used the theory of Miles, Huberman, and Saldana. The results of the research show that the implementation of the merdeka curriculum learning includes planning learning by identifying the availability of effective weeks, analyzing allocated learning outcomes to effective weeks, determining learning objectives and learning objective flow, and formulating teaching modules. The problem faced by Planning include difficulties in creating teaching modules, implementation challenges involve applying teaching strategies, evaluation challenges students learning outcomes remain low even though the material has been studied repeatedly.

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INTRODUCTION

Nowadays, in Indonesia curriculum have been revised multiple times based on proposals from the government. The government has cited several reason for these changes, emphasizing that the primary purposes is to enhance and ensure continuity in learner's education programs for better outcomes. Over the past decade, Indonesia's

curriculum has undergone three revisions: the competency based curriculum (KBK), the school based curriculum (KTSP), and the 2013 curriculum. One of the objectives of the 2013 curriculum was to foster students willingness to communicate. According to Kemendikbud, the aims of the 2013 curriculum was to enhance and balance students' skill and hardskill, performance and knowledge. These curriculum have impacted various aspects, including educational goals, learning materials, teaching methods, and evaluations. The curriculum holds great significance in education as it functions as a comprehensive plan or structure for a course, representing information translated into an overarching framework that outlines what teaching and learning purpose to enable for the attainment of desired learning outcomes. In Indonesia, the implementation of the curriculum has undergone many changes and improvements, at least 10 changes in the curriculum have affected learning styles since the independence began. The merdeka curriculum emphasizes a acknowledge each learners distinct abilities, backgrounds, and goals. By promoting teaching methods focused on the learner and adaptable learning routes, it aims to equip students to be proactive teacher of change continuous learners in a rapidly evolving and interconnected.

In merdeka curriculum that are named "Merdeka Belajar" this term has only recently appeared in the merdeka curriculum. The implementation of merdeka curriculum in English teaching requires a lot of process, time and readiness which causes some change in the learning system. The implementation of merdeka curriculum is carried out as comfortably as possible to facilitate the interactive process between teachers and students. This is consistent with merdeka curriculum where the attainment of at least six English refers to the common european framework of references for language assessment (CEFR). The CEFR reflect the visible specification of the students ability to maintain interaction and communication what is expected. SMPN 1 Ampek Angkek one of the Junior High Schools in the Agam district which has implemented an independent curriculum program in grades 7 and 9 with a total of 32 students in one class. The implementation of the independent curriculum at SMPN 1 Ampek Angkek has been running for two year. Implementation of the independent curriculum has not been implemented at all levels, the application of this curriculum will be implemented in stages at each level later. Based on preliminary research by doing interview and observation, On October 11, 2023. The Researcher got information from interview with Mrs. Laili Purnama as an English teacher at SMPN1 Ampek Angkek, she said difficulties in creating syllabus, because it is different form the previous curriculum.

RESEARCH METHOD

This research conducted in one of the Junior High school in Bukittinggi. Precisely at SMPN 1 Ampek Angkek is a school that has implemented the independent curriculum. In designing of this research, the researcher using descriptive qualitative.

This type use by researcher because it is described research finding. Gay et al said that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insight into phenomena of particular interest. Danzin and Lincoln in Sidik et al said that qualitative research is research that uses a natural background, with the intention of uncovering phenomena that occur and carried out in a way that involves various methods that exist in qualitative research. This means that qualitative research study things in natural settings. The goal of qualitative research is to characteristics phenomena thoroughly, and accurately. As results, the researcher conducts qualitative research to examine the implementation and problems encountered by teachers when applying the merdeka curriculum.

RESULT AND DISCUSSION

Result

One way to implement the curriculum is through the execution of teaching. This process refers to the learning program designed by teachers, including the lesson plan (RPP). The RPP must included the planning of all learning activities based on the established objectives. Curriculum implementation requires commitment from all parties involved, such as school principals, teachers, and internal classroom support. The role of teacher in curriculum implementation in school is crucial. In the stage planning of implementation merdeka curriculum involved first, identifying the availability of effective learning weeks, analyzing the learning outcomes (cp) to allocate them to the identified effective weeks. Subsequently determining learning objectives (tp) based on learning outcomes that ould be used to formulate learning objective flow (atp) were formulated teacher could then formulated teaching modules hich were later implemented through the learning process.

In stage implementation of merdeka curriculum there are step in learning process consist of opening, main and closing activities. There are also media and P5 in this activities. Teacher A and B had same evaluation in merdeka curriculum there are two assessment namely, formative and sumative. Which is formative give after finishing material and then summative after semester. Teacher Problem Implementation of the Merdeka Curriculum, planning teacher A difficult to understand modul ajar and teacher B difficult about changes the name of curriculum merdeka. Implementation teacher A difficult to Implement strategy in class and teacher B about changes in the students attitudes very influential in learning, then students motivation low. Evaluation teacher A had the same opinion that in evaluation students still get low achievement.

Discussion

The Implementation of The Merdeka Curriculum in English Subject at SMPN 1 Ampek Angkek in the planning stage the first step, teacher identify the availability of effective weeks. Next, teacher analyze learning outcomes to allocate them to the

identified effective weeks. Then, teacher establish learning outcomes based on the learning outcomes used to formulate learning objectives flow. Finally, teacher can formulate teaching modules to be implemented through the learning process. After the planning stage is complete, the next step involves the next step involves the implementation stage. This stage includes planning, execution, and evaluating learning based on independent curriculum principles. These principles include project-based learning, differentiation, collaboration, and holistic assessment. Teachers also given the freedom to develop and implement teaching methods and strategies that align with the needs of students. In stage of evaluation concept in the merdeka curriculum involves both formative and summative assessment.

Based on the finding above, the English teacher at SMPN 1 Ampek Angkek conducts appropriate assessment in the merdeka curriculum include formative and summative assessment. Formative assessment carried out at beginning and during the learning process. Summative assessment at the primary and secondary education levels aims to assess the achievement of learning objectives and students capaian pembelajaran as the basis for determining grade promotion and graduation from educational institutions. Teacher Problem Implementation of The Merdeka Curriculum In every aspect of life, the factor of challenges will become an inevitable reality that can hardly be denied. The teacher considered that with make a modue ajar, learning strategy and students achievement. So, the teacher must be creatively to make modul ajar, choose the learning strategy effectively. According to Anggraena et al planning stage of learning as intended involves formulating a) understanding learning outcomes, b) formulating learning objectives, c) creating the flow of learning objectives from learning goals, d) designing the learning. In Goverment Regulation Number 19 of 2005 concerning National Education Standards states that every educational unit carries out learning process planning and implementation learning process, assessment of learning outcomes, and learning objective flow.

CONCLUSION

Curriculum in the seventh grade at SMP N 1 Ampek Angkek is a follows. Within this flow, teachers identify the elements to be used in a particular lesson and proced with assessments. During the implementation of English subject learning in the classroom has three activity namely opening, main and closing activities. In the evaluation process of cognitive domains, formative and summative assessment are utilized, employing both structured and unstructured tasks created by the teacher. The teacher conducts an assessment based on *merdeka* curriculum, namely formative and summative assesement. The problem in implementing of *merdeka* curriculum in English subject at SMPN 1 Ampek Angkek. There are three stages: first, in planning stage teachers difficulties to makes *modul ajar* and changes the name from the previous

curriculum. Second, in implementation stage teachers difficulties to using learning strategy and low motivation. Finally, is students low achievement.

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