

SKRIPSI

**THE IMPLEMENTATION OF MERDEKA CURRICULUM IN
ENGLISH LEARNING AT SMP PLUS DARUSSALAM
ACADEMIC YEAR 2023/2024**



BY:

GALIH ZIDANNA KAFI

NIM. 2011221027

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHING TRAINING
ISLAMIC UNIVERSITY OF KH. MUKHTAR SYAFAAT
2023/2024**

DEGREE PREREQUISITES
THE IMPLEMENTATION OF MERDEKA CURRICULUM IN
ENGLISH LEARNING AT SMP PLUS DARUSSALAM
ACADEMIC YEAR 2023/2024

THESIS

Presented to the Faculty of Education and Teacher Training in a Partial
Fulfillment of the Requirement for the degree of Strata 1 in the English
Education Department:



BY:
GALIH ZIDANNA KAFI
NIM. 2011221027

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
KH. MUKHTAR SYAFAAT UNIVERSITY
BLOKAGUNG BANYUWANGI
2023/2024

ADVISOR APPROVAL SHEET

Thesis with the title:

**THE IMPLEMENTATION OF MERDEKA CURRICULUM IN
ENGLISH LEARNING AT SMP PLUS DARUSSALAM
ACADEMIC YEAR 2023/2024**

It has been approved to be submitted in the thesis examination
Session on: 7th July 2024

Banyuwangi, 7th July 2024

Advisor

A large, stylized handwritten signature in black ink, appearing to read 'Ahmad Faruk'.

Ahmad Faruk, M.Pd.
NIPY. 3151611058801

AGREEMENT

This is to certify that Sarjana's thesis of **Galih Zidanna Kafi** has been approved by the board of examiners as a requirement for the Sarjana Degree in the English Education Department.

Banyuwangi, 7th July 2024

Examiner 1


Moh. Mahmud, M.Pd.
NIPY. 3150506057801

Examiner 2


Ahmad Faruk, M.Pd.
NIPY. 3151611058801

Examiner 3


Dr. Zulfi Zumala Dwi Andriani, M.A.
NIPY. 3150722128401

Acknowledged by,

Dean of Education and Teacher
Head Training Faculty



Dr. Siti Aimah S.Pd.I., M.Si
NIPY. 3150801058001

Head of Undergraduate Program in
English Education Department



Dr. Zulfi Zumala Dwi Andriani, M.A
NIPY. 3150722128401

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Here with I am:

Name : Galih Zidanna Kafi

NIM : 2011221027

Study Program : English Education

Address : Karangdoro, Tegalsari, Banyuwangi, East Java

Declare that:

1. This thesis has never been submitted to any other educational institution for any academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.



Banyuwangi, 3rd July 2024
Declarator



Galih Zidanna Kafi
2011221027

MOTTO

ان ينصرکم الله فلا غالب لکم

“Jika Allah menolongmu, tidak ada yang (dapat) mengalahkanmu”
(3:160)

“Tidak ada mimpi yang gagal, yang ada hanyalah mimpi yang tertunda. Cuma sekiranya kalau teman-teman merasa gagal dalam mencapai mimpi jangan khawatir mimpi-mimpi lain bisa diciptakan.”

Windah Basudara

DEDICATION

This thesis is dedicated with profound respect and deep love to:

1. My Beloved Parents,
For their endless love, unwavering support, and prayers that accompany my every step. You are the pillars of my strength and inspiration in every effort and hard work I undertake.
2. My Thesis Supervisor, Ahmad Faruk, M. Pd
Who has guided and directed me with patience and wisdom. Thank you for the knowledge, motivation, and continuous support in completing this research.
3. Friends and Companions,
For the laughter, support, and spirit we have shared together. Your friendship and solidarity have been a tremendous strength that has brought me to this point.
4. My Beloved Almamater, University of KH. Mukhtar Syafaat
For the opportunities, facilities, and academic environment that have enabled me to develop myself and complete this study.

This thesis is the result of a long journey filled with challenges, and this dedication is a sincere expression of gratitude to all of you. May we share this pride together.

ABSTRACT

Kafi, Galih. 2024. The Implementation Of Merdeka Curriculum In English Learning At Smp Plus Darussalam Academic Year 2023/2024

Key word: Merdeka Curriculum, English Learning, Implementation

The Merdeka Curriculum, which was implemented as a reform in Indonesian education, aims to replace the old K–13 curriculum with a more autonomous and adaptable framework that places an emphasis on student-centered learning and creativity. This study examines how SMP Plus Darussalam would apply the Merdeka Curriculum to English instruction for the 2023–2024 academic year, paying special attention to the particular difficulties posed by a boarding school environment with limited access to technology. The principal aim of the study is to assess the efficacy of the Merdeka Curriculum in augmenting the English language ability of students and to offer perspectives on its pragmatic implementation.

Data were gathered using a qualitative method especially case study approach. Data were gathered from observations in a class of SMP Plus Darussalam in grade 8, interviews to English teachers, the director of curriculum, and the head of MGMP (Musyawarah Guru Mata Pelajaran), and document analysis which module in English as the document. Then, to valid the data, researcher used triangulation as the data validity to get the real valid findings.

Results show that the "baby method," which emphasizes imitation and listening, has been an effective way to implement the Merdeka Curriculum. Teachers have learned to overcome obstacles like poor facilities and time constraints from pesantren activities by being resourceful and practicing effective time management. The curriculum has been successful because of ongoing teacher preparation, multidisciplinary collaboration, and regular practical assessments. To sum up, the Merdeka Curriculum at SMP Plus Darussalam creates an adaptable, captivating, and all-encompassing learning environment. To further improve the curriculum's execution and guarantee a top-notch education for future academic and professional success, recommendations include making investments in technology resources, growing teacher training programs, and incorporating the community.

ABSTRAK

Kafi, Galih. 2024. The Implementation Of Merdeka Curriculum In English Learning At Smp Plus Darussalam Academic Year 2023/2024

Key word: Merdeka Curriculum, English Learning, Implementation

Kurikulum Merdeka, yang diimplementasikan sebagai reformasi dalam pendidikan Indonesia, bertujuan untuk menggantikan Kurikulum 2013 (K-13) dengan kerangka kerja yang lebih mandiri dan adaptif yang menekankan pembelajaran yang berpusat pada siswa dan kreativitas. Studi ini meneliti bagaimana SMP Plus Darussalam menerapkan Kurikulum Merdeka pada pengajaran bahasa Inggris untuk tahun akademik 2023–2024, dengan memperhatikan kesulitan khusus yang dihadapi dalam lingkungan sekolah berasrama dengan akses terbatas pada teknologi. Tujuan utama dari studi ini adalah untuk menilai efektivitas Kurikulum Merdeka dalam meningkatkan kemampuan bahasa Inggris siswa dan memberikan perspektif tentang penerapannya secara pragmatis.

Data dikumpulkan menggunakan metode kualitatif khususnya pendekatan studi kasus. Data dikumpulkan dari observasi kelas 8 di SMP Plus Darussalam, interview dengan guru bahasa inggris, kepala kurikulum, dan kepala MGMP (Musyawarah Guru Mata Pelajaran), dan analisis dokumen yang mana modul bahasa inggris digunakan sebagai dokumennya. Kemudian, untuk memvalidasi data peneliti menggunakan triangulasi sebagai validitas data untuk mendapatkan temuan nyata yang valid.

Hasil penelitian menunjukkan bahwa "metode bayi," yang menekankan imitasi dan mendengarkan, telah menjadi cara yang efektif untuk menerapkan Kurikulum Merdeka. Guru telah belajar mengatasi hambatan seperti fasilitas yang kurang memadai dan keterbatasan waktu karena kegiatan pesantren dengan menjadi kreatif dan mempraktikkan manajemen waktu yang efektif. Kurikulum ini berhasil karena persiapan guru yang berkelanjutan, kolaborasi multidisiplin, dan penilaian praktis secara berkala. Untuk menyimpulkan, Kurikulum Merdeka di SMP Plus Darussalam menciptakan lingkungan belajar yang adaptif, menarik, dan menyeluruh. Untuk lebih meningkatkan pelaksanaan kurikulum dan menjamin pendidikan yang berkualitas tinggi untuk kesuksesan akademik dan profesional di masa depan, rekomendasi termasuk melakukan investasi dalam sumber daya teknologi, mengembangkan program pelatihan guru, dan melibatkan komunitas.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

All praises are given to Allah SWT, who has blessed us with His grace and blessings, so the final thesis can be compiled and completed as soon as possible. May Shalawat and greetings always be granted to the Prophet Muhammad SAW, who has led us to a bright civilisation. Not to forget, the author also expresses her big thanks to:

1. Dr. H. Ahmad Munib Syafa'at, Lc., M.E.I. as the Rector of KH. Mukhtar Syafaat University Blokagung Banyuwangi
2. Dr. Siti Aimah S.PD.I., M.SI, as the Dean of Education and Teacher Head Training Faculty
3. Dr. Zulfi Zumala Dwi Andriani, M.A., as the Head of the English Department
4. Ahmad Faruk, M.Pd as my advisor, who always advice and support me
5. All of the lecturers in the English Education Department who have given and taught me invaluable knowledge
6. All of my family, partners and friends have supported and reminded me to finish my thesis

This thesis would not have been maximised without the support of all of them, who have provided support and opportunities for the author to conduct research and all the assistance in completing this thesis. The author realises that the writing and thesis content still has many mistakes and shortcomings. Therefore, the authors would appreciate constructive criticism and suggestions from readers to perfect the thesis. The author hopes this thesis can benefit and inspire readers; thus, we thank you for your attention.

Banyuwangi, 3rd July 2024

Author

TABLE OF CONTENT

COVER	i
COVER	ii
ADVISOR APPROVAL SHEET	iii
AGREEMENT	iv
DECLARATION OF AUTHORSHIP	v
MOTTO	vi
DEDICATION	vii
ABSTRACT	viii
ABSTRAK	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xi
LIST OF APPENDIXES	xiii
CHAPTER I	1
INTRODUCTION	1
A. Research Background	1
B. Research Problem	4
C. Research Objective	4
D. Research Significance	4
E. Research Scope and Limitation	5
F. The Definition of Key Term	5
CHAPTER II	6
REVIEW OF RELATED LITERATURE	6
A. Review of Related Literature	6
1. Curriculum	6

2. Independent Curriculum.....	12
B. Previous Studies	14
CHAPTER III.....	17
RESEARCH METHOD	17
A. Research Design	17
B. Research Setting	17
C. Research Subject.....	18
D. Data Sources	18
E. Procedure of Data Collection	19
F. Data Analysis.....	20
G. Data Validity	21
CHAPTER IV.....	22
FINDING AND DISCUSSION	22
A. Findings	22
B. Discussion.....	36
CHAPTER V.....	39
CONCLUSION	39
A. Conclusion.....	39
B. Suggestion	39
REFERENCES	41
APPENDIXES.....	40
BIBLIOGRAPHY	62

LIST OF APPENDIXES

Appendix 1 Interview

Appendix 2 Documentation

Appendix 3 Research Introduction

Appendix 4 Letter of Have Done Research

Appendix 5 Guide Card

Appendix 6 Plagiarism

CHAPTER I

INTRODUCTION

A. Research Background

In Indonesian education today, the Independent Curriculum is a contentious topic (Widawati et al., 2023). It since when implemented, the shift from the K–13 curriculum to the Independent Curriculum creates a number of paradigm shifts and system disparities (Rahina & Kastam, 2023). The K–13 curriculum is implemented with an emphasis on phenomena that arise in the immediate environment, including natural, social, artistic, and cultural phenomena. This is achieved through activities that involve questioning, trying, reasoning, and observing in order to make students more creative, innovative, productive, and problem-ready (Demina el al., 2022; Mustafiyanti et al., 2023). While an independent curriculum is one in which educators and learners are allowed to experiment, study on their own, and use their creativity when designing lessons and learning exercises (Efendi & Suastra, 2023). Where it is seen as a kind of instruction that gives pupils the chance to demonstrate students innate abilities while studying in a way that is quiet, easy, pleasurable, stress-free, and pressure-free (Sijabat et al., 2023). Rakhmawati et al. (2022) also stated that students can learn anywhere and at any time with this curriculum, which also encourages teachers to think freely.

As a result, there are many challenges in adjusting to the new curriculum as a result of the curriculum shift from K–13 to the current curriculum, especially for teachers which are play as the facilitator in learning activity. For instance, some of the challenges that teachers face are coming up with the lesson objective on their own, comprehending the format of the lesson plan, creating the indicators of achievement, assessment, and instrument enrichment, creating a lesson plan that meets the needs of the students, and knowing the terminology used in the Independent Curriculum (Tanjung & Amalia, 2023). The research findings that conducted by Nurfadila et al. (2023) also indicate that there are three primary issues that educators deal with:

inadequate preparation, inadequate resources for learning, and difficulties in creating instructional materials.

This has an effect on the uneven accomplishment of the curriculum's objectives in each Indonesian school. This disparity is brought about by a number of significant obstacles, including a deficiency in the technological infrastructure, the willingness of educators to employ technology, the independence and motivation of students, evaluation and assessment, and the absence of social connection and teamwork (Satriani et al., 2023). Furthermore, the internet access is not readily available at every school in Indonesia. It is since Indonesia has uneven development at several islands. In addition, not all educational institutions can effortlessly grant students access to the internet; SMP Plus Darussalam is one such instance.

Unlike other public schools, SMP Plus Darussalam is an official boarding school run by the Darussalam Islamic boarding school which its students are not permitted to have access to telephones. Since all SMP Plus Darussalam students are required, without exception, to reside in the Islamic boarding school (*PROFIL SMP PLUS DARUSSALAM*, 2021). In addition, the lack of fundamental references about the independent curriculum's implementation in Islamic boarding schools indicates that the curriculum's implementation is subpar, particularly when it comes to teaching English as a second language. Accordingly, it is essential to provide learning materials or instructional strategies that meet the goals of the independent curriculum while also conforming to the regulations of the Darussalam Islamic Boarding School. Thus, the application of independent curriculum at SMP Plus Darussalam is different.

The aforementioned reasoning suggests that knowledge of independent curriculum implementation is critical, particularly while learning a language. The right approach and tactics must be used during the entire learning process in order to acquire the language. Additionally, the curriculum serves as the blueprint for all classroom activities. Also, the choosing of Independent Curriculum as a research topic is motivated by several reasons. First, relevance to national education context which the Independent Curriculum is a significant initiative impacting the education system in Indonesia. Second, potential for innovation which the Merdeka Curriculum offers more room for innovation in

teaching and assessment. Third, the challenges and opportunities, researching the Merdeka Curriculum enables investigation into the challenges faced in its implementation, as well as the opportunities arising in adapting Indonesia's education system to the needs of the times. Fourth, evaluation and improvement needs, as a new policy, evaluating the implementation of the Merdeka Curriculum is crucial. Research on this topic can provide valuable contributions to the ongoing evaluation and continuous improvement of the curriculum. Thus, by studying the Merdeka Curriculum, researchers can gain deeper insights into the dynamics of Indonesian education and make significant contributions to the development of the education system in the future.

Furthermore, the choice of Darussalam Junior High School as the subject of the research is caused several points, they are: unique context which caused Islamic boarding schools often have distinctive characteristics in their educational approach, focus on non-academic aspects-the prohibition of mobile phones might indicate a focus on non-academic aspects in education, such as character development, social skills, and religious values, potential for alternative technology use-researching this topic can explore how the institution replaces mobile phone usage with alternative technologies or teaching methods aligned with the principles of the Merdeka Curriculum, such as the use of computers, tablets, or other digital learning resources, implementation challenges-this research can identify and analyze the challenges faced by the institution in implementing the mobile phone prohibition policy and the strategies they use to overcome these challenges, impact on learning-the research can provide insights into how this policy affects the learning environment, student engagement in the learning process, and their academic achievements, all of which are relevant to evaluating the implementation of the Merdeka Curriculum. As a result, researcher hope this research can contribute valuable insights into how the Merdeka Curriculum is implemented in various educational contexts, particularly in Islamic boarding schools, which have their own unique characteristics. Thus, the researcher became interested in the subject matter and felt that it was acceptable to conduct a study at SMP Plus Darussalam under the heading "The Implementation of Independent Curriculum

Implementation in English Learning at SMP Plus Darussalam Academic Year 2023-2024".

B. Research Problem

The researcher established the following research problem based on the background information about the study that was previously provided: how is the implementation of independent curriculum in English learning at SMP Plus Darussalam academic year 2023/2024?"

C. Research Objective

The current investigation seeks to answer the following research question: to find out how is the implementation of independent curriculum in English learning at SMP Plus Darussalam academic year 2023/2024?

D. Research Significance

1. Theoretical

Future researchers working on the same subject will be able to build upon some of the thoughts included in this study as well as some references.

2. Practical

a. Teachers

Instructors can use the study's findings to improve the quality of English learning and teaching in order to meet the study's objectives.

b. Students

This study can provide more knowledge to students, particularly those who wish to learn English more deeply. Students can use the study's findings to provide their teachers more options for learning and to make the learning process more engaging.

c. SMP Plus Darussalam

The research will help SMP Plus Darussalam by evaluating the implementation of the independent curriculum there and serving as a basis for innovative and improved teaching and learning strategies that align with the objectives of the independent curriculum.

E. Research Scope and Limitation

This study's primary scope is on the use of an independent curriculum which focuses in the English learning and teaching process implementation in the SMP Plus Darussalam. The class of eight grade in SMP Plus Darussalam are being the focus of the study. After permitting the research at SMP Plus Darussalam is permitted, the research only take place for around a month.

F. The Definition of Key Term

1. Curriculum

Curriculum is the tool to achieve the goal of education. It relates the statement of Muhammad et al. (2023) which said that the curriculum is one of the tools that helps to attain educational goals since it is essential to have supporters in all areas to reach objectives curriculum. Thus, the existence of curriculum is being the crucial thing in educational world.

2. Independent Curriculum

The Republic of Indonesia's Ministry of Education and Culture (2022) states that the independent curriculum has been in place since February 2022, during the COVID-19 pandemic, and that it has been provided with a varied and ideal intracurricular learning design to allow students ample time to review concepts and hone their skills (Rusmiati Aliyyah et al., 2023). Besides, the independent curriculum allows the teachers to make and innovate the study to be more interesting in learning activity.

3. English Learning

Learning a language involves accepting and imparting knowledge or information about the target language to pupils, who then study it as a second language from their teacher or lecturer. It happens when studying English either as a language. Thus, language acquisition is necessary to sustain the value of a profession and to inspire success in a variety of other areas. Additionally, English serves as the worldwide language tool for communication (Bujangga, 2022). Accordingly, mastering the English language in school plays a critical part in one's whole destiny.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Curriculum

a. Definition of Curriculum

In all facets of educational activity, the curriculum plays a highly strategic role as an instructional design. The curriculum cannot be prepared without a basic comprehension of the curriculum, given the curriculum's significance in education and human development.

Regardless of how teachers teach, the curriculum can be utilized as a map and compass in the teaching and learning process, according to Munandar (2017). However, it is also possible that the curriculum plays a tangible role in helping students develop their attitudes and character. Curriculum is a collection of ideas and arrangements pertaining to educational resources that can be used to direct teaching and learning activities. Here, the curriculum can also be thought of as a set of instructions for the teacher's planned teaching and learning activities. In order for the instructor to decide on the materials and techniques that will be employed during the teaching process. In addition to renaming things frequently, the curriculum also modifies rules and learning objectives (Salsabila, 2024).

While according to Richards (2017) curriculum can be interpreted in a variety of ways and be expressed in a wide range of formats, such as a document created by a ministry of education to direct language instruction across the country or as the teacher's own preparations for their particular course. The branch of educational theory, research, and development that focuses on the structure and evolution of curriculum is sometimes referred to as curriculum. A national or state curriculum typically has performance requirements in addition to the content that must be taught, and it outlines the learning objectives for

every student. Cumulum also describes the way in which instructors carry out or carry out their lesson plans. Curriculum, as seen from this angle, is the teaching and learning that result from the teacher's experiences, beliefs, and teaching philosophy, and how these influence the activities, tasks, and strategies that the teacher chooses to employ in order to transform course plans and syllabus content into learning.

For many teachers, the most familiar version of a curriculum is the curriculum as product, which is a document that serves to organize and guide the language teaching endeavor and includes a framework for instruction, the creation of instructional resources, and assessments. There are now two methods for creating curriculums as products: forward design and backward design (Richards 2013).

1. Forward Design

The foundation of forward design is the idea that curriculum design is a series of steps that happen in a predetermined order; this method, known as a "waterfall" model (Tessmer and Wedman, 1990), uses the outcome of one stage as the input for the stage that comes after. This method of designing language curricula sees language as a form of generic good that can be dissected into its fundamental parts. These serve as a syllabus's foundation.

When learning objectives are unclear, forward planning may be an alternative in language instruction. Theoretically, a syllabus does not always indicate a specific methodology, though. Both task-based and audiolingual courses can incorporate a structural syllabus, and there are numerous approaches to teaching a text-based or functional syllabus. The idea here is that, in forward design, choices about technique come first, followed by choices about course content and then, finally, selections about output or learning outcomes.

The curriculum design process associated with forward design can be represented as follows:

Content – syllabus – method – outcomes - assessment

2. Backward Design

Backward design is the second method utilized in the creation of a curriculum that is focused on products (Wiggins and McTighe 2005). The first step in backward design is to carefully define the desired outputs or results. Then, appropriate teaching activities and content are developed based on the learning outcomes. Wiggins and McTighe contend that curriculum planning should begin with a precise articulation of learning outcomes, and they suggest that three phases be necessary in backward design:

- 1) To determine the intended outcomes.
- 2) To identify appropriate learning evidence.
- 3) To organize lessons and learning activities.

This method is more frequently used in education in conjunction with other outcome-based tactics, like the use of competences, benchmarks, and standards, as well as the use of objectives in curriculum preparation.

The curriculum design process associated with backward design can be represented as follows:

Needs - outcomes - syllabus - method – assessment

Curriculum can also be thought of as something that arises from the teaching and learning activities that take place in the classroom and represent language instruction "in action." In conclusion, a multitude of viewpoints can be used to comprehend and implement curriculum. It can be viewed as a framework, on the one hand, created by specialists to direct and oversee the teaching and learning process.

b. The Dimension of Curriculum

As previously mentioned, as educational theory and practice advance, so does our understanding of curriculum. However, the study's findings revealed the following dimensions of curriculum understanding:

R. Ibrahim (2005) divided the curriculum into three categories:

1. Curriculum as content
This perspective sees the curriculum as a schedule of lessons to be taught in class or as a collection of objectives to be met. A document with objectives, instructional resources, lesson plans, assignments, and assessments can also be referred to as a curriculum.
2. The curriculum as a framework
According to this perspective, the curriculum is a component of the community, school, and education systems. A curriculum system comprises work methods and human organization for organizing, implementing, assessing, and refining the curriculum. The curriculum is organized as a result of a system.
3. Curriculum as a Field of the Study
The curriculum is seen as an area of study, namely the field of curriculum research, in the third dimension. Experts in curriculum development, education, and teaching participated in this expert research. Exploring the curriculum field teaches people the fundamentals of the curriculum through literature reviews, research projects, and experimentation. This allows them to discover new information that can strengthen and enrich the curriculum area of study.

However, Hamid Hasan (1988) proposes that there are four degrees of understanding in the idea of curriculum, and that these dimensions are interrelated. The four measurements are as follows:

1. Curriculum as an idea, developed primarily in the areas of education and curriculum through theories and research.
2. Curriculum as a written plan, which is the idea's embodiment and includes information on objectives, resources, activities, equipment, and time.
3. Curriculum as an activity, or curriculum as a written plan put into practice through instructional techniques.
4. Curriculum as a result, which is the outcome of the curriculum as an activity, takes the shape of accomplishing curriculum goals, such as the

development of students' behavioral modifications or skill sets.

In another side, Purwadi (2003) divided the notion of curriculum into six categories, starting with:

1. Curriculum as an idea.
2. Formal curriculum in document form, which serves as guidelines and instructions for curriculum implementation.
3. The curriculum as perceived by the teacher.
4. The curriculum that teachers use or execute in the classroom is called operational.
5. The curriculum that pupils experience is known as the experience curriculum.
6. Curriculum derived by curriculum application.

c. The Function of Curriculum

The curriculum essentially acts as a manual or point of reference. Teachers use the curriculum as a guide to carry out the teaching and learning process. The curriculum acts as a guide when it comes to performing supervision or supervision for principals and supervisors. The curriculum acts as a guide for parents in helping their kids learn at home. The curriculum acts as a guide for the community, helping to support schools in implementing the educational process. While regarding the students, the curriculum serves as a means of instruction.

Furthermore, the curriculum's function is the same as its comprehension, which is focused on comprehending the curriculum broadly. Accordingly, the curriculum's function can be understood as follows:

1. Function of Adjustment
The curriculum's adjustment function encapsulates the idea that a tool for education must be able to guide pupils toward developing a well-adjusted nature, which includes the ability to adapt to both the social and physical environments.
2. Integration Function
The curriculum as an instructional tool must be able to create whole individuals in order to fulfill the integration function. At a higher level, students are

essentially members and essential components of society.

3. **Differentiation Function**
conveys the idea that, in order to be an effective teaching tool, the curriculum must be able to accommodate the unique needs of each student. Every pupil is unique in both their physical and mental characteristics.
4. **Preparation Function**
This implies that the curriculum, as an instructional instrument, ought to be able to get pupils ready to go on to a higher degree of study.
5. **Election Function**
The curriculum as an instructional tool must be able to give students the opportunity to select courses that align with their interests and skill levels in order to fulfill the selection function. Because individual student variations are acknowledged, students are also given the freedom to choose what best fits their interests and talents. This is why the selection function and the differentiation function are closely associated.
6. **Diagnostic Function**
The curriculum as an instructional tool must be able to guide and assist students in understanding and accepting their own strengths and flaws, as well as their potential. This is known as the diagnostic function. Students are therefore expected to be able to enhance their areas of weakness or reach their full potential.

d. The Roles of Curriculum

The formal education curriculum in schools or madrasahs has a crucial strategic role in determining the attainment of learning objectives. Three positions stand out as being particularly significant, specifically:

1. **The Role of Conservative**
This position highlights how the curriculum can be utilized to teach students, or the next generation, cultural heritage values that are thought to be still relevant today.

2. Creative Role

The creative function highlights the necessity for the curriculum to be flexible enough to adapt to changing circumstances and the demands of both the current and future societies.

3. Critical and Evaluative Role

This position is driven by the idea that as society's values and cultures are dynamic, it is necessary to adapt the values and cultures passed down to students to the circumstances of the present.

2. Independent Curriculum

a. Definition of Independent Curriculum

The Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) has introduced a new policy initiative called Independent curriculum, which was introduced by Nadiem Makarim, the Advanced Indonesia Cabinet Minister of Education and Culture (Hasim, 2020). This curriculum is a new product in education as the effect of COVID-19 in 2020 which also affected to the education. In an effort to address the pervasive issues in education at the time, the autonomous curriculum developed a number of novel rules that theoretically grant institutions and students equal autonomy in carrying out the educational process (Damiani et al., 2024). As a result, early childhood education facilities all the way up to colleges are now heavily promoting the philosophy of independent study (Daulay & Fauziddin, 2023).

Independent curriculum developed by the critical thinking of how to create the critical thinking of the students and provide the interesting learning for the students based on interests and talents. Besides, the Pancasila student profile—which has six dimensions, each of which is thoroughly detailed in each element—is how the Independent curriculum perfects the development of character education for students. This includes religion, love for the Almighty God, variety around the world, cooperation amongst people, independence, critical thinking, and creativity (Susilowati, 2022). Furthermore,

Teachers and students will learn together to produce a more dynamic and fruitful learning concept in the autonomous curriculum concept (Nahdiyah et al., 2022; Ansari et al., 2022; Nasution et al., 2023).

b. The Structure of Independent Curriculum

Following Rahayu et al. (2022) there are three the structures of independent curriculum are:

1. Intracurricular Activities

All teaching and learning activities that are done in a school setting in compliance with the relevant curriculum program structure in order to meet the minimal goals for each session are referred to as intracurricular activities. The most significant intracurricular activities in schools are those that are planned and organized in accordance with the subjects' or content's competency levels and are intended to raise students' academic performance.

2. Projects to Strengthen the Profile of Pancasila Students

The Child Development Achievement Level Standards are referenced in the Pancasila student profile, which was achieved through the implementation of this project to reinforce the Pancasila student profile. Additionally, Pancasila and education are intimately associated. Naturally, Pancasila is taught to pupils at school as basic knowledge, but its ideals also need to be ingrained in them so that they may be used in everyday situations. Six key characteristics describe Pancasila students in Indonesian education: (1) having faith, being committed to God Almighty and having noble character; (2) being autonomous; (3) cooperating with others; (4) global variety; (5) critical reasoning; and (6) creative thinking (Retnaningsih & Khairiyah, 2022).

3. Extracurricular Activities

Schools provide extracurricular programs to allow pupils to further develop their interests and skills while attending the school. In theory, extracurricular activities are non-academic pursuits that support students in pursuing their interests in a variety of subjects.

c. **The Objective of Independent Curriculum**

The primary objective of the autonomous learning curriculum is to promote quality enhancement and learning crisis recovery (Daulay & Fauziddin, 2023). Kemdikbud (2021b) also explains the benefits of the Merdeka Curriculum, which emphasizes the development of student competencies and key content at each phase so that children can learn more thoroughly, meaningfully, and joyfully rather than hurriedly (Mustafiyanti et al., 2023). Besides, the independent curriculum also promotes to increase the students' ability and make the smart students which relate with the goals of The Basic Law of the State of Indonesia.

d. **The characteristics of Independent Curriculum**

According Hattarina et al. (2022) the following are the primary features of the Independent Learning Curriculum that can assist with present learning recovery:

1. Project-based learning is a valuable tool for fostering the development of soft skills and character traits such as independence, global variety, mutual cooperation, faith, piety, and noble morals, as well as critical thinking and creativity.
2. Concentrate on the necessary content, which should allow enough time for in-depth instruction in fundamental skills like reading and arithmetic.
3. Instructors are able to adapt their lessons to the needs of their pupils by teaching at the appropriate level and based on the local context and curriculum.

B. Previous Studies

Here are some earlier studies that the researchers in this study consulted: first, according Purnama & Pawiro (2023), in their research entitled Implementation of the Independent Curriculum to Improve the Quality of Learning English, the researchers used a qualitative approach that made use of content analysis; data from questionnaires given to 158 English teachers and interviews with teachers in the field was used in the study. The study's goal was to examine how the Merdeka Curriculum is being applied to enhance learning, particularly in English, and whether teachers and students can benefit from this method by

strengthening their creativity and English language ability. The results of the study showed an analyzing the data shows that 76.6% of students have seen increases in their abilities and inventiveness, and 77.2% of English teachers recognize the existence of an autonomous curriculum. In order to ensure the ongoing implementation of the Merdeka curriculum, teachers should expand their knowledge, be proactive in supporting and helping students both inside and outside of the classroom, and create English learning projects that support the growth of students who are in line with Pancasila principles and will be able to succeed in the competitive landscape of the future.

Following Kharimah et al. (2023) study entitled *The Implementation Of Merdeka Curriculum For Formal English Learning* was intends to provide clarification on the Merdeka Curriculum's implementation for formal English learning. This study employs synthesis and content analysis as part of a descriptive qualitative approach with library research techniques. The study's findings demonstrate that project-based learning is given priority at the elementary school level implementation of the Merdeka curriculum. In the application of learning, mastery of character, literacy, skills, and technology is prioritized in addition to the realm of knowledge. Student-oriented (or student-centered) learning is applied when the Merdeka Curriculum is implemented in English language learning at the middle school level, namely through the use of the Project Based Learning approach. The Basic Framework, Targeted Competency, Curriculum Structure, Learning Process, Assessment, Teaching Resources, and Curriculum Tools are the curriculum components that are implemented at the English Learning High School level in order to implement the Merdeka Curriculum.

Ferdaus & Novita (2023) conducted the study about *The Implementation of The Merdeka Curriculum in English Subject at A Vocational High School in Indonesia*. The goal of study is to examine how the English department of one of Sidoarjo's vocational high schools, the Center of Excellence of Vocational High School, is implementing the Merdeka Curriculum. The research design for the study was the descriptive-qualitative method, and the data were gathered through semi-structured interviews and observations. According to the study's findings, one of the vocational high schools has extensively adopted the

Merdeka Curriculum. Nonetheless, challenges emerge when attitudes shift from teacher-centered to student-centered learning. A student-centered approach has emerged from all methods used in the teaching and learning of English, and this approach is also in line with the outcomes of the Pancasila Student Profile. The goal of integrating the Pancasila Student Profile orientation with the student-centered approach to English language learning is to generate generations of people who can think critically, creatively, and innovatively, who can communicate and work together, and who are immediately sociable. Furthermore, the Merdeka curriculum's adherence to the freedom principle has enabled educators and learners to optimize more significant teaching and learning experiences.

Sari & Muamaroh (2024) conducted the study entitled *The Implementation of The Merdeka Curriculum in Learning English in Senior High School: Case Study*. The Merdeka Curriculum's application in senior high school English language learning was the main subject of this study. Descriptive analysis and a case study methodology were employed in the research. tools for gathering information from observations, interviews, and documentation. A qualitative analysis of the data was done. The study's conclusions show that instructors employed CERIA, Quiz, and Jigsaw as three methods for putting the Merdeka Curriculum into practice in the classroom. Additionally, this study discovered that textbooks and e-books from Indonesia's Ministry of Education and Culture were used as resources. Teachers, on the other hand, employ smartphones and social media sites like Duolingo, WhatsApp groups, and Google forms as learning tools. Both formative and summative assessments were employed in teacher evaluations.

The usage of independent curriculum is where the aforementioned studies and current research are similar. In addition, there are several distinctions between the current study and the earlier research. The majority of them differ in the way that they directly address learning; earlier research has focused on public school. While the research focus of the current study is English learning in Islamic boarding school. Additionally, this study employs a case study qualitative method for data collection, which sets it apart from many past research approaches.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a qualitative research technique to gather data and transform it into complete understanding. Creswell (2016) asserted that researcher involvement is crucial in qualitative research, particularly when using the case study technique (Widawati et al., 2023). Data for qualitative research is gathered using three methods: observation, interviews, and documentation. There exist various types of qualitative research, including grounded theory, phenomenon, descriptive, case studies, and other research approaches.

In the current study, case studies—qualitative research focused on real-world occurrences—are used by the researcher. A case study is an empirical inquiry that examines a current occurrence in its real environment, especially in situations when it's difficult to distinguish between the setting and the phenomenon (Woodside, 2010). This study looks at the relationships between several variables which aims to explore the deterministic character of long-term occurrences. A specific type of qualitative research known as a case study is conducted employing programs, activities, events, and groups in particular settings. The gaining a general grasp of the situation, context, and interactions also aided by this research. Thus, the researcher chose this approach to conduct the study.

B. Research Setting

The present study's research setting is separated into two components. First, the research is being conducted at SMP Plus Darussalam Blokagung Banyuwangi. Since the unit is one of the formal units in the Darussalam residential school that uses an independent curriculum, the researcher fills in. Additionally, it is one of the Darussalam units that uses the boarding school system for management (*PROFIL SMP PLUS DARUSSALAM*, 2021).

Second, time is the research setting used in this study. After the examiners approved the thesis proposal, the research

conducted. Specifically, the investigation is conducted by the researcher a month in early of 2024. The time stated is because the researcher needs to meet with multiple persons in order to gather data before searching for it. Following data collection, the researcher must further refine the data so that it conveys the findings.

C. Research Subject

One type of several elements in language learning is teachers. This makes the teachers at SMP Plus Darussalam, who serve as facilitators in the English language learning process which being the subject of this study. In this study there are three participants that consist of teacher, the head of curriculum, and head of MGMP (Musyawarah Guru Mata Pelajaran) of SMP Plus Darussalam. Since the objective of the study is on implementation of independent curriculum in English learning, the researcher enrolls these teachers as participants. Then, the researcher feels that using English learning in independent curriculum as the subject of the study is suitable because it relatable with the goal of the study.

D. Data Sources

Research is the result of fresh data derived from those sources. Data is the bare essential piece of information that individuals can comprehend and use as knowledge. Data is therefore essential to the investigation.

Thus, in this study researcher used qualitative data to gather the data. The information that links the explanations of the study objectives is known as qualitative data. The collecting of this data does not use numbers.

However, the data meant in this sub-title is the data derived from the sources. The data was also classified into the following two categories based on the sources:

1. Primary Data

Primary data are those that the researcher has personally gathered from the field. The researcher then gathers data for the present study by using the primary data because the researcher obtains more than just information for interpretation through the collection of primary data. Furthermore, the researcher gains experience that might

advance and broaden their understanding. While in this current study which being the primary data are observation at grade 8 in SMP Plus Darussalam and interview to the participants (English teacher, the head of curriculum, and head of MGMP).

2. Secondary Data

Secondary data are those that are gathered from sources other than the researcher. Typically, the data form can be found in places like government data websites or journal articles. Secondary data is the information gathered by the researcher when they search the institution for data. The researcher also used secondary data for this study, which includes module of English subject and photos.

E. Procedure of Data Collection

A researcher is a crucial component in the data collection process. Following the collection of the data, the researcher examines and interprets the information until it becomes understanding data. According to Charmaz (2006) data gathering will end when the concepts or categories are completed (Creswell, 2016). It happens when the researcher runs out of fresh ideas for the research throughout the data collection phase.

The three parts of the data collection procedure are part of the qualitative approach. Below is a description of these steps:

1. Observation

The act of a researcher directly observing in a field in order to gather data is called observation. To learn more about the subject, the researcher keeps an eye on those in the vicinity of the study site. The researcher just notes down the most basic information from this observation. In this study, researcher use participant observation to observe the object of the study. The things that observed by the researcher are about all the ways how the teacher does learning and teaching process in the class based on independent curriculum. Beside that, the researcher joined in the class grade 8 and feel in naturally as the students which get the treatment of learning and teaching.

2. Interview

During the interview, the participants are asked a series of open-ended questions by the researcher to gauge their perspective on the case. This act is typically performed in an

unstructured way to reflect the participants' true opinions. The in-person interview was conducted directly in this one. However, in the present day, interviewers can also share the questions via a mobile phone. The count of person that interviewed in this study is three person which consist of head of MGMP, the head of curriculum, and English teacher.

3. Documentation

Additionally, the researcher may take some paperwork while conducting the study. Documents in the form of English module and photos can be used to hold extra data. In addition, a recorder or some photos may also be used to document data. This documentation helped the researcher to get more information about how the implementation of independent curriculum in SMP Darussalam Blokagung. It gave natural facts about implementation. So, the researcher wonder the documentation is needed in this learning.

F. Data Analysis

The data was gathered by researcher analyzes with three step below:

1. Data Reduction

This stage is crucial because it involves the interview transcript, material scanning, field data collection, proper information selection, and data organization into categories depending on type. After learning how the participants expressed themselves, the researcher must identify the general meaning and key concepts in the phrases or opinions they provided. In this step, all the data—pictures, recordings, and transcripts—is also combined into several categories. Then, utilize the coding process in analysis to provide a description of the theme, categories, participants, and place.

2. Data Display

This section demonstrates how the themes and code descriptions used in the narrative report. A narrative report uses a storytelling technique to present the analysis's conclusions.

3. Conclusion

A qualitative researcher's interpretation or conclusion is the last stage of this investigation. It's comparable to asking what lesson the results can teach us.

G. Data Validity

According Creswell (2016) in qualitative research, validity data carried out during analysis the data. Besides that, the researcher also has to pay her attention in a sub-topic about the validity data. The data validity in qualitative method is distinct from quantitative data. Because in qualitative data, the data validity not using numerical test as the findings.

Validity is one of the strengths of qualitative research and determined based on whether the findings obtained are accurate from point of view of researcher, participants, or the readers (Creswell and Miller, 2000). Thus, in this study, the researcher used triangulation to validate the data by examining evidence from multiple sources to build coherent themes.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This chapter presents the findings of the research conducted to understand the implementation and effectiveness of the Merdeka Curriculum at SMP Plus Darussalam. The data were collected through various methods including observations, document analysis, and interviews. These findings are categorized into several key areas to provide a comprehensive overview of how the curriculum is applied, the challenges faced, and the outcomes achieved. Here are the findings:

1. Experience in Implementing the Merdeka Curriculum in English Learning

The implementation of the Merdeka Curriculum at SMP Plus Darussalam has yielded several significant findings. The English Teachers' Council (MGMP-Musyawarah Guru Mata Pelajaran) played a crucial role in developing the curriculum, which involved creating custom teaching modules for grades 7, 8, and 9. These modules replaced traditional textbooks and worksheets that were deemed too challenging and misaligned with students' capacities. This curriculum allows teachers to teach with more flexibility while adhering to the government's syllabus, focusing primarily on enhancing students' speaking abilities. This supported by responses which following question "How has your experience been in implementing the independent "Merdeka" curriculum in English language teaching at SMA Plus Darussalam for the 2023-2024 academic year?"

Informant 1: The independent curriculum, or the "Merdeka" curriculum, is actually entrusted to each institution. It means we have the freedom to teach as we see fit. However, this freedom must still follow the guidelines and not deviate from the syllabus established by the government.

From that, we know that informant 1 explained that the independent curriculum, known as the "Merdeka" curriculum, allows each educational institution the autonomy to design and implement their teaching methods. This means that teachers

have the freedom to teach in ways they find most effective. However, this autonomy is not absolute; it must adhere to the guidelines and remain aligned with the syllabus set by the government.

2. Method in English Learning

The curriculum's foundation is based on the "baby method," emphasizing listening and mimicking over memorization. This approach has proven effective, as it reduces the burden of memorization on students and encourages practical speaking skills. The supportive environment of the pesantren, which fosters students' confidence in public speaking, further reinforces this methodology. Additionally, Google Translate has been utilized by teacher then the teacher educated the student to assist with pronunciation due to the restriction on mobile phone usage within the pesantren. Furthermore, these the transcript of interview below:

Informant 1: The Baby Method English is called the baby method. It's similar to how a baby learns to speak. Here, the approach is more focused on practice, specifically practicing speaking English. The method involves listening and then imitating. Babies can't write or read, but they can speak. The initial step is listening and then imitating. Here, we directly use Google Translate. The students are given vocabulary, and they mimic the pronunciation from Google Translate. Google Translate acts as a native speaker. However, the challenge lies in inadequate facilities. Google Translate requires a smartphone. While there is a lag facility, it is not sufficient. Due to the large number of classes and limited time, the teachers end up doing the imitations. The teachers pronounce the words, and the students imitate them. This is how the independent curriculum is implemented.

Informant 3: As for the philosophy, we use the baby method. The baby method involves learning to memorize without actually memorizing. Especially in the pesantren, where memorization is emphasized, students often feel burdened when asked to memorize. So, we aim to remove that image of memorization. What do we replace it with? Reading. So, we focus on reading a lot. But with the baby method, there is almost no reading involved. It's all about listening and imitating. Just like a baby learns without writing or reading, by

simply listening and imitating, students can learn effectively through repetition.

From these above, the Baby Method English, as described by Informant 1 and Informant 3, is a teaching approach that mimics the way babies learn to speak. This method is heavily focused on practice, particularly in speaking English. It involves students listening to words and phrases and then imitating them, similar to how babies learn to speak without being able to read or write.

Informant 1 highlights that in their implementation, they utilize Google Translate to provide native speaker-like pronunciation for students to mimic. Students are given vocabulary and then use Google Translate to hear the correct pronunciation, which they then imitate. However, there are challenges in implementing this method due to inadequate facilities, such as the need for smartphones to use Google Translate. Because of these limitations, teachers often step in to pronounce the words themselves for the students to imitate. This method is seen as a part of their independent curriculum implementation, where teachers have the freedom to use innovative methods within the guidelines set by the government.

Informant 3 adds to the explanation by discussing the philosophical underpinning of the Baby Method. The philosophy revolves around learning through imitation and repetition rather than traditional memorization. In the context of a pesantren, where memorization is a significant part of the learning process, this method aims to alleviate the burden of rote learning. Instead of having students memorize content, the focus is shifted to listening and imitating, similar to how babies learn naturally. This approach is believed to help students become accustomed to the language through continuous practice and repetition, making the learning process more intuitive and less stressful.

Informant 3: Vocabulary is taught in grade 7. For example, words like table, pen, and bag are introduced, and their pronunciation is aligned with Google Translate. In grade 8, the focus shifts to describing.

Furthermore, Informant 3 explains the progression of language instruction, starting with vocabulary in grade 7. At this stage, students are introduced to basic words such as

"table," "pen," and "bag," with an emphasis on correct pronunciation guided by Google Translate. In grade 8, the curriculum advances to developing students' descriptive skills, building on the vocabulary foundation laid in the previous year. This structured approach ensures that students first acquire a solid base of essential words and their correct pronunciation before moving on to more complex language skills like description.

Informant 3: Then, in the third stage, we deepen their skills in describing and introduce them to grammar. Grammar is taught in the third stage, which is in grade 9. They learn about nouns, verbs, the present tense, continuous tense, and so on in grade 9. Why do we introduce grammar later? If we introduce grammar too early, they might become less focused and worried about making mistakes in grammar, which can hinder their willingness to speak. Therefore, we emphasize just speaking—encouraging them to speak confidently and without fear of making mistakes.

In addition, informant 3 also explains the approach taken in teaching English, particularly in the third stage for grade 9 students. At this stage, there is a focus on enhancing their descriptive skills and introducing grammar concepts. The reason for introducing grammar at a later stage is to avoid overwhelming students early on. If grammar is taught too early, students might become preoccupied with the fear of making grammatical errors, which can impede their confidence and fluency in speaking. By delaying grammar instruction, the emphasis is placed on encouraging students to speak freely and confidently without the fear of making mistakes. This method aims to build their speaking skills first, ensuring they are comfortable and willing to communicate, before delving into the technicalities of grammar.

As a result, the Baby Method English emphasizes practical language use, reducing the emphasis on memorization, and encouraging students to learn through natural language acquisition processes. The method leverages technology, such as Google Translate, to aid in pronunciation, although logistical challenges remain. The philosophy behind this approach aligns with creating a more engaging and less burdensome learning environment for students.

3. Adaptation to Student Needs

The curriculum is tailored to the students' characteristics through initial assessments that group students based on their listening, practice, or lecture skills. The development of learning modules, informed by MGMB (Musyawarah Guru Mata Pelajaran) deliberations, ensures alignment with students' skill levels. Engaging facilities and teaching media are crucial in maintaining student interest, and creative instructional methods are employed to avoid the monotony of traditional lecturing, which is prohibited in the Merdeka Curriculum. It can be seen by what informants said below.

Informant 1: Yes, primarily the facilities. Facilities and media tools are essential because students are more interested in learning when we use media rather than traditional lectures. In the Merdeka Curriculum, how should I put it? Lecturing, to put it bluntly, is forbidden. Everything needs to involve creative ideas so that students don't get bored and can easily understand the material. That's the main point.

Informant 2: The hope is that we have a reference that aims for us to meet the standards. At SMP Plus Darussalam, we strive to provide experience to subject teachers, especially those in MGMP. MGMP organizes training at the MGMP level, DINAS, MDP at the unit level, and there was even hope for support from the foundation to help us achieve the standardization.

Informant 3: In my experience, this approach is better because it allows us to measure ourselves, assess the students, and evaluate the teachers' ability to implement English. It's not rigid or prescriptive; that's not what "Merdeka" (freedom) means. Merdeka means we still follow the objectives but with flexibility. For example, if the goal is to reach Jember, we can choose to ride a bicycle, drive a car, take a plane, or a train. It doesn't have to be a car. If everyone had cars, what about those who don't? That's the analogy.

The text consists of statements from three informants about the implementation of the Merdeka Curriculum at SMP Plus Darussalam, focusing on their experiences, challenges, and the flexibility of this curriculum. Informant 1 emphasizes the importance of facilities and media tools in making the learning process more engaging for students. They highlight that traditional lecturing is discouraged in the Merdeka Curriculum. Instead, teachers are encouraged to use creative

methods to keep students interested and help them understand the material more easily.

Informant 2 discusses the efforts to meet educational standards at SMP Plus Darussalam by providing experiences to subject teachers, particularly through the MGMP (Musyawarah Guru Mata Pelajaran) program. They mention that MGMP organizes various levels of training, including those by DINAS and MDP at the unit level. There is also a hope for support from the foundation to help achieve standardization. While, informant 3 shares their perspective on the flexibility of the Merdeka Curriculum. They appreciate that this approach allows for self-assessment of teachers and students. The informant illustrates the concept of Merdeka (freedom) by comparing it to having multiple transportation options to reach a destination, indicating that there are various ways to achieve educational goals without being constrained to a single method. This analogy underscores the flexibility and adaptability that the Merdeka Curriculum aims to provide. The text highlights of all, the benefits of the Merdeka Curriculum in fostering a more engaging and flexible learning environment while also addressing the need for adequate facilities and continuous teacher training to meet educational standards.

4. Evaluation of Curriculum Effectiveness

Evaluations occur every three months, focusing on practical assessments rather than written tests to measure students' real and objective abilities. Oral exams are conducted for grades 7 and 8 to assess speaking skills. These evaluations, carried out by subject teachers, ensure that students comprehend and can apply the material in practice. Those align with the statements below.

Informant 1: Still, to assess student achievement, there must be tests or exams. Every year, there are four exams. In middle school, there are four exams: mid-semester exams every three months, then the semester exams. In the even semester, there is also a mid-semester exam and an even semester exam. Indeed, school children must have exams to know whether the students are making progress in absorbing the material.

Informant 2: In middle school, particularly in the English MGMP, for evaluating the effectiveness of learning, besides the quarterly assessments and mid-semester exams, this year's system uses practical exams instead of written tests. This

is because of the guidelines and modules we have. The results from these practical assessments are used for mid-semester evaluations. This is organized by the school, and each subject teacher may have their own additional evaluations, like daily quizzes at the end of each material. These are also practical assessments, where students present individually or in groups, as decided by each teacher. Unlike other subjects that still use written tests for evaluation, for almost two years now, the evaluation system in English has been entirely practical.

Informant 3: Specifically for English language learning, the assessments last year for grades 7 and 8 were purely oral, with exams conducted solely through speaking practice. This method clearly revealed the students' abilities in a very transparent manner, unlike written tests. With written exams, sometimes students might not know the answers and end up copying from others. But with speaking exams, if students don't study properly, they won't dare to speak in front of the class. This makes it very clear who has learned and who hasn't. We use differentiated assessment. For instance, if there are five practices to be demonstrated, students are not required to complete all five. They do as much as they can. For students who are diligent and willing to make an effort, they will complete all five. But for those who are less motivated, they might struggle to do just one. This approach proves that our assessments are objective and transparent.

The informants' remarks shed insight on the many approaches and viewpoints that are applied while evaluating middle school students' English language proficiency, especially in light of the "Merdeka" or independent curriculum. Informant 1 underlines how important it is to test students frequently in order to assess their development and accomplishment. They describe the academic year's framework and mention the four main exams: end-of-semester and mid-semester assessments, which are held every three months. These tests are crucial for monitoring whether or not pupils are learning and remembering the material that has been taught.

Informant 2 talks about the English MGMP's (Musyawarah Guru Mata Pelajaran) evaluation methodology and explains how the emphasis has moved from written exams to practical assessments. The modules used and the curriculum's guidelines are reflected in this modification. Mid-

semester exams are among the frequent practical examinations that take place, including speaking exercises and presentations. With this method, assessments can be conducted more frequently and in a wider range of ways, according to the needs of the students and the teaching style of the individual teacher.

The practical assessment approach is explained in more detail by Informant 3, especially the change to oral exams for grades 7 and 8. They emphasize the openness and impartiality of this method, pointing out that speaking examinations reveal which students have studied and are prepared for the content. When taking a speaking exam, students must actively participate and demonstrate their understanding, unlike written exams where they may duplicate answers. While differentiated evaluation is used, each student's talents and efforts are taken into account while evaluating them. This system makes sure that every student's development is properly and accurately measured by taking into account the different degrees of student engagement and aptitude. The informants' justifications highlight the efficiency and impartiality of practical oral assessments in language acquisition, stressing student capacities to be evaluated in real time, individual effort, and active engagement.

5. Role of Teachers and Training

Teachers at SMP Plus Darussalam receive specialized training for the Merdeka Curriculum in collaboration with SMP supervisors, education offices, and the Al-Hidayah Genteng Foundation. This training includes the "baby method" using videos, songs, texts, and mobile applications. Participation in the Teacher Professional Education Program (PPG) further enhances teachers' knowledge and competencies.

Informant 1: To enhance teacher professionalism, the government has a program called the Teacher Professional Education (PPG). It aims to increase knowledge and skills. We participate in the PPG to gain more knowledge. There are many experiences in the PPG because it includes many participants from various regions. We can exchange ideas, knowledge, and opinions within the PPG.

Informant 2: Yes, to implement the Merdeka Curriculum for all educators, especially in this junior high school, the school recently organized special training sessions in collaboration with junior high school supervisors or the

education department. Even before that, the administration or the school itself organized events where knowledgeable teachers on the Merdeka Curriculum were asked to share their experiences with fellow teachers during certain events. We have also conducted training sessions related to the Merdeka Curriculum at external locations, not just within the institution or school, but also organized by the MGMP and the District Education Department for each subject. They were invited to these training sessions. There are also agendas from the education department or MGMP to hold training sessions to enhance the understanding of the Merdeka Curriculum and to implement it within the community institutions.

Informant 3: Yes, for the training specifically, we were directly appointed by the education department. Trainers were brought in from the Al-Hidayah Foundation in Genteng, appointed by the Central Ministry. They briefed the English teachers on how to implement the Baby Methods in English. The training included guidance, certificates, and module books. The Baby Methods encompass various types, including the use of videos, songs, texts, and even mobile applications.

Three informants have supplied statements that outline numerous educational activities designed to improve teacher professionalism and implement the Merdeka Curriculum. The statements specifically address English language teaching methods. An explanation of each informant's statement is provided below:

- a. Informant 1 talks about the Teacher Professional Education (PPG) program run by the government, which aims to increase the knowledge and abilities of teachers. This program facilitates the sharing of ideas, expertise, and viewpoints by bringing together people from different places. Teachers can use the PPG as a tool for professional development to get fresh perspectives and hands-on learning opportunities that they can use into their instructional strategies.
- b. The efforts undertaken to introduce the Merdeka Curriculum at their junior high school are described by Informant 2. In partnership with the education department and junior high school supervisors, the school has arranged specific training sessions. Making sure all educators are knowledgeable on the Merdeka Curriculum is the goal of

these courses. Important details from Informant 2's analysis consist of:

1. The leadership of the school has proactively planned gatherings where veteran educators educate their colleagues about the Merdeka Curriculum.
 2. The District Education Department, the MGMP (a working group of subject teachers), and the school have all assisted in holding training sessions on the Merdeka Curriculum at off-site sites.
 3. The purpose of these training courses is to improve teachers' comprehension of the Merdeka Curriculum and offer useful tactics for implementing it in the classroom and in the community at large.
- c. Informant 3 discusses a particular English teacher training program that was run by trainers from the Al-Hidayah Foundation in Genteng and was officially appointed by the education department. These trainers were assigned by the Central Ministry to assist English teachers in using the Baby Methods in the language. Important details from the explanation provided by Informant 3 consist of:
1. The training ensured that teachers are prepared to implement the Baby Methods by offering thorough guidance through the use of certificates and module books.
 2. The Baby Methods use a range of instructional strategies to improve the efficacy of English language training, including the use of songs, movies, texts, and mobile applications.
 3. The purpose of this program is to give educators useful tools and techniques to help students learn English more successfully.

The three informants' responses collectively show that there have been substantial attempts made to improve educational outcomes and raise teacher professionalism through focused training initiatives. The PPG program's main objectives are the professional growth and knowledge sharing of educators from various geographical areas. The education department, supervisors, and schools must work together and provide thorough training in order to execute the Merdeka Curriculum. Furthermore, the specialized English training on Baby Methods offers useful and creative teaching techniques to

improve English language learning. Together, these programs enhance educational standards and aid in the professional development of educators.

6. Challenges and Solutions

Challenges such as inadequate facilities and limited time due to pesantren activities have been addressed through adjusted teaching methods and effective time management. Teachers use diverse media and creative strategies to engage students, ensuring all materials are effectively covered despite restrictions on mobile phone usage for tools like Google Translate.

Informant 2: There are many challenges in the pesantren (Islamic boarding school). One of them is time. Our schedule does not match the one set by the education department. Our class periods are shorter. In the education department, one period is 40 minutes, but for us, it's only 26 minutes. This is due to clashes with other activities in the pesantren. We need to manage time efficiently. Time management is crucial. If we can't manage time, we won't be able to cover the material that needs to be taught to the students.

Informant 3: As I mentioned earlier, the challenge with using the Baby Methods is that it requires the use of mobile phones. So, what's the solution? We use the teacher's phone to demonstrate, using sound. Then we use modules for learning. The modules are adjusted to match the students' vocabulary levels. Using LKS (student worksheets) is too advanced, which is rarely addressed. However, there is still one challenge: independent learning. For independent learning in the dormitory, we currently only have one method, which is repetitive reading. We can also use listening.

From the statement of informant 1, time management is extremely difficult in the setting of pesantren, or Islamic boarding schools. Because pesantren incorporates a variety of recreational and religious activities into their curriculum, they have shorter class periods than conventional schools. Pesantren only allots 26 minutes for each class period, compared to the education department's standard 40 minutes. Because of this disparity, educators must have exceptional time management skills to make sure that all required material is sufficiently covered in the allotted time. Ineffective time management

makes it challenging to teach the entire curriculum, which may have an effect on students' learning objectives.

While informant 3 said that there are unique difficulties in putting Baby Methods into practice, which entail employing cell phones for instructional purposes. The dependence on mobile phones, which may not always be practical or available for all students, is one of the main problems. In order to combat this, educators employ audio aides on their personal phones to illustrate lessons. Furthermore, learning is facilitated by the use of customized modules that correspond to the vocabulary levels of the pupils. Compared to typical student worksheets (LKS), which are frequently too advanced for the students, these modules are intended to be more appropriate.

Even with these modifications, self-directed learning still presents difficulties. Repetitive reading is the primary strategy used now, yet it might not be the best one for every learner. Improving self-directed learning techniques, including adding more listening activities, may raise student interest and comprehension.

In conclusion, both informants draw attention to important difficulties that exist in the pesantren educational setting, particularly with regard to time management and the real-world implementation of cutting-edge teaching strategies like the Baby Methods. Using suitable learning resources, effective time management techniques, and strategies for promoting independent learning are all necessary to address these problems. Teachers at pesantren can give their students a more thorough and productive education by overcoming these obstacles.

7. Interaction with National Curriculum Standards

While offering teaching flexibility, the Merdeka Curriculum still adheres to national syllabus standards. MGMB-developed modules are adjusted to meet these standards, ensuring students achieve the expected competencies while benefiting from innovative teaching methods.

Informant 3: For the national standard, we only use the syllabus from the Education Department. We do not deviate from it. However, for the practical aspects, we adjust certain points. The main targets remain the same and we do not stray from that path.

The informant is explaining that in the context of their educational institution, they strictly adhere to the syllabus provided by the Education Department to meet national standards. This means they do not make significant changes or deviate from the core curriculum set by the authorities. However, they do make practical adjustments in the way certain points of the curriculum are implemented or taught. Despite these adjustments, the primary goals and objectives of the curriculum remain unchanged, ensuring they stay within the required educational framework. This approach allows them to maintain compliance with national standards while tailoring the practical delivery of the curriculum to better fit their specific teaching environment or student needs.

8. Relevance and Curriculum Development

The Merdeka Curriculum at SMP Plus Darussalam is designed to flexibly gauge student abilities and teacher effectiveness in English instruction. Annual evaluations guide module revisions to maintain relevance and effectiveness. Continuous curriculum development aligns with educational advancements and student needs, with active teacher participation in training and MGMB discussions. It support with statement of interviewee below.

Informant 2: Our hope is that we have a guideline aimed at meeting the national standard. At SMP Plus Darussalam, we strive to achieve this by providing experience to subject teachers, especially through MGMP (Subject Teachers' Working Group). MGMP organizes training at the MGMP level, the education department level, and the unit level. Additionally, we hope that support from the foundation will help us reach the desired standardization.

From above, SMP Plus Darussalam is dedicated to creating thorough guidelines in order to meet national education standards. The school places a strong emphasis on giving subject teachers worthwhile experiences through the Subject Teachers' Working Group, or MGMP. The MGMP plans training at three different levels: the unit, the department of education, and the MGMP itself. By keeping them abreast of the most recent advancements in education and standards, these training programs seek to improve the abilities and knowledge of instructors. The school also anticipates that receiving financing from the foundation will play a major role in

achieving the intended uniformity. Providing tools, space, and initiatives that raise the standard of instruction at the school are a few examples of this support. SMP Plus Darussalam aims to provide top-notch instruction that satisfies federal requirements by implementing these actions.

9. Collaboration with Other Teachers

Interdisciplinary collaboration through MGMP and cross-subject activities, such as presenting science projects in English, enriches students' learning experiences and enhances their English language proficiency in various contexts. It showed by this statement.

Informant 1: Yes, at the junior high school level, we have various MGMPs such as MGMP for Science, MGMP for English, and others. We implement collaboration in student practice. Recently, in junior high school, there have been two meetings and two trips. These collaborations involve the Science, Indonesian Language, and English subjects. The students practice Science, explore innovations, and create something. During their presentation tests, they use English. This cross-subject collaboration allows students to work on a Science project but explain it in English. Recently, we also had a one-year PKL (Field Work Practice) agenda. We visited the Petik Madu tourist site in Malang. There, students engaged in Science and Indonesian Language learning. In Science, they conducted research, and upon completion, they wrote reports. These reports, which are part of the Indonesian Language curriculum, are written in English. Therefore, their presentations are conducted in English.

From that, informant 1 explained that at the junior high school level, the school has various MGMP (Subject Teachers' Working Group) programs, such as MGMP for Science, MGMP for English, and others. These programs facilitate collaboration among teachers and enhance the teaching process. The school implements collaborative practices among different subjects, evidenced by two recent meetings and trips involving Science, Indonesian Language, and English subjects. Students engage in interdisciplinary projects where they practice Science, explore innovations, and create new things. During their presentation tests, they use English to explain their Science projects, promoting cross-subject collaboration. Additionally, the school has an annual PKL (Field Work

Practice) agenda. Recently, students visited the Petik Madu tourist site in Malang, where they participated in both Science and Indonesian Language learning activities. They conducted research in Science, wrote reports based on their findings, and these reports, though part of the Indonesian Language curriculum, were written in English. The final presentations of these projects were conducted in English, helping students develop their language skills while presenting their scientific findings. This interdisciplinary approach not only fosters collaboration among different subjects but also enhances students' ability to apply their knowledge practically, developing a comprehensive skill set that includes scientific inquiry, language proficiency, and presentation skills.

B. Discussion

The results of the research at SMP Plus Darussalam shed light on a number of important aspects of the Merdeka Curriculum's application and efficacy, particularly with regard to English learning. The adoption of the Merdeka Curriculum demonstrates a dramatic change from conventional approaches to more adaptable and independent teaching techniques.

In line with that according to Hartini et al. (2022) in Mustafiyanti et al. (2023) said that which means giving freedom to schools, teachers and students to freely innovate, learn independently and creatively, where this freedom starts with the teacher as the driving force. Thus, the school can innovate in curriculum implementation development to achieve excellence in line with its unique characteristics (Khusni et al., 2022). So, There is unavoidably be a number of adjustments as a result of the Merdeka Belajar concept, all of which are intended to make learning more comfortable for both teachers and students (Hattarina et al., 2022). In place of outdated textbooks that were out of step with students' abilities, (MGMP) created specialized teaching modules for grades 7, 8, and 9. This curriculum places a strong emphasis on speaking skills, giving teachers flexibility to modify their approaches within the parameters of the government's syllabus. The Merdeka Curriculum's approach is based on the "baby method," which prioritizes imitation and listening over rote memorizing. This lessens the workload for pupils while improving their ability to speak in real-world situations. However, obstacles

like poor access to resources like Google Translate force educators to come up with innovative solutions.

The curriculum's congruence with students' listening, practice, or lecture skills is ensured by its customization to student characteristics through early assessments. Diverse media tactics and captivating lesson plans support students' continued attention and productivity. Every three months, students participate in practical assessments, such as oral exams, which offer precise measurements of their skills and guarantee evaluations are transparent and impartial.

Programs like the Teacher Professional Education (PPG) facilitate professional growth and knowledge sharing among teachers, which is essential for successful implementation. Teachers receive the skills and information they need through partnerships with SMP supervisors, education agencies, and foundations such as Al-Hidayah Genteng. These also aligned with Wanti & Chastanti (2023) finding's which found in UPTD SD Negeri 09 Panai Tengah, Labuhanbatu regency that the independent curriculum has also undergone several stages of preparation. The first involves training teachers, who receive this training through webinars and in-person workshops and seminars. They also receive training in understanding the concepts and structures of the independent curriculum, identifying learning objectives, learning outcomes, and teaching modules, designing differentiated learning classes to create independent learning environments, and preparing and utilizing assessment results in the curriculum. Programs like the Teacher Professional Education (PPG) are crucial for professional growth and knowledge sharing among teachers, ensuring successful implementation through partnerships with educational supervisors and foundations, aligning with Wanti & Chastanti (2023) findings on comprehensive teacher training stages for independent curriculum preparation.

Problems like inadequate facilities and time constraints from pesantren activities necessitate creative teaching strategies and efficient time management. The Merdeka Curriculum is nonetheless in line with national syllabus standards in spite of these obstacles, guaranteeing that students acquire the necessary competencies. Constant curriculum improvement is necessary to keep it relevant and effective. It is directed by yearly assessments, active teacher participation in training, and MGMP conversations. Students' learning experiences are enhanced and their language

ability is improved in a variety of circumstances when they collaborate interdisciplinary through the MGMP and cross-subject activities like presenting science projects in English.

Conclusively, SMP Plus Darussalam's Merdeka Curriculum cultivates an adaptable, captivating, and all-encompassing educational setting. Its interdisciplinary collaborations, teacher training, practical assessments, and philosophical underpinnings all contribute to its success in spite of obstacles. A top-notch education that fits their requirements and gets them ready for future academic and professional pursuits is guaranteed by ongoing curriculum development and adherence to national standards.

CHAPTER V

CONCLUSION

A. Conclusion

The implementation of the Merdeka Curriculum in English learning at SMP Plus Darussalam for the academic year 2023/2024 marks a significant shift from traditional teaching methods to more flexible and independent approaches. Emphasizing practical language skills through the "baby method," which focuses on listening and imitation rather than rote memorization, the curriculum replaces outdated textbooks with specialized teaching modules tailored for grades 7, 8, and 9. This approach better aligns with students' abilities and enhances their speaking skills, despite challenges like inadequate resources and time constraints from pesantren activities. Innovative solutions and efficient time management have enabled teachers to successfully execute the curriculum.

Teacher training programs, such as the Teacher Professional Education (PPG), facilitated through partnerships with educational supervisors and foundations like Al-Hidayah Genteng, are crucial for providing the necessary skills and knowledge for effective curriculum implementation. This aligns with findings from Wanti & Chastanti (2023) and Hartini et al. (2022), highlighting the importance of freedom and innovation in education. The curriculum's alignment with national standards, combined with continuous improvement through regular assessments and active teacher participation, ensures its relevance and efficacy. Interdisciplinary collaboration through MGMP and cross-subject activities enriches students' learning experiences and enhances their language proficiency, ultimately preparing them for future academic and professional success.

B. Suggestion

To further enhance the implementation of the Merdeka Curriculum in English learning at SMP Plus Darussalam for the academic year 2023/2024, it is recommended to address the issue of inadequate facilities by investing in more technological

resources, expand teacher training programs like the Teacher Professional Education (PPG) to include more comprehensive and continuous training sessions, and strengthen partnerships with educational supervisors, agencies, and foundations for additional support. Additionally, implementing regular assessment and feedback mechanisms to make timely adjustments, promoting interdisciplinary projects to enhance student engagement and practical application of language skills, and involving parents and the broader community in the educational process can provide additional support and ensure the curriculum remains relevant and effective. These steps will ensure that students receive a high-quality, comprehensive education that prepares them for future academic and professional success.

REFERENCES

- Bujangga, H. (2022). Improving the Listening Skills of Tadris Students in English Through the Film Animation Application. *Al-Ta Lim Journal*, 29(2), Article 2. <https://doi.org/10.15548/jt.v29i2.686>
- Damiati, M., Junaedi, N., & Asbari, M. (2024). Prinsip Pembelajaran dalam Kurikulum Merdeka. *Journal of Information Systems and Management (JISMA)*, 3(2), Article 2. <https://doi.org/10.4444/jisma.v3i2.922>
- Daulay, M. I., & Fauziddin, M. (2023). Implementasi Kurikulum Merdeka Pada Jenjang PAUD. *JURNAL BUNGA RAMPAI USIA EMAS*, 9(2), Article 2. <https://doi.org/10.24114/jbrue.v9i2.52460>
- Efendi, F. K., & Suastra, I. W. (2023). Implementation of The Independent Curriculum in Elementary Schools. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2(2), Article 2. <https://doi.org/10.56855/ijcse.v2i2.363>
- Ferdas, S. A., & Novita, D. (2023). The Implementation of The Merdeka Curriculum in English Subject at A Vocational High School in Indonesia. *Briliant: Jurnal Riset Dan Konseptual*, 8(2), Article 2. <https://doi.org/10.28926/briliant.v8i2.1201>
- Hasim, E. (2020). PENERAPAN KURIKULUM MERDEKA BELAJAR PERGURUAN TINGGI DI MASA PANDEMI COVID-19. *E-PROSIDING PASCASARJANA UNIVERSITAS NEGERI GORONTALO*, 0, Article 0. <https://ejurnal.pps.ung.ac.id/index.php/PSI/article/view/403>
- Hattarina, S., Saila, N., Faradilla, A., Putri, D. R., & Putri, R. G. A. (2022). Implementasi Kurikulum Merdeka Belajar Di Lembaga Pendidikan. *SEMINAR NASIONAL SOSIAL, SAINS, PENDIDIKAN, HUMANIORA (SENASSDRA)*, 1(1), Article 1.
- Kharimah, I., Siminto, & Qamariah, Z. (2023). The Implementation Of Merdeka Curriculum For Formal English Learning. *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora*, 1(3), Article 3. <https://doi.org/10.59024/atmosfer.v1i3.206>
- Khusni, M. F., Munadi, M., & Matin, A. (2022). Implementasi Kurikulum Merdeka Belajar di MIN 1 Wonosobo. *Jurnal Kependidikan Islam*, 12(1), Article 1. <https://doi.org/10.15642/jkpi.2022.12.1.60-71>
- Mustafiyanti, M., Putri, M. P., Muyassaroh, M., Noviani, D., & Dylan, M. (2023). A Form of Independent Curriculum, an Overview of

- Independent Learning at State Elementary School 05 Gelumbang Muaraenim. *Pengabdian: Jurnal Abdimas*, 1(2), Article 2. <https://doi.org/10.55849/abdimas.v1i2.185>
- Nasution, A. F., Ningsih, S., Silva, M. F., Suharti, L., & Harahap, J. P. (2023). Konsep Dan Implementasi Kurikulum Merdeka. *COMPETITIVE: Journal of Education*, 2(3), Article 3. <https://doi.org/10.58355/competitive.v2i3.37>
- Nurfadila, A., Mahyuni, M., Sujana, I. M., & Arifuddin, A. (2023). Problems in the Implementation of Independent Curriculum (IC) A Case Study at SMAN 1 Masbagik in Academic Year 2022/2023. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), Article 3. <https://doi.org/10.29303/jipp.v8i3.1471>
- PROFIL SMP PLUS DARUSSALAM*. (2021, March 3). SMP PLUS DARUSSALAM. <https://smpplusdarussalamblokagung.sch.id/profil-smp-plus-darussalam?page&pagenam=profil-smp-plus-darussalam>
- Purnama, S., & Pawiro, M. A. (2023). Implementation of the Independent Curriculum to Improve the Quality of Learning English. *Indonesian Journal of Educational Research and Review*, 6(3), Article 3. <https://doi.org/10.23887/ijerr.v6i3.67645>
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.31004/basicedu.v6i4.3237>
- Rahina, A. C., & Kastam, S. (2023). Independent Curriculum in the Perception of Indonesian Language Teachers of Smp/Mts in Yogyakarta. *International Journal of Linguistics, Literature and Translation*, 6(2), 54–57. <https://doi.org/10.32996/ijllt.2023.6.2.8>
- Rakhmawati, E., Kusdaryani, W., Suhendri, & Suyati, T. (2022). Teacher's Perception in Exploring the Merdeka Curriculum for Early Childhood Education. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(3), Article 3. <https://doi.org/10.23887/paud.v10i3.55842>
- Retnaningsih, L. E., & Khairiyah, U. (2022). Kurikulum Merdeka pada Pendidikan Anak Usia Dini. *SELING (Jurnal Program Studi PGRA)*, 8(2), 143–158.
- Rusmiati Aliyyah, R., Rasmitadila, R., Gunadi, G., Sutisnawati, A., & Febriantina, S. (2023). *Perceptions of elementary school teachers towards the implementation of the independent*

- curriculum during the COVID-19 pandemic.*
<https://doi.org/10.20448/jeelr.v10i2.4490>
- Salsabila, A. (2024). AN ANALYSIS OF ENGLISH SUMMATIVE ASSESSMENT ITEM OF MERDEKA CURRICULUM BASED ON BLOOM'S TAXONOMY AT SMP N 4 CILACAP.
- Sari, T. V., & Muamaroh. (2024). The Implementation of The Merdeka Curriculum in Learning English in Senior High School: Case Study. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(1), Article 1.
<https://doi.org/10.30605/onoma.v10i1.3047>
- Satriani, Amiruddin, Sakinah, A., & Mukhtar, A. (2023). Problems of Implementing the Independent Learning Curriculum in the Digital Era. *ETDC: Indonesian Journal of Research and Educational Review*, 2(4), Article 4.
<https://doi.org/10.51574/ijrer.v2i4.934>
- Sijabat, A., Juanta, P., Gunawan, R. G., Lufri, L., Asrizal, A., & Hardeli, H. (2023). Teachers' Perceptions about the Implementation of Independent Learning Curriculum in Science Education. *Prisma Sains : Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram*, 11(1), 76.
<https://doi.org/10.33394/j-ps.v11i1.6728>
- Susilowati, E. (2022). Implementasi Kurikulum Merdeka Belajar Pada Mata Pelajaran Pendidikan Agama Islam. *Al-Miskawiah: Journal of Science Education*, 1(1), 115–132.
<https://doi.org/10.56436/mijose.v1i1.85>
- Tanjung, M. R., & Amalia, L. L. (2023). THE IMPLEMENTATION OF INDEPENDENT CURRICULUM: TEACHERS' PERCEPTION AND DIFFICULTIES ON DEVELOPING A LESSON PLAN. *Proceedings of International Conference on Education*, 1(1), Article 1.
<https://jurnal.serambimekkah.ac.id/index.php/ice/article/view/331>
- Wanti, L., & Chastanti, I. (2023). Analysis of preparation in the independent curriculum implementation: Case study on IPAS learning. *BIO-INOVED : Jurnal Biologi-Inovasi Pendidikan*, 5(2), Article 2. <https://doi.org/10.20527/bino.v5i2.15493>
- Widawati, C. W., Suhita, R., Universitas Sebelas Maret, Surakarta, Indonesia Jalan Ir. Sutami 36A, Surakarta, Indonesia, Rohmadi, M., & Universitas Sebelas Maret, Surakarta, Indonesia Jalan Ir. Sutami 36A, Surakarta, Indonesia. (2023). Teacher Perceptions of the Independent Curriculum for Senior High Schools

Changed Independent Category Indonesian Language Lessons
in Surakarta. *INTERNATIONAL JOURNAL OF
MULTIDISCIPLINARY RESEARCH AND ANALYSIS*, 06(09).
<https://doi.org/10.47191/ijmra/v6-i9-39>

Woodside, A. G. (2010). *Case study research: Theory, methods and
practice* (1. ed). Emerald.

APPENDIXES

Appendix 1 Interview

Informan 1

Researcher : Bagaimana pengalaman anda dalam mengimplementasikan kurikulum mandiri merdeka dalam pembelajaran Bahasa Inggris di SMA Plus Darussalam untuk tahun 2023-2024?

Narasumber : Kurikulum mandiri, kurikulum merdeka itu kan sebenarnya sudah dipasrahkan ke lembaga masing-masing. Maksudnya, kita mengajarnya itu bebas. Cuman, bebas itu harus ada panduannya tidak lepas dari silabus yang ditetapkan oleh pemerintah. Untuk di SMA Plus Darussalam, pengalaman kemarin itu kita menggunakan metode. Metodenya itu menggunakan yang namanya Baby Method English. Pernah dengar Baby Method English? Pernah dengar enggak? Kita kerjasama dengan Yayasan Nurul Hidayah yang berada di Genteng. Itu awalnya, dari Yayasan datang kemarin, yowes meminta untuk kerjasama. Metode Baby Method English itu namanya metode bayi. Belajarnya bayi ketika mau belajar bicara. Di sini, cuman cara materinya itu lebih fokusnya ke praktek. Praktek untuk ngomong Bahasa Inggris. Metodenya cuman mendengarkan, kemudian menirukan. Kita kan, bayi itu kan juga tidak bisa menulis, tidak bisa membaca. Tapi kenapa kok bisa bicara? Awalnya ya itu, jadi mendengarkan, kemudian menirukan. Yang kita gunakan di sini langsung menggunakan Google Translate. Google Translate yang ada di situ. Anak-anak itu dikasih vocab, kemudian cara membacanya itu menirukan Google Translate. Karena Google Translate itu termasuk native speaker. Cuman kendalanya, kendalanya kalau dibesarkan itu, fasilitas yang tidak memadai. Karena Google Translate itu juga menggunakan HP. HP, sebenarnya juga ada fasilitas lag, cuman tidak memadai. Karena banyaknya rombel, dan juga minimnya waktu, terbatasnya waktu. Yes, kemarin menjalannya ya gurunya. Jadi gurunya yang menirukan, gurunya yang membaca, kemudian

anak-anak yang menirukan. Itu, kalau kurikulum merdeka seperti itu.

Researcher : Apa yang menjadi fokus utama dari kurikulum merdeka dalam pembelajaran bahasa Inggris di sekolah ini? Dan bagaimana Anda mengintegrasikannya ke dalam rencana pembelajaran?

Narasumber : Fokus utama, anak-anak itu outputnya bisa ngomong bahasa Inggris. Fokusnya itu. Kalau sampai yang tahu, mungkin di Bali, di Kuta, atau di tempat-tempat wisata yang lainnya, itu sopir taksi saja, tukang pijet itu bisa ngomong bahasa Inggris. Saya yakin mereka kalau tidak pernah ikut kursus, tidak akan tahu tulisannya. Membacanya pun juga tidak tahu. Yaitu, cuma mendengarkan dan menirukan saja. Itu fokusnya bicara. Cuma untuk yang tahun kemarin itu, belum 100% berhasil. Karena yang termasuk 90% berhasil itu cuma program-program unggulan karena didukung oleh asrama. Di program unggulan itu, di asrama itu memang fokus untuk mengajarkan bahasa. Kalau regular ya sekedar pengetahuan saja. Kalau RPP, RPP ya menyesuaikan. Menyesuaikan metode itu.

Researcher : Bagaimana Anda menyesuaikan pendekatan pengajaran dan materi pembelajaran untuk memenuhi kebutuhan siswa dengan menggunakan kurikulum merdeka?

Narasumber : Ya, utamanya fasilitas ya. Fasilitas, terus alat-alat media. Karena anak-anak itu belajar kalau kita menggunakan media itu lebih tertarik ketimbang ceramah. Karena di kurikulum merdeka itu, gimana ya?. ceramah itu *coro* bahasa kasarnya diharamkan. Ya semua itu ya harus ada ide-ide kreatif supaya anak-anak tidak bosan dan mudah untuk memahami materi. Itu utamanya itu.

Researcher : Apa saja strategi atau metode pembelajaran yang Anda temukan efektif dalam menerapkan kurikulum merdeka dalam pembelajaran bahasa Inggris?

Narasumber : Metode itu banyak loh metode. Utamanya yang paling efektif ya game. Game tapi yang berhubungan dengan materi. Kalau cuma game-game permainan saja, ya anak-anak senang. Cuma nanti kalau dalam game itu tidak menyangkut dengan materi ya percuma. Jadi juga ada penjelasan materi, juga ada praktek dan game. Itu yang lebih efektif.

Researcher : Bagaimana Anda mengevaluasi kemajuan dan pencapaian siswa dalam konteks kurikulum merdeka? Apakah terdapat alat atau indikator khusus yang Anda gunakan?

Narasumber : Tetap, untuk menilai pencapaian siswa itu tetap harus ada ya namanya tes. Tes atau ujian. Namanya kan setiap satu tahun, satu tahun itu kan ada empat kali ujian kan. Kalau di SMP itu ada empat kali ujian. Tengah semester itu tiga bulan. Tiga bulan itu ada ujian tengah semester, kemudian ada ujian semester. Berikutnya semester genap, ada tengah semester genap, ada semester genap. Memang ya namanya anak sekolah itu harus ada ujiannya supaya tahu tingkatan anak ini dalam menyerap materi itu ada kemajuan atau tidak.

Researcher : Bagaimana kurikulum mandiri merdeka dalam pembelajaran Bahasa Inggris membantu meningkatkan keterlibatan siswa dan motivasi mereka dalam belajar?

Narasumber : Keterlibatan siswa, termasuk praktek itu harus praktek. Karena namanya belajar bahasa itu kan untuk dipraktekkan. Bukan ilmu praktek, bukan ilmu kebatinan. Karena bahasa itu adalah ilmu komunikasi. Ya memang gini loh, kalau siswa itu kan adakala anak yang disitu aktif bisa ngomong bahasa Inggris. Kadangkala anak itu tidak aktif, tapi ketika mengerjakan soal itu pandai. Anak yang disitu misalnya pandai bicara, belum tentu ketika mengerjakan soal itu bisa. Begitupun sebaliknya anak yang tidak bisa bicara itu pandai dalam mengerjakan soal.

Researcher : Bagaimana Anda berkolaborasi dengan sesama guru Bahasa Inggris atau guru mata pelajaran lain untuk

mengintegrasikan kurikulum merdeka dalam pembelajaran lintas mata pelajaran?

Narasumber : Ya, kalau di SMP itu ada yang namanya MGMP IPA, ada yang namanya MGMP Bahasa Inggris, dan ada MGMP-MGMP yang lainnya. Kolaborasi itu nanti kita terapkan dalam praktek anak-anak. Di SMP itu kemarin sudah mungkin ada dua kali pertemuan, dua kali perjalanan. Itu kolaborasi antara pelajaran IPA Bahasa Indonesia dan Bahasa Inggris. Disitu anak-anak praktek IPA, kemudian mungkin mencari inovasi apa, membuat apa. Ketika dalam uji presentasi, mereka menggunakan Bahasa Inggris. Itu kolaborasinya, lintas apa namanya, lintas materi, lintas pelajaran. Jadi mereka proyeknya IPA, tapi ketika menjelaskan proyek tersebut menggunakan Bahasa Inggris. Akhir-akhir bulan-bulan ini juga ada PKL. PKL itu agendanya satu tahun sekali. Kita kemarin itu berkunjung ke wisata Petik Madu, Malang. Disitu kan ada pembelajaran IPA, terus ada juga pembelajaran Bahasa Indonesia. Pembelajaran IPA itu ketika penelitian itu. Mereka meneliti, kemudian ketika sudah diteriti membuat laporan. Lapornya dalam bentuk makalah, ya itu kan termasuk materi Bahasa Indonesia. Cuman pembuatan makalah itu nanti berbentuk Bahasa Inggris. Jadi presentasinya menggunakan Bahasa Inggris.

Researcher : Bagaimana Anda merespon tantangan yang mungkin muncul dalam mengimplementasikan kurikulum merdeka pembelajaran Bahasa Inggris? Apakah Anda memiliki strategi khusus untuk mengatasinya?

Narasumber : Tantangannya *wakeh* kalau di pesantren. Di antaranya waktu. Kita itu kan jam kita itu tidak sesuai dengan dinas. Jam kita itu lebih sedikit. Kalau di dinas itu 40 menit, kita itu cuma 26 menit satu jamnya. Kalau di dinas itu kan 40 menit satu jamnya. Ya itu karena perbenturan dengan kegiatan-kegiatan di pesantren yang lainnya. Ya harus apa? Harus bisa manage waktu utamanya. Harus bisa manage waktu. Manage waktu itu sangat penting. Kalau kita tidak bisa manage waktu,

kita tidak akan bisa mencapai materi yang harus diberikan ke anak-anak.

Researcher : Bagaimana Anda mendukung perkembangan profesional Anda sebagai guru Bahasa Inggris dalam konteks kurikulum merdeka? Apakah Anda mengikuti pelatihan atau program pengembangan diri tertentu?

Narasumber : Pelatihan harus mas. Pelatihan itu harus. Apalagi kalau setiap menteri itu nanti kan berubah. Kalau kemarin ada guru kurikulum K-13, kemudian ganti menteri lagi ada yang namanya guru kurikulum merdeka. Dan untuk mengimbangi itu semua, itu harus mengikuti pelatihan. K-13 ada pelatihan, kurikulum merdeka pun juga ada yang namanya pelatihan. Kalau kita tidak mengikuti pelatihan tersebut, kita tidak tahu seperti apa. Kayak apa kurikulum merdeka itu? Kayak apa kurikulum K-13 itu? Toh tidak semua kok. Tidak semua di lembaga pendidikan itu menggunakan kurikulum merdeka. Tergantung kesiapan dari lembaga tersebut. Ada beberapa mungkin lembaga yang tidak menggunakan kurikulum merdeka karena mungkin fasilitas. Kita kan sekarang fokusnya kan internet. Kalau di daerah-daerah pelosok kan kesulitan internet. Jadi seperti itu. Semua itu harus ada peran nya. Untuk meningkatkan profesi guru, kan dari pemerintah itu ada yang namanya program pendidikan profesi guru atau PPG. Ya itu untuk menambah pengetahuan, menambah ilmu, kita mengikuti yang namanya PPG tersebut. Banyak pengalamannya PPG kan satu anu apa ya. Banyak pesertanya itu dari daerah-daerah yang lain. Kita bisa bertukar pikiran, bertukar ilmu, pendapat seperti itu di dalam PPG. Alhamdulillah kemarin saya juga sudah masuk, sudah lulus lah PPG itu. Sudah lulus, kemarin ini akhir pendidikannya Desember, selama tiga bulan. Cuma online, biasanya online. Karena sehabis corona kemarin itu kan kebanyakan online, tidak langsung offline. Saya malah ikut NTB, kampus saya mengikuti NTB. NTB, cuma saya tidak pernah ke sana. Ada keringanan lah, ketika di Wisuda pun tidak wajib ke sana. Karena kendala biaya lah, kalau orang yang tidak

punya biaya lebih keberatan. Kalau orang yang mau ke sana ya tidak apa-apa.

Researcher : Apakah terdapat kisah sukses atau prestasi yang dapat Anda bagikan terkait dengan implementasi kurikulum Merdeka dalam pembelajaran Bahasa Inggris di SMP Plus Darussalam?

Narasumber : Terus terang kalau saya tidak punya prestasi. Ya mungkin kalau guru-guru yang lain bisa. Kemarin pun juga ada anak yang PPL di sini juga menanyakan prestasi, saya tidak punya prestasi. Prestasinya ya cuma itu, mengikuti PPG itu. Kalau prestasi-prestasi yang lain saya tidak punya. Toofel pun juga tidak pernah ikut saya. Tidak pernah ikut Toofel.

Informan 2

Researcher : Bagaimana proses pengembangan kurikulum mandiri dalam pembelajaran Bahasa Inggris di SMP Plus Darussalam?

Narasumber : Pengembangan secara mandiri di Mapel Bahasa Inggris.

Researcher : Pengembangan kurikulum merdekanya, Pak?

Narasumber : Kurikulum merdekanya di SMP Plus Darussalam. Di sini, untuk Mapel khususnya Bahasa Inggris ini, membuat modul sendiri. Akhirnya disesuaikan dengan kapasitas kemampuan siswa, baik di kelas 7, 8, 9. di sini dari MGMB (Musyawara Guru Mabel Bahasa) Inggris ini, dalam penerapan dalam proses KBM, terutama di kurikulum merdeka ini membuat modul sendiri yang akhirnya anak-anak itu atau siswa itu tidak terikat, tidak terbebani dengan dalam proses pembelajaran. Tapi sesuai kesepakatan bersama kemarin MGMB Bahasa Inggris, yaitu tadi membuat modul sendiri sesuai dengan yang disepakati oleh MGMB.

Researcher : Apa yang menjadi landasan filosofis atau teoritis di balik pengembangan kurikulum merdeka dalam pembelajaran Bahasa Inggris di sekolah ini?

Narasumber : Untuk guru ini merasa luas, maksudnya merasa senang dengan adanya kegiatan tersebut, tidak terikat dengan aturan-aturan yang pakem, maksudnya dalam proses pembelajaran. Untuk siswa juga ini merasa sesuai dengan kemampuan masing-masing. Contoh siswa dalam satu kelas itu karakter kemampuannya beda-beda. Ada yang mungkin dalam pemahaman pemikirannya itu dikasih materi melalui pendengaran, melalui praktek, dan ada yang melalui ceramah, itu dengan adanya kurikulum merdeka ini, juga guru disamping untuk dalam menyampaikan materi ini diberi keluasaan, anak-anak juga merasa senang. Kali ini untuk MGMP, SMP Plus Darussalam, terutama di materi Bahasa Inggris, ini terutama guru, bukan hanya Mapel Bahasa Inggris, semuanya ini harus mengetahui karakter dari masing-masing siswa. Apakah nanti pemahaman dari siswa ini melalui pendengaran, melalui praktek, atau ceramah.

Researcher : Bagaimana kurikulum merdeka tersebut disesuaikan dengan kebutuhan dan karakteristik siswa di SMP Plus Darussalam?

Narasumber : Yaitu tadi, kayaknya jawabannya sudah tadi yang sebelumnya ya, menyesuaikan dengan karakteristik siswanya, oh siswa dalam satu kelas ini, untuk langkah awal, awal pembelajaran ini dari pihak sekolah atau pengampu mapel mengadakan asistmen. Siswa tersebut ini kategori yang masuk A apa yang B apa C. Yang A ini misalnya dalam pendengaran, disampaikan materi langsung paham. Oh ini harus melalui praktek, di praktek kan baru paham. Kalau pendengaran ceramah ternyata tinggal tidur, berarti kan, kalau ada lagi yang sistemnya berapa, berarti awal, langkah awal, melaksanakan asismen untuk mengetahui, oh ini karakter siswanya adalah berarti ini nanti bisa dikelompokkan. Kayaknya tadi malah terjawab oleh yang sebelumnya.

Researcher : Apa saja komponen atau elemen kunci dari kurikulum merdeka dalam pembelajaran Bahasa Inggris di SMP Plus Darussalam?

Narasumber : Ini kategori kebebasan, makanya tadi juga sudah saya jawab di awal, disini tidak memakai seperti mepel-mepel yang lain, lembar kerja siswa, tapi sini malah MGMP Bahasa Inggris membuat modul sendiri yang sesuai pada tingkatan siswa, setelah hasil dari musyawarong MGMP Bahasa Inggris.

Researcher : Bagaimana proses penilaian atau evaluasi yang dilakukan terhadap efektivitas kurikulum merdeka dalam pembelajaran Bahasa Inggris?

Narasumber : Kalau di SMP, terutama di MGMP Bahasa Inggris untuk evaluasi dalam efektivitas pembelajaran ini, di samping per tiga bulan, tengah semester, ini sistemnya dalam tahun ini menggunakan sistem praktek, praktek bukan tes tulis, karena punya panduan tadi, modul tadi, hasilnya itu nanti langsung untuk tengah semester, ini yang dari sekolah, nanti dari pengampu sendiri, mungkin ada sendiri, jadi seperti ulangan harian, setiap akhir materi, nanti akan dievaluasi sistemnya praktek, maju ke depan. Individu maupun kelompok ini diserahkan ke masing-masing pengampu. Bukan hanya tes tulis, kalau pembelajaran lain bahkan masih untuk evaluasinya tes tulis, kalau dalam satu tahun, hampir dua tahun ini khususnya dibidang Bahasa Inggris, ini sistem evaluasinya langsung praktek.

Researcher : Bagaimana peran guru dalam mengimplementasikan kurikulum Amerika dalam pembelajaran Bahasa Inggris? Apakah mereka menerima pelatihan khusus untuk hari ini?

Narasumber : Iya.. Untuk mengimplementasikan dari kurikulum merdeka ke semua tenaga pendidik, khususnya di SMP ini, ini dari pihak sekolah ini kemarin mengadakan pelatihan khusus, dari bekerja sama dengan pengawas SMP atau dari dinas, bahkan dari kemarin sebelum itu, dari pengurus atau sekolah sendiri ini mengadakan, yang sekiranya kemarin dari dewan guru itu yang mumpuni memahami terkait kurikulum merdeka, guru diminta untuk memberi pengalamannya kepada teman-teman guru mungkin di waktu event-event tertentu.

Kemarin juga sudah pernah melaksanakan pelatihan-pelatihan terkait kurikulum merdeka di tempat luar sekarang ini bukan hanya dari lembaga, dari sekolah, juga kemarin dari MGMP, Dinas Kabupaten ini per mapel juga diadakan untuk pelatihan-pelatihan tersebut diundang hadirkan. Kan kan juga ada agenda dari dinas atau MGMP mengadakan pelatihan-pelatihan untuk menambah dalam kaitannya kurikulum merdeka dan untuk mengimplementasikan di lembaga masyarakat.

Researcher : Apakah terdapat tantangan khusus yang dihadapi dalam menerapkan kurikulum merdeka dalam pembelajaran bahasa Inggris? Bagaimana langkah-langkah yang diambil untuk mengatasi?

Narasumber : Memang jelas dalam suatu apa itu perubahan di dalam kurikulum jelas ada kekurangan dan kelebihan. Namun kekurangan itu harapan dari pihak sekolah atau dari kami ini perlu mengevaluasi titik mana yang perlu dibenahi dan dievaluasi. Yang jelas untuk mengevaluasi itu nanti disini melalui MGMP, karena mapel Bahasa Inggris nanti melalui MGMP guru pengantar mapel ini mengadakan evaluasi. Ini dalam kekurangan dalam menyampaikan menerapkan mengimplementasikan kurikulum merdeka di bidang pelajaran bahasa Inggris. Ini apa kekurangannya dan kelebihanannya apa? Yaitu kami memprogramkan setiap bulan itu untuk MGMP mengadakan rapat di MGMP masing-masing. Nanti dari daerah sekolah, dari pihak sekolah mengevaluasi juga. Setelah dievaluasi dari MGMP mapel nanti juga akan dievaluasi bersama-sama. Yang jelas untuk kurikulum merdeka ini untuk Dewan Guru ini lebih tidak terikat dari pakem-pakem yang sudah ada seperti yang sebelumnya. Memang sebenarnya sama tujuannya K-13 dan kurikulum merdeka itu tujuannya sama, cuma dalam mengimplementasikan memang kurikulum baru ini perlu penyesuaian pemahaman bersama-sama.

Researcher : Bagaimana interaksi antara kurikulum Merdeka dan standar kurikulum Nasional dalam pembelajaran Bahasa Inggris di SMP?

Narasumber : Bisa diulang?

Researcher : Bagaimana interaksi antara kurikulum Merdeka dan standar kurikulum Nasional dalam pembelajaran Bahasa Inggris di SMP Plus Darussalam?

Narasumber : Untuk implementasi tadi ya? di kurikulum Merdeka, standarisasi dengan kurikulum Nasional. Kami terutama di SMP Plus Darussalam, khususnya di mapel Bahasa Inggris tadi melihat adanya kurikulum Merdeka untuk mencapai sesuai standar kurikulum Nasional. Kami terapkan pada semua guru-guru pengampu khususnya MGMP Bahasa Inggris ini untuk menggali ide kreasi inovatif Guna untuk hasil dari pencapaian pembelajaran khususnya Bahasa Inggris ini bisa memadai, bisa menstandarisasi kurikulum Nasional. Buktinya dengan adanya musawaroh, dengan membentuk adanya pembuatan modul sendiri, maksudnya ini juga di antara itu mungkin anda mencobakan standarisasi kurikulum Nasional.

Researcher : Bagaimana sekolah memastikan bahwa kurikulum Merdeka dalam pembelajaran Bahasa Inggris tetap relevan dan terus berkembang sesuai dengan perkembangan pendidikan dan kebutuhan siswa?

Narasumber : Ini harapannya itu, memang kita punya acuan yang tujuannya nanti untuk kita bisa sesuai standar itu tadi di SMP Plus Darussalam ini berupaya dengan adanya memberi pengalaman kepada pengampu mapel khususnya MGMP. MGMP mengadakan pelatihan tingkat MGMP DINAS, MDP tingkat unit, bahkan harapannya kemarin ada dari yayasan yang tujuannya nanti bisa mencapai sesuai standarisasi.

Researcher : Apakah terdapat rencana untuk membagikan kebu dan praktek terbaik dalam implementasi kurikulum Merdeka kepada sekolah lain?

Narasumber : Yang jelas untuk ini sebenarnya ada program untuk, ada program dari UPMN, nanti untuk semua guru sebenarnya program mungkin sudah banyak. Namun

kali ini kemarin dari sekolah SMP Plus Darussalam, ini sama pengawas SMP ini ditunjuk ada beberapa sekolah yang disuruh kesini untuk dikasih *weruh*. Kemarin ini dari Sempu, SMP Sempu kesini, kemarin juga yang sudah masuk list dari Sumatra, Sumatra mau di cover up juga kesini. Yang jelas ini disamping secara individu dari semua guru sebenarnya untuk ada program di UPMN itu disuruh menyampaikan sosialisasi terkait kurikulum Merdeka ini. Namun untuk kali ini bisa berfokus di dalam sini terlebih dahulu sebelum kita menyampaikan keluar.

Informan 3

Researcher : Bagaimana proses pengembangan kurikulum merdeka dalam pembelajaran Bahasa Inggris di SMP Plus Darussalam untuk tahun ajaran ini?

Narasumber : Kalau di SMP Plus Darussalam, untuk kaitannya dengan kurikulum Merdeka. Yang pertama, kami pengembangannya selain tetap mengacu pada silabus yang ditetapkan oleh pemerintah. Kami juga memberikan atau membuat inovasi bersama teman-teman MGMP. Karena di sini guru ini ada 5 guru Bahasa Inggris. Jadi kami buat tim untuk membuat panduan belajar yaitu modul. Menggunakan modul. Jadi untuk pembelajarannya tidak seperti tahun sebelumnya. Kalau tahun sebelumnya itu biasanya kita menggunakan buku paket, kemudian LKS, jadi *nge-pleg* itu. Cuma untuk mulai tahun kemarin, ini kita membuat modul pembelajaran. Modul itu kami sesuaikan, dia tetap mengacu silabus yang ada. Cuma untuk segi bahasanya atau tingkatan bahasanya kita sesuaikan dengan realita. Jadi yang di pesantren, berarti kita sesuaikan. Kalau tahun kemarin evaluasinya ketika kita menggunakan LKS atau buku paket itu bahasanya terlalu tinggi. Sehingga anak-anak kesulitan untuk memahaminya. Jadi kami buat modul sendiri. Di kelas 1, semester 1 dan 2, berarti ada 2 modul. Kelas 2 juga begitu, semester 1 dan 2. Dan kelas 3 juga semester 1 dan 2. Ada 6 modul untuk SMP Plus. Alhamdulillah setelah kita gunakan

itu, kemudian inovasi berikutnya menggunakan. Kita targetnya adalah speaking. Jadi bagaimana mereka itu berani ngomong. Pokoknya ngomong. Untuk kelas 7 dan kelas 7 itu fokusnya banyak vocabulary. Kemudian yang kelas 2 itu banyak describe. Jadi dari vocabulary yang ada dideskripsikan, dikembangkan dengan describing. Kemudian yang ketiga, kelas 3 baru kita perdalam describe. Dan juga pengenalan dengan grammar-nya. Jadi grammar itu kita berikan di kelas 3. Mengenai, ini namanya non, ini namanya verb, ini present, ini continuous, itu di kelas 9. tujuannya apa? Kalau kita kenalkan grammar lebih dulu, mereka kadang nanti kurang fokus. Kalau mau *ngomong wedi nanti kliru grammer e* dan lain sebagainya. Tapi kita tekankan, pokoknya ngomong, berani ngomong, berani ngomong. Kemudian untuk pronunciation kita menggunakan aduan heavy method english. Jadi kita menggunakan google translate, disitu akurasinya 90% benar. Jadi untuk pronunciation, kita tidak memberikan contoh secara langsung gurunya. Karena kadang gurunya pronunciation-nya juga *sing durung bener*. Kita pakai paduan google translate. Jadi setiap guru ketika memberikan vocabulary, pembelajaran mengenai pronunciation. Menggunakan HP dan son, aktif. Jadi son itu setel dengan HP, kemudian ditirukan ke anak-anak. Table, misalkan sambil menunjuk. This is table, this is table, itu di kelas 7. Vocabulary, itu di kelas 7. Table, pen, bag. Jadi disesuaikan pronunciation-nya sesuai dengan google translate. Baru di kelas 2-nya, untuk describing-nya. Untuk tahun ini, kita tetap, kemarin kita evaluasi setelah menggunakan 1 tahun. Bagaimana evaluasinya? Kita tetap menggunakan modul, tapi direvisi. Ada tambahan-tambahan, ada pengurangan. Kemarin di kelas 3 ada materi interview. Sedangkan interview itu tidak ada di syllabus, tidak ada. Kita hilangkan, besok kita kenalkan di SLTA. Interview itu untuk melamar pekerjaan, kalau SMP belum waktunya. Jadi kita ubah, kita ganti dengan materi yang lain. Itu pengembangan bahasa Inggris menggunakan pengembangan Bahasa Inggris kurikulum Merdeka. Kalau untuk ujiannya, ujiannya hanya ujian lesan. Jadi

ujian lesan, anak-anak maju satu-satu untuk mempraktekan vocabulary, untuk mempraktekan pronunciation, kemudian describing, dan short conversation-nya. Di kelas 1, semester 1 dan 2, berarti ada 2 modul. Kelas 2 juga begitu, semester 1 dan 2. Dan kelas 3 juga semester 1 dan 2. Ada 6 modul untuk SMP Plus. Alhamdulillah setelah kita gunakan itu,

Researcher : . Apa yang menjadi landasan filosofis atau teoretis di balik pengembangan kurikulum Merdeka dalam pembelajaran bahasa Inggris di sekolah ini?

Narasumber : Untuk filosofinya itu tadi. Jadi ketika... kita menggunakan metode baby method. baby method itu belajar menghafal tanpa menghafal. Apalagi di pesantren kita ditekankan hafalan, dan lain sebagainya. *Arek-arek* Ketika disuruh hafalan, beban. Makanya kita hilangkan image hafalan itu. Diganti apa? Membaca. Jadi banyak baca, baca, baca. Kalau menggunakan baby method ini, nyaris tidak membaca. Cukup mendengarkan, mendengarkan, tirukan. Mendengarkan, tirukan. Seperti bayi ketika belajar itu tidak usah menulis, tidak usah membaca. Cukup mendengarkan, menirukan, mendengarkan, menirukan. Maka akan bisa dengan terbiasa. Seperti itu.

Researcher : Bagaimana kurikulum merdeka tersebut disesuaikan dengan kebutuhan dan karakteristik siswa di SMP Plus Darussalam?

Narasumber : Jadi kita sesuaikan, di sini lingkungannya adalah santren. Kemudian karakter dari siswa itu, apalagi di lingkungan santren itu pengembelengan mental itu sudah luar biasa. Mereka itu sudah berani. Buktinya ketika lomba-lomba itu banyak yang tampil berani. Tapi kenapa kok masih ada yang kalah? Itu tinggal pembenahan pronunciation-nya. Di Blokagung itu pidato itu *wes wani*, maju berani. Ngomong sudah berani. Tinggal untuk penyesuaian pronunciation. Jadi kelemahannya masih itu. Makanya kita terapkan dengan Google Translate. Cuma kendalanya kalau di santren itu tidak bisa belajar mandiri. Bedanya kalau yang di luar.

Saya kan di rumah juga ada kursusan. Itu belajarnya juga menggunakan HP. Kalau di pesantren tidak boleh bawa HP. Sedangkan bahasa Inggris biar pas pronunciation-nya menggunakan Google Translate. Menggunakan HP, prakteknya juga dengan HP. Itu kalau di luar. Kita di sini kendalanya masih itu. Makanya kita sesuaikan penggunaan modul tadi. Kita sesuaikan materinya. Tidak terlalu tinggi. Biar mereka juga mudah. Kemudian sistemnya tidak menghafal. Tapi membaca, membaca berulang-ulang.

Researcher : Apa saja komponen atau elemen kunci dari kurikulum Merdeka dalam pembelajaran Bahasa Inggris di SMP Plus Darussalam?

Narasumber : Untuk elemen kuncinya dalam pembelajaran Bahasa Inggris itu. Itu satu. Targetnya tadi kan speaking. Berani praktek. Makanya kita tekankan bahasa Inggris itu. Practice makes perfect. Praktek itu akan menciptakan kesempurnaan. Makanya *wes embuh* pertama yang awal pokoknya berani dulu. Berani dulu, praktek, praktek. Entah itu benar apa enggak, jangan kita salahkan dulu. Berani dulu. Baru nanti untuk pembenahannya bareng-bareng menggunakan sound system itu tadi.

Researcher : Bagaimana proses penilaian atau evaluasi dilakukan terhadap efektivitas kurikulum Merdeka dalam pembelajaran Bahasa Inggris?

Narasumber : Untuk... khususnya yang pembelajaran Bahasa Inggris ini, penilaiannya kita untuk yang kemarin, tahun kemarin itu hanya murni untuk kelas 7 dan 8, prakteknya Lisan, ujiannya lisan saja. Itu terlihat sangat jelas sekali dari kemampuan-kemampuan siswa. Jadi penilaian itu secara real, beda dengan yang tulis. Kalau tulis ibaratnya anak enggak bisa *blass* pokoknya anak ada yang *Nyontoni mari*. Tapi kalau speaking, kalau enggak mau belajar benar, enggak berani maju. Mau maju ngomong apa *lah wong* enggak belajar. Dan ini jelas sekali. Dan itu kita menggunakan penilaian diferensiasi. Tidak harus, misalkan ada targetnya ada 5 praktek yang harus dipraktekkan. Tidak harus 5 itu

dipraktekkan. Ya semampunya anak. Kalau bagi anak yang pintar, yang mau berusaha, ya 5 ini dibabat habis. Tapi kalau enggak begitu semangat, satu itu *mekso*. Satu itu *mekso*. Dan itu jelas penilaiannya terbukti sudah. Jadi penilaiannya objektif.

Researcher : Bagaimana peran guru dalam mengimplementasikan kurikulum Merdeka dalam pembelajaran Bahasa Inggris? Apakah mereka menerima pelatihan khusus untuk hal ini?

Narasumber : Ada. Untuk pelatihan khususnya, ini kita ditunjuk langsung dari dinas. Dan didatangkan dari yayasan Al-hidayah Genteng. Itu yang menunjuk dari Kementerian Pusat. Itu membriefing guru-guru Bahasa Inggris untuk mempraktekkan bagaimana menerapkan Baby Methods Inggris. Itu ada pembimbingannya, kemudian ada sertifikatnya, ada buku modulnya. Jadi Baby Methods itu tidak hanya satu macam, ada beberapa macam. Ada menggunakan video, ada menggunakan lagu, ada menggunakan teks, itu saja. Kemudian ada yang menggunakan aplikasi di HP.

Researcher : Apakah terdapat tantangan khusus yang dihadapi dalam menerapkan kurikulum Merdeka dalam pembelajaran Bahasa Inggris? Bagaimana langkah-langkah yang diambil untuk mengatasinya?

Narasumber : Itu tadi sudah saya singgung, kendalanya kalau menggunakan Baby Methods tadi, itu *ngango* HP. Solusinya apa? Kita menggunakan HP-nya guru itu untuk mempraktekkan, menggunakan sound. Kemudian kita pembelajarannya menggunakan modul. Modul itu sudah kita sesuaikan, vocabulary-nya sesuai dengan kemampuan dari anak. Kalau pakai LKS itu terlalu tinggi, itu jarang mengatasinya. Cuma masih ada kendala, satu yaitu ketika belajar mandiri. Belajar mandiri di asrama itu yang kita masih hanya satu cara, yaitu membaca berulang-ulang gitu saja. Dan bisa menggunakan listening-nya.

- Researcher : Bagaimana interaksi antara kurikulum Merdeka dan standar kurikulum nasional dalam pembelajaran Bahasa Inggris di SMP Plus Darussalam?
- Narasumber : Untuk standar nasionalnya, kita hanya tetap menggunakan silabus yang dari Dinas. Kita tidak keluar dari situ. Cuma untuk praktiknya, untuk poin-poinnya kita sesuaikan. Kalau target pokoknya tetap sama. Tidak keluar dari jalur itu.
- Researcher : Bagaimana sekolah memastikan bahwa kurikulum Merdeka dalam pembelajaran Bahasa Inggris tetap relevan dan terus berkembang sesuai dengan perkembangan pendidikan dan kebutuhan siswa?
- Narasumber : Kalau yang saya rasakan ini lebih enak, bisa mengukur diri, mengukur dari siswanya, mengukur dari kemampuan guru-gurunya untuk menerapkan Bahasa Inggris. Tidak saklek, harus seperti ini, harus seperti ini. Itu kan tidak Merdeka namanya. Merdeka itu tetap kita jalankan sesuai dengan objeknya, tapi tidak keluar dari rel. Misalkan tujuannya ke Jember, kita boleh pakai sepeda, pakai mobil, boleh pakai pesawat, kereta api. Tidak harus pakai mobil. Ya kalau punya mobil semua, kalau tidak punya, bagaimana? Nahh.. ibaratnya seperti itu.
- Researcher : Apakah terdapat rencana untuk membagikan pengalaman dan praktek terbaik dalam implementasi kurikulum Merdeka kepada sekolah lain?
- Narasumber : Kalau untuk sekolah lain, belum. Karena kita ini masih tahap uji coba, kita masih tahun pertama. Tahun pertama, kemudian nanti outputnya juga masih kurang optimal lah. Makanya di tahun ini kita ada revisi modul dan kita akan praktekan ke tahun kedua. Insya Allah nanti kalau sudah tahun ketiga, jadi yang sekarang naik kelas dua, kemudian besok di kelas tiga akhir, kita baru lihat nanti outputnya seperti apa. Apakah yang menguasai bahasa Inggris itu bisa lebih dari 50%? Kalau bisa lebih dari 50%, dalam putih, di luar kelas

unggulan, berarti kelas reguler pun juga mampu, berarti kita bisa siap share dengan sekolah-sekolah yang lain.

Appendix 2 Documentation



Appendix 3 Research Introduction



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/004.14/UIMSYA/FTK.TBIG/A.1/III/2024

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

SMP PLUS DARUSSALAM BLOKAGUNG

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **GALIH ZIDANNA KAFI**
TTL : **Banyuwangi, 16 Februari 2001**
NIM : **2011221027**
Fakultas : **Tarbiyah dan Keguruan (FTK)**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Karangdoro - Tegalsari - Banyuwangi - Jawa Timur**
HP : **082234526873**
Dosen Pembimbing : **Ahmad Faruk, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

The Implementation of Independent Curriculum in English Learning at SMP Plus Darussalam Academic Year 2023/2024

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh



Blokagung, 05 Maret 2024

Dekan

Dr. Siti Ainiyah, S.Pd.L., M.Si.
NIPY. 3150801058001

Appendix 4 Letter Have Done Research

	
YAYASAN PONDOK PESANTREN DARUSSALAM BLOKAGUNG Sekolah Menengah Pertama Berbasis Pesantren	
PLUS DARUSSALAM	
STATUS TERAKREDITASI A	
NPSN/ NIS NIS : 20525673 / 202 052 523 170 / 200470	
BLOKAGUNG - KARANGDORO - TEGALSARI - BANYUWANGI	
e-mail : sbpblokagungbw@yahoo.co.id website : www.smpplusblokagung.com	
Alamat : Pon. Pes. Darussalam Blokagung PO. BOX 201 Jajag - Banyuwangi Kode Pos 68485 Jawa Timur - Telp. (0333) 845973 Fax : 847124	

SURAT KETERANGAN
Nomor : 51.2.04/606/SMPD/B.7/VI/2024

Yang bertanda tangan di bawah ini Kepala SMP Plus Darussalam Blokagung Karangdoro Tegalsari Banyuwangi menerangkan bahwa :

Nama	: GALIH ZIDANNA KAFI
NIM	: 2011221027
Universitas	: INSTITUT AGAMA ISLAM DARUSSALAM
Status	: MAHASISWA
Prodi	: TARBIYAH DAN KEGURUAN

Telah melakukan penelitian di SMP Plus Darussalam Blokagung Banyuwangi, untuk keperluan penyusunan skripsi dengan judul "THE IMPLEMENTATION OF INDEPENDENT CURRICULUM IN ENGLISH LEARNING AT SMP PLUS DARUSSALAM ACADEMIC YEAR 2023/2024".

Adapun waktu penelitian dilaksanakan mulai dari tanggal 05 Maret - 14 Juni 2024.

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Blokagung, 27 Juni 2024

Kepala Sekolah


MUHAMMAD ISHAQ, S.Pd, M.Pd.I

Appendix 5 Guide Card

7/4/24, 11:15 PM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG ::

NAMA	GALIH ZIDANNA KAFI
NIM	2011221027
FAKULTAS	TARBIYAH DAN KEGURUAN
ANGKATAN	20201
PROGRAM STUDI	S1 TADRIIS BAHASA INGGRIS
PERIODE	20232



No	Periode	Hari/Tgl Pertemuan	Catatan Pertemuan/Konsultasi PA	Keterangan
1	20232	22 Juni 2024	pengajuan bab 1 , 2, 3, 4	acc
2	20232	05 Juni 2024	Pengajuan Conclusion and Suggestion	revisi
3	20232	29 Mei 2024	Pengajuan Discussion	revisi
4	20232	22 Maret 2024	Pengajuan BAB IV Analysis and Finding	revisi
5	20232	12 Maret 2024	Pengajuan Data Analysis, Data Validity	revisi
6	20232	08 Februari 2024	Pengajuan Subject of the Research, Setting of the Research	revisi
7	20232	19 Januari 2024	Pengajuan BAB III Research Design	revisi
8	20232	03 Januari 2024	Pengajuan BAB II Previous Study	revisi
9	20232	18 Desember 2023	Pengajuan Definition of key Terms	revisi
10	20232	06 Desember 2023	Pengajuan, Significance of the Study, The Scope and Limitation	revisi
11	20232	22 November 2023	Pengajuan BAB I Background of Study, Research Problem dan Objective of the study	revisi
12	20232	12 November 2023	Pengajuan judul proposal	revisi
13	20232	26 Februari 0002	Pengajuan Data Source, Procedure of Data Collection	revisi

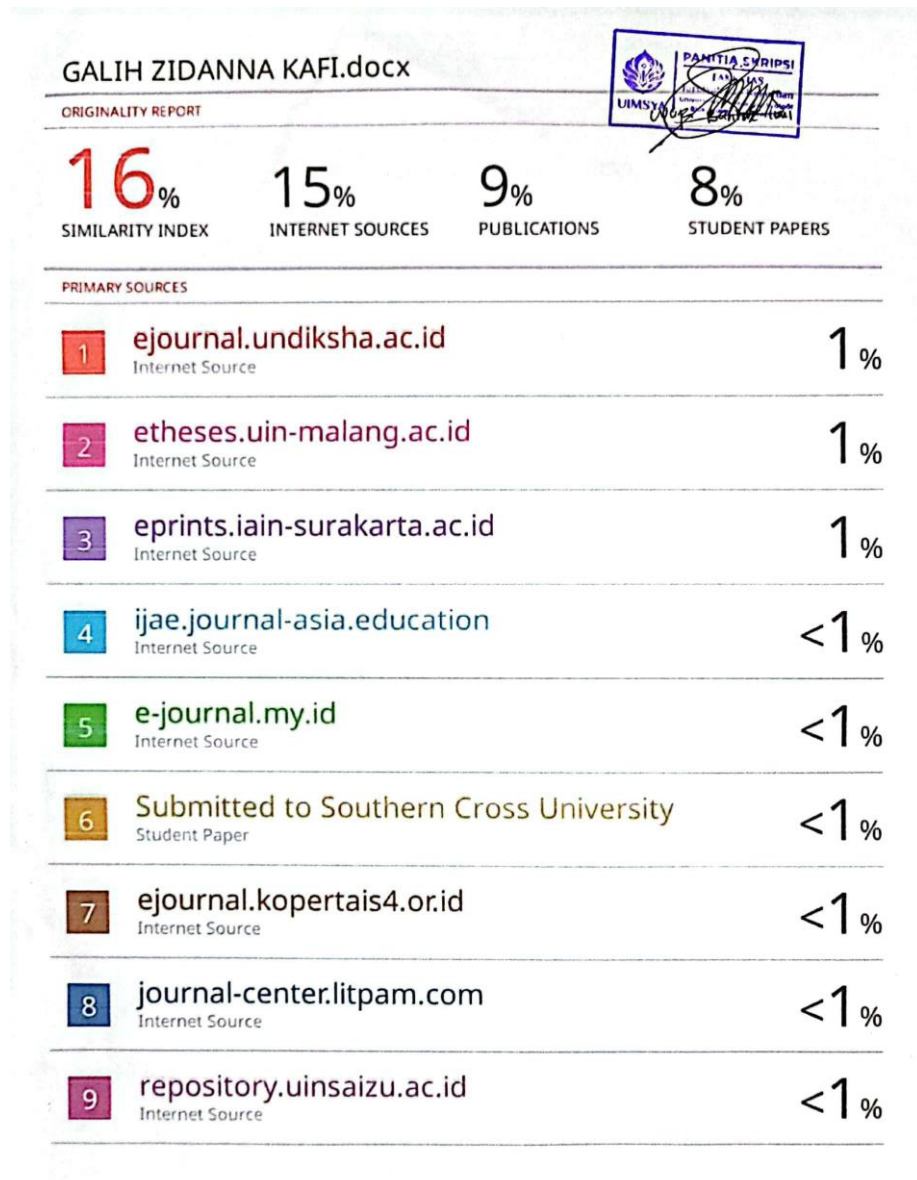
Mengetahui,
Penasehat Akademik

BANYUWANGI, 04 JULI 2024
Mahasiswa

ADIB AHMADA, S.Pd., M.Pd.
NIDN 2130068602

GALIH ZIDANNA KAFI
2011221027

Appendix 1.7 Plagiarism



BIBLIOGRAPHY



Nama : Galih Zidanna Kafi
NIM : 2011221027
TTL : Banyuwangi, 16 Februari 2001
Jenis Kelamin : Laki-laki
Agama : Islam
Prodi : Tadris Bahasa Inggris
Telp. : 082234526873
Alamat : Tegalsari, Banyuwangi

Riwayat Pendidikan :

TK DARUSSALAM BLOKAGUNG (2007)

SD DARUSSALAM BLOKAGUNG (2013)

SMP UNGGULAN MUKHTAR SYAFA'AT BLOKAGUNG (2016)

SMA DARUSSALAM BLOKAGUNG (2019)

Banyuwangi, 3rd July 2024
Declarator

Galih Zidanna Kafi
2011221027