

A description of English teaching based on *merdeka* curriculum at SMPN 1 Gorontalo

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Abstract

This study aims to describe the implementation of teaching English based on the Merdeka curriculum at SMPN 1 Gorontalo. It answers those questions, namely curriculum structure, learning achievement, learning and assessment, use of teaching devices. This research used descriptive qualitative method by using observation sheets, unstructured interview. It also documented RPS, lesson material, and students' assignment. The data was analyzed through data reduction, data display, and data conclusion. The results of this study showed that the implementation of Merdeka curriculum in teaching English at SMPN 1 Gorontalo was in accordance with the provisions or regulations contained in the Decree of the Minister of Education, Culture, Research and Technology Republic of Indonesia number 262/M/2022.

Keywords: teaching English, *Merdeka* curriculum

INTRODUCTION

A curriculum is a design between students and an instruction that consists of content, materials, resources, and processes to evaluate. In other respects, the curriculum is defined as total learning with the experience provided by the school consists of the syllabus, and the methods. In Indonesia, the curriculum has changed several times; it is about 11 times since 1947. This is due to many factors including changing community needs, insights and also new teaching processes, new learning processes, as well as industrial and technological developments. The main purpose of these changes is to improve the quality of learning and teaching.

Curriculum is (a) all planned learning that is the responsibility of the school, (b) all experiences that students have under school guidance, (c) the totality of learning experiences given to students so that they can acquire general skills and knowledge in various places of learning, and (d) all experiences that learners have in the journey of life (Marsh, 2005). Based on Marsh's opinion it can be concluded that the curriculum is a plan consisting of learning experiences given to students so that they can achieve their learning goals in terms of skills and knowledge.

The education system in Indonesia is currently experiencing development, initially using the 2013 curriculum, but currently several schools have been tested with a new curriculum, namely Merdeka curriculum. The Merdeka curriculum is a new policy program of the ministry of education and culture of the Republic of Indonesia which was proclaimed by the Indonesian minister of education and culture of the advanced Indonesian cabinet, the essence of freedom of thought according to Nadiem, must be preceded by teachers before they teach it to students. Every curriculum change in the education unit has a strong foundation. Curriculum changes are inseparable from developments in the all-digital era (Ekawati, 2018)

SMP Negeri 1 Gorontalo has implemented the Merdeka curriculum since 2021 for class VII. The implementation of the Merdeka curriculum in this school certainly has the support of the school. SMP Negeri 1 Gorontalo is also one of the driving schools in Gorontalo province and has become an example for several schools that will implement a Merdeka curriculum. The Merdeka teaching platform was created to encourage quality improvement and recovery from learning crises.

The presence of the Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim sparked an idea for a change in the curriculum, namely the Merdeka curriculum. Merdeka learning curriculum is one of the curriculum concepts that demand Merdeka for students. Merdeka in the sense that each learner is given the freedom to access knowledge obtained from formal and non-formal education. This curriculum does not limit the concept of learning that takes place at school or outside of school and also requires creativity for teachers and students.

(Risdianto, 2019) also said that the presence of this Merdeka learning curriculum also aims to answer the challenges of education in the industrial revolution era 4.0 where in its

realization it must support skills in critical thinking and problem solving, creative and innovative, as well as being skilled in communicating and collaborating for students.

The Merdeka Curriculum also has the concept of independence in thinking. The concept of Merdeka learning curriculum education integrates literacy skills, knowledge skills, skills, and attitudes as well as mastery of technology. Well, through this concept students are given the freedom to think to maximize the knowledge that must be taken.

The Merdeka Learning Curriculum has several different directions, the first namely in terms of curriculum structure, the Merdeka Curriculum can provide flexibility compared to the previous national-scale curriculum, especially in terms of study hours set in a week. It means that the direction of this curriculum change gives teachers freedom regarding lesson hours because it is targeted to be fulfilled in one year, not every week. The second is in terms of material. In this independent curriculum the focus is on essential material. The third is the use of various teaching devices. In the Merdeka curriculum, teachers can freely use teaching tools that suit the needs and characteristics of students.

Based on the results of observations that researchers found in the field that the junior high school had implemented Merdeka curriculum as a new teaching platform, especially in teaching English. This research aims to identify the implementation of Merdeka curriculum in SMPN 1 Gorontalo regarding to the Decree of the Minister of Education, Culture, Research and Technology Republic of Indonesia number 262/M/2022 (Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2022).

METHODS

The research used descriptive qualitative to provide a description of Merdeka curriculum implementation at junior high school SMP Negeri 1 Kota Gorontalo. The school principal, the curricula vice principal, and the English teachers are the participants of this research. The data was collected through interview, observation, and documentation. The data was analyzed qualitatively using 4 steps, namely data collecting, data reduction, data display, and drawing conclusion or verification (Miles & Huberman, 1994).

RESULTS AND DISCUSSION

Results

1. Interview

Below are the results of the interview.

- a. Is the time allocation used in this school based on the existing curriculum structure in the Merdeka curriculum implementation guidelines??

“Regarding the allocation of time that we use at this school, it is in accordance with the guidelines for implementing the independent curriculum, namely in 1 week there are 3 meetings and 1 lesson hour equals 40 minutes. In 1 year there are 36 weeks and the total hours of study per year is equal to 144 hours of study.”

- b. Are the learning outcomes used easily understood by students?

“Yes, learning outcomes (listening-speaking elements) are easy to measure by students. Learning outcomes at the junior high school level use phase D. For example, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and other people in various formal and informal familiar contexts.”

- c. How do you open up learning in class??

“I open classes or lessons in class, usually starting with greetings first, then asking how students are doing, then inviting students to pray first, then after that I give apperception to students, after that I check the presence of students and distribute serial numbers with their names on a piece of paper to make it easier for me to recognize my students during the learning process.”

- d. How do you create fun learning?

“I create fun learning, usually by making interesting learning media with cartoon elements and usually I download the media from YouTube and then I develop it by editing the media using cut caps so that the media can be easily understood by students. Besides that, in learning I also apply learning methods and learning approaches to problem based learning. “

- e. How do you manage the class?

“Managing a class is actually difficult because I need to understand the various characters of my students, what's more with the number of students in this class there are 32 so it takes a long time for me to understand the characteristics of these students. Now my way of managing the class is that during the lesson, I usually read the movements of the students both in terms of their enthusiasm for learning, their understanding, and in terms of their boredom in learning. Therefore, I usually hold small games so that when learning students will not get bored and play Of course, I still relate it to what is learned in class. And when the learning takes place, then there are students who seem difficult to grasp the material that I teach, usually I come and ask what is difficult about this lesson, I do this so that my students can easily understand what I teach.”

- f. How do you see student learning progress and what type of assessment do you use?

“In the assessment, I usually assess students' learning abilities through student worksheets and the type of assessment that I use here varies, namely oral and written assessments, more precisely during the learning process. Then at the end of the semester the assessment is based on the results of the report card and the entire series of assessments in the class is placed in the students' report cards”.

g. What teaching materials do you use to teach??

“I use teaching modules that are in accordance with the guidelines for implementing the independent curriculum which contain school identity, initial competencies, facilities and infrastructure, learning targets, methods, approaches and learning models. Then there are also core competencies which contain learning objectives, meaningful understanding, triggering questions, preparation for learning, learning activities which consist of preliminary activities, core activities and closing activities. There are also formative, enrichment and remedial assessments.”

2. Observation

Observation conducted during the learning process. It observed directly the teaching process carried out by the teacher. Based on these observations, researchers found 4 aspects during the English language teaching process carried out by English teachers at SMPN 1 Gorontalo City, including: 1). curriculum structure; 2). learning outcomes; 3). learning and assessment; and 4). use of teaching devices. The results of observations was displayed in the following table.

Table 1 Four aspects in the implementation of Merdeka curriculum

Aspek	Indikator	Deskripsi	Ya	Tdk	Ket.
Struktur kurikulum	Alokasi intrakurikuler tahun (minggu)	1. Alokasi waktu sesuai dengan ketentuan merdeka yakni 108 minggu dalam 3 kali selama sepekan.	√		
	Alokasi proyek penguatan profil pelajar pancasila per tahun	2. Tatap muka dalam 1 tahun dengan 36 minggu dan 1 JP = 40 menit.	√		
	Total JP per tahun	3. Total JP per tahun= 144 JP/36 minggu	√		
Capaian pembelajaran	Capaian pembelajaran menggunakan prinsip A, B, C, D	4. Capaian pembelajaran menggunakan kata-kata operasional	√		
		5. Capaian pembelajaran bisa di ukur	√		
Pembelajaran dan asesmen	Interaksi peserta didik dengan pendidik dan sumber belajar.	a. Membuka pembelajaran			
		6. Membuka pembelajaran dengan doa	√		
		7. Memberikan apersepsi terkait materi yang sebelumnya dan yang akan di pelajari	√		

	8.	Menerapkan projek penguatan profil pelajar pancasila sesuai dengan kurikulum merdeka	✓
	9.	Menerapkan kurikulum merdeka dengan menggunakan perangkat ajar yang sudah disediakan oleh pemerintah pusat.	✓
	b.	Menciptakan pembelajaran yang menyenangkan	
	10.	Pembelajaran yang bervariasi dan sesuai dengan tujuan pembelajaran	✓
	11.	Menggunakan modul ajar yang telah disediakan oleh pemerintah	✓
	12.	Menggunakan metode pembelajaran yang sesuai dengan tujuan pembelajaran	✓
	13.	Menggunakan media pembelajaran yang bervariasi dan sesuai dengan tujuan pembelajaran.	✓
	c.	Pengelolaan kelas	
	14.	Memahami dan menguasai materi dengan baik berdasarkan tujuan pembelajaran	✓
	15.	Menghampiri peserta didik yang belum paham saat melakukan diskusi sesuai dengan tujuan pembelajaran	✓
	16.	Membimbing peserta didik untuk menyelesaikan lembar kegiatan berdasarkan tujuan pembelajaran dengan tepat waktu	✓
Mengukur pencapaian hasil belajar	a.	Melakukan penilaian	
	17.	Memberikan tugas rumah sesuai dengan tujuan pembelajaran	✓
	18.	Melakukan penilaian atas lembar kerja siswa berdasarkan tujuan pembelajaran	✓
	b.	Jenis penilaian sesuai dengan tujuan pembelajaran	
	19.	Menggunakan variasi penilaian dalam penilaian dengan tes tertulis	✓
	20.	Menggunakan variasi penilaian berupa tes lisan	✓
	c.	Pelaporan kemajuan belajar	
	21.	Menyiapkan pelaporan hasil belajar (rapor) peserta didik	✓
	22.	Rapor peserta didik meliputi komponen identitas peserta didik, nama satuan pendidikan, kelas, semester, mata pelajaran, nilai,	✓

		deskripsi, catatan guru, presensi, dan kegiatan ekstrakurikuler	
		23. Pelaporan hasil belajar disampaikan sekurang-kurangnya pada setiap semester akhir	✓
		24. Satuan pendidik menyampaikan rapor peserta didik secara berkala melalui e rapor/ dapodik	✓
		25. Menentukan kriteria kenaikan kelas dengan mempertimbangkan laporan kemajuan belajar, laporan pencapaian proyek penguatan profil pelajar pancasila, portofolio peserta didik, prestasi akademik dan non akademik, ekstrakurikuler, penghargaan peserta didik dan tingkat kehadiran.	✓
Penggunaan perangkat ajar	Modul proyek penguatan profil pelajar pancasila	26. Dokumen yang berisi tujuan, langkah, media pembelajaran, dan asesmen yang dibutuhkan untuk melaksanakan suatu proyek penguatan profil pelajar	✓
	Modul ajar	27. Modul ajar mencantumkan tujuan pembelajaran, langkah pembelajaran, dan media pembelajar-aran, serta sesmen yang dibutuhkan dalam satu unit/topik berdasarkan alur tujuan pembelajaran.	✓
	Buku teks	28. Buku teks yang digunakan adalah buku teks utama dan buku teks pendamping sesuai dengan kurikulum yang berlaku	✓
		29. Buku teks utama terdiri dari buku siswa dan buku panduan guru.	✓

Discussion

English language teaching based on the Merdeka curriculum is still in the adjustment period, but with the socialization regarding the implementation of the Merdeka curriculum, this has become a benchmark for every teacher when implementing it at school or in the classroom. The English language teaching based on the Merdeka curriculum at SMPN 1 Gorontalo is in accordance with the provisions or regulations contained in the Decree of the Minister of Education, Culture, Research and Technology Republic of Indonesia number 262/M/2022 About Changes to the decisions of the ministers of education, culture,

research, and technology number 56/M/2022 concerning guidelines for restoring curriculum implementation in the context of learning recovery.

It was found that there were 4 aspects that must be carried out by teachers in order to maximize the learning process using the Merdeka curriculum. First, curriculum structure involves intra-curricular allocations, project allocations for strengthening the profile of Pancasila students and total lesson hours. This is in accordance with government regulation no 56/M/2022 concerning guidelines for implementing the Merdeka curriculum.

Second, learning outcomes were written using a, b, c, and d. The learning outcomes in the lesson plan involve the aspects that should be achieved by students, namely cognitive, affective, and psychomotor. This is in line with Mahajan and Singh that learning outcomes should be based on knowledge, cognitive, practical, and generic skills (Mahajan & Singh, 2017). The learning outcomes also measurable, as Declan said the learning results must be assessable (Kennedy, 2006).

Third, learning and assessment which includes the learning process through to assessment. In this case the assessment is carried out through written tests and oral tests. Assessment is an inseparable activity in learning process. Assessment and learning are not one unit can be separated from the learning process activities in the classroom. Assessment is necessary carried out in learning activities to determine the success of activities that have been designed by educators (I Putu Suardipa, 2020). Assessments need to be carried out in learning activities to provide feedback appropriate feedback in the subsequent learning process (Alimudin, Cahyo, E. D., Yulistia, A., Sinaga, 2023). Apart from assessment as appropriate feedback in the learning process, assessments can also be carried out as motivation to learn (Fuentelba, 2011).

CONCLUSIONS

This research has found that four aspects of Merdeka curriculum have been implemented in accordance with the amendment regulations based on the decision of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning guidelines for implementing the curriculum in the context of learning. The finding of this study suggests that it is still a need for deeper evaluation and adjustments so that several additional aspects can be implemented when there are changes or improvements to the Merdeka curriculum.

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