

Implementation of the Merdeka Curriculum and Integration of ICT Competences in English Lessons

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ABSTRACT

As Indonesian schools transition toward the Merdeka Curriculum's student-centered approach, understanding how Information and Communication Technology (ICT) is integrated into English language learning is increasingly critical. This study aims to explore the implementation of the Merdeka Curriculum and the integration of ICT based on the UNESCO framework in English language learning at public high schools in the Greater Jakarta area, specifically SMAN 1 Bekasi, SMAN 5 Bekasi, SMAN 1 Depok, and SMAN 48 Jakarta. The Merdeka Curriculum, introduced to provide flexibility in learning, is expected to enhance students' competencies and character through a more adaptive approach to individual needs. One important aspect of this curriculum is the utilization of ICT, which is expected to enrich the interaction between teachers and students and improve access to information. This research employs a qualitative approach with a case study methodology to examine how teachers understand and implement the curriculum and the extent to which ICT is integrated into English language learning, while descriptive statistical analysis is used to analyze the questionnaires. Based on interviews, observations, and document analysis, the results show that the majority of teachers have understood the Merdeka Curriculum, but its implementation remains inconsistent. The main challenges faced include limited resources, insufficient training, and inadequate technology readiness. Furthermore, support from school leaders and the availability of adequate ICT facilities are crucial factors in the successful implementation of this curriculum. Although the use of ICT in teaching is present, it has not been fully optimized. This study suggests the need for appropriate strategies and full support from schools to overcome these challenges. The implementation of the Merdeka Curriculum has great potential to improve the quality of education, but it requires careful planning and better infrastructure development.

Keywords: Merdeka Curriculum, ICT, UNESCO, English, High School, Case Study.

INTRODUCTION

The implementation of the Independent Curriculum in Indonesia aims to provide flexibility in learning, strengthen character development, and improve students' 21st century

competencies, such as critical, creative, and collaborative thinking. This curriculum encourages a student-centered learning approach by emphasizing differentiation and personalization of learning (Ministry

of Education and Culture, 2024). As expressed by Zhao (2012), today's education must lead to flexible, adaptive, and creative learning in response to the era of globalization and digitalization. In this context, the use of Information and Communication Technology (ICT) is crucial, especially in English language learning, as it allows for increased interaction, access to global learning resources, and students' digital literacy skills (Alghamdi & Shah, 2018; Pamungkas et al., 2023).

According to UNESCO (2019), the integration of ICT in education must be based on a teacher competency framework that combines pedagogy with technology in a meaningful way. In Indonesia, challenges in ICT implementation are still found, including lack of teacher training, limited infrastructure, and digital divide between regions (Trilling & Fadel, 2009; Wahyuni et al., 2023). However, studies show that the use of digital media such as videos, AI-based applications, and speaking simulations has been shown to improve speaking and writing skills in English (Sun, 2017; Masita, 2023).

ICT-based English learning is in line with the Communicative Language Teaching (CLT) approach which emphasizes the use of language in a real context, and can be integrated with the Independent Curriculum to strengthen students' communication skills (Richards, 2006). In addition, the project-based learning approach with ICT support is also able to increase students' learning independence (Kong et al., 2014). However, the implementation of this

curriculum still faces challenges in the form of resistance to change, lack of socialization, and limited institutional support (Lubis, 2021; Nurhidayat et al., 2022).

This study aims to evaluate the effectiveness of the implementation of the Independent Curriculum in English language learning, with a focus on ICT integration in Jabodetabek State High School. In addition, the study also identifies the challenges faced by educators and how the UNESCO Teacher Competency Framework can help strengthen digital learning in schools. Thus, the results of this study are expected to make a real contribution to improving the quality of technology-based English learning and curriculum in the digital era.

METHOD

The methodology of this research uses a qualitative approach with a case study design to explore in depth the implementation of the Independent Curriculum and the integration of Information and Communication Technology (ICT) in English learning in four schools, namely SMAN 1 Bekasi, SMAN 5 Bekasi, SMAN 48 Jakarta, and SMAN 1 Depok. This study aims to understand the extent to which English teachers implement the Independent Curriculum and integrate ICT in learning, as well as the challenges they face. The research question underlying this study is how do English teachers implement the Independent Curriculum and ICT integration in the context of learning in these schools?

Table 1. List of Schools and Number of Teachers.

No	School	Number of Teachers	Classes Taught	Document
1	SMAN 1 Bekasi City	1	XI	RPP
2	SMAN 5 Bekasi City	3	X, XI, XII	RPP and Teaching Modules
3	SMAN 48 Jakarta	1	XII	RPP and Teaching Modules
4	SMAN 1 Depok City	2	XI, XII	RPP

This research was conducted using case study methods and qualitative approaches. According to Creswell (2014), qualitative research aims to understand phenomena in their natural context by collecting data from relevant informants (Creswell, 2014, p. 46). This research focuses on the first-hand experiences of English teachers in four different schools in applying curriculum and technology in the learning process (Efendi & Arijanto, 2023). This study uses a case study design because Yin (2018) emphasizes that case studies allow researchers to dig deeper into phenomena and gain sharper insights into the problem being researched (Yin, 2018, p. 14). Qualitative research deals with people or groups who have knowledge or experience related to the phenomenon being studied (Moleong, 2018, p. 9). English teachers were chosen as the main informants because they had first-hand knowledge of the application of the Independent Curriculum and the use of Information and Communication Technology (ICT) in the educational process. In addition, the syllabus, Learning Implementation Plan (RPP), and teaching modules will be examined to find out how well the curriculum and information technology (ICT) are integrated in teaching practices.

This study uses interviews, questionnaires, observations, and

document analysis to obtain complete data. The combination of these methods will provide a broader view of the phenomenon being studied (Flick, 2014, p. 24). English teachers were thoroughly interviewed to find out their understanding of the Independent Curriculum and the problems they faced when implementing ICT. In addition, observations were made to see how ICT is used in learning. Analysis of documents including lesson plans, syllabus, and teaching modules used.

Data collection was carried out in stages, starting with interviews and the distribution of questionnaires on December 22 and 23, 2024. On May 22 and 24, 2025, classroom learning observations were carried out. In addition, the analysis of documents related to the Independent Curriculum and Information and Communication Technology (ICT) was carried out at the same time. The researcher will collect information about the syllabus, lesson plans, and teaching modules to find out how the document shows the implementation of the two elements. The results of this analysis are expected to provide a clearer picture of the success of teachers and the difficulties they face in implementing the Independent Curriculum and ICT.

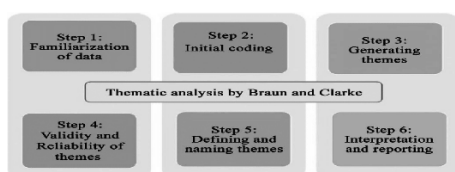


Figure 1. Data analysis techniques (Braun and Clarke: 2006)

Thematic analysis will be applied to all the data collected. Thematic analysis is used to find patterns in qualitative data, which allows for a better understanding of the phenomenon being studied (Braun and Clarke, 2006, p. 79). The results of the quantitative interviews will be analyzed using descriptive statistics such as frequency, percentage, and average to identify key themes related to challenges, implementation, and teachers' perceptions of the Independent Curriculum and ICT integration. In addition, classroom observations will also be used to identify teachers' views on the curriculum and the use of ICT. This observation will record the use of technology in education and look at the use of the Independent Curriculum in English language education. Documents such as the lesson plan and syllabus will be analyzed using content analysis to find elements related to the curriculum and ICT.

This data collection was carried out in a systematic and organized manner, and the research lasted for two weeks (December 20, 2024–June 30, 2025). This research is intended to complete all stages of research and produce comprehensive data on the use of the Independent Curriculum and the use of information technology in English learning. The researcher hopes that the findings of this study will provide useful information about the progress of education in

Indonesia, especially about the implementation of the Independent Curriculum and the use of information and communication technology (ICT) in schools.

The research report will be prepared based on the results of the data analysis collected. The report will include discussions and conclusions on the implementation of the Independent Curriculum and the application of information technology in English language learning. The results of interviews, observations, questionnaires, and document analysis will be combined to provide a better picture of how the two elements are applied in the field. Therefore, it is hoped that this study will provide useful recommendations for teachers, schools, and education policies in the future.

RESULTS AND DISCUSSION

Teachers' Understanding in Implementing the Independent Curriculum in English Learning

The results of interviews with English teachers in several State High Schools in Greater Jakarta show that most teachers understand the Independent Curriculum well. They recognize that a free curriculum provides flexibility to tailor learning to the needs and characteristics of students. Most teachers realize that the purpose of a free curriculum is to help improve students' skills through a more relevant and contextual approach. To support the achievement of these goals, several educational institutions, such as SMAN 5 Bekasi, have used a project-based approach (PBL) and technology in English language learning. This approach is considered effective in improving students' English skills in a more

engaging and interactive way (Rachmawati, 2022, p. 60).

Table 2. Implementation of the Independent Curriculum

	Penerapan	Tingkat
1	1. Menentukan tujuan, standar, kompetensi, dan indikator pembelajaran Merdeka?	1. Menentukan tujuan, standar, kompetensi, dan indikator pembelajaran Merdeka?
2	2. Menentukan strategi, metode, dan media pembelajaran Merdeka?	2. Menentukan strategi, metode, dan media pembelajaran Merdeka?
3	3. Menentukan sumber, materi, dan alat bantu pembelajaran Merdeka?	3. Menentukan sumber, materi, dan alat bantu pembelajaran Merdeka?
4	4. Menentukan bentuk, waktu, dan tempat pembelajaran Merdeka?	4. Menentukan bentuk, waktu, dan tempat pembelajaran Merdeka?

Although most educators understand the ideas of the Independent Curriculum, there are problems in implementing them. Designing a syllabus that fits these curriculum principles is a major problem. It will place more emphasis on the development of the student's character and overall competence. Although teaching materials can be designed to achieve learning objectives, some teachers say that they often feel they need more time to ensure that the teaching materials are appropriate to each student's individual needs. This is due to time and resource limitations that make it difficult to create the right teaching materials for each student (Suyatno, 2023, p. 84).

The Merdeka Curriculum not only faces challenges in compiling subject matter, but also greatly helps students. Increased creativity, collaboration skills, and critical thinking skills of students are the main benefits felt. The use of different types of learning media, such as role play and technology-based projects, has been shown to be effective in increasing students' interest in English lessons. Students can be more actively involved in the learning process with a more interactive and applicative approach. As a result, their learning experience

will be better. But there are problems with some students' feelings and beliefs about using English, especially in groups. Some students have difficulty speaking or feel awkward, which can hinder their progress in communicating in English (Nurhidayat et al., 2022).

In addition to facing problems with students' views and beliefs, teachers also face problems in making assessments that are in accordance with the various elements in the Independent Curriculum. The curriculum doesn't just focus on academics; it also focuses on strengthening the character of Pancasila students and forming their profiles. Therefore, evaluations should cover various aspects, such as academic competence and character development. Teachers must make assessments that measure students' cognitive and psychomotor achievements. Given the many indicators that need to be considered during the evaluation process, this is a challenge in itself. To ensure that the assessment can fairly and thoroughly cover all of these elements, innovation and sufficient time are required.

Challenges and Obstacles Faced in Implementing the Independent Curriculum in English Learning

One of the main challenges teachers face is the lack of adequate training and support from schools. Some teachers admitted that training related to the implementation of the Independent Curriculum, especially regarding project-based Learning Implementation Plans (RPP), was inadequate (Cahyani, 2021, p. 93). The absence of adequate training and

support from schools is one of the main problems for teachers when implementing the Independent Curriculum. Many teachers said that, despite the training, the material provided on curriculum implementation, especially on project-based lesson plans, was inadequate.

Table 3. Challenges and Obstacles

<i>Aspects</i>	<i>Research Results</i>	<i>Analysis</i>
Positive Impact	- Increased student creativity- Increased collaboration and critical thinking skills- Project-based learning and varied media are attractive to students (Nurhidayat et al., 2022)	The implementation of the Independent Curriculum increases student engagement in the learning process, making learning more engaging and enabling more holistic skill development. Project-based learning helps students understand the material more easily and contextually.
Challenges in Learning	- Some students lack confidence in using English- Difficulty understanding material when working in groups (Nurhidayat et al., 2022)	Despite the more interactive learning, some students still face barriers in language skills and collaboration. This shows that the implementation of the curriculum needs to pay more attention to the readiness of individual students in terms of language and group work.
Assessment in the Independent Curriculum	- Difficulties in designing assessments that cover all aspects of the curriculum (character and profile of Pancasila students)- Assessments are more structured and organized (Haryadi et al., 2024)	A thorough assessment requires a more complex approach to assessing character development and skills other than academics. However, the emphasis on achieving the Pancasila student profile provides space for strengthening students' character more deeply.
Weaknesses in Teacher Training	- Lack of intensive training on the implementation of the Independent Curriculum and the preparation of project-based lesson plans (Cahyani, 2021, p. 93)- The available training is not yet fully applicable	Inadequate training hinders teachers in maximizing the implementation of the Independent Curriculum. More intensive and relevant training is needed to ensure that teachers are ready to face the challenges of the new curriculum and can develop lesson plans that suit the needs of students.
Resource Limitations	- Limited facilities and resources, especially in the use of technology- Some teachers feel less confident in using technology optimally (Faisal, 2023, p. 52)	Limited infrastructure and lack of technology training are barriers in the implementation of the curriculum. Although technology can enrich learning, teachers' self-confidence in using ICT devices requires special attention, including training to improve their digital skills.
Flexibility of the Independent Curriculum	- Providing opportunities for teachers to be more flexible in planning learning and adjusting to student needs (Haryadi et al., 2024)	Despite the challenges, the flexibility of the Independent Curriculum provides opportunities for teachers to design learning that is more in line with the needs of students. However, the success of the implementation depends on the readiness of teachers and the facilities in place to support more flexible learning activities.

This makes it difficult for some teachers to implement a project-based approach that is in accordance with the principles of the Independent Curriculum. Limited training often does not cover all the practical needs that teachers face in the field. In addition to education problems, the lack of technological resources is also

an obstacle to implementing the Independent Curriculum. Although some educational institutions, such as SMAN 1 Depok, offer information and communication technology (ICT) tools to support the learning process, many teachers lack confidence in using them properly. Although they recognize the importance of using

technology in learning, some teachers say that they have limitations in technical skills and lack of experience in integrating technology into project-based learning approaches. This suggests that teachers should be given more specialized training to improve their technical skills so that they can use technology more confidently and effectively in counseling.

To address this problem, more intensive and ongoing training for teachers is needed. This is especially true for creating project-based lesson plans and using technology in learning. To maximize the implementation of the Independent Curriculum, it is necessary to improve school infrastructure, especially in terms of the availability of adequate ICT devices and stable internet access. Governments and schools must work together to ensure that teachers receive the necessary training, resources, and facilities. Therefore, the Independent Curriculum can be implemented smoothly and has a positive impact on the development of students' abilities and character.

Factors that Support or Hinder the Successful Implementation of the Independent Curriculum in English Language Learning

The results of the questionnaire show that the implementation of the Independent Curriculum at the school level has received significant support, especially from the principal and the available ICT facilities. The support of the principal has proven to be the main factor that affects the success of the curriculum implementation, followed by the existence of adequate ICT facilities. This is in line with findings in research by Haryadi et al. (2024) which show that digital technologies, such as video and e-learning, can increase students' learning independence, as well as enrich their learning experience. On the other hand, adequate teacher training is also an important factor, although it is a lower priority compared to the support of principals and ICT facilities. Therefore, the development of teacher competencies through continuous training is needed to support the effective implementation of the Independent Curriculum.

Table 4. Supporting and Inhibiting Factors

No	Question	Result								
1	What factors support you the most in implementing the Independent Curriculum?	<table border="1"> <tr> <td>a. Dukungan dari kepala sekolah</td> <td>5 (83.3%)</td> </tr> <tr> <td>b. Fasilitas yang memadai</td> <td>4 (66.7%)</td> </tr> <tr> <td>c. Adanya fasilitas TIK yang memadai</td> <td>5 (83.3%)</td> </tr> <tr> <td>d. Misi/wali yang tepat</td> <td>3 (50%)</td> </tr> </table>	a. Dukungan dari kepala sekolah	5 (83.3%)	b. Fasilitas yang memadai	4 (66.7%)	c. Adanya fasilitas TIK yang memadai	5 (83.3%)	d. Misi/wali yang tepat	3 (50%)
a. Dukungan dari kepala sekolah	5 (83.3%)									
b. Fasilitas yang memadai	4 (66.7%)									
c. Adanya fasilitas TIK yang memadai	5 (83.3%)									
d. Misi/wali yang tepat	3 (50%)									
2	What are the factors that hinder you the most in implementing the Merdeka Curriculum?	<table border="1"> <tr> <td>a. Kurangnya waktu</td> <td>4 (66.7%)</td> </tr> <tr> <td>b. Kurangnya sumber daya</td> <td>1 (16.7%)</td> </tr> <tr> <td>c. Kurangnya kompetensi dalam menggunakan TIK</td> <td>1 (16.7%)</td> </tr> <tr> <td>d. Kurikulum yang terlalu padat</td> <td>3 (50%)</td> </tr> </table>	a. Kurangnya waktu	4 (66.7%)	b. Kurangnya sumber daya	1 (16.7%)	c. Kurangnya kompetensi dalam menggunakan TIK	1 (16.7%)	d. Kurikulum yang terlalu padat	3 (50%)
a. Kurangnya waktu	4 (66.7%)									
b. Kurangnya sumber daya	1 (16.7%)									
c. Kurangnya kompetensi dalam menggunakan TIK	1 (16.7%)									
d. Kurikulum yang terlalu padat	3 (50%)									

However, in addition to supporting factors, the results of the questionnaire also revealed a number of obstacles faced by teachers in implementing the Independent Curriculum, especially related to time constraints, too dense curriculum, and lack of resources. Lack of time is the main obstacle for teachers to prepare for learning in accordance with the principles of the Independent Curriculum, which demands a more flexible and creative approach. This is also related to the findings of Lubis (2021), who showed that although many teachers are aware of the benefits of ICT, they still face difficulties in integrating technology to the fullest in English language learning. These obstacles require serious attention, such as simplifying the curriculum and allocating more effective time for teachers.

To overcome these obstacles, several important recommendations were submitted, including simplifying the curriculum and increasing resources to support the implementation of the Independent Curriculum. Simplifying the curriculum can help reduce the burden on teachers and students, so they can focus on deeper learning. This recommendation is in accordance with research conducted by Wardani et al. (2020), which emphasizes the importance of adapting the curriculum to the needs and interests of students to be more relevant and less burdensome. In addition, the development of teachers' competence in the use of ICT must be a priority, so that technology can be optimally utilized to improve the quality of English learning, as revealed by Rachmawati et al. (2024) that the appropriate use of multimedia

can increase student motivation and participation in the learning process.

Teachers' Perceptions of Efforts That Can Be Made to Increase the Effectiveness of English Language Learning by Utilizing the Independent Curriculum and ICT

Based on the results of interviews conducted with English teachers at State High Schools, it can be concluded that the implementation of the Independent Curriculum and the integration of ICT in learning has significant challenges and opportunities. The majority of teachers feel that there is quite good support from the principal and the available ICT facilities, which are the main supporting factors in the implementation of the Independent Curriculum. However, the main obstacle faced is the inability to optimize technology to the maximum, mainly due to the limitations of competence in the use of ICT and concerns about students' dependence on technologies such as AI and ChatGPT which are considered to reduce direct interaction and student engagement in learning. This is in line with the findings of Lubis (2021), who stated that although technology has a positive impact, many teachers still feel limited in integrating technology comprehensively in English language learning. Therefore, it is important to pay attention to the quality of ICT use so as not to reduce the depth of learning.

The teachers also revealed that the development of their competencies in integrating ICT and the Independent Curriculum must continue to be encouraged through continuous training and seminars. This will help them design more creative and innovative learning,

while ensuring that the use of technology supports more holistic learning goals. Masita (2023) also supports this view, showing that the use of interactive multimedia in English learning can increase student engagement and enrich their learning experience. Therefore, training that

focuses on the use of technology such as multimedia and digital applications will be very important in improving the quality of English learning in accordance with the principles of the Independent Curriculum which emphasizes active and technology-based learning.

Table 5. Interview Answer Summary

<i>Key Factors</i>	<i>Summary of Answers</i>	<i>Quotation</i>
<i>ICT Integration Support</i>	The use of ICT has a positive impact, but it is less effective because some schools are returning to traditional methods.	"Many schools have returned to the traditional mode because they want their students to delve deeper into the knowledge provided."
<i>Facilities and Infrastructure</i>	More adequate facilities and infrastructure are needed to support ICT-based learning.	"There needs to be a review of how it is used in order to achieve learning objectives."
<i>Teacher Competency Development</i>	Teachers must continue to explore their potential and participate in training to improve competence in using ICT in a more creative and innovative way.	"Continue to explore the potential that teachers have in making learning more interesting, creative and innovative."
<i>Collaboration Between Educators</i>	Collaboration between teachers and lecturers is needed to discuss the application of ICT in learning to be more effective.	"There needs to be a special discussion between educators, especially teachers and lecturers."
<i>Improved Technology Learning</i>	Teachers are expected to integrate ICT more effectively in every learning process to achieve better results.	"Teachers must associate every learning process of the Independent Curriculum with ICT, so it needs to be supported by adequate facilities."

In addition, some teachers suggested that facilities and infrastructure that support ICT-based learning be improved, and simplification of the curriculum so as not to burden teachers and students. Research by Wardani et al. (2020) revealed that the Independent Curriculum provides space for teachers to adapt learning materials to the needs and interests of students. This is in line with the views of the teachers in this study who want the curriculum to be adjusted to the abilities and needs of students without reducing the quality of learning. In addition, Haryadi et al. (2024) also emphasized that the use of digital

technology can increase students' independence in learning, which is in line with the goals of the Independent Curriculum which supports project-based and technology-based learning. Therefore, close collaboration between teachers, principals, and other related parties is essential to ensure that the implementation of the Independent Curriculum runs effectively and efficiently, while still considering the needs of students and the limitations of existing resources.

Extent to ICT Integration from the UNESCO Framework Implemented in English Language Learning

Table 5. ICT Utilization Analysis Table

<i>Aspects</i>	<i>Findings</i>
Frequency of ICT Use	Google Classroom (83.3%), YouTube (16.7%), Language Learning Apps, PowerPoint, Canva (Low usage)
Barriers in ICT Use	Lack of time (66.7%), Curriculum too dense (50%), Lack of resources (16.7%)
ICT Teacher Competency	Basic knowledge of ICT (83.3%), In-depth knowledge of ICT (33.3%), Creation of innovative learning content (16.7%)
Utilization of ICT in Learning	The use of ICT in curriculum preparation and assessment (58.3%), Organization and administration (66.7%), Pedagogy (41.7%), Professional Development (3.6%)

Based on the results of questionnaires and document analysis conducted on English teachers in State High Schools, it can be seen that most teachers have used ICT in learning, with Google Classroom being the most dominant platform used (83.3%). YouTube usage (16.7%) is also quite significant, while language learning apps such as PowerPoint and Canva have relatively low usage. This shows that although ICT is starting to be accepted, there is great potential to expand the use of other applications that better support English learning in a more interactive and creative way. As revealed by Masita (2023), the use of interactive multimedia such as videos and digital tools can enrich students' learning experiences, which is in accordance with the needs of the Independent Curriculum which prioritizes technology-based learning. However, despite the progress, various barriers were also identified, including a lack of time (66.7%) and an overly crowded curriculum (50%). Limited time is the main obstacle that hinders teachers from optimally integrating ICT in learning. As found in the research of Haryadi et al. (2024), limited time for the use of

technology is often the main obstacle in maximizing the potential of technology in education. In addition, resource limitations, such as unstable hardware and internet connections (16.7%), are also inhibiting factors that need to be addressed immediately so that the use of ICT can be maximized.

In terms of teachers' ICT competence, the majority of teachers already have basic knowledge (83.3%), but the ability to delve deeper into ICT (33.3%) and create innovative learning materials using ICT (16.7%) is still low. This is in line with the findings of Lubis (2021), who shows that although many teachers recognize the benefits of ICT, many of them have not been able to integrate it effectively in English learning. This underlines the need to improve teacher competence in terms of deep knowledge and innovative content creation, which is in line with UNESCO's ICT indicators that emphasize the importance of "Knowledge Creation" and "Knowledge Deepening" for teacher skill development in technology-based learning.

Table 6. Access to ICT Use by Teachers

No	Pertanyaan	Temuan
1	Penggunaan TIK dalam Kegiatan Profesionalisme Guru	<p> ● a. Sangat sering ● b. Sering ● c. Kadang-kadang ● d. Jarang sekali </p>
2	Platform yang Digunakan	<p> ● a. Ya, sangat terkendala ● b. Ya, agak terkendala ● c. Tidak terkendala ● d. Tidak terkendala sama sekali </p>
3	Dalam aspek apa TIK sering digunakan	<p> a. Google Classroom: 100% b. YouTube: 83.3% c. PowerPoint: 83.3% d. Aplikasi pembelajaran berbasis Cloud: 16.7% </p>
4	Apakah sering terkendala	<p> a. Persiapan Lulusan: 100% b. Kurang dan terbatas: 83.3% c. Peningkat dalam pengajaran: 100% d. Mengingat teknologi di kelas: 83.3% e. Keterbatasan dan penggunaan: 83.3% f. Kurangnya kemampuan profesional guru: 83.3% </p>
5	Capaian Indikator TIK dari UNESCO	<p> a. Knowledge Acquisition: 100% b. Knowledge Deepening: 83.3% c. Knowledge Creation: 16.7% </p>

Based on the use of ICT in various aspects of learning, such as curriculum preparation and assessment (58.3%), as well as organization and administration (66.7%), there have been positive steps in integrating ICT. However, the use of ICT in pedagogy, especially to increase interaction and collaboration in learning (41.7%), as well as in teacher professional development (3.6%), still needs to be improved. As explained by Wardani et al. (2020), it is important for schools to provide better support and facilities in order to optimize the use of ICT, not only in curriculum development but also in a more collaborative learning process.

This research shows that although most teachers have understood and tried to implement the Independent Curriculum in English language learning, there are various

challenges that must be faced, especially related to limited training, facilities, and resources. Factors that support the successful implementation are the support of the principal and peers, as well as adequate training. However, inhibiting factors such as lack of technological readiness and teachers' inability to adapt new approaches are the main obstacles. In addition, the integration of ICT in English learning is still limited to the use of basic tools, and the main challenge lies in the difficulty of teachers in optimizing technology to support the project-based learning approach desired by the Independent Curriculum.

CONCLUSION

Based on the results of research conducted at SMAN 1 Bekasi, SMAN 5 Bekasi, SMAN 48 Jakarta, and SMAN 1 Depok, it can be concluded

that the implementation of the Independent Curriculum in English learning has shown significant development.

1. The majority of teachers understand the concept of the Independent Curriculum, but its implementation is not uniform in all schools. Some teachers apply this concept well, while others still struggle. This variation is influenced by differences in understanding and resources available in each school.
2. The main challenges faced in the implementation of the Independent Curriculum are limited resources, lack of training, and technological unpreparedness. Many teachers have not received adequate training on how to implement this curriculum effectively. In addition, uneven technological infrastructure hinders the digital-based learning process.
3. Support from school principals and the availability of ICT facilities in schools are determining factors for the success of implementation. School principals who support changes and provide adequate ICT facilities are very helpful in facilitating the implementation of the curriculum. Without this support, the implementation of the Independent Curriculum will be difficult to run well.
4. The use of ICT in learning is still limited, especially in the context of pedagogy and teacher professional development. Although technology has begun to be used, its use is not yet optimal to support project-based and innovative learning. More efforts are needed to integrate ICT thoroughly in learning activities.
5. The implementation of the Independent Curriculum has great potential, but it requires the right strategy to overcome various existing challenges. This curriculum has the potential to improve the quality of education, but it will only succeed if it is balanced with careful planning and adequate support. With the right strategy, the existing challenges can be overcome to achieve better educational goals.

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