



## Teaching English Based on The *Kurikulum Merdeka* at Muhammadiyah Junior High Schools in Yogyakarta: The Teachers' Implementation and Perception

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Article Info	Abstract
<b>Article History</b> Received: 2023-09-17 Revised: 2023-10-23 Published: 2023-11-02  <b>Keywords:</b> <i>Implementation;</i> <i>Kurikulum Merdeka;</i> <i>Perceptions;</i> <i>Teachers' Problems.</i>	This research aims to reveal the implementation and perceptions of the <i>Kurikulum Merdeka</i> by English teachers and also to find the English teachers' problems in implementing the <i>Kurikulum Merdeka</i> . This research belonged to a qualitative study conducted by using interview and observation to collect data. The research participants were three English teachers at three Muhammadiyah Junior High Schools in Yogyakarta who had implemented the <i>Kurikulum Merdeka</i> . Interview guidelines, observation checklist, and observation field note were used as research instruments. This research used coding technique to analyze data. The research findings showed that the English teachers implemented the <i>Kurikulum Merdeka</i> by varying the learning process, adapting to the students' characters, requiring more preparations, focusing the learning on vocabulary mastery, reading literacy, and the use of technology. In other words, the <i>Kurikulum Merdeka</i> has not been successfully implemented. Then, the teachers' perceptions on the <i>Kurikulum Merdeka</i> were actually good but still confusing; the learning resources of <i>Kurikulum Merdeka</i> for teachers were diverse; the <i>Kurikulum Merdeka</i> demanded the development of better education and more differentiated learning; and the schools needed to change the learning activity budget and did a longer assessment analysis. Lastly, the problems in the <i>Kurikulum Merdeka</i> faced by English teachers were the lack of teachers' understanding on the diverse students' characters, the lack of equipment that supported learning English in the <i>Kurikulum Merdeka</i> , the need for a change in the mindset of parents about implementing the <i>Kurikulum Merdeka</i> , and the lack of understanding of the <i>Kurikulum Merdeka</i> .

Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2023-09-17 Direvisi: 2023-10-23 Dipublikasi: 2023-11-02  <b>Kata kunci:</b> <i>Kemampuan Motorik Halus;</i> <i>Kehidupan Praktis Sederhana;</i> <i>Kegiatan Sensorik.</i>	Penelitian ini bertujuan untuk mengungkap implementasi dan persepsi Kurikulum Merdeka oleh guru bahasa Inggris dan juga untuk menemukan permasalahan guru bahasa Inggris dalam mengimplementasikan Kurikulum Merdeka. Penelitian ini termasuk penelitian kualitatif yang dilakukan dengan menggunakan wawancara dan observasi untuk mengumpulkan data. Partisipan penelitian adalah tiga orang guru bahasa Inggris di tiga SMP Muhammadiyah di Yogyakarta yang telah menerapkan Kurikulum Merdeka. Pedoman wawancara, checklist observasi, dan catatan lapangan observasi digunakan sebagai instrumen penelitian. Penelitian ini menggunakan teknik coding untuk menganalisis data. Hasil penelitian menunjukkan bahwa guru bahasa Inggris menerapkan Kurikulum Merdeka dengan memvariasikan proses pembelajaran, menyesuaikan dengan karakter siswa, memerlukan persiapan lebih, memfokuskan pembelajaran pada penguasaan kosa kata, literasi membaca, dan penggunaan teknologi. Dengan kata lain, Kurikulum Merdeka belum berhasil dilaksanakan. Kemudian persepsi guru terhadap Kurikulum Merdeka sebenarnya sudah baik tetapi masih membingungkan; sumber belajar Kurikulum Merdeka untuk guru beragam; Kurikulum Merdeka menuntut pengembangan pendidikan yang lebih baik dan pembelajaran yang lebih berdiferensiasi; dan pihak sekolah perlu mengubah anggaran kegiatan pembelajaran dan melakukan analisis penilaian yang lebih lama. Terakhir, permasalahan dalam Kurikulum Merdeka yang dihadapi oleh guru Bahasa Inggris adalah kurangnya pemahaman guru tentang karakter siswa yang beragam, kurangnya peralatan yang mendukung pembelajaran Bahasa Inggris di Kurikulum Merdeka, perlunya perubahan pola pikir orang tua tentang pelaksanaan Kurikulum Merdeka, dan kurangnya pemahaman tentang Kurikulum Merdeka.

### I. INTRODUCTION

Along with the times, changes cannot be denied in various ways, as well as the curriculum. This change occurred partly because the

community was never satisfied with the results of school education and always wanted to improve it. The development of science and technology changes society and by itself, the

curriculum inevitably has to be adapted to the demands of the times. According to Santika (2021) changes to the education curriculum must be made in order to create a future generation of a nation that is superior and has character.

Curriculum changes are not only made because of structural changes in leadership in educational institutions but also because of the needs of the world of education when there is a change in curriculum (Al-asyhi, 2014). When viewed further, each of these curricula has advantages and disadvantages between one curriculum and another, therefore the understanding of educators in understanding and mastering a curriculum is very necessary so that the goals of educators and the curriculum are aligned so that the goals of the current educational curriculum can be achieved.

The *Kurikulum Merdeka* is one of the answers and solutions are given by the government to the loss of the meaning of learning both before the Covid-19 pandemic, during, and after the humanitarian catastrophe that continued to slope and was able to be handled properly. As stated in the Decree of the Minister of Education and Technology Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the context of Learning Recovery which was later refined by the Decree of the Ministry of Education and Culture No. 262 of 2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery, other forms of Junior High School Curriculum refer to the *Kurikulum Merdeka* which has been established by the government or refers to Another form of Junior High School curriculum structure consists of intracurricular learning and a Pancasila student profile strengthening project (P5) which is allocated with approximately 20% of the total lesson hours per year.

Based on observational studies conducted by researcher regarding the implementation of the *Kurikulum Merdeka* in learning English, there are several problems related to the implementation of the *Kurikulum Merdeka*. First; the curriculum was formulated in a short time. There are many components that must be repaired such as teachers, families, society and the media. Therefore, no matter how good the curriculum design is designed, but the teacher does not support the ongoing curriculum, it will be in vain (Sriwanto, 2014). Second; Socialization time is

very limited, and not all teachers can be involved in the socialization and elimination of some of these subjects. Teacher problems are considered as crucial because if the teacher is not ready to implement the curriculum. Through this research it is hoped that it can provide an overview of the implementation of the *Kurikulum Merdeka* in teaching English at Muhammadiyah Junior High Schools and how teachers perceive it.

This research conducted to investigate the implementation and perceptions of English teachers in implementing the *Kurikulum Merdeka* at three Muhammadiyah Junior High Schools in Yogyakarta. They are chosen because they have different paths to choose from in the *Kurikulum Merdeka* so that researcher get various data and results. Considering that the gaps identified related to the *Kurikulum Merdeka* in the Implementation of the *Kurikulum Merdeka* are still in general, the researcher conduct the research related to the implementation of the *Kurikulum Merdeka* conducted by English teachers, the perceptions of English teachers in implementing the *Kurikulum Merdeka* and also the problems faced by English teachers in implementing the *Kurikulum Merdeka*.

## II. METHOD

This research was conducted using a qualitative approach. The researcher chooses a qualitative approach because it deals with social phenomena that help people to make sense of the world's experiences and perceptions. Therefore, a qualitative approach is the right method to apply in this study because it can assist researchers in exploring the implementation and perception of English teachers in implementing the *Kurikulum Merdeka*. This research was conducted in SMP Muhammadiyah 2 Yogyakarta, SMP Muhammadiyah 5 Yogyakarta and SMP Muhammadiyah 10 Yogyakarta.

The interview grid that conducted in this study includes how English teachers' implement the *Kurikulum Merdeka* in teaching English, the readiness of English teachers in teaching English using the *Kurikulum Merdeka*, what are the English teachers' perceptions of the *Kurikulum Merdeka* in teaching English, and what are the problems English teachers' face in implementing the *Kurikulum Merdeka* in teaching English. Then, this research also uses observation checklist. During class observations, researcher recorded all activities carried out in class using a camera and also using an observation checklist. The observation checklist carried out is based on the

components in the Learning Process Plan of *Kurikulum Merdeka* (Module Teaching) and based on the problems formulated.

This study used interview and observations as the data collection techniques. Interview questions focused on teachers' perceptions of implementing the *Kurikulum Merdeka* for teaching English during the learning process and observation is used to see and experience student or teacher interactions in certain contexts. In this study, the function of making observations is to answer research questions about the perceptions of English teachers in implementing the *Kurikulum Merdeka*.

Then, after transcribing the data, the data verification technique that used in this study is validity testing by member checking to ensure the results of the interview and observation. The researcher provides a code for transcripts through coding to mark important points related to the research. According to Saldana (2014), coding is intended as a way to get words or phrases that determine the existence of prominent psychological facts, capture the essence of facts, or mark psychological attributes that emerge strongly from a number of languages or visual data sets. In addition, the stages carried out by researchers in coding include preparing raw data into words, condensing facts, digging, collecting similar facts, determining categorization, and telling.

### III. FINDING AND DISCUSSION

The findings from this study provide insights related to learning English in implementing the *Kurikulum Merdeka*. The *Kurikulum Merdeka* was created with the aim that education in Indonesia can be like in developed countries, where students are given the freedom to choose what they are interested in learning. Here, the researcher presents a discussion based on the results of interviews and learning observations related to the findings of the implementation of the *Kurikulum Merdeka* in English learning conducted by three Muhammadiyah Junior High School English teachers in Yogyakarta who have implemented the *Kurikulum Merdeka*. Therefore, discussions related to implementation, perceptions and problems faced by English teachers in implementing the *Kurikulum Merdeka* are briefly explained in the following paragraphs.

#### A. The Implementation of English Teachers in The *Kurikulum Merdeka*.

The researcher found several findings based on research that had been conducted

through interviews and learning observations. As for the implementation of the *Kurikulum Merdeka* in learning English found several implementation findings that have been made. The first implementation discussed is the learning process in the *Kurikulum Merdeka*. Three participants, P1, P2, and P3 has different perspectives on the implementation of the *Kurikulum Merdeka*. The findings found include that the *Kurikulum Merdeka* must adapt to the character of students at school. Then, in the *Kurikulum Merdeka* the teacher must apply a variety of learning. There is also a point of view related to the implementation of the *Kurikulum Merdeka* in learning English which suggests that the *Kurikulum Merdeka* is synonymous with projects, learning carried out on a project basis. This *Kurikulum Merdeka* is good because it really helps students in pushing them to stages and mental tests. In addition, the *Kurikulum Merdeka* has very varied learning objectives. This finding is in line with research conducted by Hartoyo (2022) that in implementing the *Kurikulum Merdeka*, the learning process and developing curriculum in schools pay attention to the needs and potential of students.

Then, the second implementation found in this study is the English teacher's readiness to implement the *Kurikulum Merdeka*. The results of the study showed that the three participants (P1, P2, and P3) had the same statement that the three participants were not ready to implement the *Kurikulum Merdeka*. There are several reasons for not being ready to implement the *Kurikulum Merdeka*, including the teacher needs to prepare learning modules before teaching in class, the teacher needs to adopt student worksheets from MGMP colleagues. preparation is limited. This is in line with Ihsan (2022) who said that currently there are still many teachers who are confused about implementing the *Kurikulum Merdeka*, teachers always need to know what readiness is needed when implementing the *Kurikulum Merdeka* in the learning process at school, to what form of assessment it is.

In addition, the third implementation found in this research is the focus of learning English in the implementation of the *Kurikulum Merdeka*. The results of the study showed that the three participants (P1, P2, and P3) have different statements. The focus of implementing the *Kurikulum Merdeka* in

learning English includes mastery of English vocabulary and students' use of technology. In line with Ariga (2022) that in realizing an *Kurikulum Merdeka*, it is necessary to update the curriculum in accordance with the times and technology. This is because, if no reform is carried out, it will make the learning and education process in Indonesia will experience delays with education in other countries. The other findings related to the focus of the implementation of the *Kurikulum Merdeka* in learning English are that students are able to have dialogue and students have the courage to express themselves. In addition, students can enrich vocabulary by doing English learning literacy. In line with research conducted by Elmiati (2022) that students feel bored to recite vocabulary, so they object to learning English. In addition, learning English is also not attractive to them because of the limited creativity of teachers in developing varied media in teaching, so teachers need to facilitate students with literacy in reading English.

In addition, the fourth implementation found in this study is the success of implementing the *Kurikulum Merdeka* in learning English. The results of the study showed that the three participants (P1, P2, and P3) showed the same findings that the *Kurikulum Merdeka* was not effective in the learning process because it brought a new learning process. In addition, there is a need for more mature preparation in preparing to learn English using the *Kurikulum Merdeka*. Then, the teacher's knowledge in implementing the *Kurikulum Merdeka* is also still limited so that the learning carried out is not effective. This research is in line with previous study conducted by Widiastri (2022) that based on the results of the research it can be concluded that the implementation of the *Kurikulum Merdeka* in learning local content, especially learning, cannot be carried out effectively. Supported by previous research conducted by Aryzona (2023) that the implementation of the *Kurikulum Merdeka* in one of the schools in Jantuk has not been maximized, so it is necessary to improve the teacher concerned and the attention of the school principal in controlling teachers in implementing the *Kurikulum Merdeka* so that the implementation of the *Kurikulum Merdeka* becomes more optimal.

Based on the results of observations, the implementation of learning English in implementing the *Kurikulum Merdeka* shows that the teacher does the learning by adjusting the needs and characteristics of students. Then, the teacher invites students to actively discuss so that learning is fun. Finally, in the learning process, the teacher uses learning media and equipment that supports a variety of learning processes so that students feel enthusiastic when learning in the classroom.

## **B. English Teachers' Perceptions in Implementing the *Kurikulum Merdeka***

Based on research that has been conducted by researcher through interviews and observations, there are several perceptions of English teachers in implementing the *Kurikulum Merdeka*. The first is that the *Kurikulum Merdeka* is actually good because it makes the learning process better but related to assessment and differentiation learning it is still confusing. Second, learning resources for the *Kurikulum Merdeka* for teachers are very diverse. Third, there are many advantages of the *Kurikulum Merdeka* in the teaching and learning process of English such as demanding the development of better education, more differentiated learning, being able to develop students' potential, teachers can freely develop the desired learning modules, students can be more confident in increasing their creativity and fourth is that there are some deficiencies in the *Kurikulum Merdeka* in learning English such as schools needing to change the existing budget to be budgeted for learning activities, project implementation time and assessment analysis require more time. The discussion is explained below.

The first perception about the implementation of the *Kurikulum Merdeka* applied by English teachers is the *Kurikulum Merdeka* is actually good because it makes the learning process better but related to assessment and differentiation learning it is still confusing. The results of the study show that English teachers have various perceptions in understanding the *Kurikulum Merdeka*. First, the *Kurikulum Merdeka* makes the learning process better. So how can a teacher give what is differentiated. In addition, teachers must facilitate all their students based on what they can and what they know. That is learning in the *Kurikulum Merdeka* becomes more in-depth, meaningful, not rushed and fun. To

support this argument, Hartoyo (2022) said that the *Kurikulum Merdeka* in its characteristics provides hope for the recovery of student learning by considering the meaningfulness of learning and the uniqueness of each student. For this reason, it is necessary for Education Units and Educators to welcome this change with enthusiasm so that the goals of national education contained in Law No. 20 of 2003 can be achieved for all students in Indonesia with the uniqueness and diversity of learning styles and the needs of each student.

The second perception about the implementation of the *Kurikulum Merdeka* is that the learning resources for the *Kurikulum Merdeka* for teachers are very diverse. The results of the study show that English teachers have different perceptions regarding the learning resources of the *Kurikulum Merdeka*. Research shows that the source for learning the *Kurikulum Merdeka* is through the Merdeka Mengajar Platform provided and made by the Government. The Merdeka Mengajar Platform provides a reference for teachers to develop teaching practices in accordance with the *Kurikulum Merdeka*, in the Teaching feature, there is a Teaching Toolkit feature that can be used by Teachers and Education Personnel in developing themselves. To support this argument, Arnes (2023) said that the *Merdeka Mengajar* Platform provide equal opportunities for teachers to continue learning and developing their competencies whenever and wherever they are. Apart from that, there are other perceptions related to learning resources for the *Kurikulum Merdeka*, including schools holding mini workshops, conducting workshops by inviting resource persons from the Education Office. Some teachers also received information about the *Kurikulum Merdeka* from the service supervisor, and some also read it in the news or various media.

The third perception about the implementation of the *Kurikulum Merdeka* applied by English teachers is the advantages of the *Kurikulum Merdeka* in the process of teaching and learning English. The results of the study show that English teachers have different perceptions about the advantages of the *Kurikulum Merdeka*. The advantages are that the *Kurikulum Merdeka* demands the development of better education in the future

and develops the potential of students so that students feel confident. In addition, applied learning is more differentiated. So, the teacher does not use just one learning model. Various learning models can be developed as desired. Then, students with various backgrounds or needs can be well mapped so that students can increase their creativity because students are asked to collaborate so they don't become individual students. They can interact with other people. In line with the research that has been conducted by Herwina (2021) said that Differentiated learning is an adjustment to interests, learning profiles, student learning readiness in order to achieve increased learning outcomes. This is in line with previous findings which reported that the application of progressively differentiated learning strategies in learning mathematics can increase students' learning activities from being less active in the initial reflection to being active (Sukendra, 2014).

The fourth perception about the implementation of the *Kurikulum Merdeka* that is applied by English teachers is the lack of an *Kurikulum Merdeka* in learning English. The results of the study indicate that the deficiencies in the implementation of learning English by implementing the *Kurikulum Merdeka* include schools having to change the school activity budget for implementing *Kurikulum Merdeka*. Then, the time for implementing projects in the *Kurikulum Merdeka* requires a longer time and the analysis of the assessment of the *Kurikulum Merdeka* requires a lot of time. To support this argument, Fadilah (2023) said that the obstacles to implementing the curriculum are the uneven development of educational technology, the readiness of teachers to implement the new curriculum and the limited budget to implement the *Kurikulum Merdeka* in all schools in Indonesia.

### C. English Teachers' Problems in Implementing the *Kurikulum Merdeka*

Researcher found four findings based on research that had been conducted through interviews and learning observations. There are four problems found in the implementation of the *Kurikulum Merdeka* in learning English. The problems are the teacher's lack of understanding of student character, the lack of equipment to support English learning in the *Kurikulum Merdeka*,

the need for a change in the mindset of parents about implementing the *Kurikulum Merdeka* and the teacher's lack of understanding of the *Kurikulum Merdeka* in teaching English. The discussion is described below.

The first problem faced by English teachers in implementing the *Kurikulum Merdeka* is the teacher's lack of understanding of student character. Characteristics of students are the will, interests and learning styles possessed by students. Each student has their own characteristics. In fact, understanding the characteristics of students is important for teachers because this greatly affects the learning process in the classroom. To support this argument, Daga (2021) said that the *Kurikulum Merdeka* encourages the formation of Merdeka spirit character where teachers and students can freely and happily explore knowledge, attitudes and skills from the environment. The *Kurikulum Merdeka* can encourage students to learn and develop themselves, form a caring attitude towards the environment in which students learn, encourage students' self-confidence and skills and easily adapt to the community environment (Ainia, 2020). The results of the study also show that the solutions given regarding this problem are by taking a student approach, the psychological approach encourages students to be more enthusiastic in the learning process so that the teacher can know the student's character.

The second problem faced by English teachers in implementing the *Kurikulum Merdeka* is the lack of equipment that supports learning English in the *Kurikulum Merdeka*. The use of media in learning is one of the supporting tools in the learning process. Learning media are everything such as tools, environment and all forms of activities that are conditioned to increase knowledge, change attitudes or instill skills in everyone who uses them (Arsyad, 2014). To support this argument, Ajeng (2021) said that learning media makes it easier for students to understand what is explained by teachers and lecturers in the learning process both inside and outside the classroom. There are various types of media, such as print media namely; books, modules, student worksheets and also electronic media namely; video, audio, multimedia presentations and can also use online or online content.

The third problem faced by English teachers in implementing the *Kurikulum Merdeka* is the need for a change in the mindset of parents about implementing the *Kurikulum Merdeka*. In the *Kurikulum Merdeka*, the role of parents is highly expected so that every learning program implemented in schools can be carried out properly and learning objectives are achieved. In the implementation of the *Kurikulum Merdeka*, all must work together, play a role and support each other. Both teachers and students are active in the learning process as well as the role and support of parents and school committees. This is the same as the results of previous study conducted by Afifah (2022) that it is difficult to change old mindsets or habits in implementing learning in the *Kurikulum Merdeka*. According to Santoso (2023), the role of parents of students is also needed by evaluating and repeating the lessons that have been learned at school. Communication between teachers and guardians of students is also needed to find out the extent to which students are progressing both at school and at home.

The last problem faced by English teachers in implementing the *Kurikulum Merdeka* based on the research that has been conducted is the lack of understanding of the *Kurikulum Merdeka* in teaching English. The results of the study show that there are still many seminars or workshops that must be attended, especially in teaching English using the *Kurikulum Merdeka*. In addition, the literacy skills of each teacher are lacking so that word processing in the *Kurikulum Merdeka* learning outcomes is an obstacle. In line with research conducted by Anwar (2022) that training on the implementation of the *Kurikulum Merdeka* is an activity to provide teachers with understanding in dealing with current curriculum changes. Thus, the teacher gains an understanding of the importance of the *Kurikulum Merdeka* and recognizes the basic concepts of the *Kurikulum Merdeka*. As for efforts to overcome the problems faced by English teachers in implementing the *Kurikulum Merdeka* based on research that has been done, namely by discussing among teachers at school, for example conveying to the affairs of the vice principal in the field of curriculum related to perceived problems. Supported by Anggila (2022) in previous research regarding the implementation of the *Kurikulum Merdeka*, the results of the

study explain the importance of massive socialization to all parties at the education unit level, so that curriculum implementation can run as expected. Another solution is to collaborate with the MGMP forum. For example, teachers share the flow of English learning objectives (ATP) in implementing the *Kurikulum Merdeka*.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

Based on the research results obtained, the implementation of the *Kurikulum Merdeka* requires a good understanding of the curriculum components. Their willingness as teachers to be able to improve the quality of students can also improve the implementation of the *Kurikulum Merdeka*. Teachers must be required to be ready, creative and innovative in carrying out classroom learning by implementing an *Kurikulum Merdeka*. Therefore, it is not surprising that one of the basic aspects and as a guide or guideline for a teacher, namely the curriculum, will experience various changes in order to adapt to existing developments. This is what makes the *Kurikulum Merdeka* in which the focus of curriculum development is not only on the teacher but also influences all existing elements, especially for the academic field. That way the presence of this *Kurikulum Merdeka* can provide a change and a clear direction for education in Indonesia which is currently of course still lagging behind education in other countries. The *Kurikulum Merdeka* also has representative values in which students are given activeness and freedom to learn.

Based on the results of research related to the perceptions of English teachers in implementing the *Kurikulum Merdeka* that has been conducted, teachers have an important role in the process of developing and implementing curriculum in schools. The success of implementing the curriculum is highly dependent on how intense the teacher is in implementing the curriculum in the classroom. Therefore, teachers are expected to always be involved in curriculum development activities such as *Merdeka Belajar* through *Merdeka Mengajar* platforms, attending workshops, so that they can apply them appropriately and effectively in the learning process. For this reason, teachers need to have the ability to develop and implement curricula and design classes, in

order to improve the quality of teaching and learning processes. Therefore, teachers need to be given continuous training on curriculum development so that they are able to understand well the current learning curriculum.

The conclusion is that the implementation of the *Kurikulum Merdeka* in learning English has not fully gone well. Therefore, it takes extra effort from school principals and teachers as well as all stake holders. There are several problems faced by English teachers, including the teacher's lack of understanding in understanding student character, the lack of equipment that supports learning English in the *Kurikulum Merdeka*, the need for a change in the mindset of parents about implementing the *Kurikulum Merdeka* and the lack of understanding of the *Kurikulum Merdeka* in teaching English.

##### B. Suggestion

This study provides three suggestions to several parties regarding the implementation of the *Kurikulum Merdeka*. Recommendations are intended for English teacher, school, and future researcher.

The *Kurikulum Merdeka* invites teachers not only to be able to teach and manage classroom activities effectively, but also to build effective relationships with students and the school community. Teachers are advised to be able to make learning in the *Kurikulum Merdeka* adapt to the conditions, needs and character of students.

The *Kurikulum Merdeka* invites schools to synergize with local governments and parents so they can find effective solutions to address the educational challenges that occur in every school as an effort to improve the quality of education students receive. Schools are advised to continue to follow the *Kurikulum Merdeka* system offered by the Government so that schools can develop better.

This research only involved three teachers from 3 different schools in the Muhammadiyah junior high school in the city of Yogyakarta. Therefore, the researcher suggests that future researchers can involve more participants in their research. In addition, the researcher also suggests relevant research in several different schools. Therefore, research findings will be more diverse and will find new research findings. In



addition, by involving more participants, researchers may create new theories.

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