

IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM IN TEACHING ENGLISH AT MTS TARBIYATUL ISLAMIYAH RACI

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Abstract

Merdeka Belajar Curriculum is the latest curriculum used in Indonesia. This curriculum is a curriculum with versatile internal learning, where the learning content is more optimal so that students have enough time to understand and strengthen their skill. MTs Tarbiyatul Islamiyah Raci is one of the schools which implements Merdeka Belajar Curriculum for the seventh grade. Therefore, Merdeka Belajar Curriculum considered new in MTs Tarbiyatul Islamiyah Raci. This research conducted to know the implementation of Merdeka Belajar Curriculum as well as the perception of teacher and students as the doer of Merdeka Belajar Curriculum. The data collected by doing observation, interview, and questionnaire toward the English teacher and student of seventh grade at MTs Tarbiyatul Islamiyah Raci. The result of this research show that the implementation of Merdeka Belajar Curriculum was implemented is better than the previous curriculum. The learning emphasized by the Independent Curriculum runs interactively. This kind of learning can improve students' critical thinking abilities. Apart from that, the independent learning curriculum provides simple and more in-depth material. Although many problems faced by the teacher during the implementation, the students can follow as well as the learning activity runs.

Keywords: merdeka belajar, curriculum, perception

a. Introduction

Education is an effort of improving knowledge and skill. According to Rahmat (2014), the educational process always assists students in developing their potentials to know and learn more in the widest possible sense. Education is expected to equip student to be able to develop skill and implement knowledge in life as the result of learning process. In organizing education, it is necessary to fulfill the components of education. One of them is curriculum.

Merdeka Belajar Curriculum is the latest curriculum used in Indonesia. This curriculum has been applying at early 2022. According to Direktorat Sekolah Dasar (2023), Merdeka Belajar Curriculum is a curriculum with diverse intra-curricular studies where educational content will be more optimal to allow students to get enough time to conceptualize and strengthen competence. The government has implemented this curriculum to address the study crisis which is made worse by covid-19 pandemic.

Hadi, et al., (2023) said that the changing of the 2013 Curriculum to the Merdeka Belajar Curriculum was caused by some factors such as the human resources quality, changing times, and the evaluation of the latest curriculum, 2013 Curriculum. Furthermore, the framework for constructing the Merdeka Belajar Curriculum is taken from one of four curriculum content that educational units can choose in the context of learning recovery.

Rohmah, et al., (2023) found that the implementation of Merdeka Belajar Curriculum is more straightforward than the one before, the 2013 Curriculum. Moreover, besides the application, the effectiveness, the advantages, and the constraints, but of course, there are some obstacles in implementing Merdeka Belajar Curriculum such as various media.

MTs Tarbiyatul Islamiyah Raci is one of the schools which implements Merdeka Belajar Curriculum for the seventh grade. Therefore, Merdeka Belajar Curriculum considered new in MTs Tarbiyatul Islamiyah Raci. This condition became the main concern of the researcher. Thus, the researcher interested in conducted research in the implementation of Merdeka Belajar Curriculum as well as the perception of teacher and students as the doer of Merdeka Belajar Curriculum.

b. Literature Review

1. Curriculum

a) Definition of Curriculum

Curriculum is a set of education system which contains an outline of educational program for preparing teaching and learning activity. According to Crow and Crow in Purba (2021), curriculum is a teaching plan which is arranged systematically as required in an educational program. Nugrionoro in Purba (2021) defines curriculum as a sequence of educational experience and skill governed by school to give the learning to children and teenagers in developing ways of thinking and acting. Curriculum has an important role in

education world.

b) Component of Curriculum

Curriculum is a tool to achieve educational goals. Therefore, curriculum has main components and supporting components that are interrelated and interact each other. According to Purba (2021), there are four components of education such as purpose, material, strategy of learning, and evaluation. The details are below.

1) Purpose

a) National Purpose

National purpose is the most general goal which must be used as a guideline for each educational unit. This goal is formulated in the form of ideal behavior that is accordance with the value of social law and philosophy of a nation. In Indonesia, national purpose uses to develop the capabilities and forms of dignified national character and civilization in the educational context, for aiming at developing the potential of students, so that they become human beings who believe and fear of God, have noble character, knowledgeable, capable, and responsible citizen.

b) Institutional Purpose

Institutional purpose is expected to be achieved by the schools or other educational institution. This purpose is formulated in the form of competency based on every education unit, such as based competency of elementary school, junior high school, senior high school, vocational school till college.

c) Curricular Purpose

Curricular purpose is expected to be achieved by every subject lesson which taught in school.

d) Instructional Purpose

Instructional purpose is a part of curricular purpose which could be defines as capability which must be have by student who have learnt subject material in one learning session.

2) Material

Material is component of curriculum related to learning experience which must be have by student. This component has correlation with many aspects, both knowledge or subject material which drawn in content of subject lesson. Both material or activity in learning is ease to achieve predetermined goals. Subject material is arranged logically and systematically in the form such as theory, concept, generalization, principle, procedure, fact, and key term.

3) Strategy of Learning

Strategy and method of learning is component in curriculum. Strategy of learning included approach, procedure, method, model, and technique which is used in delivering material of curriculum. This component has important role related to implementation of curriculum. According to Sudjana in Purba (2021), strategy of learning is the action of teacher in carrying out teaching in a certain way which is considered more effective and efficient. Similar opinions were expressed by Dick and Carey in Purba (2021), strategy of learning consist of all components of learning materials and procedure of learning activities used by teacher in order to help student achieve learning objectives.

4) Evaluation

Evaluation is used to do evaluation toward learning outcome and learning process of student. Evaluation of curriculum has important role, both of determining educational policy in general or to set the decision toward the

curriculum. The output of evaluation can be used by teachers, principle, and educational contributor in understanding and helping the student development, setting learning material, choosing method and tools of education, the method of evaluation, and other educational facilitates. There are kind of curriculum evaluation as follows:

a) Context

The background which influences the objective of education and strategy of learning that is developed in related program such as department policy or related unit, the goal which is wanted to achieve in the allotted time, and etc.

b) Input

Material, tool and facilitates which is prepared to educational needs such as curriculum document, and subject material, educators, facilitate and infrastructure, teaching media, and etc.

c) Process

The realization of education program such as teaching and learning process, evaluation session by educators, organizing program, and etc.

d) Product

The result achieved by education program in short and long time.

2. Merdeka Belajar Curriculum

a. Understanding of Merdeka Belajar Curriculum

According to Baharullah (2020), Merdeka Belajar Curriculum is an evaluation of 2013 Curriculum, which was the prior curriculum. Student are no longer required to study subjects that are not their primary subject of interest under the Merdeka Belajar Curriculum. Merdeka Belajar Curriculum gives latitude for teacher to choose types of educational tool-set so as learning can be adjust based on needs and interest of student. Merdeka belajar is the latest curriculum which applied to some of schools in Indonesia. The government has implemented this curriculum to address the study crisis which is made worse by covid-19 pandemic. According to Programme for International Student Assessment (Pisa) in *Pusat Informasi Guru*, seventy percent of students in the range of fifteen years old in the under of minimum competency in understanding simple passage and basic concept of math for last ten to fifteen years without any significant improvement. In addressing this, Ministry of Research, Technology and Higher Education Indonesia simplify the curriculum in special conditions to mitigate learning loss of the pandemic. The result was thirty-point five percent of schools using simplified curriculum indicates that the use of this curriculum could reduce the impact of a pandemic by seventy three percent for literacy and eighty six percent for numeracy. The effectiveness of simplified curriculum in special conditions adds to the importance of changing the draft and implementation strategy of the curriculum more comprehensive. Based on this, the school was given the freedom to select the curriculum between 2013 Curriculum, simplified 2013 curriculum, and Merdeka Belajar Curriculum. In the other hand, as an effort from learning restoration, Merdeka Belajar Curriculum is developed be more flexible, while focusing on the essential materials, and also character and competence development of learners.

b. Characteristic of Merdeka Belajar Curriculum

Every system has characteristic as soul of its system. Same thing for Merdeka Belajar Curriculum. There are some characteristics of Merdeka Belajar Curriculum such as.

1) Develop soft skills and student character

Character is main things that differentiate people. From that, character should be developed in the positive ease. Developing soft skill and character are characteristic of Merdeka Belajar Curriculum that great to achieve. Soft skill and character development which mentioned in Merdeka Belajar Curriculum realize toward strengthening Pancasila profile project.

2) Focus on essential material

In Merdeka Belajar Curriculum, student is focused in essential material, relevant, and profound so that students have enough time to improve the creativity and innovation on achieve base competency such as literacy and numeracy.

3) Flexible learning

Merdeka Belajar Curriculum carries out characteristic of flexible learning. This character gives latitude for teacher to do learning according to the extent of the accomplishment and development of each learner and make adjustments to the educational context and local content.

c. Principle of Merdeka Belajar Curriculum

1) Intra-curricular learning

Intra-curricular learning is done differentiated so that the learners have enough time to conceptualize and strengthen competence. It also allows teachers the freedom to choose teaching tools that suite the needs and characteristics of participants.

2) Co-curricular learning

Co-curricular learning is the curriculum study of the project reinforcing Pancasila student's profile, the principle of interdisciplinary learning center-oriented character development and general competency.

3) Extracurricular learning

Extracurricular learning is carried out in accordance with the interests of students and the resources of the educators.

3. Implementation of Merdeka Belajar Curriculum

Implementation is an activity which is carrying out of idea, concept, design, or method to achieve the goals, while curriculum is a set of education system which contains an outline of educational program for preparing teaching and learning activity. According to Mulyasa in Aida (2022), curriculum implementation is a set of education system's realization and the setting of student competencies and character's formation. Based on the definition above, we can conclude that the implementation of Merdeka Belajar Curriculum is the realization of a set educational system which refers to the Merdeka Belajar Curriculum in preparing teaching and learning activity for mastering competencies and character that expected in this latest curriculum.

There are three indicators for applying Merdeka Belajar Curriculum in teaching and learning activities in the school such as lesson planning, teaching and learning processes, and evaluation.

a. Lesson planning

Lesson planning can be meant as arranging process of teaching such as lesson materials, use of teaching media, use of teaching approaches, teaching methods, and also the implementation of assessments that will be implemented at a certain period. Result of this arranging process known as lesson plan. Every teacher must know the lesson planning principles to set the teaching and learning process.

Furthermore, there are some principles in the process of preparing lesson plan as follows:

- 1) Pay attention to individual differences in students
 - 2) Motivate students to be active in teaching learning process
 - 3) Make students as center to encourage students' enthusiasm
 - 4) Develop reading and writing as culture
 - 5) Give feedback and follow up
 - 6) Linkages and Integration
 - 7) Apply technology
- b. Teaching and learning processes

Teaching and learning process is the implementation of lesson plan. There are some activities of teaching and learning process such as preliminary activities, core activities, and closing activities. The detail explains as follows:

1) Preliminary activity

According to Mulyasa in Aida (2022), The Merdeka Belajar Curriculum's competency and character-based preliminary activities are essential to its successful implementation such as.

a) Fostering familiarity

This stage purposes for conditioning students to be in a fit state for class activities. Conditioning students to be all set is important. Susanto (2018) divided students' readiness into four, namely physical readiness, psychological readiness, center readiness, and focus readiness.

b) Pretest

The aim of pretest is to get students ready for the learning process, measure their progress in connection to the process, and ascertain their initial understanding of the teaching elements that will be covered in the course.

2) Core activity

This stage is the gist of class activities which the lesson is delivered. This second stage involves discharging the responsibilities of the teacher for linking and funneling his knowledge and skills towards accomplishing the goals has set.

a) Observing

The significance of the learning process is given priority by the observational technique. Students learn that there is a connection between the object being studied and the teacher's teaching material by watching the process.

b) Asking questions

Students who have effective teachers can be motivated to advance and develop their attitude, knowledge, and skill. When a teacher poses questions, at that time the teacher guides the students to learn well and effective. In addition to answering questions, the teacher helps and encourages his students to become attentive listeners and learners.

c) Gathering Information

Follow-up tasks involve doing studies as well as gathering data in a variety of methods and sources. This vast amount of data will now serve as the foundation for additional information processing activities, allowing students to ultimately identify connections between data, identify patterns of information linkages, and even make inferences from the patterns discovered.

d) Associating

In order to arrive at conclusion in the form of knowledge, associating is the logical and methodical process of thinking based on empirical facts that can be observed. Associating can build and develop students' thinking and behavior. The teacher can create this task using special while student complete tasks like data analysis and conclude a decision of discussions.

e) Communicating

Communicating is to convey knowledge and skill through presentations, entails both verbal and non-verbal expression. This is the final stage in the core activity involves writing or reporting on what was discovered during the pattern-finding exercise. The results are given in class, where the teacher evaluates each student's or each group of students' performances.

3) Closing activity

Closing activities is the last stage of teaching and learning process in once class activities. In this stage, the teacher and students do reflection to evaluate class activities such as.

a) The entire series of learning activities and the results obtained in order collaboratively identify both direct and indirect benefits from the learning that has occurred;

b) Provide feedback on the learning process and results;

c) Carry out follow-up activities in the form of assigning assignments, both individual and group assignments;

d) Inform the learning activity plan for the next meeting.

c. Evaluation

Evaluation is the process of collecting and analyzing data in order to measure how well students are meeting their learning objectives. This stage also known as assessment. The purpose of educators' assessment of student learning outcomes is to continuously monitor and assess the process, learning progress, and improve student learning outcomes on an ongoing basis. According to Hanum (2017), Assessment of student learning outcomes includes aspects of attitudes, knowledge, and skills.

4. Perception

Perception is an idea formed by the concept of something that a person understands. According to Mozkowitz and Orgel in Saleh (2018), Perception is an individual's integrated process of stimulus. Saleh (2018) defines perception as a sensory process of stimulus by individual through human sensory. Similar opinion to strengthened the understanding was expressed by Walgito in Pangestuti (2021), perception is sensory process of stimulation is received by our sense organs such as eyes, nose, tongue, ears, and skin. Every human has different perception based on stimulus which is received and processed by human sensory that result in summarize and information about object of perception.

c. Method

A qualitative approach is used as the method in this research. According to Creswell (2014), qualitative research is an approach which uses for exploring and understanding the meaning of a social phenomenon or human problem from individuals or groups. The qualitative research is suitable to this research to describe the implementation of Merdeka Belajar Curriculum in Teaching English. The researcher also explained the teacher and student's perception towards the implementation of merdeka belajar in Teaching English. In this research, the researcher has a role as an investigator for doing observation to describe the implementation of Merdeka Belajar Curriculum and interviewer to gain the data of teacher and student's perception. The research was conducted at MTs Tarbiyatul Islamiyah Raci with the teacher and students of seventh grade. The data was collected by observation, interview, and questionnaire and analyzed

used Miles and Huberman's theory.

d. Findings and Discussion

The Implementation of Merdeka Belajar Curriculum

In this research, the researcher divided the teaching and learning process into three activities such as preliminary activity, core activity, and closing activity. This observation was done aims to find out the teaching and learning processes stage used by the teacher as the action of teaching English during the implementation of Merdeka Belajar Curriculum at this school.

Table 1 Teaching and Learning Processes Stage

| No | Teaching and Learning Processes Stage | Response | | Activities |
|----|---------------------------------------|----------|----|--|
| | | Yes | No | |
| 1. | Preliminary Activities | | | |
| | a. Fostering Familiarity | ✓ | | <ul style="list-style-type: none"> - The teacher opens the activities by greeting. - The teacher invites the students for praying together before start the learning activity. - The teacher asks the student whom absent while checking the attendance list. - The teacher reviews the previous material studied. - The teacher conveys the learning objectives and the learning significances. - The teacher engages the students to do ice breaking in the form of simple game by make movement according to the teacher's instruction. - The teacher does apperception related to the new material which will be learn. |
| | b. Pretest | | ✓ | <ul style="list-style-type: none"> - The teacher actualizes the pretest depending on the type of material to be studied. The pretest is only done occasionally. |

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| 2. | Core Activities | | |
| | a. Observing | ✓ | - The teacher explains the material about asking and giving direction. |
| | | | - The teacher shows the city map image. |
| | b. Asking Questions | ✓ | - The teacher does check understanding to make sure the student understands the material. |
| | c. Gathering Information | ✓ | - The teacher instructs the student to form groups. - The students do role play about how to ask questions and give directions based on the city map image. - The student observes their friends who playing roles and then take turns. |
| | d. Associating | ✓ | - The students discuss about their friends who playing roles. |
| | e. Communicating | ✓ | - The teacher asks and clarifies the students about their result of discussion. |
| 3. | Closing Activities | ✓ | - The teacher concludes the lesson have been studied together. - The teacher does reflation related to their learning activities. - The teacher closes the learning activity by greeting to the students. |

Based on the result of observation, the researcher can conclude that the teacher was implement the stages of teaching and learning processes during the implementation of Merdeka Belajar Curriculum in MTs Tarbiyatul Islamiyah Raci. The stages are preliminary activity which is fostering familiarity, core activity consisted of observing, asking question, gathering information, associating, and communicating, and the stage of closing activity.

Merdeka Belajar Curriculum was implemented is better than the previous curriculum. The learning emphasized by the Independent Curriculum runs interactively. This kind of learning can improve students' critical thinking abilities. Apart from that, the independent learning curriculum provides simple and more in-depth material.

Teacher's Perception of Implementation Merdeka Belajar Curriculum

Table 2 Interview Result

| No | Question | Answer |
|----|---|--|
| 1. | How long have you been teaching at MTs Tarbiyatul Islamiyah Raci? | 3 years. |
| 2. | When was Merdeka Belajar Curriculum applied to MTs Tarbiyatul Islamiyah Raci? | Merdeka Belajar Curriculum was applied to MTs Tarbiyatul Islamiyah Raci since the academic year 2023/2024. |
| 3. | What do you think about Merdeka Belajar Curriculum which applied in this school? | Merdeka Belajar Curriculum is suitable for application in MTs Tarbiyatul Islamiyah Raci However, there are still many of shortcomings in its implementation such as teacher unpreparedness because teacher have not yet mastered the new curriculum fully, lack of facilities and infrastructure, and the less optimal teaching and learning system. |
| 4. | Does the application of Merdeka Belajar Curriculum help or burden the teacher performance in this school? | The application of Merdeka Belajar Curriculum burdens teachers because Merdeka Belajar Curriculum has more administrative tasks. Apart from that, the application of this curriculum is still in the early stages of transition from the older one. |
| 5. | Does students can follow the learning process during the application of Merdeka Belajar Curriculum in this school? | In this situation, just like any other day, there are definitely students who can follow the lesson well and there are also student who can not. |
| 6. | How do students respond during the application of Merdeka Belajar Curriculum at MTs Tarbiyatul Islamiyah Raci? Does student participate during the learning process actively? | During the implementation of Merdeka Belajar Curriculum, active students looked very active, especially students who were smart and quite critical in the class, often asking questions during the learning process and vice versa. The ordinary students tend to be passive. |
| 7. | How do you motivate students to be zealous for following the learning process? | Sometimes, as the teacher, I invite the students to do ice breaking, so class activity does not turn into boring activity. Moreover, every student which can answer the question correctly will receive appreciation. At the same time, I give motivation to the other students for doing the same thing, and be active in the class. |

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| 8. What is the obstacle that teachersface in applying Merdeka Belajar Curriculum in this school? | There are several obstacles during the application of Merdeka Belajar Curriculum such as many teacher administrative task. The teacher should collect the point for get certificate to improve skills. From this, it seems like the latest curriculum is more focused on the teachers than the students themselves. Sometimes, during the class activity, in certain material students cannot be the center of learning. |
| 9. How is your solution to overcome the obstacles during the application of Merdeka Belajar Curriculum in this school? | There are several obstacles that arise in implementing the Merdeka Belajar Curriculum, usually the solution is by discussing with colleagues, perhaps other teachers have experienced similar problems. |
| 10. In your opinion, what is the impact of the implementation of Merdeka Belajar Curriculum in MTs Tarbiyatul Islamiyah Raci? | Merdeka Belajar Curriculum have positive impact because Merdeka Belajar Curriculum emphasize intracurricular learning, namely students' interests and talents. With this Merdeka Belajar Curriculum, the students are trained to think critically, be more independent, and learn in a fun way. However, the negative impact is the students in phase D (student of junior high school) do not fully accept it and cannot be independent. |

The researcher can draw the inference that the implementation of Merdeka Belajar Curriculum at MTs Tarbiyatul Islamiyah Raci is going well. The Merdeka Belajar Curriculum, implemented at MTs Tarbiyatul Islamiyah Raci since academic year of 2023/2024. However, the implementation of Merdeka Belajar Curriculum in this school faced challenges such as teacher unpreparedness, lack of facilities, and less optimal teaching and learning system. Furthermore, administrative tasks and a focus on teacher can hinder the implementation. This is because of the implementation of this curriculum still in its early stages of transition. Although, some students struggle with it, active students which particularly smart and critical ones, engages actively in class activities. Moreover, the curriculum has a positive impact on intracurricular learning, preparing students for critical thinking, independence, and fun learning. However, phase D students may not fully accept curriculum and struggle with independence.

Student's Perception of Implementation Merdeka Belajar Curriculum

Table 3 Interview Result

| No | Question | Answer |
|----|---|---|
| 1. | What do you know about Merdeka Belajar Curriculum? | R1 : A curriculum which makes studying feels fun. |
| | | R2 : Study for knowing the interests and talents. |
| | | R3 : Curriculum to develop students' interests. |
| | | R4 : Study for developing interests and talents. |
| | | R5 : Learn to find out the interests and talents. |
| 2. | Do you receive motivation in every learning activity? What motivation does the teacher provide? | R1 : Yes, I was told to study on my own first, so that I would understand when <u>learning in the class</u> . |
| | | R2 : Yes, the teacher always told me to <u>study diligently to clever</u> . |
| | | R3 : Yes, the teacher told me to hone as many talents as possible. |
| | | R4 : Yes, study diligently to become smart. |
| | | R5 : Yes, study seriously to become smart. |

3. Did the teacher convey the learning objectives and types of activities that will carried out before the learning activities begin?
- R1 : Yes, the teacher did.
R2 : Yes, the teacher did.
R3 : Yes, the teacher did.
R4 : Yes, the teacher did.
R5 : Yes, the teacher did.
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4. Did the teacher use learning media during the learning process? What media used by the teacher?
- R1 : No, the teacher did not. She only uses book.
R2 : Yes, the teacher did.
R3 : No, the teacher did not.
R4 : No, the teacher did not.
R5 : No, the teacher did not.
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5. Did the teacher encourage students to ask questions actively during the learning process?
- R1 : Yes, the teacher did.
R2 : Yes, the teacher did.
R3 : Yes, the teacher did.
R4 : Yes, the teacher did.

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| | R5 : Yes, the teacher did. |
| 6. Did the teacher give assignments to discuss in forums? | R1 : Yes, the teacher did. |
| | R2 : Yes, the teacher did. |
| | R3 : Yes, the teacher did. |
| | R4 : Yes, the teacher did. |
| | R5 : Yes, the teacher did. |
| <hr/> | |
| 7. Did the teacher draw conclusion together at the end of each learning activity? | R1 : Yes, the teacher did. |
| | R2 : Yes, the teacher did. |
| | R3 : Yes, the teacher did. |
| | R4 : Yes, the teacher did. |
| | R5 : Yes, the teacher did. |
| <hr/> | |
| 8. Did the teacher give assignments regarding the material that has been presented? | R1 : Yes, the teacher did. |
| | R2 : Yes, the teacher did. |
| | R3 : Yes, the teacher did. |
| | R4 : Yes, the teacher did. |
| | R5 : Yes, the teacher did. |

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| 9. Could you understand the material well during the application of Merdeka Belajar Curriculum? | R1 : Yes, I could quite understand. |
| | R2 : Yes, the teacher did. |
| | R3 : Yes, the teacher did. |
| | R4 : Yes, the teacher did. |
| | R5 : Yes, the teacher did. |
| 10. What impression do you get from the implementation of Merdeka Belajar Curriculum in learning activities at MTs Tarbiyatul Islamiyah Raci? | R1 : Learning becomes fun because it is taught to develop interests and talents. |
| | R2 : This curriculum taught me to know the talents I have. |
| | R3 : We can find out our interests and talents so that learning becomes fun. |
| | R4 : Learning becomes enjoyable. |
| | R5 : Learning becomes fun and enjoyable. |

It can conclude that the implementation of Merdeka Belajar Curriculum is quite good. The teacher has performed the steps of class activity appropriately. Starting from the moment of the lesson starts, the teacher mentions the objectives and types of activities until the teacher closes the learning activity by inviting the students to draw conclusions together. Furthermore, the teacher often motivates and invite the students to be active in learning activity. the teacher also does not hesitate to give appreciation to students who active in class activity. The implementation of Merdeka Belajar Curriculum receives positive impression so far. The students enjoy and keep spirit during the implementation of Merdeka Belajar Curriculum as well.

Table 4 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|-------|---|----------|-----------|------------|
| 1. | Do you know about Merdeka Belajar Curriculum? | Yes | 22 | 81% |
| | | No | 5 | 19% |
| Total | | | 27 | 100% |

From the data obtains, 81% of the students in the classroom or 22 students of totally 27 students choose Yes as the response. Meanwhile, 19% of the students in the classroom or 5 students of totally 27 students choose No as the response. The researcher concludes that most of the students have

known about Merdeka Belajar Curriculum.

Table 5 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|-------|--|----------|-----------|------------|
| 2. | Do you enjoy during the learning activities? | Yes | 23 | 85% |
| | | No | 4 | 15% |
| Total | | | 27 | 100% |

Based on the result, 85% of the students in the classroom or 23 students in the classroom choose Yes as the response. Besides that, 15% of the students or 4 students choose No. From the result, the researcher can conclude 23 students of totally 27 students feel enjoy during the learning activities which implement Merdeka Belajar Curriculum while 4 students did not.

Table 6 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|-------|---|----------|-----------|------------|
| 3. | Did the teacher ask questions about the previous lesson material before starting learning activity? | Yes | 22 | 81% |
| | | No | 5 | 19% |
| Total | | | 27 | 100% |

Based on the result of questionnaire, 81% of the students in the classroom or 22 students of totally 27 students choose Yes, whereas 19% of the students in the classroom choose No.

Table 7 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|-------|--|----------|-----------|------------|
| 4. | Could you understand the material well in implementing Merdeka Belajar Curriculum? | Yes | 20 | 74% |
| | | No | 7 | 26% |
| Total | | | 27 | 100% |

Based on the result, 74% of the students in the classroom or 20 students of totally 27 students choose Yes. However, 26% of the students in the classroom or 7 students of 27 students choose No. The researcher can conclude that, most of the students in the class could understand the material during the implementation of Merdeka Belajar Curriculum. Meanwhile, a few of the students choose No because they did not understand the material well.

Table 8 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|--------------|---|----------|-----------|-------------|
| 5. | Is learning by implementing Merdeka Belajar Curriculum enjoyable? | Yes | 25 | 93% |
| | | No | 2 | 7% |
| Total | | | 27 | 100% |

Based on the result of questionnaire, 93% of the students in the classroom or 25 students of totally 27 students choose Yes. Meanwhile, 7% of the students or 2 students of totally 27 students choose No. The researcher can conclude that, most of the students feel enjoy during the learning activity by implementing Merdeka Belajar Curriculum.

Table 9 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|--------------|---|----------|-----------|-------------|
| 6. | Do you feel motivated to take part in learning by implementation of Merdeka Belajar Curriculum? | Yes | 24 | 89% |
| | | No | 3 | 11% |
| Total | | | 27 | 100% |

Based on the result, there are 89% of the students or 24 students in the classroom choose Yes and 11% of the students or 3 students in the classroom choose No. From that, the researcher can conclude that, most of the students which is 24 students of totally 27 students feel motivated to take part in the learning activity by implementing Merdeka Belajar Curriculum. Meanwhile, 3 students of totally 27 students did not. Based on the student's opinion, the students could not feel motivated because the student cannot master the material as well.

Table 10 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|-------|--|----------|-----------|------------|
| 7. | Did the teacher encourage or motivate you to be active in learning activities? | Yes | 27 | 100% |
| | | No | 0 | 0% |
| Total | | | 27 | 100% |

Based on the result of questionnaire, 100% of the students or 27 students in the classroom choose Yes. It means that no one choose No. From that, the researcher can conclude that the teacher has encouraged and motivated the students to be active during the learning activity. Even though there are still students who do not did active role during the learning activity, all of the students have realized that the teacher has encouraged the students to be active.

Table 11 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|-------|--|----------|-----------|------------|
| 8. | Did the teacher always mention the learning objectives before convey the new material to be studied? | Yes | 23 | 85% |
| | | No | 4 | 15% |
| Total | | | 27 | 100% |

Based on the result, 85% of the students in the classroom or 23 students of totally 27 students choose yes. Meanwhile, 15% of the students in the classroom or 4 students of totally 27 students choose No. The researcher can conclude that, the teacher has mentioned the learning objectives before convey the new material. Most of the student choose Yes because the students focus on the class activity since the class activity begin. However, few of the students choose No because the students did not realize about that.

Table 12 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|-------|---|----------|-----------|------------|
| 9. | Did the teacher explain the material in detail and clearly? | Yes | 23 | 85% |
| | | No | 4 | 15% |
| Total | | | 27 | 100% |

Based on the result of the questionnaire, there are 85% of students or 23 students of totally 27 students in the classroom choose Yes. Meanwhile, 15% of the students or 4 students of totally 27 students in the classroom choose No. The researcher can conclude that, most of the students make sure that the teacher has explained the material clearly because they have understood the material. However, there are 4 students which choose No because they cannot understand the material fully.

Table 13 Questionnaire Result

| No | Question | Response | Frequency | Percentage |
|-------|---|----------|-----------|------------|
| 10. | Did the teacher give assignments for discussion in the forum? | Yes | 24 | 89% |
| | | No | 3 | 11% |
| Total | | | 27 | 100% |

Based on the result, 89% of the student or 24 students of totally 27 students choose Yes. Meanwhile, 11% of the students or 3 students of totally 27 students choose No. The researcher can conclude that most of the students sure that the teacher gave assignment to discuss in the forum.

The implementation Merdeka Belajar Curriculum have been doing by implement the stages of teaching and learning processes that are preliminary activity, core activity, and the stage of closing the activity. Merdeka Belajar Curriculum is the latest curriculum used which has been applied at early 2022. Meanwhile, this curriculum has been applied to MTs Tarbiyatul Islamiyah Raci since the academic year of 2023/2024. Based on the teacher opinion, the application of Merdeka Belajar Curriculum is suitable to applied in MTs Tarbiyatul Islamiyah Raci. Although, there are still many of shortcomings in its implementation such as teacher unpreparedness because teacher have not yet mastered the new curriculum fully, lack of facilities and infrastructure, and the less optimal teaching and learning system. Moreover, there are many administrative tasks which is burden the teacher. However, it cannot be denied that the implementation of Merdeka Belajar Curriculum is still in transition from the previous curriculum.

The implementation of Merdeka Belajar Curriculum has positive impact especially to the students. This curriculum could emphasize intracurricular learning that are interests and talents. With this Merdeka Belajar Curriculum, the student are trained to think critically, be more independent, and learn in a fun way. This can be seen from daily learning activities, there are students who can follow the learning activity as well as far. Moreover, the students looked very active, especially student who were smart and quite critical. However, there are also students who cannot follow the learning activity well and tend to be passive. In this situation, the teacher sometimes did ice breaking to make the class fun and enjoyable. At the same time, the teacher gave motivation to the student to be active in the class and also gave appreciation to the active students.

The perception of students about the implementation of Merdeka Belajar Curriculum sounds good. The students known this curriculum as the curriculum which related to interests and talents. The students believe that Merdeka Belajar Curriculum is a curriculum which can help the students to develop interests and talents. Furthermore, the student sure that from the implementation of this curriculum can make the learning activity become more fun and enjoyable. However, there are few of students which cannot enjoy the learning activity. because of that, the students cannot understand the material as well, but the teacher keep encourage the student to be active in learning activity.

e. Conclusion

Based on the result of the analysis, it can be concluded that the implementation of Merdeka Belajar Curriculum in teaching English consists three stages of teaching and learning processes. They are preliminary activities which contain fostering activity and pretest, core activity which contain observing, asking question, gathering information, associating, and communicating, and the last one is closing activities. The English teacher has implemented those stages during the learning activity at MTs Tarbiyatul Islamiyah Raci. The implementation of Merdeka Belajar Curriculum has been implemented by English teacher. The learning activity works as well as far. Although there are some problems faced by the teacher during the implementation, Merdeka Belajar Curriculum gives positive impact to the students. The implementation of Merdeka Belajar Curriculum emphasizes intracurricular learning, namely students' interests and talents. With this Merdeka Belajar Curriculum, the students are trained to think critically, be more independent, and learn in a fun way.

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