

English Teacher's Perseption The Words Curriculum Merdeka Belajar Implementation In Different Levels Education

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Abstract. The Independent Study Curriculum (Kurikulum Merdeka) represents a major shift in Indonesian education, moving from a rigid and standardized system to one that emphasizes flexibility, student empowerment, and skill development for the 21st century. It is said that: Indonesia's independent curriculum (Merdeka Krikulum) is still in its infancy, with hopes for increased student participation and personalized learning, but teachers face challenges in accessing resources and technology.

Keywords: Independent curriculum, Regulation of Minister, Gap Phenomenon, Research Gap.

BACKGROUND

The Independent Learning Curriculum (Kurikulum Merdeka) is a curriculum launched by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) in 2022. This curriculum certainly has the aim of providing flexibility for educational units and educators in developing students' potential optimally. The curriculum also focuses on developing skills and competencies needed in the 4.0 era, including critical thinking, problem solving, creativity and collaboration. Basically, the Merdeka curriculum emerged because of one thing, namely the existence of Covid 19, where in this era the 2013 curriculum is still used. This K13 also lasted for approximately 10 years. As time went by, the curriculum changed to the Independent Learning Curriculum, due to careful consideration and evaluation carried out by the government and certain experts.

Types of learning for Independent Campus activities are internships outside the university/internship/work, carrying out community service projects in villages, teaching in teaching units, participating in student exchanges, conducting research, launching startup activities, freelance research/projects, etc. . (Susilawati, 2021: 17).

Considering the rapid changes in the order of life, Indonesia is developing its human resources through innovation in the education sector. Educational institutions must be able to design and implement innovative learning processes that influence the development of attitudes, knowledge and skills competencies. With the hope of improving the quality of human resources who are able to answer the challenges caused by changing times (Arifin & Muslim, 2020: 15).

The Merdeka Curriculum is a curriculum that is more than just a name change or cosmetic change. This is a new paradigm in education whose main idea is to provide flexibility and freedom. Freedom for educational institutions and educators to develop curricula that suit the needs and circumstances of their students. Freedom for students to learn according to their interests, talents and potential. The Merdeka Belajar curriculum no longer emphasizes uniformity and standardization, but instead fosters innovation, creativity and personalization in the learning process. It believes that the independent learning curriculum is a big step forward in building a quality and dignified education system. This curriculum opens up opportunities for all Indonesian children to reach their maximum potential, whatever their background or circumstances. However, there is still a long way to go to achieve an independent learning curriculum. This requires commitment and effort from all stakeholders, including the government, educational institutions, educators, parents and the community. We must not make the self-study curriculum just a slogan, but ensure that it becomes a reality in our daily practice. Let us work together to realize the ideal of independent education where all children in Indonesia can learn and grow without limits.

The function of the Merdeka curriculum is to support more varied learning where teachers are required to be more creative, so that students also have great opportunities according to their talents and interests. In this case, the teacher implements it in accordance with the guidelines for implementing the independent curriculum by using several methods or learning media according to the topic being discussed. With the things listed above, students can participate enthusiastically because it has a learning system that is very different from the previous one.

METHODS

In creating this article, I used several methods to complete it. The first is the interview method. I used this method in the form of asking several teachers directly, especially English teachers. Where this aims to find the results of what they have experienced during their service as teachers (starting from the 2013 Curriculum to the Merdeka Curriculum). I include the results that I have obtained in this project as proof that the title I have taken is in accordance with what they convey in the form of questions that have continuity. The second method of data collection. I use this method in the form of looking for several sources as references that are closely related to the title I am completing. This is the basis for creating the article.

RESULTS AND DISCUSSION

Regulations

1. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 5 of 2022

The government has issued regulations governing the Standards of Graduate Proficiency (SKL) in early childhood, primary and secondary education.

This regulation is Regulation No. 57 of the Minister of Education, Culture, Sports, Science and Technology of 2022 on competency standards for graduates of early childhood education, basic education and secondary education. This ordinance will be enacted on July 20, 2022 and will go into effect on August 1, 2022. This regulation is an amendment to the Minister of Education and Culture Regulation No. 37 of 2018 regarding competency standards for graduates of primary and secondary education, and was amended by the Minister of Education and Culture Regulation No. 16 of 2020 regarding the amendment of the Minister of Education and Culture Regulation. is. Regulation No. 37 of the Minister of Education and Culture of 2018 on competency standards for primary and secondary school graduates.

The purpose of this regulation is to regulate the standards of competency for graduates of early childhood, basic and secondary education. Useful as a reference for educational implementation in early childhood education, basic education, and secondary education. Improving the quality of early childhood, primary, and secondary education. This regulation regulates SKL in early childhood, basic and secondary education as follows: Early Childhood Education SKL in early childhood education describes the skills expected of young children upon completion of an early childhood education program. SKL in early childhood education includes: Social and emotional skills Cognitive skills Linguistic skills Physical and motor skills Artistic skills Basic education level SKL at basic education level is a description of the skills expected of students after school. Must have completed basic education level. SKL at the basic education level includes: The ability to read and write The ability to think logically and critically The ability to communicate The ability to collaborate The ability to solve problems The ability to think creatively The ability to reason Ability to Collaborate Level Secondary Level SKL Secondary Level is a description of the skills expected of students upon completion of Secondary Level.

SKL in secondary education includes: The ability to read and write The ability to think logically and critically The ability to communicate The ability to collaborate The ability to solve problems The ability to think creatively The ability to reason Cooperation Ability to Ability to apply knowledge and skills in everyday life - Day Ability to develop oneself and

one's career This regulation also provides the mechanism for determining the SKL. In other words: SKL is determined by the Minister of Education, Culture, Research and Technology. SKL is determined by considering the following factors: Student Needs Environmental Needs Scientific, Technological and Artistic Development Workplace Requirements This regulation is a government initiative to improve the quality of education in Indonesia. With a clear SKL, education delivery becomes more targeted and measurable.

2. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 7 of 2022

The government has issued regulations governing content standards (SI) for early childhood, primary, and secondary education. This regulation is Minister of Education, Culture, Sports, Science and Technology Regulation No. 7 of 2020 regarding standards for content in early childhood education, basic education stage, and secondary education stage. This ordinance will be enacted on July 20, 2022 and will go into effect on August 1, 2022. This regulation is an amendment to the Minister of Education, Culture, Sports, Science and Technology Regulation No. 37 of 2018 regarding standards for the content of elementary and secondary education, and is amended by Regulation No. 16 of the Minister of Education, Culture, Sports, Science and Technology of 2020 regarding revisions to the standards of content of elementary and secondary education. It is something that Regulation No. 37 of the Minister of Education and Culture of 2018 on Content Standards for Primary and Secondary Education. The purpose of this regulation is to regulate content standards for early childhood, basic and secondary education.

Useful as a reference for educational implementation in early childhood education, basic education, and secondary education. Improving the quality of early childhood, primary, and secondary education. This Regulation regulates SI at early childhood education, basic education level and secondary education level as follows: Early Childhood Education SI in early childhood education describes the learning content that young children should learn in each early childhood period. Educational unit. SI in early childhood education includes: Religious and moral values Physical movement Cognition Language Social-emotional Arts Basic education level SI at basic education level includes: This is a description of the learning content. Students are required to study all basic education units. SI at basic education level includes: Religion and Morals Indonesian Language Mathematics Natural Sciences Social Sciences Arts and Culture Physical Education, Sports and Health Pancasila and Citizenship Education Secondary Education Secondary level SI education levels describe the learning content that students must study in each unit of secondary education. SI in secondary education

includes: Religion and Character Indonesian Language Mathematics Natural Sciences Social Sciences Arts, Culture and Crafts Physical Education, Sports and Health Pancasila and Citizenship Education English Skills This regulation also provides a mechanism for determining SI, i.e. SI is determined by the Minister of Education, Culture, Sports, Science and Technology. SI is determined by taking into account the following factors: Student needs Environmental needs Development of science, technology and arts Workplace requirements This regulation is a government regulation to improve the quality of education in Indonesia. This is an initiative of With a clear SI, educational implementation becomes more targeted and measurable.

Below are some new provisions of the Minister of Education, Culture, Sports, Science and Technology Regulation No. 7 of 2022 regarding content standards for early childhood education, basic education level and secondary education level. In early childhood education, SI is a holistic approach to student potential, including religious and moral values, physical, motor, cognitive, linguistic, socio-emotional and artistic values. We have provided guidance for balanced development. At the basic education level, SI aims to acquire core and fundamental competencies, including knowledge, skills, mental and social attitudes. At the secondary school level, SI aims to acquire core and fundamental competencies such as knowledge, skills, mental and social attitudes, and the ability to think critically, creatively and innovatively. The new regulations aim to improve the quality of education in Indonesia and allow students to develop optimally and prepare for future challenges.

Gap Phenomenon

According to the interview results, the independent curriculum is a new curriculum published in Indonesia by the Minister of Education, in which the implementation system includes various concepts that are applied to students so that students can easily achieve learning goals and increase competency. The Independent Curriculum Program was initiated by the Minister of Education, Nadim Makharim. The function of the Merdeka curriculum is to support more varied learning, where teachers are required to teach creatively and so that students also have greater opportunities to learn according to their talents and interests. Teachers implement the Independent Curriculum in accordance with the guidelines for implementing the Independent Curriculum by using learning methods or media that are appropriate to the topics to be discussed. In the Merdeka curriculum, students are very enthusiastic about following it because it can be seen from how they respond to learning. The advantage of teachers in the Merdeka curriculum is that teachers can also increase creativity while increasing knowledge of how to teach students the topic being discussed. Meanwhile,

the weakness is more about the use of learning methods or media due to limited facilities and some learning media. If you compare it with the 2013 curriculum, it is very different. However, it is also possible that teachers can look for references from the curriculum.

According to the results of subsequent interviews, the function of the Merdeka curriculum is not far from the previous curriculum. However, the things that differentiate it include; Merdeka curriculum, very focused on children's potential. Where the process uses a lot of practice. In implementing it, teachers must know what kind of child they are? In the Merdeka curriculum, students are more interested in learning because there are many practical activities. If we compare it, there are already changes from K13 to the Merdeka curriculum, one of which is students' interest in learning.

The weakness in the Merdeka curriculum is that teachers have to make many things successful, including teaching media, videos, images, and so on. Meanwhile, the weakness for students is that students at least already have technology such as cellphones. And the advantage of teachers in the Independent Learning curriculum is that teachers have less work to do. Meanwhile, for students, students are able to develop their thinking and knowledge well. If we compare with K13, teachers teach and explain and are not too focused on exploring children's potential. Meanwhile, in the Merdeka curriculum, teachers try to explore children's potential. This is not focused on K13.

The teacher's hope is that the teacher is able to personally collaborate, able to provide varied teaching to students. However, in reality, not all teachers can or some can but are hampered in several aspects such as time, facilities and infrastructure available at the school.

Research Gap

According to Sunarni and Hari Karyono, (2023). Teachers' perceptions of the independent curriculum implementation were generally positive and appreciative. Elementary school teachers who participated in the study said that an independent curriculum gave them the freedom to be creative and develop more meaningful learning for their students. Benefits of the independent curriculum that teachers perceive include: Teachers can be more creative and develop their abilities. Learning becomes more fun and meaningful. Learning is based on student needs. Independent Curriculum Learning focuses on a student-centered learning model. Barriers faced by teachers when implementing an independent curriculum include: Internet access is limited, especially for teachers in remote locations. Teachers are unable to use information and communication technology (ICT). Unique curriculum program that appears to be forced. Not all teachers welcome the independent curriculum socialization. Insufficient capacity of staff in schools. Recommendations Based on the study results, several

recommendations can be made. The government should provide further support to teachers in implementing the independent curriculum, especially with regard to internet access and improving their ICT skills. Socialization and training on the independent curriculum must be more intensive and comprehensive so that all teachers understand and implement this curriculum well. The implementation of the independent curriculum should be regularly evaluated to identify and overcome the obstacles encountered.

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CONCLUSION

The Independent Learning Curriculum (Kurikulum Merdeka) is a significant shift in Indonesian education, moving away from a rigid, standardized system to one that prioritizes flexibility, student agency, and skill development for the 21st century. It aims to: Indonesia's independent curriculum (Merdeka Krikulum), still in its infancy, shows promise in promoting student engagement and personalized learning, but faces challenges in terms of teacher resources and access to technology . The strengths is, Increased student engagement and interest: The second is, enhancing teacher creativity. The third is, reduced teacher workload. The fourth is, shifting to Student Potential. While the weaknesses is, teacher workload and

resource limitations. Second, unequal student access to technology. Third, implementation Challenges.

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Increasing student engagement and interest: The text emphasizes that curriculum flexibility and focus on needs further increases student engagement and interest in learning. Enhancing teacher creativity: The curriculum enables teachers to develop their own learning materials and design activities, encouraging creativity and innovation in the classroom. Reducing teacher workload (potential): Although there are some initial challenges, the curriculum aims to streamline certain aspects, which could reduce overall teacher workload in the long run.

There is a possibility. Shifting focus to student potential: The curriculum focuses on understanding and considering each student's strengths and talents to support personalized learning and unlock potential. Teacher Workload and Resource Limitations: Curriculum implementation requires additional effort and resources and may increase teacher workload for some. Addressing these challenges is important to ensure a successful implementation. Unequal access to technology by students: The curriculum relies on technology to some degree, and unequal access can disadvantage students who lack the necessary resources. Bridging this digital divide is critical to equitable learning opportunities. Implementation Challenges: The text mentions common implementation challenges. Identify and address specific challenges such as: Other aspects such as teacher training and support are also important for a smooth curriculum rollout.

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