The Implementation of Merdeka Belajar Curriculum in EFL Classroom Context

THESIS

Submitted to Full Requirement for Gaining Bachelor Degree in English Language Education

by

ASHABUL KAHFI USMAN

NIM: 1803046053

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2022

THESIS STATEMENTS

THESIS STATEMENTS

I am a student with the following identity:

Name   : Ashabul Kahfi Usman

NIM   : 1803046053

Major   : English Education Department

To certify that the thesis with the following title:

The Implementation of Merdeka Belajar Curriculum in EFL Classroom Context

is definitely the result of my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 24th May 2023

Researcher

Ashabul Kahfi Usman

1803046053

i

RATIFICATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION
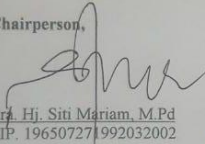
Thesis with the following identity:

Title : The Implementation of Merdeka Belajar Curriculum in EFL Classroom Context

Name : Ashabul Kahfi Usman

Student Number : 1803046053

Department : English Education

had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.
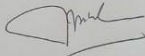
Semarang, 7th July 2023

THE BOARD OF EXAMINERS

Chairperson,

Dra. Hj. Siti Mariam, M.Pd
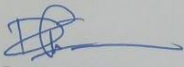NIP. 196507271992032002

Secretary,

Dra. Nuna Mustikwati Dewi, M.Pd
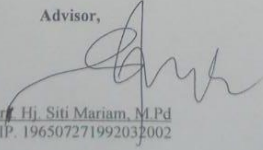NIP. 196506141992032001

Eximiner 1,

Dr. Hj. Siti Tarwiyah, M.Hum.
NIP. 197211081999032001

Examiner 2,

Daviq Rizal, M.Pd
NIP. 197710252007011015

Advisor,

Dra. Hj. Siti Mariam, M.Pd
NIP. 196507271992032002

ADVISORY NOTE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp: 024-7601295, Email: fitk@walisongo.ac.id, Website: fitk.walisongo.ac.id

ADVISORY NOTE

To

The Dean of Education and Teacher Training Faculty

Islamic State University of Walisongo Semarang

Assalamualaikum wr. wb

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	:	**The Implementation of Merdeka Belajar Curriculum in EFL Classroom Context**
Name	:	Ashabul Kahfi Usman
SRN	:	1803046053
Major	:	Pendidikan Bahasa Inggris

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo Islamic State University to be examined at the Munaqosyah session.

Semarang, 14 Juni 2023
Advisor,

Dr. Hj. Sit Mariam, M.Pd
NIP. 19650727 199203 2 002

iii

DEDICATION

This thesis is dedicated to:

1. My beloved campus, Universitas Islam Negeri Walisong Semarang, especially Education and Teacher Training faculty and English Education Department.

2. My respectable and beloved parents, Mr. H. Usman Parman and Hj. Hideriah Amrullah.

3. My beloved siblings, Muh. Naufal, Farouq Ahmad, Affan Usman, Muh. Fadhillah Usman, Istikharah and Muh. Umeir Usman.

4. All of my lecturers who have guided and educated me with big sincerity.

5. Everyone who supported the writer to finish the thesis.

Love and respect are always for them. Thanks a billion, there is no word but praying may Allah multiply reward all your kindness.

ABSTRACT

Title : **The Implementation of Merdeka Belajar curriculum in EFL Classroom Context**

Name : Ashabul Kahfi Usman

SRN : 1803046053

This study aims to explain the implementation of Merdeka Belajar curriculumin EFL classroom context and to describe students' voices on the curriculum. This research serves as one of the pieces of information regarding the Merdeka Belajar curriculum, particularly in the English subject. This study was a field research that used a qualitative method and descriptive research design. The research participants were the principal, 2 teachers and 33 students of SMAN 01 Luwu Utara, Sulawesi Selatan. The data collection methods used in this study were observation, interviews, and documentation. The analysis was conducted deductively, which means that the data analysis starts from general facts and then concludes specifically based on those facts. The implementation of Merdeka Belajar curriculum in EFL classroom contexthas been implemented well and the students felt empowered by the freedom to choose their learning path and found the curriculum stimulating and effective in promoting their critical thingking. Though in its implementation still have hindrances such as time constraints, professional teaching development, and facilities.

Keywords: *Curriculum, English, Implementation, Merdeka Belajar*

ACKNOWLEDGEMENT

الرد يم الرحمن   الله بـ سم

In the name of Allah, the Beneficent and the Merciful, **Alhamdulillahirobbil'alamin,** all praises belong to Allah SWT, The Most Gracious and Merciful. None of the best words to express my gratitude until this thesis could be completely finished. *Sholawat* and *Salaam* were always given to our beloved prophet Muhammad SAW whom we hope to give us Syafa'at hereafter, amiin.

Alhamdulillah, finally the researcher has finished writing this final project for the requirement for the degree of bachelor education in English Language Education Department of Walisongo State Islamic University (UIN) of Semarang. Therefore, the researcher would like to express the deepest graduate to:

1. The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) of Semarang, Dr. H. Ahmad Ismail, M. Ag
2. The Chief of the English Education Department of Walisongo State Islamic University (UIN) Semarang, Nuna Mustika Dewi, M. Pd.

3. Lulut Widyaningrum, M. Pd. as the Secretary of the English Education Department of Walisongo State Islamic University (UIN) Semarang.
4. Big Thanks to Dr. Hj. Siti Maryam, M. Pd as my advisor who gives good guidance, correction, suggestion, motivation and patience for this graduation paper from the beginning until the end. May Allah SWT bless you.
5. Thanks to all lectures of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang. Especially the lectures of English Education Department of Walisong Islamic State University Semarang.
6. Thanks to the principal of SMA Negeri 01 Luwu Utara, Mr. Safruddin, who has given permission for doing the research.
7. Thanks to the English teachers of SMA Negeri 01 Luwu Utara, Mrs. Hariani, S. Pd and Ms. Halimah, S. Pd, who have helped and contributed in completing the research.
8. Thanks to my beloved parents, Mr. H. Usman Parman and Mrs. Hj. Hideriah Amrullah, who always give me love, support and pray for my successful life. May Allah SWT always give you blessings, health and happiness for you.
9. Muh. Naufal, Farouq Ahmad, Affan Usman, Muh. Fadhilah Usman, Istikharah and Muh. Umeir Usman, who have been my super siblings

10. Rissa Destriani Ardian, who always gives me joy, support and encouragement from time to time.

11. Muh. Shihab, Bagas, Arrozaq, Iffan, Fajar and Yayan, who are my comrades-in-arms.

12. Last but not least, I'd like to thank me. I'd like to thank me for believing in me. I'd like to thank me for doing all this hard work. I'd like to thank me for having no days off. I'd like to thank me for never quitting. I'd like to thank me for just being me at all times.

Semarang, 25th of May 2023

The Researcher

Ashabul Kahfi Usman

1803046053

MOTTO

"Que Sera, Sera. Whatever will be, will be"[1]

---

[1] J. Livington. (1955), *The Man Who Knew Too Much,* Columbia Music Record.

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

This chapter consists of the background of the study, the question of the research, the objective of the research, and the significance of the research.

A. Background of the Research

The Merdeka Belajar Curriculum aims to develop students' potentials holistically, not only in academic aspects but also in character, creativity, and skills. By granting freedom to students to explore their interests, this curriculum encourages the development of unique and diverse potentials.

Human potency can be developed by educational activities that are conducted by any educational institution, whether it is a state or private institution. Education is said as a life process to develop any single small potencies in each human, so as human being, humans can be more rewarding living being to all living things.

Education has an essential role to fortify and develop adequate human resource and to be able to compete in global level. At first, education is started in family environment, and then will be continued in school

environment, and the last will be continued in social environment. Education occurred in family environment is the first and the most significant for children. Next, school becomes the second place for children to get education. [2]

The importance of education in educating the nation as what stated in the opening of Constitution of 1945. Here, we are able to know that education is significant. Through education, it is hoped that it can improve the wealth of a nation, develop nation's civilization, preserve the cultures, and etc.[3]

Education makes us as a human being to think, to analyze, and also to decide. To find ourselves as a real human being is the purpose of education, so it creates better Human Resources. Education gives significant

---

[2] Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, *6*(4), 5877–5889. https://doi.org/10.31004/basicedu.v6i4.3149

[3] Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, *6*(4), 5877–5889. https://doi.org/10.31004/basicedu.v6i4.3149

knowledge worldwide, develop the perspective in seeing the life.

The "spirit" of education is contained in its curriculum and cannot be separated.[4] Kamiludin and Suryaman (2017:59) stated that curriculum is a tool of educational program that is arranged and applied to achieve its purpose which is contained components that engaged and supported one another.[5]

2013 curriculum a.k.a K-13 has been being applied in Indonesia for about 9 years since 2013. Anwar explained that K-13 emphasizes the phenomenon that is happened around the environment such as nature phenomenon, social, culture and arts through observing, asking, attempting, analyzing and communicating activities, so the students should be more creative, innovative and productive, and also be ready to face any

[4] Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 7174–7187. https://doi.org/10.31004/basicedu.v6i4.3431

[5] Kamiludin, K., & Suryaman, M. (2017). Problematika pada pelaksanaan penilaian pembelajaran Kurikulum 2013. *Jurnal Prima Edukasia*, *5*(1), 58–67. https://doi.org/10.21831/jpe.v5i1.8391 2013. *Jurnal Prima Edukasia*, *5*(1). https://doi.org/10.21831/jpe.v5i1.8391

problems. [6] The polemic of Covid-19 attacked worldwide, government must issue emergency status by the *students-must-learn-from-home* policy that requires the teaching and learning activities is accomplished online. [7] This phenomenon can lead the students to experience the learning loss and learning gap, Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions (2020) was released which in essence is a simplification of the national curriculum.[8]

[6] Anwar, R. (2014). Hal-Hal yang Mendasari Penerapan Kurikulum 2013. *Humaniora*, *5*(1).
https://doi.org/10.21512/humaniora.v5i1.2987
[7] Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 7174–7187. https://doi.org/10.31004/basicedu.v6i4.3431

[8] Anggraena, Y., Felicia, N., Ginanto, D. E., Pratiwi, I., Utama, B., Alhapip, L., & Widiaswati, D. (2021). *Kajian Akademik : Kurikulum untuk Pemulihan Pembelajaran*. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi. https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/02/Kajian-Akademik-Kurikulum-untuk-Pemulihan-Pembelajaran.pdf

Nadiem Makarim changed and established the Merdeka Belajar curriculum as a refinement of the 2013 curriculum on December 10, 2019. The Ministry of Education and Culture introduced four policies under the Merdeka Belajar initiative. Firstly, in 2020, the Standardized School Examination National (USBN) was replaced with a more comprehensive assessment of student competencies organized by the school. This change allows teachers and schools the freedom to assess student learning outcomes using various forms. Secondly, starting in 2021, the National Examination will be transformed into the Minimum Competency Assessment (AKM) and a Character Survey. This revised examination focuses on literacy skills, numeracy, and character development, aiming to motivate teachers and schools to enhance education quality based on successful international assessments like PISA and TIMSS. Thirdly, there has been a simplification of the Learning Implementation Plan (RPP). Originally consisting of 13 components, it has now been condensed into three core components, which include learning objectives, activities, and assessments. This modification aims to provide teachers with more time to effectively prepare and evaluate learning, ensuring greater

efficiency. Lastly, there is a more flexible policy for New Student Admission, aiming to address inequality in terms of access and educational quality across different regions.

The Merdeka Belajar curriculum and the K13 curriculum are both educational initiatives implemented in Indonesia, but they have some key differences. There are some of the main distinctions between the two.

In flexibility and autonomy, the Merdeka Belajar curriculum places a stronger emphasis on flexibility and student autonomy compared to the K13 curriculum. It encourages students to pursue their interests, passions, and goals by providing them with more choices in selecting subjects and activities. The aim is to create a more personalized learning experience for students.

In competency-based approach, the Merdeka Belajar curriculum adopts a competency-based approach, focusing on the development of specific skills and competencies such as critical thinking, problem-solving, creativity, and entrepreneurship. It aims to equip students with the abilities needed for the 21st-century workforce.

In technology integration, while both curricula acknowledge the importance of technology in education, the Merdeka Belajar curriculum places a stronger

emphasis on technology integration. It encourages the use of digital tools, resources, and online learning platforms to enhance teaching and learning experiences.

In collaboration and community involvement, the Merdeka Belajar curriculum promotes collaboration among students, teachers, parents, and the community. It recognizes the importance of involving various stakeholders in the education process to create a supportive and inclusive learning environment. The K13 curriculum also values collaboration, but the Merdeka Belajar curriculum places a greater emphasis on community engagement.

In assessment methods, the K13 curriculum relies on traditional assessment methods, including examinations and standardized tests, to evaluate student performance. In contrast, the Merdeka Belajar curriculum encourages a more holistic and diverse range of assessment methods, including project-based assessments, portfolios, and presentations. The focus is on evaluating students' skills, competencies, and practical application of knowledge.

It's worth noting that the Merdeka Belajar curriculum is intended to be an enhancement and continuation of the K13 curriculum. It builds upon the

foundation of the K13 curriculum while introducing new approaches and strategies to improve the quality of education in Indonesia.

Therefore, referring to the problems above, this study will be aiming to explore Senior High School in Masamba, Luwu Utara, Sulawesi Selatan about the implementation of Merdeka Belajar curriculum in the EFL classroom context. The information that will be obtained in this study highlights the implementation of Merdeka Belajar curriculum in the EFL classroom context at Senior High School.

B. Research Question

Based on the research background above, the researcher will focus on the Merdeka Belajar curriculum in the EFL classroom context, so the research question is :

1. How is The Implementation of Merdeka Belajar Curriculum in EFL Classroom Context at Senior High School 01 Luwu Utara, South Sulawesi?
2. How are students' voice on the Implementation of Merdeka Belajar curriculum in EFL Classroom

Context at Senior High School 01 Luwu Utara, South Sulawesi?

C. Research Objective

Based to the research question, the objectives of the research are:

1. To explain the Implementation of Merdeka Belajar Curriculum in EFL Classroom Context for 10th grader at Senior High School 01 Luwu Utara, South Sulawesi.

2. To describe the students' voice on the Implementation of Merdeka Belajar Curriculum in EFL Classroom Context for 10th grader at Senior High School 01 Luwu Utara, South Sulawesi.

D. Pedagocical Significances

1. Theoretical Benefits

The researcher wishes that this result of the study will give additional information to the readers. They will know about the implementation of Merdeka Belajar curriculum in the EFL Classroom Context at Senior High School 01 Luwu Utara, South Sulawesi.

The research findings are also wished to be able to enhance the awareness of education implementers to pay attention to the the English teaching and learning process by using Merdeka Belajar curriculum, it is because Merdeka Belajar curriculum is new as this research is made, so there is a possibility that schools, teachers, or students will get any difficulties of applying or experiencing this curriculum.

2. **Practical Benefit**

   a. For the students

      This study can be a reference for them in researching the implementation of Merdeka Belajar curriculum in the EFL classroom context process at Senior High School.

   b. For the lecturers

      By knowing the findings of this research, hopefully, teachers will pay attention to the methods of their teaching styles.

   c. For the writer

      The author aspires to ensure that the outcomes of this research are beneficial and accessible to a wide range of individuals.

   d. For the impending researchers

It is hoped that this study will provide valuable benefits to future researchers, allowing them to build upon and improve upon the findings presented here. Additionally, it is anticipated that this study will serve as a valuable reference for upcoming researchers, offering guidance and insights for their own investigations.

E. Scope and Limitation of the Research

To avoid irregularities in this research, the researcher limited the problem of this research to implementation of Merdeka Belajar curriculum in the academic year of 2022/2023 at SMAN 01 Luwu Utara for 10th graders in Masamba, Luwu Utara, Sulawesi Selatan.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, a comprehensive literature review is presented, which encompasses previous research conducted in the same field as this study and is directly relevant to the research topic. Additionally, the conceptual framework that underpins this research is also discussed in this chapter.

A. Literature Review

This chapter focuses on theory-building, which will serve as the foundation for the research. It includes a thorough review of relevant theories and conceptual frameworks.

1. Merdeka Belajar

    a. Definition of Merdeka Belajar

    According to the Teacher and Education Staff Secretariat (2020) Merdeka Belajar is a policy adjustment aimed at revitalizing the core principles of assessment that have been gradually overlooked. The concept of Merdeka Belajar is centered around restoring the national education system to its fundamental principles, allowing schools the freedom

to interpret the basic competencies of the curriculum and tailor their assessments accordingly..[9]

Meanwhile, according to The Minister of Education and Culture (2020) Merdeka Belajar aims to provide educational institutions with freedom and autonomy, freeing them from excessive bureaucracy. It emphasizes the liberation of educators from complex administrative processes, allowing them to focus more on teaching and learning. Additionally, students are granted the freedom to choose their preferred fields of study, fostering a sense of independence and ownership over their educational journey..[10] Minister of Education and Culture through his speech in celebrating National Education Day on 25th of November 2019 said that The essence of Merdeka Belajar lies in granting schools, teachers, and students the freedom to innovate, learn independently, and foster creativity. It emphasizes

[9] Sherly, S., Dharma, E., & Sihombing, H. B. (2021, August). Merdeka belajar: kajian literatur. In *UrbanGreen Conference Proceeding Library* (pp. 183-190).

[10] Kemdikbud. (2020). *Buku Saku Panduan Merdeka Belajar Kampus Merdeka*. https://pustaka-sma.kemdikbud.go.id:4353/index.php?p=show_detail&id=43

creating an environment where educational stakeholders have the liberty to explore new ideas, approaches, and learning methods, encouraging a culture of independent and creative learning..

Merdeka Belajar is freedom of thought where the essence of freedom of thought must be in the teacher first. If it doesn't happen to the teacher, it can't happen to the student. This was conveyed by a member of Regional Representative Council/ House of Representatives of Republic of Indonesia 2019-2024, Prof. Dr. Hj. Sylviana Murni, SH, M.Si in the National Seminar of "Merdeka Belajar: Dalam Mencapai Indonesia Maju 2045" which was held on Jakarta State University, on 10th of March 2020.

Ningsih (2019), Merdeka Belajar is a recently introduced policy program by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). It was launched by Nadiem Anwar Makarim, the Minister of Education and Culture, as part of the Indonesia Maju Cabinet..

Merdeka Belajar is a breakthrough policy launched by the Minister of Education, Nadiem Makarim, who aims to restore education management authority to schools and local government. Education

management authority is realized in the form of providing flexibility to schools and local government in planning, implementing and evaluating educational programs implemented at school, with reference to the principles Merdeka Belajar policy that has been established central government in an effort to achieve goals national educaton.[11]

2. Curriculum

a. Definition of Curriculum

The term "curriculum" originally emerged in the context of sports in ancient Greece, deriving from the words "*curir*" (runner) and "*curere*" (place to race). During that time, the curriculum referred to the specific distance that a runner had to traverse. It was often described as a designated course or pathway from the starting point to the finish line.[12]

---

[11] Kemdikbud. (2020). *Buku Saku Panduan Merdeka Belajar Kampus Merdeka*. https://pustaka-sma.kemdikbud.go.id:4353/index.php?p=show_detail&id=43

[12] Ebert, E. S., Ebert, C., & Bentley, M. L. (2013). *Curriculum Definition.*

J. Galen Saylor and William M. Alexander in their book Curriculum Planning for *Better Teaching and Learning* say that the curriculum is all school efforts to influence children's learning, whether in the classroom, in the school yard or outside the school including the curriculum. [13] Another opinion, namely Harold B. Alberty''s, in reorganizing the high school curriculum suggests that the curriculum is: The curriculum is not only limited to subjects, but includes other activities inside and outside the classroom, which are under the responsibility of the school.[14] In addition, the opinion of B. Othanel Smith, W.O. Stanley, and J. Harlan Shores argue that the curriculum is: a number of experiences that can potentially be given to children and youth, so that they can think

---

[13] Saylor, J. Galen, Alexander, William; Lewis, Arthur, J (1981), *Curriculum Planning for Better Teaching and Learning,* New York: Holt-Rinehart and Winston.

[14] Alberty, H. B., & Alberty, E. J. (1962). *Reorganizing the high-school curriculum*. Macmillan.

and act according to the needs required by society.[15]

This is also reinforced by William B. Ragan, in the book Modern Elementary Curriculum explains that the curriculum is: all programs and life in school, namely all the experiences of children under the responsibility of the school. The curriculum does not only follow the limits of lessons, however, the entirety of classroom experience encompasses social interactions between educators and learners, instructional approaches, assessment methods, and even the curriculum itself.[16]

According to Article 1, Paragraph 19 of Law No. 20 of 2003 on the national education system, the curriculum is defined as a collection of plans and arrangements that outline the objectives, content, learning materials, and methods to be

---

[15] Nasution, S. (1999.). *Asas-asas kurikulum / S. Nasution*. Jakarta :: Bumi Aksara.

[16] Ragan, William B.. (1953). *Modern elementary curriculum* . New York: Dryden Press.

utilized as guidelines for conducting educational activities with the aim of achieving specific educational goals.[17] Meanwhile, Nana Sudjana in (2005) explained that the curriculum represents the aspirations and desires transformed into educational plans and programs carried out by educators in educational institutions. The curriculum embodies the intentions and strategies, whereas the implementation refers to the actual process of teaching and learning. The individuals engaged in this process encompass both educators and students.[18]

Furthermore, in Constitution No. 20 of 2003 Article 36 paragraph 3, the curriculum is formulated in alignment with the educational level and type, within the framework of the Unitary State of the Republic of Indonesia. It takes into consideration various factors such as the promotion of faith and piety, fostering noble character,

---

[17] *Undang-Undang No.20 Tahun 2003 about national education system.*
[18] Nana Sudjana. (2006). *Penilaian hasil proses belajar mengajar*. Bandung :: Remaja Rosdakarya,..

enhancing students' potential, intelligence, and interests. Additionally, regional and environmental potentials, regional and national development requirements, demands of the job market, advancements in science, technology, and art, religious principles, global development dynamics, as well as national unity and core values are all taken into account during the curriculum preparation process.

Alexander, dan Lewis (1974) stated that the curriculum encompasses the entirety of the school's endeavors to impact learning, regardless of whether it takes place within the classroom, on the playground, or beyond the school environment. It represents the comprehensive culmination of the school's initiatives to shape and facilitate the learning experience in diverse settings. [19]

---

[19] Saylor, J. Galen, Alexander, William; Lewis, Arthur, J (1974), *Planning Curriculum for Schools,* New york: Holt-Rinehart and Winston, Inc.

The curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used as guidelines for organizing teaching and learning activities. All activities that provide a learning or educational experience for students are essentially a curriculum.[20]

b. Roles of Curriculum

The curriculum has a position and a very central position in the whole educational process, even curriculum is an absolute requirement and an inseparable part of education itself. When detailed in more detail the role curriculum is very important. In achieving educational goals, especially there are no three roles that are considered very important, namely the role of

---

[20] Oemar Hamalik, *Kurikulum dan Pembelajaran*, PT Bumi Aksara, Jakarta, 2011, hlm.16

conservative, critical or evaluative roles, and creative roles (Hamalik, 1990).[21]

1) Conservative Role

The conservative perspective highlights the role of the curriculum as a tool for transmitting cultural heritage values from the past to the present generation, particularly the students. It emphasizes the importance of preserving and passing on values that are perceived to remain relevant and essential in contemporary society.

2) Creative Role

Continuous advancements in science and other domains occur constantly. The creative perspective emphasizes that the curriculum should have the capacity to foster innovation and adapt to these ongoing developments. It stresses the importance of aligning the curriculum with current societal needs and future demands, ensuring that it can facilitate

---

[21] Hamalik, O. (1990). *Pengembangan Kurikulum: Dasar-dasar dan Perkembangannya.* Bandung: Mandar Maju.

the emergence of new ideas and address the evolving requirements of the present and future generations.

3) Critical and Evaluative Role

This perspective is driven by the recognition that values and culture within society are subject to constant change. Consequently, it is essential to adapt the transmission of past values and cultural heritage to students in accordance with the present circumstances. This approach acknowledges the dynamic nature of society and emphasizes the need for the curriculum to reflect and align with the evolving values and cultural contexts of the contemporary world.

c. Curriculum Components

The main components of the curriculum include: 1) objectives, 2) material/content, 3) learning strategies, and 4) evaluation. While what is included curriculum supporting components are administration and

supervision systems, guidance and counseling system, and evaluation system.[22]

1. Purpose

Ivor K. Davies (Hasan, 1990) suggests that goals in a The curriculum will describe the human qualities that are expected to be nurtured of a learning process.[23]

Goals provide guidance on what to do, how to do it, and is the benchmark for know to what extent that goal has been achieved (Nasution, 1987).[24]

Goals play a very important role, will color the components others and will direct all teaching activities (Syaodih, 1988).[25]

The formulated curriculum objectives describe the views of the curriculum developer

---

[22] Hernawan, A. H., & Andriyani, D. (2011). Hakikat kurikulum dan pembelajaran. *Pengembangan Kurikulum Dan Pembelajaran EKOP*.

[23] Hasan, S.H. (1988). *Evaluasi Kurikulum*. Jakarta: P2LPTK.

[24] Nasution, S. (1987). *Pengembangan Kurikulum*. Bandung: Alumni.

[25] Sukmadinata, N.S. (1988). *Prinsip dan Landasan Pengembangan Kurikulum*.
Jakarta: P2LPTK.

regarding knowledge, abilities, and attitudes to be developed (Hasan, 1990).[26]

2. Content

The second component after the objectives is the content or curriculum material. This study of curriculum content issues gets an important position and also determine the quality of an educational institution's curriculum. Contents of the curriculum must be structured in such a way that it can support achievement of curriculum goals.[27]

The following describes some of the criteria according to two curriculum experts.

Zais (1976) determined four criteria in making the selection curriculum content/materials, namely as follows.[28]

1) The content of the curriculum has a high level of significance (significance).

---

[26] Hasan, S.H. (1988). *Evaluasi Kurikulum*. Jakarta: P2LPTK.

[27] Hernawan, A. H., & Andriyani, D. (2011). Hakikat kurikulum dan pembelajaran. *Pengembangan Kurikulum Dan Pembelajaran EKOP*.

[28] Zais, Robert S. (1976). *Curriculum*, *Principles and Foundations*. New York: Harper and Row Publisher.

2) The content of the curriculum is useful for life (utility).

3) The contents of the curriculum are in accordance with the student's interest (interest).

4) The content of the curriculum must be in accordance with the development of the individual (human development).

Hilda Taba sets the following criteria.[29]

a. Curriculum content must be valid and significant.

b. The content of the curriculum adheres to social realities.

c. The depth and breadth of curriculum content must be balanced.

d. The content of the curriculum covers a broad range of goals, including knowledge, skills, and attitudes.

---

[29] Taba, Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World, Inc.

e. Curriculum content must be learnable and adapted to experience student.

f. Curriculum content must be able to meet the needs and attract interest student.

3. Learning Strategy

Understanding learning strategies in this case includes approaches, procedures, methods, models, and techniques used in presenting curriculum materials/contents.[30] Sudjana (1988) suggests that strategy learning is essentially a real action from the teacher in carry out learning through certain ways that are considered more effective and more efficient.[31]

4. Evaluation

At the beginning of its development, the concept of evaluation was greatly influenced dominantly by the measurement.[32] One of them is a

---

[30] Hernawan, A. H., & Andriyani, D. (2011). Hakikat kurikulum dan pembelajaran. *Pengembangan Kurikulum Dan Pembelajaran EKOP*.

[31] Sudjana, N. (1988). *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru.

[32] Hernawan, A. H., & Andriyani, D. (2011). Hakikat kurikulum dan pembelajaran. *Pengembangan Kurikulum Dan Pembelajaran EKOP*.

concept proposed by Ralph W. Tyler (1975). He revealed that the evaluation process is a very essential in order to know whether the objectives have actually been achieved realized.[33] Meanwhile, Hilda Taba (1962) also argues that in principle, the focus of evaluation is the level at which students achieve goals.[34]

3. Merdeka Belajar Curriculum

   a. Merdeka Belajar Curriculum Definition

   MBKM or *Merdeka Belajar Kampus Merdeka* consists of two concepts, namely "Independent of Learning" and "Independent Campus" in one program. Independent Learning is a recent policy program introduced by the Indonesian Ministry of Education and Culture under the leadership of Minister Nadiem Makarim. This initiative aims to transform education by promoting independent learning as a means to cultivate highly skilled individuals in Indonesia who

---

[33] Tyler, Ralph W. (1975). *Basic Principles of Curriculum and Instruction*. Chicago and London: The University of Chicago Press.
[34] Taba, Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World, Inc.

embody the Pancasila Student Profile. The freedom to learn independently is intended to be implemented in basic education and secondary education levels, including junior high school, senior high school, vocational school, and their equivalents.[35]

b. Main Policies of Merdeka Belajar Curriculum

1) Changing USBN (National Standard School Examination) to Competency Assessment

Replacing USBN into a Competency Assessment is intended to restore the school's discretion to determine graduation in accordance with the National Education System Law. Student competency assessment is carried out in the form of a written test and/or other more comprehensive forms of assessment. The turn of USBN into a useful competency assessment by students, teachers, and schools. For students, the psychological pressure is reduced and they have

---

[35] Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, 8(1), 185-201.

the opportunity to demonstrate their competence. For teachers, this assessment makes them feel independent in teaching, assessing according to the needs of students, and the situation of the class/school. This can continue to develop the professional competence of teachers. For schools, schools become more independent because assessments have a positive value in the process and student learning outcomes.[36]

2) The conversion of the National Examination (UN) to a Minimum Competency Assessment and Character Survey represents a significant alteration

Replacing the National Examination with a minimum competency assessment and Character Survey is intended to reduce pressure on teachers, students, and parents, and is considered less than optimal as a tool to improve the quality of national education. The competency assessment focuses on evaluating reasoning competencies, including

---

[36] Ainia, D. K. (2020). Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter. *Jurnal Filsafat Indonesia*, *3*(3), 95–101.

literacy and numeracy, which are essential for solving personal and professional problems. This assessment approach aligns with international practices such as the *Programme for International Student Assessment* (PISA) and *Trends in International Mathematics and Science Study* (TIMSS). On the other hand, the character survey measures the implementation of Pancasila values in schools, examining character aspects (such as learners' character traits and cooperation) and school climate aspects (including diversity climate, bullying behavior, and learning quality). This change reflects a commitment to enhancing the quality of education by incorporating a comprehensive assessment that encompasses both academic and character development aspects.[37]

3) Streamlining of Lesson Plans (RPP)

---

[37] Ariyana, Ramdhani, I. S., & Sumiyani. (2020). Merdeka Belajar melalui Penggunaan Media Audio Visual pada Pembelajaran Menulis Teks Deskripsi. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, *3*(2), 356–370.

Streamlining lesson plans is done to optimize teacher performance. Previously, RPP had too many components when written, it could reach 20 pages or more. Now the RPP is only 1 page that contains three core components, namely learning objectives, learning activities, and assessments. This is intended to simplify administration and save teacher's time, so that teachers can plan and evaluate the learning process carefully.[38]

4) New Student Admission Regulations (PPDB) Zoning

New Student Admission Regulations (PPDB) with a zoning system are made more flexible. The previous draft regulation divided the PPDB of the zoning system into three, namely the 80% zoning path, 15% achievement path, and 5% displacement path. While the latest draft regulations are divided into four, namely the 50%

---

[38] Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, *8*(1), 185-201.

zoning path, 15% affirmation path, 5% transfer path, 0 – 30% achievement path.[39]

4. Minister Of Education, Culture, Research, And Technology Decree Republic of Indonesia Number 262/M/2022

The curriculum structure of Senior High School based on 2 phases :

a. Phase E for 10th grade
b. Phase F for 11th and 12th grades

The curriculum structure of Senior High School divided into 2 :

a. Intracurricular
b. The project to strengthen the profile of Pancasila students is allocated approximately 30% (thirty percent) of total lesson hours per year.

---

[39] Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*. pg. 189.

The English subject get 72 lesson hours for a 36 weeks. 54 lesson hours for intracullicular allocation and 18 hours for the allocation for the Pancasila student profile strengthening project per year.

The English subject is not fully allocated for 36 weeks in order to accommodate the allocation for the strengthening project of Pancasila student profile.

5. Pancasila Profile Strengthening Project (P5) and Pancasila Student Profile (P3)

    The Pancasila student profile represents a set of characteristics and competencies expected to be achieved by students, based on the noble values of Pancasila. The use of the Pancasila student profile is to be the compass for the educators and the students, the translator of goals and vision of education into a format that is easier to understand.

    Pancasila student profile has 6 dimensions which are faith, global diversity, independence, social responsibility, critical thinking and creative.

    Pancasila Profile Strengthening Project According to the Ministry of Education, Culture, Research, and

Technology *(Kemendikbudristek)* Decree No. 56/M/2022, the Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity designed to enhance the achievement of competencies and character traits in accordance with the Pancasila Student Profile, which is formulated based on the Graduation Competency Standards (SKL).

P5 Kurikulum Merdeka is a learning system that aims to observe and solve problems in the surroundings through five main aspects, namely self-potential, self-empowerment, self-improvement, self-understanding, and social role.

B. Previous Research

Some research about the analysis of the students' experiences in the implementation of online learning have been implemnted by some researchers in the past years. Here, the researcher chose some previous researches which are related to Merdeka Belajar curriculum exposure. Those are:

The first previous study is "Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar" 2022. [40] This journal is from Tanjungpura University, Indonesia. Dewi Rahmadayanti and Agung Hartoyo as the researchers.

This research was conducted to explain the Merdeka Belajar curriculum as a the form of independent learning in elementary schools regarding the profile of Pancasila students. In this library research, in-depth, the researchers found out that, in preparation for the implementation of the Merdeka Belajar curriculum, teachers need to learn more about the Merdeka Belajar curriculum, consider projects according to the student's phase in order to achieve achievements meaningful, deep, and fun learning and competent Pancasila students.

Based on the aforementioned research, the researchers reached a conclusion that the Merdeka Belajar curriculum, incorporating the concept of independent learning in elementary schools, grants students a sense of "independence." Educational stakeholders, particularly

---

[40] Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 7174–7187. https://doi.org/10.31004/basicedu.v6i4.3431

teachers and school principals, are responsible for designing, enhancing, and executing a curriculum that aligns with the students' and schools' potential and requirements.

The second previous study is "Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar" 2022. [41] This journal from Indonesia University of Education, Indonesia. Published by Journal of Basicedu. Angga, Suryana, Nurwahidah, Hernawan and Prihantini as the researchers. By the research above, the researchers are willing To know the differences between 2013 curriculum and Merdeka curriculum, To differ K-13 and Merdeka curriculum and To analyze the difficulties K-13 and Merdeka curriculum faced in Primary school of Garut regency.

This study is a qualitative descriptive research with the case study method. The research was conducted at some of Primary schools and "Penggerak" schools in Garut.

---

[41] Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, *6*(4), 5877–5889. https://doi.org/10.31004/basicedu.v6i4.3149

Based on the findings of the previous research, the researcher has identified that, upon analyzing and comparing the two curricula, the implementation of the Independent Curriculum demonstrates greater effectiveness than the 2013 Curriculum, despite its relatively short period of implementation. The 2013 Curriculum, on the other hand, continues to exhibit certain issues that remain unresolved. The introduction of the Independent Curriculum aims to address these educational challenges, and while it is still a work in progress, its development and refinement are necessary in order to effectively tackle the educational issues that the 2013 Curriculum has been unable to resolve.

The third previous study is "Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak".[42] This journal published by Universitas Pendidikan Indonesia, Bandung, Indonesia. The researchers are Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., &

---

[42] 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

Prihantini, P. This study is to identify and get more information about the implementation of Merdeka curriculum in *Penggerak* Schools. The results show that the implementation of the curriculum in the *Penggerak* school has been carried out with optimal and ongoing, although in its implementation there are still many shortcomings and obstacles.

The similarity of all of the written studies above are we focus on the Implementation of Merdeka Belajar curriculum. The difference, those studies are more broad in scope, that analyze Merdeka Belajar curriculum concept and appliance, meanwhile my research is only on analyzing the implementation of Merdeka Belajar curriculum in English learning and teaching process.

C. **Conceptual Framework**

Figure 2. 1 Conceptual Framework

Luwu Utara 01 High School, South Sulawesi.

The Implementation of Merdeka Belajar Curriculum in EFL Classroom Context
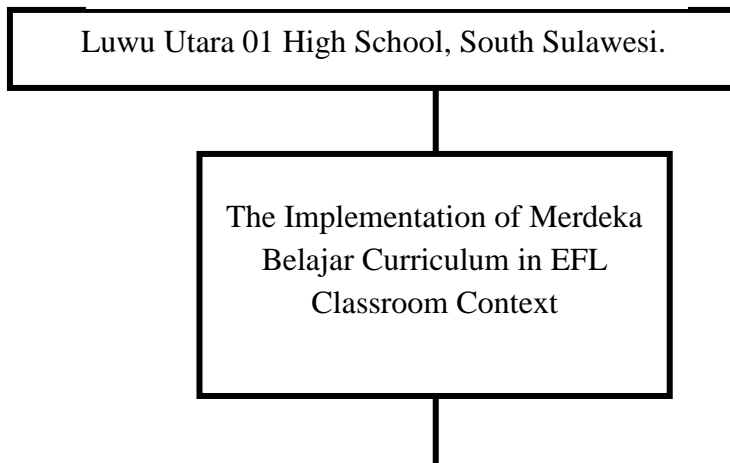
Students' voice about the Implementation of Merdeka Belajar Curriculum in EFL Classroom Context at Senior High School 01 Luwu Utara, South Sulawesi.

The provided conceptual framework outlines the research conducted by the researcher, which falls under the category of descriptive qualitative research. that explain about the implementation of Merdeka Belajar curriculum in the EFL classroom context at Senior High School 01 Luwu Utara and describe about the students' voices on implementing Merdeka Belajar curriculum in English teaching learning process at Senior High School 01 Luwu Utara, South Sulawesi.

In the process of teaching and learning, the teacher implemented Merdeka Belajar curriculum. Then students provided their voices about the implementation of Merdeka Belajar curriculum in the EFL Classroom Context.

CHAPTER III
RESEARCH METHOD

A. Research Design

In this study, the researcher used qualitative method with a descriptive research design. (Sugiyono, 2020) stated that "qualitative methods are artistic and interpretive in nature. They provide flexibility in the research process, allowing for creativity and exploration, and focus on interpreting the data collected in the field to understand underlying meanings and perspectives.".[43]

Qualitative research involves collecting data in a natural way to interpret and analyze phenomena, with the researcher often serving as the primary tool. Unlike quantitative research, qualitative research does not rely on statistical or measurement methods to gather data.[44]

B. Research Setting

This research was conducted at Senior High Schools in Masamba, which is located in North Luwu, South

---

[43] Sugiyono, (2015). *Metode Penelitian Kuantitatif Kualitatif dan R&D'*. Bandung: Alfabeta.
[44] Anggito. (2018). *Metodologi Penelitian Kualitatif*. CV.Jejak.

Sulawesi, in May 2023. The research was carried out face to face.

C. **Participants**

The researcher chose the English teachers, the headmaster and the learners of the related high school to participate in the interview. The participants selected were asked about the implementation of Merdeka Belajar Curriculum to find out how is the implementation of the curriculum and to explain the difficulties of the implementation of this curriculum. Whether it has obstacles or not. The teachers and the headmaster were conciously chosen to be involved in this research. This is important because the goal of this study is to distinguish the implementation of Merdeka Belajar Curriculum in the High School in Masamba, North Luwu, South Sulawesi. The choice was based on the participants' consent to be involved in this study.

D. **Data Source**

The data source refers to the entity or subject from which the data is collected. In this research, the primary data sources include the words or statements provided by

the respondents and the observable behavior exhibited by the research object.[45]

1. Primary Data

    Primary data, also known as original data, refers to information obtained or collected by the researcher or individuals directly involved in the research. In this study, the researcher collected primary data regarding the implementation of the Merdeka Belajar curriculum in the teaching and learning process. This data was acquired through observations and interviews conducted with teachers and headmasters from Luwu Utara Senior High School, where the Merdeka Belajar Curriculum has been implemented as the learning curriculum.

2. Secondary Data

    Secondary data refers to information that is obtained or collected from existing sources, such as libraries or reports from previous researchers. It serves as additional support or reinforcement for the primary

---

[45] Lexy, J. Moleong, *Metodologi Penelitian Kualitatif,* (Bandung: PT Remaja Rosdakarya, 1996), P. 112

data collected in the study. In this research, the researcher acquired secondary data from source books and journals, which provided information on the challenges faced by students during the English teaching and learning process. These secondary sources complemented the primary data obtained from the firsthand sources.

E. Data Collection Technique

The instruments that were used to collect data are observation and interviews. Researcher collected information from observation and then conducted in-depth interviews to two participants. The researcher conducted semi-structured interviews to collect oral narrative data. The interviews were later transcribed, translated into English, coded, and analyzed. Transcription is a crucial step in handling the findings, while selective coding was used to highlight the connections between participants' experiences. The data analysis aimed to thoroughly explore the content of the stories, including the individuals involved, the

setting, and the timeframe, and to translate them into the context of the narrative.[46]

[46] G. Barkhuizen, P. Benson, and A. Chik, *Narrative Inquiry in Language Teaching and Learning Research* (New York: Routledge, 2014).

F. Instruments

The instruments of this study were observation and interview. That was attached in the appendix.

G. Methods of Analyzing Data

In this study, an interpretive analysis approach was employed to analyze the data. Within this framework, the researcher utilized narrative accounts from participants as "collective stories" and examined the interconnected themes and subthemes that emerged through cross-case analysis techniques. This allowed for a comprehensive exploration of the narratives and their underlying patterns and relationships.[47]

The collective story aimed to capture the emotional aspects of individual stories by narrating the experiences of social categories to which the individuals belong.

The collective story aimed to portray the emotional dimensions of individual stories by recounting the experiences of social categories to which the individuals belong. Activities in data analysis are *data reduction, data*

---

[47] J.W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Traditions.* (London: Sage Publication, 1998).

*display, and conclusion drawing*Data analysis involves gathering and organizing data obtained from interviews, field reports, documentation, and other sources to examine the implementation of the Merdeka Belajar curriculum in the teaching and learning process. This process includes organizing the data, identifying patterns, selecting relevant information, and drawing conclusions. The goal is to gain a comprehensive understanding of the subject matter.

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. RESEARCH FINDING

The data analyzed in this research were the result of the interpretive analysis process. The research description is based on the interviews with the headmaster and the teachers with the related subject, the interview questions of the students and the result of the observation sheet of the teaching learning process of Merdeka Belajar curriculum at Senior High School 01 Luwu Utara.

1. Implementation of Merdeka Belajar Curriculum at Senior High School 01 Luwu Utara

This section describes research findings based on research question number 1, The researcher observed 2nd meeting class X. 5 SMAN 1 Luwu Utara on Thursday, 12th of May, 2022. The observation was carried out for 90 minutes, the English lesson at that time was to explain "narrative text". The researcher provided a table showing the indicators of teaching learning process that the English teacher used during the lesson.

To compare the observation results, the researcher provided headmaster and teacher interview tables which explained the implementation of Merdeka Belajar curriculum in teaching learning process in English subject.

Based on the principal's information, there are three general achievement elements in the English subject, such as: Listening – Speaking, Reading – Reviewing, and Writing – Presenting. By addressing these three general achievement elements in the English subject, the Merdeka Belajar curriculum aims to foster comprehensive language proficiency and effective communication skills among students. The integration of listening, speaking, reading, viewing, writing, and presenting allows students to develop a well-rounded and practical understanding of the English language. Merdeka Belajar curriculum has been implemented well, even though SMAN 01 Luwu Utara still has several obstacles.

Based on the teacher's information, Merdeka Belajar curriculum has been implemented well because Merdeka Belajar encourages educators to be more creative in delivering the material, and students can also become more active in the teaching and learning process. By using a creative approach, educators can create engaging and

interactive learning experiences for students. This will enhance student engagement in the teaching and learning process, making them more active and involved in learning English.

In the implementation of P3 and P5 in English subject. The teachers use P3 for their assessment activity. The teachers use the P3 assessment format to evaluate their students. In the other hand, applying P5 in English subject, according to the teachers' information, the implementation of P5 in English subject is running well. The teachers will use the theme which related to the topic that will be delivered.

Based on the observation, the teacher was teaching about narrative text and the topic was about folklore of *I La Galigo*. The teacher used cooperative learning method. The teacher used various media, but when delivering this topic, the teacher used gadgets and internet as teaching media namely *Merdeka Mengajar*, websites or *YouTube* for students to learn. For assessment method, the teacher used formative assessment and summative assessment.

2. Students' Voices on the Implementation of Merdeka Belajar in The EFL Classroom Context at Senior High School 01 Luwu Utara, South Sulawesi

This section describes research finding based on research question number 2, namely the students' voice on the implementation of Merdeka Belajar curriculum in the EFL classroom context at Senior High School 01 Luwu Utara. The researcher used an open interview consisting of 8 essay questions that described students' voice.

In analyzing the interview, the researcher used data reduction to draw conclusions from the students' answers. Then the answers are classified into certain codes.

2.1. Affective Component

Table 4. 1 Student Interview Points

Findings	Data
Students' feeling about the English teaching learning process.	Happy (23 students)
	Normal (3 students)
	Confused (7 students)
Students' interests in	Yes (19 Students)

English language subject.	No (5 Students)
	Normal (9 Students)

Based on the coding that was done, the researcher found that in the first question, there 23 students gave happy answers as an assumption that they felt happy by the English teaching learning activity that the teacher was doing. On the other hand 7 students felt a confused and some felt normal by the English teaching learning process.

In question number 3, the results of the coding of the open interview given to students concluded that 19 students said yes or interested in the English language subject, then 9 students said normal or usual and 5 students do not have interest in the English subject

.

2.2. Cognitive Component

Table 4. 2 Student Interview Points

Findings	Data

teaching learning process to help students to achieve the lesson goals	Always (33 students)
The level of difficulty of the English subject in understanding the lesson delivered.	Easy (8 Students)
	Difficult (11 Students)
	Normal (13 Students)
	Based on the topic (1 Student)
The method teacher used to help understand the lesson given.	Group Based Learning (33 students)

In question number 5, all of the students agreed that teacher always uses media in their English teaching learning process.

In question number 2, 13 students felt that the difficulty level of English is normal, 11 students find it difficult, 8 students find it easy, and the rest feel that the difficulty level depends on the topic.

In question number 4, all students agreed that the teacher used group based learning method in English teaching learning process.

2.3. Conative Component

Table 4. 3 Student Interview Points

Findings	Data
Frequencies of the Student experience in doing school work.	Always (33 students)
Students' barriers in English teaching learning process in class.	Vocabularies (12 Students)
	Grammar (7 Students)
	Facilities (6 Students)
	Time (6 Students)
	Unsupportive Environment (2 Students)
The frequency of	Always (11 Students)

students asking questions to understand learning English	Seldom (6 Students)
	Often (16 Students)

Then in number 6, all students always experienced and finished school work from their teacher. In question number 8, 12 students felt that lack of vocabulary was their barrier in learning English, 7 students felt that their barrier was grammar, 6 students felt limited facilities were their barrier in learning English, 6 others felt time constraint was the barrier and 2 students felt that their barrier was unsupportive environment.

For question number 7, 16 students asked the teacher to understand the lesson often, 11 students asked frequently and 6 students seldom asked.

B. DISCUSSION

1. Implementation of Merdeka Belajar curriculum at Senior High School 01 Luwu Utara, Sulawesi Selatan

Senior High School 01 Luwu Utara was set up on the 1ˢᵗ of January 1967, in line with the times, the principal and educators have implemented well the Merdeka Belajar curriculum in mid-July 2022.

SMAN 01 Luwu Utara has implemented Merdeka Belajar curriculum. All educators must be creative in applying topics of subjects. They must be more creative, educators can give topics not only from the text books but also from anywhere which gives the essential goals of the subject given. This means, teachers are free to use which media they want to use and students are free to choose their comfortable way to learn. In this curriculum, it is student-centered learning appproach.

Overall, the Merdeka Belajar curriculum seeks to transform the traditional education system in Indonesia by empowering students to become independent learners, critical thinkers, and adaptable individuals ready to face the challenges of the 21st century.

The Merdeka Belajar curriculum and the K13 curriculum are both educational initiatives implemented in Indonesia, but they have some key differences:

1. Flexibility and Autonomy: The Merdeka Belajar curriculum places a stronger emphasis on flexibility and student autonomy compared to the K13 curriculum. It encourages students to pursue their interests, passions, and goals by providing them with more choices in selecting subjects and activities. The aim is to create a more personalized learning experience for students.

2. Competence-based approach: The Merdeka Belajar curriculum adopts a competence-based approach, focusing on the development of specific skills and competencies such as critical thinking, problem-solving, creativity, and entrepreneurship. It aims to equip students with the abilities needed for the 21st-century workforce.

3. Assessment methods: The K13 curriculum relies on traditional assessment methods, including examinations and standardized tests, to evaluate student performance. In contrast, the Merdeka Belajar curriculum encourages a more holistic and diverse range of assessment methods, including project-based assessments,

portfolios, and presentations. The focus is on evaluating students' skills, competencies, and practical application of knowledge.

This curriculum, it does not have big differences from K13 (curriculum 2013). Lesson Plan (RRP) in Merdeka Belajar is mentioned as ATP (*Alur Tujuan Pembelajaran*). In English subject, there are 3 general achievement elements, such as Listening – Speaking, Reading – Reviewing, and Writing – Presenting.

By addressing these three general achievement elements in the English subject, the Merdeka Belajar curriculum aims to foster comprehensive language proficiency and effective communication skills among students. The integration of listening, speaking, reading, viewing, writing, and presenting allows students to develop a well-rounded and practical understanding of the English language.

Even though Merdeka Belajar is more flexible than the curriculum before, it has obstacles in its implementation.

There are several problems that Senior High School 01 Luwu Utara faced, such as :

1. Time constraints: The implementation of the Merdeka Belajar curriculum often requires educators to design and deliver more engaging and interactive lessons, which can be time-consuming.
2. Limited resources: Many educators face challenges due to limited availability of resources, including teaching materials, textbooks, technology tools, and infrastructure.
3. Professional development and support: Limited access to relevant training programs, workshops, or mentoring opportunities can hinder their ability to fully understand and apply the principles and approaches of the curriculum.
4. Assessment and evaluation: The Merdeka Belajar curriculum emphasizes the use of varied and authentic assessment methods. Some educators face challenges in designing and implementing effective assessment strategies that align with the curriculum objectives and cater to the diverse needs of students.
5. Student readiness: Engaging students and ensuring their readiness for self-directed and independent learning can be a challenge. The Merdeka Belajar curriculum encourages students to take ownership of their learning, set personal goals, and actively participate in the

learning process. Some students require additional guidance and support to develop the necessary skills and motivation for self-directed learning.

The teacher used cooperative learning method, this method encourages students to work in small groups to achieve learning goals together. Students work collaboratively, share knowledge, and help each other in achieving better understanding. The teacher used various media, but when delivering this topic, the teacher used gadgets and internet as teaching media for students to learn.

The teacher used formative assessment and summative assessment. Formative assessment is carried out continuously during the learning process to provide feedback to students on their progress in achieving learning objectives. Formative assessment can take the form of daily assignments, small projects, or questions related to the taught material. Summative assessment is used to measure students' final achievement at the end of a specific learning period. This assessment is typically conducted through tests or end-of-semester exams that cover the material taught during that period.

In applying Merdeka Belajar curriculum in English teaching learning process, the educators have the ATP (*Alur Tujuan Pembelajaran*) or Learning Objective Flow. It serves as a guideline for teachers to plan and implement effective lessons and ensure that students achieve specific learning outcomes.

Merdeka Belajar curriculum has the ATP (*Alur Tujuan Pembelajaran*) or Learning Objective Flow. Teachers make the ATP as a guideline to teach in class. In applying the ATP, teachers need to focus on some points.

There are some points of ATP applied in the English teaching and learning process: setting learning objectives, activating prior knowledge, presenting new concepts and skills, engaging in learning activities, assessing learning outcomes, and reflecting and revising.

2. **Students' Voice on The Implementation of Merdeka Belajar Curriculum in EFL Classroom Context at Senior High School 01 Luwu Utara, South Sulawesi**

In the implementation of the Merdeka Belajar curriculum, students' voices and participation play a crucial role in shaping the EFL classroom context at the Senior High School level. The Merdeka Belajar curriculum emphasizes student-centered learning, autonomy, and active engagement.

In findings, the questions of table 4. 4 are expected to be able to describe affective component because it relates to students perceptions regarding a person's emotional reactions and includes whether such reaction is positive or negative, good or bad, desirable, likeable, and an evaluate judgment.

Some students felt empowered by the freedom to choose their own learning paths and engage actively in self-directed learning. They appreciated the opportunity to explore their interests and develop a sense of ownership over their education. However, some students found the level of autonomy challenging and require additional

support and guidance to navigate through the curriculum effectively.

In findings, the questions of table 4. 5 are expected to be able to describe the cognitive component because it relates to student perceptions related to the acquisition of knowledge, manipulation of information, and reasoning.

Some students found the curriculum stimulating and effective in promoting critical thinking, problem-solving skills, and deep understanding of the subjects.

In findings, the questions of table 4. 7 are questions that reflect the conative component. The conative or behavioral component contains tendencies to act or to react to something in certain ways.

Some students felt empowered by the freedom to choose their own learning paths and engage actively in self-directed learning. They appreciated the opportunity to explore their interests over their education.

With the existence of three components consisting of cognitive components, affective components, and conative components, the result is an orientation towards an object in the form of teacher questions in learning.

Furthermore, students can actively participate in setting learning goals and objectives. Through discussions and consultations with their teachers, students can express their interests, aspirations, and areas of focus for their English language learning. This involvement in goal-setting empowers students to take ownership of their learning process.

In classroom discussions and reflections, teachers can create a safe and inclusive learning environment that encourages students to express their thoughts, opinions, and ideas in English language discussions. By facilitating meaningful classroom discussions, teachers can promote critical thinking, communication skills, and confidence in expressing their viewpoints. Regular reflection activities can also provide students with opportunities to share their insights and evaluate their learning experiences.

Voice in assessment methods, students can have a say in the assessment methods used to evaluate their English language proficiency. Providing students with options and opportunities to showcase their skills and knowledge through varied assessment formats, such as presentations, projects, or portfolio assessments, can increase their motivation and engagement. Students can also be involved in self-assessment and peer assessment activities, where

they provide feedback to their peers and reflect on their own learning progress.

While the Merdeka Belajar curriculum aims to address some of the challenges in English language learning, there are still hindrances that 10th graders in Indonesia encounter when using this curriculum. Based on the observation the researcher obtained, there are some hindrances specific to implementing the Merdeka Belajar curriculum for English language learning in Luwu Utara 01 Senior High School.

The Merdeka Belajar curriculum encourages students to take ownership of their learning and engage in self-directed learning activities. However, some 10th graders face motivational challenges or struggle with managing their learning independently. Building students' intrinsic motivation, self-regulation skills, and fostering a supportive learning environment are crucial for effective implementation.

In time constraints and curriculum load, The Merdeka Belajar curriculum introduces a more flexible and learner-centered approach. However, time constraints within the school schedule and the existing curriculum load limit the implementation of the curriculum's principles. Finding a balance between covering the required content and

providing meaningful learning experiences can be challenging.

Cultural and social factors, such as fear of making mistakes, low self-confidence, and societal pressure to prioritize other subjects, can impact students' willingness to actively participate in English language learning activities.

In Luwu Utara 01 Senior High School, the students lack of sufficient English language learning resources, including textbooks, audiovisual materials, and technology tools.

Limited exposure to English. Many 10th graders in Luwu Utara 01 Senior High School have limited exposure to English outside of the classroom. The lack of opportunities to use English in real-life situations hampers their language acquisition and fluency development.

Based on the findings in the field that have been presented earlier, the researcher can draw the conclusion that the implementation of the Merdeka Belajar curriculum in the English language teaching process at the Senior High School level has shown an improvement in the quality of English language learning, both in terms of knowledge, attitude, and skills.

In relation to the implementation of the Merdeka Belajar curriculum in enhancing the quality of learning, the

findings of this research align with the study conducted by Restu Rahayu, Rita Rosita, Yayu Sri Rahayuningsih, Asep Herry Hernawan, and Prihantini (2022) by the title *"Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak"*. This research describes the identification and acquisition of information regarding the implementation of the Merdeka curriculum in *Sekolah Penggerak*. This research explains the implementation of the Merdeka Belajar curriculum in *Sekolah Penggerak*. This study aligns with the author's qualitative research design and data collection techniques.

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the whole results that described in the findings and discussion, it can be concluded that:

1. The implementation of Merdeka Belajar curriculum in the EFL classroom context in Luwu Utara 01 Senior High School has been implemented well with the cooperation of the government, the headmaster and the teachers. Even though it may face several problems such as time constraints, limited facilities, professional training development and student readiness.

2. Students can actively participate in setting learning goals and objectives. Through discussions and consultations with their teachers, students can express their interests, aspirations, and areas of focus for their English language learning. This involvement in goal-setting empowers students to take ownership of their learning process. Students also welcomed Merdeka Belajar curriculum well. It was found that some students felt empowered and stimulating their critical thinking by Merdeka Belajar curriculum.

B. SUGGESTION

1. For the English educators, it is better to put more attention to students, it can trigger their interests to learn English and be more active in teaching learning process. Using the teaching method that students can fit in effectively may let the students to the peak of their studies.

2. For the students, students should be more determined in learning English. Thus, students can obtain maximum results and can realize that learning English is important because English is the international language.

3. For the school. schools should strive to provide adequate facilities, instructional media, and better professional support and development opportunities.

REFERENCES

Ainia, D. K. (2020). Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter. *Jurnal Filsafat Indonesia*, *3*(3), 95–101.

Alberty, H. B., & Alberty, E. J. (1962). *Reorganizing the high-school curriculum*. Macmillan.

Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, *6*(4), 5877-5889.

Anggito. (2018). *Metodologi Penelitian Kualitatif*. CV.Jejak.

Anggraena, Y., Felicia, N., Ginanto, D. E., Pratiwi, I., Utama, B., Alhapip, L., & Widiaswati, D. (2021). *Kajian Akademik : Kurikulum untuk Pemulihan Pembelajaran*. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Anwar, R. (2014). Hal-Hal yang Mendasari Penerapan Kurikulum 2013. *Humaniora*, *5*(1). https://doi.org/10.21512/humaniora.v5i1.2987

Ariyana, Ramdhani, I. S., & Sumiyani. (2020). Merdeka Belajar melalui Penggunaan Media Audio Visual pada

Pembelajaran Menulis Teks Deskripsi. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, *3*(2), 356–370.

Creswell, John W. (1998). *Qualitative Inquiry and Research Design: Choosing among Five Traditions.* London: Sage Publication.

Ebert, E. S., Ebert, C., & Bentley, M. L. (2013). Curriculum definition. *Retrieved from education.com*.

Barkhuizen G., P. Benson, and A. Chik. (2014). *Narrative Inquiry in Language Teaching and Learning Research.* New York: Routledge.

Hamalik, O. (1990). *Pengembangan Kurikulum: Dasar-dasar dan Perkembangannya*. Bandung: Mandar Maju.

Hasan, S.H. (1988). *Evaluasi Kurikulum*. Jakarta: P2LPTK.

Hernawan, A. H., & Andriyani, D. (2011). Hakikat kurikulum dan pembelajaran. *Pengembangan Kurikulum Dan Pembelajaran EKOP*.

Kamiludin, K., & Suryaman, M. (2017). Problematika pada pelaksanaan penilaian pembelajaran Kurikulum 2013. *Jurnal Prima Edukasia*, *5*(1). https://doi.org/10.21831/jpe.v5i1.8391

Kemdikbud. (2020). Buku panduan merdeka belajar – kampus merdeka. Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.

http://dikti.kemdikbud.go.id/wpcontent/uploads/2020/04/ Buku-Panduan-Merdeka-Belajar-KampusMerdeka-2020

Lexy, J. Moleong. (1996), *Metodologi Penelitian Kualitatif,* Bandung: PT Remaja Rosdakarya, P. 112

Undang-Undang No.20 Tahun 2003 about national education system.

Nasution, S. (1987). *Pengembangan Kurikulum*. Bandung: Alumni.

Nasution, S. (1999.). *Asas-asas kurikulum / S. Nasution*. Jakarta :: Bumi Aksara,.

Hamalik, O. (2011). *Kurikulum dan Pembelajaran*, PT Bumi Aksara, Jakarta, 2011, hlm.16

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.

Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 7181-7190.

Saylor, J. Galen, Alexander, William; Lewis, Arthur, J (1981), *Curriculum Planning for Better Teaching and Learning*, New York: Holt-Rinehart and Winston.

Sherly, S., Dharma, E., & Sihombing, H. B. (2021, August). Merdeka belajar: kajian literatur. In *UrbanGreen Conference Proceeding Library* (pp. 183-190).

Sudjana, N. (1988). *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru.

Sudjana. N. (2006). *Penilaian hasil proses belajar mengajar*. Bandung :: Remaja Rosdakarya,.

Sugiyono, (2015). *Metode Penelitian Kuantitatif Kualitatif dan R&D'*. Bandung: Alfabeta..

Sukmadinata, N.S. (1988). *Prinsip dan Landasan Pengembangan Kurikulum*. Jakarta: P2LPTK.

Taba, Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World, Inc. Sudjana, N. (1988). *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru.

Tyler, Ralph W. (1975). *Basic Principles of Curriculum and Instruction*. Chicago and London: The University of Chicago Press.

Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, 8(1), 185-201.

Ragan, William B.. (1953). *Modern elementary curriculum* . New York: Dryden Press.

Zais, Robert S. (1976). *Curriculum, Principles and Foundations*. New York: Harper and Row Publisher.

APPENDICES
Appendix 1: List of Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185 Telepon
024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 831/Un.10.3/D1/TA.00.01/03/2023   Semarang, 14 Maret 2023
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Ashabul Kahfi Usman
NIM   : 1803046053

Yth.
Kepala Sekolah SMA Negeri 01 Luwu Utara
Di tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama   : Ashabul Kahfi Usman
NIM   1803046053
Alamat   : Jl. Pengilon V No. 3, Kel. Bringin, Kec. Ngaliyan, Kota Semarang
Judul skripsi : The Implementation of Merdeka Belajar Curriculum in The Teaching Learning
                  Proccess in Senior High Schools
Pembimbing :
1. Dra. Hj. Siti Maryam, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan
dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7 hari, mulai
tanggal 8 Mei 2023 sampai dengan tanggal 12 Mei 2023
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahfud Junaedi

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

Appendix 2: Interview Question for Headmaster

1. Headmaster Interview

Name   : Safruddin, S. Pd., M. Pd.

SRN   : 19670616 199702 1 002

Position   : Headmaster

Headmaster Interview

No.	Questions	Answers
1	Bagaimana pendapat bapak tentang kurikulum Merdeka Belajar?	Kurikulum Merdeka Belajar adalah versi yang lebih fleksibel dari kurikulum 2013
2	Apakah kurikulum Merdeka Belajar sudah diimplemtasikan di SMA Tersebut?	Ya, kurikulum Merdeka Belajar sudah diimplementasikan dengan cukup baik di sini, walaupun tetap mengalami beberapa hambatan.
3	Dalam mengimplementasikan kurikulum Merdeka Belajar, adakah perbedaan dibanding kurikulum sebelumnya?	Kurikulum ini lebih baik dari kurikulum sebelumnya (K13), karena lebih memberi ruang bagi guru untuk lebih kreatif dan membuat siswa lebih aktif.

4	Upaya apa yang bapak lakukan dalam mengimplementasikan kurikulum Merdeka Belajar sehingga dapat memacu kemajuan proses pembelajaran Bahasa Inggris?	Walaupun ada beberapa hambatan, sekolah telah melakukan banyak upaya seperti meningkatkan SDM dengan cara mengupayakan sosialisasi kurikulum dan pengadaan fasilitas.
5	Apakah langkah-langkah pembelajaran Bahasa Inggris di SMA ini sudah sesuai dengan kehendak kurikulum Merdeka Belajar?	Pengaplikasian kurikulum ini sejauh ini sudah dapat dikatakan sesuai kehendak kurikulum.
6	Dalam mengimplementasikan kurikulum Merdeka Belajar, pendekatan apa yang bapak gunakan?	Dapat dikatakan sekolah menggunakan pendekatan berbasis teknologi, karena kurikulum ini sendiri menyediakan aplikasi khusus dan juga menyediakan akses ke berbagai sumber pembelajaran online.

7	Bagaimana peningkatan kualitas pembelajaran Bahasa Inggris setelah mengimplementasikan kurikulum Merdeka Belajar?	Untuk peningkatan kualitas sebenarnya masih sukar untuk ditentukan karena kurikulum ini baru diaplikasikan, namun jika dibandingkan dengan kurikulum sebelumnya, maka dapat dikatakan terdapat peningkatan kualitas walaupun tidak signifikan.
8	Apa peningkatan kualitas pembelajaran Bahasa Inggris setelah mengimplementasikan kurikulum Merdeka Belajar?	Ada beberapa peningkatan yang terjadi, yaitu peningkatan terhadap keaktifan siswa dalam belajar, peningkatan terhadap minat baca dan tulis Bahasa Inggris serta peningkatan terhadap penggunaan grammar.
9	Sejak kapan kurikulum Merdeka Belajar diimplemtasikan di SMA ini?	kurikulum Merdeka Belajar telah diaplikasikan sejak pertengahan Juli 2022.

Appendix 3: Interview Question for Teacher

2. Teacher Interview

Name   : Hariani, S. Pd.

SRN   : 19840329 201406 2 001

Position : Teacher

Teacher Interview Points

No.	Questions	Answers
1	Langkah-langkah apa yang dilakukan oleh pendidik dalam mengimplementasi kurikulum Merdeka Belajar?	Ada banyak persiapan yang dilakukan oleh pendidik dalam mengaplikasikan kurikulum saat ini seperti memahami tujuan kurikulum, membuat rencana pembelajaran sesuai kebutuhan, menggunakan metode ajar yang relevan, serta memberikan umpan balik dan evaluasi yang tepat.
2	Menurut Bapak/Ibu apa kendala yang dialami oleh pendidik dalam implementasi	Ada beberapa seperti waktu belajar yang cukup terbatas, kesiapan siswa terhadap kurikulum, dukungan

	kurikulum Merdeka Belajar?	professional atau progam pelatihan yang sedikit, perancangan evaluasi pembelajaran dan sumber daya yang masih terbatas.
3	Usaha apa saja yang dilakukan pendidik dalam meningkatkan pembelajaran Bahasa Inggris?	Dengan kekurangan tersebut, usaha yang dilakukan adalah dengan memanfaat sumber daya yang ada, menggunakan metode yang efektif, merancang pembelajaran yang terstruktur dan terarah serta memberikan umpan balik yang konstruktif.
4	Apakah proses pembelajaran Bahasa Inggris lebih mudah dilakukan dengan kurikulum Merdeka Belajar?	Kurikulum Merdeka Belajar memberikan kebebasan dan fleksibelitas yang lebih dibanding kurikulum sebelumnya, maka proses pembelajaran Bahasa Inggris lebih mudah dilakukan.
5	Apakah peserta didik antusias dalam proses pembelajaran Bahasa Inggris?	Kurikulum Merdeka Belajar lebih berpusat pada murid sehingga membuat murid lebih aktif dan dapat bereksplorasi lebih.

6	Apakah implementasi kurikulum Merdeka Belajar telah mencapai target pada pembelajaran Bahasa Inggris?	Cukup sukar untuk menentukan hal ini, karena implementasi kurikulum masih berjalan 2 semester, namun jika dibandingkan dengan kurikulum sebelumnya, kita dapat melihat peningkatan.
7	Apakah yang menjadi factor pendukung dan penghambat dalam pelaksanaan kurikulum Merdeka Belajar?	Untuk factor pendukung ada beberapa seperti dukungan kepala sekolah dan pengawas, keterlibatan dan motivasi siswa. Untuk factor penghambat ada beberapa seperti keterbatasan pada sumber daya, tuntutan dari kurikulum sebelumnya, kemampuan pendidik dalam beradaptasi pada kurikulum dan keterbatasan waktu.
8	Apakah peserta didik aktif dalam proses pembelajaran	Kurikulum Merdeka Belajar menggunakan pendekatan siswa sentris sehingga mereka

	Bahasa Inggris?	dituntut untuk aktif pada proses belajar mengajar.
9	Apakah proses pembelajaran Bahasa Inggris sudah sesuai dengan tujuan kurikulum Merdeka Belajar?	Terdapat 3 elemen capaian umum terhadap Bahasa Inggris yaitu Menyimak – Berbicara, Membaca – Memirsa dan Menulis – Mempresentasikan. Ketiga elemen capaian umum ini telah diimplementasikan dengan baik pada proses belajar mengajar.
10	Bagaimana kualitas pembelajaran Bahasa Inggris dalam implementasi kurikulum Merdeka Belajar?	Kurikulum masih dijalankan 2 semester, jadi tentu masih belum dikatakan dengan baik karena masih tertahan dengan beberapa factor.

Appendix 4: Interview for Students

Name   :

Class   :

1. Apakah anda senang dalam proses pembelajaran Bahasa Inggris?
2. Apakah pembelajaran Bahasa Inggris mudah dipahami?
3. Apakah anda suka dengan mata pelajaran Bahasa Inggris?
4. Metode apa yang sering digunakan pendidik dalam mengajar?
5. Apakah dalam proses pembelajaran pendidik menggunakan media?
6. Apakah pendidik sering memberikan tugas?
7. Apakah anda sering bertanya ketika anda tidak paham?
8. Apa saja yang menjadi kendala anda dalam proses pembelajaran Bahasa Inggris di kelas?

Appendix 5: Observation Sheet

No.	The implementation of Merdeka Belajar curriculum in the teaching learning process.	Yes	No
1	In English learning process, the educators use Merdeka Belajar curriculum	✓	

2	Implementaion of Merdeka Belajar curriculum is running well	✓	
3	Educators apply English learning methods according to the demands of the Merdeka Belajar curriculum	✓	
4	Educators manage English learning according to the demands of the Merdeka Belajar curriculum	✓	
5	Educators apply their roles according to the demands of the Merdeka Belajar curriculum	✓	
6	In Implementing English learning, Educators follow the steps of the Merdeka Belajar curriculum	✓	
7	Educators are more creative in giving teaching process of English learning than the previous curriculum	✓	
8	The evaluation in Merdeka Belajar Curriculum is more practical	✓	
9	In the implementation of Merdeka Belajar curriculum, Educators are difficult in communicating English learning		✓
10	Educators give task to learners to ask	✓	

Appendix 6: Sample of Students' Interview

Interview Guidelines for the students

Name : Keysa Frisilia amping

Class : X.C

1. Apakah anda senang dalam proses pembelajaran Bahasa Inggris?

   Jawaban : ya senang karena belajar dengan santai tetapi lumayan untuk menguasai pelajarannya.

2. Apakah pembelajaran Bahasa Inggris mudah dipahami?

   Jawaban : lumayan, karena pada saat dijelaskan kadang dipahami dan tidak dipahami.

3. Apakah anda suka dengan mata pelajaran Bahasa Inggris?

   Jawaban : suka

4. Metode apa yang sering digunakan pendidik dalam mengajar?

   Jawaban : metode media (hp) dan media latop mulut secara langsung.

5. Apakah dalam proses pembelajaran pendidik menggunakan media?

   Jawaban : ya

6. Apakah pendidik sering memberikan tugas?

   Jawaban : ya

7. Apakah anda sering bertanya ketika anda tidak paham?

   Jawaban : kadang-kadang bertanya.

8. Apa saja yang menjadi kendala anda dalam proses pembelajaran Bahasa Inggris di kelas? kendalanya biasa dalam penyebutan kata atau penulisan yag menjadi bingung.

Appendix 7: Sample of Students' Interview

Interview Guidelines for the students

Name : Intan

Class : X.5

1. Apakah anda senang dalam proses pembelajaran Bahasa Inggris?
   Jawaban : Ya, karena kita bisa belajar bahasa Inggris sedikit demi sedikit

2. Apakah pembelajaran Bahasa Inggris mudah dipahami?
   Jawaban : lumayan

3. Apakah anda suka dengan mata pelajaran Bahasa Inggris?
   Jawaban : Ya

4. Metode apa yang sering digunakan pendidik dalam mengajar?
   Jawaban : Metode Media dan tatap Muka secara langsung

5. Apakah dalam proses pembelajaran pendidik menggunakan media?
   Jawaban : Ya

6. Apakah pendidik sering memberikan tugas?
   Jawaban : Ya

7. Apakah anda sering bertanya ketika anda tidak paham?
   Jawaban : Ya

8. Apa saja yang menjadi kendala anda dalam proses pembelajaran Bahasa Inggris di kelas? Pada guru Mengartikan surat manuis dalam bahasa inggris terkadang ada huruf yang salah atau terbalik

Appendix 8: Sample of Students' Interview

Interview Guidelines for the students

Name : PROILLA

Class : X.5

1. Apakah anda senang dalam proses pembelajaran Bahasa Inggris?

   Jawaban : iya, karna dapat menimbulkan kepintara orang dari bahasa inggris

2. Apakah pembelajaran Bahasa Inggris mudah dipahami?

   Jawaban : tidak, karena saya tidak pandai dalam bahasa inggris

3. Apakah anda suka dengan mata pelajaran Bahasa Inggris?

   Jawaban : lumayan, karna menurut saya bahasa inggir susah di pahami

4. Metode apa yang sering digunakan pendidik dalam mengajar?

   Jawaban : banyak sekali macam-macam metode Pembelajara yaitu sesi tanya jawab, Diskusi

5. Apakah dalam proses pembelajaran pendidik menggunakan media?

   Jawaban : iya, seperti media buku dan lain-lainya

6. Apakah pendidik sering memberikan tugas?

   Jawaban : Sering, agar siswa lebih paham lagi dari mempelajari bahasa inggris

7. Apakah anda sering bertanya ketika anda tidak paham?

   Jawaban : tidak karena sering

8. Apa saja yang menjadi kendala anda dalam proses pembelajaran Bahasa Inggris di kelas?

   kendala saya adalah saya berum terlalu fasi dalam berbasai bahasa inggris dan dalam mengartikan bahasa inggrik ke dalam bahasa indonesia

Appendix 9: Meeting with the Principal

Appendix 10: Meeting with Mrs. Hariani, S. Pd.

Appendix 11: Meeting with Ms. Halimah, S. Pd.

Appendix 12: Interveiw Activity

CURRICULUM VITAE

A. Personal Data

    1. Name   : Ashabul Kahfi Usman

    2. Place/ Dateof Birth : Palopo, 10th of February 2000

    3. Addres   : St. Salawty Daud, Masamba, Luwu Utara.

    4. Email   : ashabulkahfiusman@gmail.com

    5. Phone Number   : 085163722369

B. Educational Background

    1. Formal Education

        a. SD Negeri 089 Masamba

        b. SMP Negeri 01 Masamba

        c. SMA Negeri 01 Luwu Utara

    2. Informal Education

        a. Limpa Indonesia (July 2017-August 2019)

        b. Kresna Institue   (September 2017-February 2018)