

THE IMPLEMENTATION OF CURRICULUM MERDEKA IN ENGLISH SUBJECT AT PRIVATE ELEMENTARY SCHOOL IN BATAM CITY

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ABSTRACT

As times change, the education curriculum in Indonesia has undergone many modifications, with the latest being the Kurikulum Merdeka. This curriculum is a government response aimed at addressing the decline in meaningful learning during the pre-pandemic, pandemic, and post-pandemic phases. This study aims to examine the implementation of the Kurikulum Merdeka in the English language subject at a private elementary school in Batam City. The research method used is descriptive qualitative with a case study approach. Data collection was conducted through classroom observations and interviews with teachers. The results indicate that the implementation of the Kurikulum Merdeka at the school is not yet fully realized, particularly in terms of applying student-centered learning. On the first day, teaching methods were still predominantly teacher-centered, although there was an increase in interaction between students and teachers on the second day. Additionally, this study found that teachers hold a positive view of the curriculum but face several challenges, such as inadequate facilities and resources, as well as difficulties in student adaptation. This study suggests the need for adequate teacher training and the provision of supportive facilities to enhance the implementation of the Kurikulum Merdeka.

Furthermore, further research is needed to explore specific strategies to address these challenges and improve student learning outcomes. By gaining a deeper understanding of the challenges and factors affecting the implementation of this curriculum, it is hoped that targeted intervention strategies can be developed to improve the quality of education in Indonesia.

Keywords: English Subject, *Kurikulum Merdeka*, Private Elementary School, Student-centered Learning, Teacher Training

INTRODUCTION

Along with the times, there have been many changes to the education curriculum in Indonesia. The latest curriculum is the *Kurikulum Merdeka*. Revisions to the curriculum are enacted not merely because of organizational shifts in educational institution leadership but also in response to the educational community's requirements when updates to the curriculum are made (Kristen Satya Wacana, n.d., 2023). Curriculum modifications occur not just because of changes in educational leadership but also to meet the changing needs of the education sector when curriculum revisions are necessary (Al-asyhi, 2014; Riskianto et al., 2023). The *Kurikulum Merdeka* represents a government response and solution to address the erosion of meaningful learning during various phases—pre-pandemic, pandemic, and post-pandemic (Intiana et al., 2023). This innovative curriculum aims to effectively address the challenges posed by the humanitarian crisis and ensure proper handling of education. The findings indicated that the independent learning initiative introduced by the Education and Culture Minister Nadiem Makarim aimed at enhancing Indonesia's educational framework (Hakim & Nabila, 2022). Minister Nadiem Anwar Makarim states that the goal of independent learning is to refine the educational system, which will help us recover from the educational crisis (Destina Rahmadani et al., 2024).

Unlike the latest curriculum in Indonesia, the *Kurikulum Merdeka*, the primary focus in developing this curriculum was to address the challenges faced by the Indonesian educational system during the COVID-19 pandemic crisis. (Marisa, 2021) as cited in Rizki & Fahkrunisa, 2022). The current *Kurikulum Merdeka* is dominant uses in elementary and Secondary Schools. The government worked with education experts to design a more flexible and relevant curriculum. There are 3 (three) options for implementing or implementation of the independent curriculum (IKM) at the SD / MI level, namely: the independent Learning Category, Independent Change Category, and Independent Sharing Category at grade I and grade IV SD/MI starting in the 2022/2023 school year. grade I and grade IV SD / MI starting in the 2022/2023 school year (Inayati Umami, 2022). In the Secondary School of *Kurikulum Merdeka*, there are three distinct strategies for incorporating local content. These are the Integration

Method, where local content is blended with other subjects, the Thematic Project Method, which uses local content in thematic projects to reinforce the Pancasila profile, and the Special Subject Development Method, dedicated to creating unique subjects for local content (Anggara Ari et al., 2023). PBL (Problem-Based Learning) has become increasingly popular in higher education institutions as an inventive educational strategy. Although its application varies among different institutions and fields of study, the core principles of PBL remain unchanged. In Indonesia, PBL is commonly regarded as a tool to improve critical thinking, problem-solving, and teamwork among students. PBL's emphasis on active student engagement plays a pivotal role in cultivating a sense of responsibility and ownership over the learning process (Anthony Elizabeth M et al., 2023).

Each unit of education or local government can add local content tailored to the characteristics and needs of each school. This paper outlines three primary elements that define the Kurikulum Merdeka. These elements are: 1) Pancasila Character, which is implemented through project-based learning to cultivate soft skills and character traits aligned with the Pancasila student profile, 2) Competency-based approach, emphasizing core content to allow ample time for in-depth study of fundamental competencies like literacy and numeracy, and 3) Flexible Learning, which grants teachers the leeway to tailor learning to student capabilities and adapt to both the context and local nuances (Nafi'ah et al., 2023).

LITERATURE REVIEW

There are several studies concerning the teacher's perceptions of Kurikulum Merdeka. The research suggests that teachers have a favorable opinion due to the execution of the independent learning curriculum, which is bolstered by sufficient socialization and training, enabling them to implement the principles of learning science in line with the independent learning curriculum. (Sijabat et al., 2023). The research is based on information gathered from surveys given to 158 English instructors and interviews with teachers. The results show that 77.2% of English teachers recognize the implementation of a Kurikulum Merdeka, and 76.6% of students have shown enhancements in abilities and inventiveness. (Syahfitri Purnama & Pawiro, 2023). The findings of the research indicated that the majority of English educators hold a positive view on the creation of lesson plans within the framework of the Kurikulum Merdeka. (Rafiq Tanjung & Laela Amalia, n.d,2023). For educators, it is crucial to carry out the curriculum effectively within a learning institution to ensure the attainment of educational objectives. (Saputri et al., 2023). The research and discussion are in the category of being carried out very well (Nur Ubay & Anugrah, 2023). These

studies have indicated a positive impact, as they reveal that teachers selected for classes with the independent learning curriculum are typically young and technology-adept, chosen for their creativity and proficiency in digital media usage (Mayasari et al., 2023). Educators share their thoughts on the difficulties in implementing a Kurikulum Merdeka because the facilities or different learning resources are not sufficient (Arfandi Waruwu, 2024). Others noted negative impacts such as students' adaptation difficulties and new problems arising, including a lack of support from some students and the learning environment for the government standards (Gulo, 2024).

The study includes all the educators regarding the challenges of implementing a Kurikulum Merdeka due to insufficient facilities and resources, along with the negative impacts such as students' adaptation difficulties and lack of support, highlighting the need for further gap research in this area. Specifically, there is a gap in understanding how these challenges impact students' learning outcomes and overall educational experiences within the Kurikulum Merdeka framework. Further research could investigate the specific ways in which limited facilities and resources hinder student learning and engagement, as well as explore strategies to mitigate these challenges. Additionally, there is a need to delve deeper into the factors contributing to students' adaptation difficulties and lack of support, including potential socio-economic disparities and cultural factors. Grasping these subtleties can guide the creation of specialized intervention strategies and support systems to enhance the implementation of Kurikulum Merdeka and improve educational outcomes for all students.

METHOD

The research method used is descriptive qualitative with a case study approach. A case study is a research method used to analyze and understand a phenomenon or problem comprehensively (Fadli, 2021). The method addresses social issues by collecting responses from individuals or groups and involving them in data collection activities (Yin, 2018). The researchers then analyze and write it with a flexible framework and conclude or interpret the data obtained in the field (Creswell & Creswell, 2018). The descriptive qualitative method with a case study approach was chosen because it allows researchers to gain a deep and comprehensive understanding of the implementation of the Merdeka Curriculum in one elementary school. This study focuses on the implementation of the Kurikulum Merdeka in English subjects in Indonesia and will follow a case-study approach to comprehensively explore the challenges and positive impacts perceived by teachers and students. This case-study design will allow for a more in-depth understanding of the complexities surrounding

the implementation of the Kurikulum Merdeka and provide a holistic view of the situation.

Site and Participants

One of the private elementary schools in Batam City. this school has been established for 11 years built in 2013. The school has a B accreditation and uses a Kurikulum Merdeka. The school is open from Monday to Friday and opens from 7 am to 4 pm. The school rules are very strict in terms of the use of English and Mandarin during school hours. If some students or students do not comply, there will be sanctions such as pushups for boys and squat jumps for girls. The school has 28 teachers, 194 boys, and 200 girls. The facilities are 19 classrooms, 1 laboratory, and 1 library. The school's location is strategic, located on the edge of the road, and easily accessible, in the city center.

Several school choices have been entered on our list. However, we found one school that could accept us gracefully and generously. The private school is new and is still in the development stage in terms of facilities, teaching staff, and property flexibility. Although this private school can be classified as an advanced school that can compete with well-known schools. It even uses the Kurikulum Merdeka and has quite strict regulations on the daily language at school, the school only allows students to speak English or Mandarin.

This observation has been assisted by the principal and the English teacher. After discussing our purpose for coming to the school, the principal was happy to receive us with a variety of very satisfying services. After being received by him, we were then allowed to meet the English teacher whom we would observe in his class. After a long conversation about the purpose of our visit, the English teacher agreed to be observed. So that the schedule is arranged by the principal for 2 days a week of observation.

Research Instrument

An Observation Checklist is like a to-do list for watching and noting things in different fields such as school, research, jobs, and science. It helps people by showing them exactly what to look for during their observations, so everyone is on the same page. This makes sure the information collected is fair and accurate. Checklists cover all the important stuff, so nothing important is missed, and they make the watching process easier and quicker. Checklists are also good for teaching new watchers and can help find areas that need improvement.

An interview protocol is important for observation because it ensures consistency, thoroughness, and reliability. It provides a set list of questions, making interviews fair and answers easy to compare. It covers all key topics and prompts follow-up questions for detailed responses. This approach keeps interviews on track and efficient, focusing on main goals. It also helps train new interviewers and improve the process. Overall, an interview protocol makes gathering useful information fairer and more effective.

In this research, the research instruments consist of two main parts: Observation Checklist and Interview Protocol.

The Observation Checklist is a structured tool used to record specific aspects during the classroom observation process. It helps ensure consistent and objective data collection. This checklist includes general information such as the observer's name, teacher's name, date, and time of observation, as well as observation criteria divided into three main focuses: Curriculum, Classroom Management, and Teaching Methods and Techniques.

On the other hand, the Interview Protocol is a list of questions used to gain in-depth insights from teachers about the implementation of the Merdeka Curriculum and their teaching practices. The protocol consists of two types of questions: general questions designed to gain a basic understanding of the Merdeka Curriculum and specific questions that explore teaching practices and challenges faced by teachers in implementing the new curriculum. Both instruments are designed considering the recommended qualitative research methodology to ensure the relevance and accuracy of the data obtained (Creswell & Poth, 2018).

Data Collection

Data for this research were collected through two main methods: observations and interviews, adapted from Creswell's qualitative approach (Creswell & Poth, 2018).

Observations were conducted to evaluate various aspects of classroom teaching, including the implementation of the Kurikulum Merdeka, classroom management, and teaching methods. The observation process involved several key steps. Firstly, a comprehensive Observation Checklist was developed to encompass crucial teaching indicators such as learning objectives, alignment with curriculum standards, classroom management, and teaching techniques. Subsequently, observers underwent training to ensure consistency in checklist usage. Observations were conducted across multiple class sessions to provide a holistic view and minimize potential bias. During observations, detailed notes were recorded for each criterion on the checklist, documenting teacher behavior, student interactions, and teaching method implementation.

In addition to observations, interviews were conducted to gain profound insights into teachers' experiences with the Kurikulum Merdeka and the challenges they encountered. The interview process involved several stages. Firstly, an Interview Protocol was developed, comprising open-ended questions crafted to explore teachers' experiences and perspectives on the Kurikulum Merdeka in detail. Teachers were selected as participants based on specific criteria, such as teaching experience and involvement in implementing the Kurikulum Merdeka. Interviews were recorded to ensure data accuracy, with each session lasting between 30-60 minutes. Questions posed during interviews aimed to delve into topics such as understanding the Kurikulum Merdeka, differences from previous curricula, and challenges faced in its implementation.

Data Analysis

Code Family	Code Description
Setting/ Context Codes	The setting, topic, or subject, and setting.
Definition of Situation Codes	The subject's worldview
Perspectives Held by Subjects	Shared rules and norms, some general points of view.
Way of Thinking About People and Objects	Subject's understanding of each other.
Process Codes	Sequences of events change over time.
Activity codes	Regularly occurring kinds of behavior.
Event Codes	Specific activities that occur in subjects' lives
Strategy Codes	Strategies refer to tactics, methods, ways, techniques, etc.
Relationships and Social Codes	Patterns of behavior among people
Method Codes	Isolates material pertinent to the research procedure

(Raditya et al., 2024)

Consequently, the collected data were segmented into categories that aligned with the central theme of the research. The primary emphasis of the investigation centered on examining the nuances of the Kurikulum Merdeka implementation. In this investigation, the researchers organized the data into distinct categories that were pertinent to the study's aim, which was the implementation of an autonomous curriculum for the English language subject. The researchers utilized pattern coding to distill the broad data into a concise array of sets, themes, and constructs. This technique was crucial in managing extensive data effectively. The theme selection was deliberated upon after the data had been collected. It was expected of the participants to offer an exhaustive narrative of their encounters, inclusive of their personal

reflections, emotions, and the circumstances surrounding the events they experienced. The critical task of choosing the necessary data for the study was undertaken after the data collection phase, with the researchers carefully considering which data were essential to meet the research objectives.

Ensuring the reliability and validity of data analysis techniques was a critical aspect of the study. This was particularly important for analyzing the data that had been gathered during the data collection phase. The integrity and dependability of research findings are crucial indicators that substantiate the research's excellence within the domain of organizational studies. (Junior et al., 2019) Data analysis is an important process in understanding and interpreting the information that has been collected. In the context of educational research, data obtained from interviews with teachers observed in schools provide deep insights into teaching practices and interactions in the classroom environment. Reflexive interviewing enhances the comprehension of the viewpoints and lived realities of research subjects, leading to a more precise analysis of qualitative information (Pessoa et al., 2019).

Through careful analysis, researchers can identify patterns, trends, and relationships that may not be immediately apparent. This allows researchers to draw evidence-based conclusions and provide recommendations that can improve the quality of education. In addition, the use of observation checklists during the observation process adds a layer of quantitative data that can be analyzed to support the qualitative findings from the interviews. The checklist allows researchers to systematically record the frequency and type of specific behaviors or practices. When these qualitative and quantitative data are combined, the analysis becomes richer and multidimensional, providing a more complete picture of the situation under study. Thus, comprehensive data analysis is essential for understanding the complexity of the world of education and for informing effective policy and practice. In the context of qualitative research, the code family "Perspectives Held by Subjects" refers to the collective beliefs and norms that emerge from the participants' viewpoints. This code helps in understanding the shared experiences and attitudes among the subjects. On the other hand, the "Strategy Code" pertains to the regular behaviors or actions that the subjects engage in as part of their daily lives.

When analyzing data, these codes serve as crucial categories for organizing the collected information. For instance, the "Perspectives Held by Subjects" code can reveal common themes in how participants perceive their environment or situations, which is valuable for identifying trends in thought processes. Similarly, the "Strategy Code" can highlight consistent tactics or methods the subjects use, providing insight into their problem-solving approaches or habitual activities. By applying these codes

to the responses gathered from interviews and observation checklists, researchers can dissect the data into meaningful segments. This allows for a more nuanced analysis, where patterns and relationships can be discerned, leading to a deeper understanding of the research topic. The use of these codes is instrumental in transforming raw data into actionable knowledge that can inform educational practices and policies.

FINDINGS

In this study, researchers will answer the research questions about how teachers implement the Merdeka Curriculum in English subjects. The factors that will be considered include the teacher's perspective, the strategies used, and the challenges faced.

Teacher Perspective

To understand the implementation of the Kurikulum Merdeka in the English subject, it is essential to gather insights from the teachers who are at the forefront of this educational shift. Teachers play a pivotal role in translating curriculum policies into classroom practices. Therefore, their perspectives provide valuable information on both the advantages and challenges of implementing this curriculum. The teacher perceives Kurikulum Merdeka as follows.

Teacher: An independent learning curriculum is a curriculum that gives freedom or independence to school members in carrying out the learning process, which is adapted to the interests, talents, and potential of students based on their environmental context.

The teacher's response indicates that the Kurikulum Merdeka is designed to provide autonomy and flexibility in the educational process. This curriculum allows educators to tailor their teaching methods and materials to better suit the individual needs and contexts of their students. This personalized approach can enhance student engagement and motivation, as learning activities are more aligned with their interests and abilities. Additionally, by considering the environmental context, the curriculum becomes more relevant and meaningful, potentially leading to improved learning outcomes. What Teachers need to know about the implementation of the Kurikulum Merdeka

Teacher: I think knowing the implementation will make it easier to reach their goal as teachers, the Kurikulum Merdeka demands teachers, as front-liners, to play an important role in restoring learning loss. They should focus their teaching on essential materials and the development of students' basic competencies. Thus, they would create changes in students' character and mindset.

The teacher's response highlights several critical aspects necessary for the effective implementation of the Kurikulum Merdeka. First, it underscores the importance of teachers understanding the curriculum thoroughly to achieve educational goals efficiently. As front-liners, teachers are crucial in addressing learning loss, especially in the wake of disruptions caused by the COVID-19 pandemic. By concentrating on essential materials and basic competencies, teachers can ensure that students acquire the fundamental skills and knowledge required for their academic progression. Moreover, this approach supports the development of students' character and mindset, fostering holistic growth beyond academics. However, the teacher has failed to implement Kurikulum Merdeka. This is shown by the tendency of the students to show a lack of attention during the class.

Strategies For Implementation

Implementing the Kurikulum Merdeka comes with its own set of challenges. Effective strategies are required to overcome these difficulties and ensure successful adoption. Teachers' insights into the strategies they employ can provide practical solutions and inform broader implementation efforts. The teacher uses strategies when experiencing difficulties when implementing a Kurikulum Merdeka as presented below.

Teacher: To overcome these problems, it is necessary to make a comprehensive effort. Teachers need to receive adequate training to understand the concept and methodology of the Kurikulum Merdeka and schools need to provide adequate learning facilities and infrastructure to support interactive and innovative learning.

Overcoming implementation challenges necessitates comprehensive efforts, including adequate teacher training on curriculum concepts and methodologies, and provision of suitable learning facilities and infrastructure to facilitate innovative teaching. Nevertheless, the facilities are adequate for the school that stands for 11 years of private school. But infrastructure seems still in the development stage and needs a whole bunch of infrastructure improvement. However, the interactive and innovative learning process did not look as expected, students were on their own during the learning process. So, good facilities and infrastructure do not mean that it is support interactive and innovative learning.

The teacher advocates for employing a diverse range of teaching strategies tailored to students' varied learning modalities and preferences. By utilizing strategies that cater to visual, auditory, and kinesthetic learners, teachers can create inclusive learning environments that resonate with all students. Furthermore, the emphasis on strategies that promote student interest, participation, and involvement fosters active

learning and enhances overall engagement in the classroom. However, the data of document analysis showed that the Teacher did not use a variety of strategies as well. However, effective strategies are still used nowadays. Conveyed by the teacher below.

Teacher: Using a variety of teaching strategies appeals to more students having different learning modalities like visual, auditory, and kinesthetic. Please consider using strategies that encourage student interest, participation, and involvement. Some strategies to consider might be small group problem solving, individual and group projects and presentations, role play, experiments, read-arounds, write-arounds, gallery walks, document-based questions, competitive games, and simulations. Strategies used depend on the subject taught, the student's age and grade, and desired student outcomes.

The suggested strategies encompass a broad spectrum, including collaborative activities such as small group problem-solving and group projects, interactive methods like role-play and experiments, as well as more individualized approaches such as read-around and write-around. Additionally, incorporating elements like gallery walks, document-based questions, competitive games, and simulations adds variety and excitement to the learning experience.

It's important to note that the selection of strategies should be guided by factors such as the subject being taught, the age and grade level of students, and the desired learning outcomes. Adapting teaching methods to align with these variables ensures relevance and effectiveness in achieving educational objectives. Nonetheless, the class was not relevant. To solve some questions the teacher commanded the students to discuss with the seatmates. Even though it was discussed some are not contributing, the teacher just asks the active students indeed.

Learning by doing strategy is more viable for understudies since it makes a difference for them to keep in mind data and ideas in mind longer. By encountering the comes about of their claim activities, understudies upgrade their skills and pick up distant a stronger understanding of the fabric. This hands-on approach makes learning more locked in and significant. learning methods that are the best in use based on the teacher.

Teacher: The learning-by-doing method is more effective in learning for students as experiencing the consequences of one's actions helps students retain information and concepts for a longer period. enhancing skills and a better understanding of the concept.

The teacher advocates for the "learning by doing" method, emphasizing its effectiveness in promoting student learning. This approach, also known as experiential learning, involves actively engaging students in hands-on activities and experiences. By directly participating and experiencing the consequences of their actions, students

are more likely to retain information and concepts for an extended period. Additionally, the practical application of knowledge enhances skill development and deepens students' understanding of the underlying concepts. The way the teacher teaches seems to complete the statement above. The approach has made big changes in the learning process by reviewing materials for the final tests.

These days teachers need a lesson plan on how they orchestrate their teaching organizer. The strategies that are effective to use. Employing an assortment of educating methodologies is significant for locks in understudies with diverse learning styles, such as visual, sound-related, and kinesthetic learners. Techniques that empower understudy intrigued, support, and association incorporate little bunch issue understanding, person and bunch ventures and introductions, part play, tests, studied around, type in around, display strolls, document-based questions, competitive diversions, and reenactments. The choice of techniques ought to be based on the subject instructed, the student's age and review, and the specified learning results. By consolidating different strategies, instructors can make a more energetic and comprehensive learning environment that meets the needs of all understudies. The question has been answered in the text below.

Teacher: Using a variety of teaching strategies appeals to more students having different learning modalities like visual, auditory, and kinesthetic. Please consider using strategies that encourage student interest, participation, and involvement. Some strategies to consider might be small group problem solving, individual and group projects and presentations, role play, experiments, read-arounds, write-arounds, gallery walks, document-based questions, competitive games, and simulations. Strategies used depend on the subject taught, the student's age and grade as well as desired student outcomes.

The teacher highlights the importance of employing a diverse range of teaching strategies to accommodate the varied learning modalities of students. By incorporating strategies that cater to visual, auditory, and kinesthetic learners, teachers can create inclusive learning environments that resonate with all students. Moreover, emphasizing strategies that promote student interest, participation, and involvement fosters active learning and enhances overall engagement in the classroom.

The suggested strategies encompass a wide spectrum, including collaborative activities like small group problem-solving and group projects, interactive methods such as role-play and experiments, as well as individualized approaches like read-around and write-around. Additionally, incorporating elements like gallery walks, document-based questions, competitive games, and simulations adds variety and excitement to the learning experience. It's essential to tailor teaching methods based on factors such as the subject being taught, students' age and grade level, and desired

learning outcomes. Adapting strategies to align with these variables ensures relevance and effectiveness in achieving educational objectives.

Challenges

Implementing a Kurikulum Merdeka presents educators with various challenges that require careful consideration and strategic solutions. Identifying these challenges is essential for developing effective implementation strategies and ensuring the curriculum's success. Wondering how the teacher can generate teaching skills so perfectly. The biggest challenges when implementing the Kurikulum Merdeka have been questioned on teacher perceptions. Here's what the teacher had to say.

Teacher: I have identified several crucial challenges when implementing the curriculum, namely limited technological infrastructure, lecturers' readiness to use technology, student motivation, and independence, evaluation and assessment, and a lack of social interaction and collaboration.

The teacher identifies several key challenges in implementing the Kurikulum Merdeka. Limited technological infrastructure hampers effective integration of technology, hindering instructional delivery and student engagement. Educators' readiness to adopt technology is crucial, as resistance or unfamiliarity may impede successful implementation. Maintaining student motivation and fostering independence in learning without traditional classroom structures present ongoing challenges. Additionally, developing evaluation methods aligned with the curriculum's principles is complex. Lastly, the independent nature of the curriculum may hinder social interaction and collaboration among students, requiring innovative approaches to promote engagement and peer interaction.

Having a future arrangement is exceptionally imperative since it makes a difference direct your activities and choices. It gives you a clear heading and makes a difference that you remain centered on your objectives. With an arrangement, your superior oversees your time and assets, overcomes deterrents, and measures your advance. Arranging for the longer term too plans you for unforeseen challenges and makes a difference you make the foremost of openings that come your way. This is what the teacher has to say on the importance.

Teacher: What is certain is that we want more quality again if the problem of quality improvement or quality means that we must What is the name of the school must be brave or how to complete the facilities. If the facilities are complete, the quality of teaching or the quality of the school will automatically increase.

The teacher emphasizes the school's commitment to enhancing the quality of learning. The focus lies on addressing any shortcomings in quality improvement, which

may involve being proactive in addressing challenges and completing necessary facilities. The teacher suggests that with complete facilities, the quality of teaching and the overall quality of the school will naturally improve.

DISCUSSION

Based on the data provided, it appears that the implementation of the (Kurikulum Merdeka) in English subjects faces several challenges but also offers opportunities for effective teaching strategies. From the teacher's perspective, the Kurikulum Merdeka aims to provide autonomy and flexibility in education, tailoring the learning process to students' interests and abilities. However, challenges such as limited technological infrastructure, teacher readiness, student motivation, and evaluation methods pose obstacles to successful implementation. From the results of the classroom observations and interviews, Implementing a *Kurikulum Merdeka* in elementary schools allows students to grow and develop uniquely, with differentiation being a key factor in meeting their learning needs (Yulianti & Hadi, 2023). The problem that researchers found was the lack of interaction from students in terms of implementation strategies, teachers highlighted the importance of using a variety of teaching methods to meet different learning styles, including visual, auditory, and kinesthetic learning styles. Strategies such as small-group problem-solving, group projects, role-playing, and experiments are suggested to increase students' engagement and interest. In addition, the "learning by doing" method is also suggested due to its effectiveness in promoting learning.

Despite the challenges faced, such as lack of social interaction and collaboration, it is evident that the teacher is committed to improving the quality of learning in the school. By addressing issues like technological infrastructure, teacher training, and student motivation, there is a potential for the successful implementation of the Kurikulum Merdeka. In conclusion, while there are challenges in implementing the Kurikulum Merdeka, such as limited infrastructure and student motivation, the teacher's dedication to improving teaching methods and quality of education shows promise for effective implementation in the future. By addressing these challenges and embracing innovative teaching strategies, the Kurikulum Merdeka theory can be fully realized to enhance student learning and engagement.

The implementation of the Kurikulum Merdeka in the English subject in Indonesia has been a significant response to the challenges brought about by the COVID-19 pandemic crisis. This curriculum aims to address the erosion of meaningful learning during various phases - pre-pandemic, pandemic, and post-pandemic. It focuses on three key elements: Pancasila Character, Competency-based approach, and

Flexible Learning. Through a study conducted to explore the challenges and positive impacts of implementing this curriculum, it was found that teachers generally hold a favorable opinion of the curriculum while students show improvements in abilities and inventiveness. The interviews conducted with teachers provided profound insights into their experiences with the Kurikulum Merdeka and the challenges they faced during its implementation.

Teachers emphasized the importance of using a variety of teaching strategies to cater to the different learning modalities of students. By incorporating strategies that encourage student interest, participation, and involvement, teachers can create inclusive learning environments that engage all students. Strategies such as small group problem-solving, group projects, role-play, experiments, read-arounds, write-arounds, gallery walks, document-based questions, competitive games, and simulations were suggested to add variety and excitement to the learning experience. It is crucial to adapt teaching methods based on factors like the subject being taught, students' age and grade level, and desired learning outcomes to ensure relevance and effectiveness in achieving educational objectives.

The data analysis process plays a crucial role in understanding and interpreting the information collected during the study. Ensuring the reliability and validity of data analysis techniques is essential for substantiating the excellence of research findings. By categorizing the collected data into themes that align with the central theme of the research, researchers can gain a comprehensive understanding of the implementation of the Kurikulum Merdeka. The meticulous selection of essential data after the data collection phase allows for a detailed analysis and interpretation to meet the research objectives. The findings of the study shed light on the challenges and positive impacts perceived by teachers and students, highlighting the need for further research to address the challenges of implementing the Kurikulum Merdeka effectively.

In conclusion, the implementation of the Kurikulum Merdeka in the English subject in Indonesia has brought about positive impacts on both teachers and students. Teachers play a pivotal role in translating curriculum policies into classroom practices, and their favorable perception of the curriculum underscores its effectiveness in enhancing teaching and learning experiences. The use of diverse teaching strategies to accommodate different learning modalities and create engaging learning environments proves to be crucial in promoting active learning and enhancing student participation and involvement. The study's descriptive qualitative approach with a case study design has provided deep insights into the nuances of implementing the Kurikulum Merdeka, emphasizing the importance of adapting teaching methods to align with various factors for effective educational outcomes.

CONCLUSION

The Kurikulum Merdeka, or Autonomous Educational programs, in Indonesia, points to the progress of the instruction framework by tending to challenges from the COVID-19 widespread. It centers on student-centered learning, adaptability, and joining nearby substances. In any case, beginning perceptions at Avava School appear that whereas there's expanded interaction between instructors and understudies, the curriculum's full usage isn't however realized, with a few teacher-centered approaches still in utilize. Instructors by and large have a positive view of the Free Educational programs due to satisfactory preparation and socialization, making a difference in them applying modern educating strategies successfully. Be that as it may, challenges remain, such as restricted offices and assets, which ruin full usage. A few understudies battle to adapt, and there's a need to back in a few learning situations, highlighting the requirement for assist inquiries about and enhancements. This thought utilized an expressive subjective strategy with a case-consider approach, centering on one private rudimentary school in Batam. Information was collected through perceptions and interviews with instructors. The discoveries emphasize the significance of tending to asset restrictions and understudy adjustment issues to improve the Free Curriculum's adequacy, eventually pointing to moving forward instructive results in Indonesia.

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