



THE IMPLEMENTATION OF KURIKULUM MERDEKA IN ENGLISH SUBJECT AT SDIT AL-KAUTSAR KOTA TANGERANG

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Abstract

The purpose of this study is to know how the implementation of *Kurikulum Merdeka* in English subject at SDIT AL-Kautsar Kota Tangerang. This research used descriptive qualitative method to know how the implementation of *Kurikulum Merdeka* on learning and the approach between teachers and students at SDIT AL-Kautsar. The object of this research is English teacher and 6 students' consisting of 4 male students and 2 female students at SDIT AL Kautsar Kota Tangerang. According to the data obtained by interview with teacher and students'. The findings of the data analysis show that *Kurikulum Merdeka* is very good for teacher and students that makes students more active in the classroom and easier to understand the learning material provided by the teacher. Therefore, teachers and students strongly support the implementation of the *Kurikulum Merdeka* at SDIT AL Kautsar, because it can make students and teachers more active and there are no boundaries between teachers and students

Keywords: Kurikulum Merdeka

1. Pendahuluan (11 Century, Bold)

Kurikulum Merdeka was born during the transition period of the emergence of the Covid-19 Pandemic that hit the whole world. In 2020, the government is very aggressive in socializing the Kurikulum Merdeka policy which is a guideline and benchmark for saving the education crisis due to the pandemic, for stakeholders to provide a fun, happy

and meaningful learning experience for all students in their respective schools (Roza, 2022) Kurikulum Merdeka, carries the concept of Kurikulum Merdeka, with the profile of Pancasila Students. This Kurikulum Merdeka could be implemented starting from the 2022/2023 academic year in stages (Gusmawan and Herman, 2023).

According to Ainia in her article said that "The Kurikulum Merdeka focuses on freedom and creative thinking (Ainia 2020).

The presence of the Kurikulum Merdeka is expected that students can develop in accordance with their abilities and potentials, with the development of this Kurikulum Merdeka, it is necessary to have a strong commitment, sincerity and real implementation from all parties, so that student profiles can be embedded in students (Mulyati 2022).

The purpose of the Kurikulum Merdeka is so that teachers, students, and parents can get a happy atmosphere. Freedom of learning is that the educational process must create happy atmospheres (Kemdikbud 2019). The Kurikulum Merdeka provides hope for the restoration of student learning by considering the meaningfulness in learning and the uniqueness of each student. The Kurikulum Merdeka is a form of evaluation of the 2013 kurikulum, which focuses on diverse intra curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Roza, 2022).

In the previous kurikulum, the 2013 kurikulum was an education policy in order to strengthen students to be more active in seeking knowledge through existing learning methods and models in accordance with the regulation of the Minister of Education (Suprijono 2019). Competency-based curriculum 13 focuses on acquiring

specific competencies for students. Therefore, the Kurikulum Merdeka contains several competencies and various learning objectives made in various forms, so that what is achieved can be seen in the form of student traits or skills as a reference for their success (Sari 2022). Curriculum changes always occur, because they are flexible. The curriculum must adapt to the changing times and the needs and conditions of students, in order to improve the quality and quality of education in a country. (Roza 2022b).

Based on pre-observation at SDIT Al-Kautsar on April 16th, 2023 at 16.22 WIB. The researcher found that before the Kurikulum Merdeka, the teacher was more active than the students and after the Kurikulum Merdeka, the students were more active than the teacher, and the media used by the teacher was in accordance with the lesson plans School. In this case, the media used by the teacher is in accordance with the school curriculum material. then the material when the English teacher asked students to make clocks out of cardboard.

With the existence of an Kurikulum Merdeka initiated by the Minister of Education and Culture, teachers' perceptions vary, there are pros and cons, but the Kurikulum Merdeka is a freedom given to teachers and students in innovating and creating in the learning process, this concept is a response to the needs of the education system in the era of the industrial revolution. In addition,

with an Kurikulum Merdeka, learning is freedom of thought. Freedom of thought is determined by the teacher, in the concept of freedom of learning, between teacher and student is a subject in the learning system. This means that the teacher is not used as a source of truth by students, but teachers and students collaborate and seek the truth. (Kemdikbud 2019).

According to (Iryanto 2021) The obstacles experienced by students in implementing an Kurikulum Merdeka are books packages (learning resources) for incomplete, new guidebooks for complete teachers. In addition, the challenge in implementing the Kurikulum Merdeka is to train soft skills in students through various school activities and ran-learning. The impact felt by students in implementing an Kurikulum Merdeka namely: (1) Students learn fun; (2) Students are more passionate if they are face-to-face; and (3) There is a Pancasila Student Profile Strengthening Project. (Indarta et al. 2022).

The good side in the implementation of the Kurikulum Merdeka is that teachers can be creative and innovative in learning, as well as the apart from that there is of class projects that must be done by students so as to make students challenged to learn (Mawati and Arifudin 2023). In the context of English subjects, the tendency of teachers of English subjects to agree that educators must be free to make, choose and modify teaching tools so

that they are relevant to the objectives of an Kurikulum Merdeka (Rahayu et al. 2022) While the negative side of curriculum change, specifically in elementary schools, namely: 1) The failure to achieve educational targets at the beginning of implementation, all this is usually caused because teachers as educators have not been able to implement the new curriculum as a whole. (Mawati and Arifudin 2023).

Sari (2022) said the curriculum shows the basis or outlook on life of the nation in education. The purpose of the nation's life in its education is determined by the curriculum used. Education cannot be implemented without a curriculum. The curriculum becomes an integral part of the educational process (Insani,2019). Simply put, the curriculum becomes a guide in the implementation of education.

The curriculum is one of the most important elements in the implementation of the learning process at all levels of education. The existence of a curriculum is very necessary in order to prepare a learning program that is in accordance with the expected targets, this is in accordance with the opinion of Nation & MaCalister (2010) which puts forward the curriculum as a set of guidelines designed in a learning program consisting of principles, environment and needs in accordance with the target of the learning program carried out.

Students who are their object who direct the goals, ways, assessment

of their learning are characterized by mastery of competence and personalization, no longer their orientation to uniformly prepared results, how to prepare everything so that their competencies students develop will need for every student, principal, teacher, parent and student to collaborate on learning to participate in various learning programs. The Kurikulum Merdeka is also a form of improving the 2013 curriculum which will certainly get a variety of responses from teachers, students and parents. There will be those who support and not a few who complain about the above curriculum changes.

Based on the background above, it became the rationale for researcher to examine “The Implementation of Kurikulum Merdeka in English Subject at SDIT Al Kautsar Kota Tangerang”.

2. Method

This research method is qualitative research. Researcher used Qualitative Descriptive. The purpose of this study was to determine Implementation of Kurikulum Merdeka in English Subject. Research variable are objects that attach to the subject in the form of data collected and describe a condition or value of each research subject. Based on the opinions of the above experts, it can be concluded that the variables. Research is an object in the form of data collected through the subject research that has been determined by the researcher to be studied so that it is

obtained information from which conclusions can be drawn.

3. Result and Discussion

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily.

3.1. Observation

The researcher wrote field note to describe an overview of the classroom and school environment. The researcher started the observation on Wednesday 23rd at 10am. The researcher first started the research by observing the teaching and learning process in class V A. The observation was done while observing the classroom activities. The researcher focused on the teaching and learning process. This relates to the overall activities carried out by teachers and students and their interactions during the teaching and learning process, then also looked at the school environment which looks neat, comfortable and peaceful when learning takes place. Then, students feel that they really understand the material that has been delivered by the teacher, when the teacher asks the student the student understands the material. In addition, the teacher gave assignments to students on the blackboard and the students had to do it in front of the blackboard. The researcher observes 4 (four) indicators in doing classroom observation activities. The result of the observation as follows:

a. Spiritual / social

Based on observation After implementing the Kurikulum Merdeka, students have high self-confidence, because the Kurikulum Merdeka uses interesting learning media to make students' self-confidence increase. Based on observations After implementing an Kurikulum Merdeka, students have high self-confidence, because the Kurikulum Merdeka, uses interesting learning media so that students' self-confidence increases. Then, the students were also very active when the learning began and the teacher was also very happy when the students were confident enough and began to be active in class, and the students felt comfortable and peaceful when the learning took place.

b. Materials

Based on observation, after implementing Kurikulum Merdeka, students can easily understand the material provided by the teachers, because the teachers explain the material very clearly and make the students comfortable. After that, students are also very easy to understand the material conveyed by the teacher, then the teacher feels happy with his or her students when the learning takes place the students have understood enough that has been conveyed by the teacher.

c. Students' practices

Based on observation, after implementing Kurikulum Merdeka, the practice is given by the teachers using the LKS book or written on

the blackboard which makes it easier for students to do the practice. In addition, students not only use the LKS book or write on the blackboard, the student does the practicum by making creativity from the materials told by the teacher and the student makes it with his own ability, then also gives it from the lesson that has been conveyed by him.

d. Students' task

Based on observation, after implementing Kurikulum Merdeka, tasks are given by teachers using the blackboard and students write the tasks in their notebooks. In addition, teachers do not only give assignments on the blackboard and students write on their notebooks. Then, the teacher also gives assignments to students using the LKS book and the teacher tells the page given to the student and the student must do the assignment given by the teacher.

After observations at SDIT AL Kautsar, the researcher concluded that after implementing Kurikulum Merdeka the learning atmosphere is quite conducive and comfortable, because during the teaching and learning process students are quite active and confident. Then the students can easily understand the lessons explained by the teacher by using interesting learning media. In addition, students can easily do the exercises and assignments given by the teacher because the teacher uses the blackboard and LKS book. Results of the observation can be seen on appendix 1.

3.2. Interview

In this study, interviews with students were conducted to find out the difficulties and problems students face in using expressions of confident quality in the Kurikulum Merdeka and the ability to learn English in the Kurikulum Merdeka. Interviews with students were conducted on 24 August July 2023. The researcher interviewed 6 respondents in Bahasa but here the results are written in English transcripts. The results of the interview are as follows:

1) Students' Interview

a) S1

The first student said that " He was quite confident, the student had positive experiences such as learning introductions using English, then also the student enjoyed learning to use clocks from cardboard materials so that his students were very creative, the student also said that the teacher who taught English in the Kurikulum Merdeka had followed the provisions in accordance with the curriculum. Then the strengths of the students were making or forming clocks in their subjects and their weaknesses such as incomplete English. Then also from the student when the teacher teaches English from the material teaching session the teacher is very gentle and firm, when the teacher is explaining and the teacher sees that someone is joking then the student will be given a punishment, and also from the practice session usually uses a book, and also from

the assignment session using the LKS book given by the teacher. the student said that he could understand and help from the concept of an Kurikulum Merdeka for English learning."

b) S2

The second student said that he was quite confident in his abilities, the student had a positive experience, namely learning to understand more easily in the Kurikulum Merdeka as a method of learning English, the student also said that the teacher was in accordance with the provisions in the Kurikulum Merdeka, and also the student said that the advantages of the Kurikulum Merdeka are that it is easier to understand it and the disadvantages are lack of vocabulary so that the student has difficulty understanding it, and the student said that when the teacher explains the material, it is very good and interesting when explaining it to the students, then from the exercise session, it is easy and not difficult when doing it, and from the assignment session, it is not too much so it is easy to understand. The student said that in this Kurikulum Merdeka, the method of learning English can broaden the mindset so that it can find out vocabulary that it does not understand.

c) S3

The third student said that he is quite confident in his abilities in the

Kurikulum Merdeka, the student has not found positive experiences in the Kurikulum Merdeka. Because, he is still a little bit in learning English so he hasn't found his positive experience, then also the student said the teacher was in accordance with the provisions of the kurikulum merdeka, the advantages of the Kurikulum Merdeka for the third student could easily understand the material and the disadvantages were that the material was not explained again by the teacher. then, the way the teacher teaches directly gives questions to students without first explaining the material. and the questions are made in the LKS and written on the board by the teacher. In addition, giving assignments to students, the teacher gives assignments on the LKS. The student can already understand the concept of learning English in the Kurikulum Merdeka.

d) S4

The fourth student said that he is more confident in the Kurikulum Merdeka and the student has a positive experience in the Kurikulum Merdeka. Then the fourth student said that the teacher's teaching method was in accordance with the provisions of the Kurikulum Merdeka. The advantages of the fourth student were able to understand the material provided by the teacher, and the disadvantages were that when the teacher explained on the blackboard, the students could not clearly see what the teacher wrote. According to the fourth student, the teacher during the session

explained the material very well and clearly. In addition, in the practice session the teacher asked students to come forward to answer the questions given by the teacher and the answers were read by the student and in the assignment session given through a notebook. And the student was able to understand the material given by the teacher.

e) S5

The fifth student said that she was more confident in his abilities in the Kurikulum Merdeka. Then the fifth student had a positive experience in the Kurikulum Merdeka and could understand English lessons. Then the fifth student said that the teacher's teaching method was in accordance with the provisions of the Kurikulum Merdeka. Then the advantages of these students students can easily understand the teacher's explanation and the disadvantages are that the teacher does not explain thoroughly on the material. In the practice session the teacher asked students to come forward to answer the questions given by the teacher and the answers were read by the student and in the assignment session given through a notebook. Students can understand English lessons when the teacher explains the material.

f) S6

The sixth student said that she is more confident in his abilities in the Kurikulum Merdeka. Then the sixth student did not have a positive experience because the material

explained was not clear and the questions given were many that were not understood. Then the sixth student said that the teacher's teaching method was in accordance with the provisions of the Kurikulum Merdeka. Then the advantages of the student were that students could easily understand the teacher's explanation and the disadvantages were that when the teacher explained on the blackboard, the students could not clearly see what the teacher wrote and the students lacked vocabulary. In the session explaining the material the teacher was very good and clearly explained the material. And in the practice session the teacher gave exercises to make traditional clothes to students. and the questions are made in the LKS and written on the board by the teacher. In addition, giving assignments to students, the teacher gives assignments on the LKS. And students can easily understand the material given by the teacher.

2) Teacher's Interview

The teacher said that “ The students are more active and more confident in the Kurikulum Merdeka.” The positive experience that the teacher has is that students are more active and confident. Then, before using the Kurikulum Merdeka, students tended to be more silent and inactive. The teacher's preparation for the Kurikulum Merdeka, the teacher provides learning media to students such as media games that aim to make students more confident. Examples of games given are writing the names of fruits on

the blackboard so that students are more confident. In addition, the advantages of the teacher when teaching students are more active and the disadvantages are that he has to increase the learning media given to students. In the explanation session, the teacher uses books that are already available at school such as packet books and in the exercise session, the teacher gives exercises to write greeting sentences. And the task session, the teacher gives assignments on the LKS book or writes questions on the board. The teacher said that when understanding the concept of an Kurikulum Merdeka, students are more active and creative. In addition, the teacher assesses the success of student learning from the exercises, if the student's exercise is high, the student must have understood the material. Then, the teacher also usually assesses in terms of the student's exercise.

3) Teacher Activity

When the teacher enters the classroom, all students sit neatly in their seats. Before entering the lesson, the teacher gave instructions for students to be ready to learn and no one is joking. After the teacher gave these instructions, the teacher does ice breaking to break the atmosphere so that students were not too tense in doing learning. Then the teacher gives an opening greeting and asks how the students are doing. After that, the teacher told stories and asks questions to students who then relate them to the previous meeting material that has been explained

and continued by explaining the learning activities that was carried out. Then the teacher explained the material that had been prepared using the LKS book or written on the blackboard, the students seemed to really enjoy the way the teacher taught because the teacher explained the material clearly, then the teacher gave examples and problems to students and gave practice problems using the LKS book. Students looked active and competed to answer questions quickly, and the teacher also asked some students to explain why they chose that answer. In this way, it can make it easier for teachers to monitor students' abilities, and make students active when learning in class. The closeness between teachers and students is also very visible, where no student feels afraid or awkward with the teacher when learning. After explaining the material and practice problems, to close the teaching and learning activities, the teacher asks students' opinions about the material and learning that day. Then after that, the teacher explains the description of the material that would be done at the next meeting. And finally, the teacher closed the meeting by reading the prayer before went home and saying thank you and closing greetings.

4. Discussion

Based on the interview results, Based on the results of the interview, it can be concluded that the implementation of the Kurikulum Merdeka is very good for teachers and students. This research supports

previous research by (Oktavia & Lestari, 2022) that the implementation of an Kurikulum Merdeka is welcomed by teachers because it can be easier to prepare interesting materials and media to be given to students.

The implementation of the Kurikulum Merdeka makes teachers prepare for learning preparations that refer to the Kurikulum Merdeka, teachers provide interesting learning media to students such as game media which aims to make students more confident and more active when in class. An example of a game given is writing the names of fruits on the board then the students answer by raising their hands and the teacher points to the students to answer. The teacher teach in the classroom using books that are already available at school such as package books. the teacher explains the material to students clearly so that students can easily understand what the teacher gives. besides using package books, the teacher also conducts quizzes after explaining the material. The quiz the teacher asks the students and for students who successfully answer will be rewarded by the teacher so that students are more active in the classroom.

The implementation of the Kurikulum Merdeka also makes students very happy, because it uses interesting learning media so that students become easier to understand the material provided by the teacher. the teacher also explains the material very clearly which makes it easy for

students to understand the material provided. Then, the exercise sessions and assignments also do not make students difficult, because the material explained by the teacher is very clear. This can make students' enthusiasm for learning increase and this is supported by (Alawi, 2022) that the implementation of an Kurikulum Merdeka can make students more enthusiastic in the learning process and more active in the classroom.

The researcher assesses that from the results of interviews with teachers and students, the implementation of the Kurikulum Merdeka at SDIT AL Kautsar has a very good effect on teachers and students. Because in the Kurikulum Merdeka the teachers are greatly helped to assess student success. In addition, teachers assess the success of student learning from practice, if the student's practice is high then the student must have understood the material. Then, teachers also usually assess in terms of student practice. With the learning media used for students. Then, this makes students also very confident in the classroom and easier to understand the material given by the teacher and makes students more active in learning.

5. Conclusion

Based on the results of the study, it can be concluded that the

6. References

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implementation of an Kurikulum Merdeka at SDIT AL Kautsar is very good for English language learning. 1) The implementation of the Kurikulum Merdeka makes teachers prepare for learning preparations that refer to the Kurikulum Merdeka, teachers provide interesting learning media to students such as game media which aims to make students more confident and more active when in class. 2) The teacher teach in the classroom using books that are already available at school such as package books. the teacher explains the material to students clearly so that students can easily understand the material what the teacher gives in class. 3) the teacher assesses the success of student learning from the exercises, if the student's exercise is high, the student must have understood the material. Then, the teacher also usually assesses in terms of the student's exercise. Then, this makes students also very confident in the classroom and easier to understand the material given by the teacher and makes students more active in learning.

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