

**THE ENGLISH TEACHERS' PERCEPTION OF THE TRANSITION FROM  
TWO THOUSAND THIRTEEN (2013) CURRICULUM TO THE MERDEKA  
CURRICULUM**

**THESIS**



**Submitted by**

**Adrianus Eban Lamadoken**

**148820321036**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION LANGUAGE, SOCIETY, AND SPORT  
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG**

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**THE ENGLISH TEACHERS' PERCEPTION OF THE TRANSITION FROM  
TWO THOUSAND THIRTEEN (2013) CURRICULUM TO THE MERDEKA  
CURRICULUM**

**Thesis**

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**By:**

**Adrianus Eban Lamadoken**

**Born:**

**Wawondula**

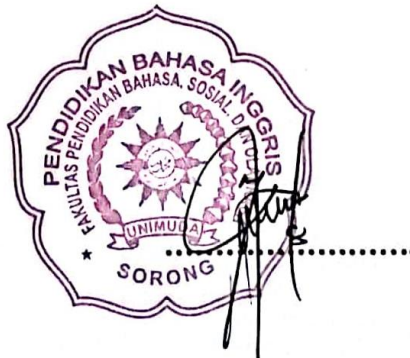
## APPROVAL SHEET

This thesis with the title “The English Teachers’ Perception of The Transition from Two Thousand Thirteen (2013) Curriculum to The Merdeka Curriculum” Approved by the team of advisor.

On November 2024

**Advisor I**

**Nurteteng. M.Pd.**  
**NIDN. 1418039201**



## LEGITMATION SHEET

This thesis was approved by Dean of the faculty of Education Language, Social and Sport  
Universitas Pendidikan Muhammadiyah Sorong.

On: November 23<sup>rd</sup> 2024

Dean


**Roni Andri Pramita, M.Pd.**  
NIDN. 1411129001

Team of Examiners Thesis

1. **Dr. Nursalim, M.Pd.**  
NIDN.1406088801

  
.....

2. **Rizqi Claudia Wardhani, M.Pd.**  
NIDN.140402955013

  
.....

3. **Nurteteng, M.Pd.**  
NIDN.1418039201

  
.....

## DECLARATION AUTHENTICITY


This is to certify that:

Name : Adrianus Eban Lamadoken

NIM : 148820321036




Title : “The English Teachers’ Perception of The Transition from Two Thousand  
Thirteen (2013) Curriculum to The Merdeka Curriculum ”

I here by declare that the thesis there is no work ever submitted for a degree in a college,  
and as long as my knowledge also does not have works of literature ever written or  
published by others, except as in writing referenced in this text is mentioned in the  
references.

Sorong, November 23<sup>rd</sup> 2024  
My Sincerely  
  
**Adrianus Eban Lamadoken**  
**NIM. 148820321036**

**LEMBAR PENGESAHAN  
PERSETUJUAN REVISI SKRIPSI**

Nama : Adrianus E. Lamadoken  
 NIM : 148820321036  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The English Teachers' Perception Of The Transition From Two Thousand Thirteen Curriculum To The Merdeka Curriculum  
 Tgl Ujian Skripsi : 16 November 2024

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Dr. Nursalim, M.Pd.	Ketua Penguji	26/11-2024	
2	Rizqi Claudia Wardani. H, M.Pd.	Penguji 1	23/11-2024	
3	Nurteteng, M.Pd.	Penguji 2	27/11/2024	

Sorong, 25 / 11 / 2024  
 Ketua Program Studi

Pendidikan Bahasa Inggris,  
  
 Nurteteng, M.Pd.  
 NIDN 1418039201



<https://pbing.unimudasorong.ac.id>

**PROGRAM STUDI:**

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

## **MOTTO AND DEDICATION**

### **MOTTO**

*“Self-education is, I firmly believe, the only kind of education there is”*

*“Me smiling doesn't mean my life is perfect. It's just my way of being grateful to enjoy life”*

*- Monkey D Fluffy -*

### **DEDICATION**

I proudly dedicate this thesis especially for:

My beloved one in my life, they are: Mr. Petrus and Mrs. Bernadeth Kewa Beda

My beloved brothers

All of my family that I love

The last, my Almamater Unimuda Sorong

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah, Most Gracious, Most Merciful*

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This thesis entitled: The Teachers' Perception of The Transition from Two Thousand Thirteen (2013) Curriculum to The Merdeka Curriculum is submitted to fulfill the partial requirements for the degree of sarjana Pendidikan. The researcher would like to deliver the sincerest gratitude to Dr. Rustamadji, M.Si. as rector of University of Education Muhammadiyah Sorong.

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Finally, I realize that this thesis needs constructive ideas in order to reduce its weakness. I hope this thesis gives a valuable contribution to both students at the University of Education in Muhamadiyah sorong.

Sorong, November 16th 2024

**The Researcher**

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

**Adrianus E. Lamadoken**

## **ABSTRACT**

Adrianus Eban Lamadoken/148820321036, 2024. **The English Teachers' Perception of The Transition from Two Thousand Thirteen (2013) Curriculum to The Merdeka Curriculum.** Thesis, English Education Department, Faculty Of Education Language, Society, and Sport, University Education Muhammadiyah Sorong. November, 2024.

This research was conducted to find out the English teachers' perception of the transition from two thousand thirteen (2013) curriculum to the merdeka curriculum at SMP Negeri 11 Sorong Regency and SMP Muhammadiyah Sorong Regency. The design of this research is descriptive qualitative. Five English teachers, three teachers from SMP Negeri 11 Sorong Regency and two teachers from SMP Muhammadiyah Sorong Regency was chosen by the researcher as sample. In collecting data, the researcher used interview, it is consist of 10 questions which cover the point to answer the English teachers' perception. From the result, it showed that the research provides valuable insights into the perceptions of English teachers regarding the transition from the 2013 Curriculum to the Merdeka Curriculum. While the new curriculum offers benefits such as flexibility and a focus on holistic student development, it also presents significant challenges, particularly in training, resources, and technological adoption. Addressing these issues will be vital for the successful and equitable implementation of the Merdeka Curriculum across Indonesia's diverse educational landscape.

**Keywords: Transition, Two Thousand Thirteen (2013) Curriculum, Merdeka Curriculum, English Teachers' Perception.**

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction of the research. It consists of the background of the problem, problem statements, the objective of the research, significance of the research and operational definition.

#### **1.1 Background of the Problem**

A curriculum is an important tool for education to be successful. A proper and adequate curriculum is crucial to achieving the intended learning goals and objectives. Over the course of education history, Indonesia has made numerous curricular revisions and modifications, all with the intention of ensuring that it keeps up with the times and achieves the best possible outcomes. The curriculum is used as a set of principles for organizing teaching and learning activities. It consists of plans and arrangements for the content, resources, and methods of instruction. Curriculum content is the structure and content of the curriculum to achieve the goals of the educational unit concerned, thereby achieving national education goals (Hamalik, 2017). The curriculum has a highly significant purpose in schooling.

According to Hamalik (2017), the curriculum has three important functions in education: conservative function, critical or evaluative function, and creative function. Adaptive, integrative, differentiating, preparatory, selecting, and diagnostic curriculum functions include those used in education. The curriculum is an important part of education, is a reference for each educational unit, and is the area that has the greatest impact on educational outcomes (Effendi Hasibuan, 2019). The curriculum has a strong



influence on educational outcomes, both formal and informal, so that the role and function of education is often fulfilled by the national education system (Ahid, 2021).

The curriculum framework consequently addresses every topic that worries a students. Every educational unit has to follow to the curriculum, which is an integral component of education and a factor in determining student results. Another way to accomplish educational objectives is through the curriculum. According to Mulyasa (2019), differences in curriculum are very fundamental differences in a country's education system, which will also change other elements of education. Pringsewu (2022) "Curriculum updates are inevitable," said Mohammad, Special Staff for Learning at the Ministry of Education and Culture. In order to prepare students for the difficulties of a changing world and ensure their competitiveness in the future, the government has implemented a curriculum. As a result, changes must also be made in the educational system, which is the most crucial pillar for the growth and education of future generations. Naturally, curricula in the field of education are always changing to suit the demands of the modern world. The objective is improvement, but in reality, this is not always easy to do because we frequently run into roadblocks.

The curriculum can be improved to support human adaptability and the full person. The following competencies are included in K–13 curricula, which is why the government is updating and changing them: 3 keeping in mind that the assessment process is laborious and time-consuming because of variations in how attitudes and knowledge are assessed, as well as minimizing different aspects of attitudes, knowledge, and skills that lead to challenges in both teaching and learning for students

and teachers. The use will be made of your skills. In addition, the merdeka curriculum emphasizes bringing Pancasila students and their extracurricular and intracurricular activities to a wider audience. K–13 learning objectives are also excessively ambitious and out of step with how children develop. In addition to time limits that are extremely tight and cannot be changed by teachers or education authorities, teachers are expected to finish learning materials and absorb a great deal of content, which promotes memorization over knowledge development.

This contrasts with its curriculum, which is backed by a stand-alone learning environment. Teachers are assisted in implementing autonomous curricula by independent education platforms. Started creating a customized curriculum, the first thing noticed was that it had gotten more straightforward and specific. This was due to the merdeka curriculum's simpler teaching requirements and less material provision, which allowed teachers more time to think out their own lesson plans. There are a lot of benefits and drawbacks to the real curriculum disparities, no matter what. It is important in teaching that teacher perception be taken into consideration in order to attain acceptable learning objectives. On the other hand, to reach those specific terms in the teaching-learning process, it is imperative to take the teachers' perceptions into effect.

Based on researchers' observations, English teachers found that they had not really mastered the 2013 curriculum. In 2021, during the COVID-19 pandemic, there was a change in the curriculum from the 2013 curriculum to the merdeka curriculum, where during the transition and implementation period many challenges were

presented. Merdeka curriculum to organize and foster learning. In learning English, it takes a lot of effort and time to develop smooth collaboration between language skills. If a teacher who is used to old paradigm thinking experiences this, then his stuttering condition will get worse. The ability to convey knowledge for students to understand with their creative freedom to develop teaching. The standard of creativity and knowledge insight of a teacher as a component of good learning replaces the way a teacher teaches to get high scores as a measure of learning achievement. This creativity is related to the teacher's capacity to design interesting and comprehensive learning.

The impact of this change is that teachers have to learn how to organize tools such as teaching modules, flow of learning objectives (ATP) and learning outcomes (CP) and also have to learn how to use technology. If you look at it in general, teachers experience many difficulties in implementing the independent curriculum due to a lack of socialization or training regarding the independent curriculum. This change is so fast that there are many problems in education circles and this cannot be avoided by schools that implemented it, even those that have implemented the independent curriculum, one of the schools that implements the independent curriculum is SMP Negeri 11 Sorong Regency and SMP Muhammadiyah Sorong Regency. in terms of learning in the classroom, teachers were still not able to implement the independent curriculum optimally because they still didn't understand the development of the curriculum, in this case the teaching teacher still combines one technique and mixes these two curricula, then changes in learning tools, minimal use of technology and teachers also have difficulties with the lack of equipment such as computers or laptops for

assessment tests, as well as the lack of independent curriculum training, not only that, teachers have difficulties with new learning tools such as the development of ATP (Syllabus) and learning outcomes (CP), which teachers didn't really understand . Then the additional P5 lessons were also poorly understood and reduced teaching and learning time by 1 hour causing learning to be slightly disrupted.

The transition from K-13 to the merdeka curriculum certainly raised many questions among teachers, including teachers at SMP Negeri 11 Sorong Regency and SMP Muhammadiyah Sorong Regency. Therefore, researchers were interested in conducting research at SMP Negeri 11 Sorong Regency and SMP Muhammadiyah Sorong Regency to know the teachers' perception.

## **1.2 Problem Statements**

Based on these previous background, the researchers formulated the following question: “what are the English teachers' perception of the transition from two thousand thirteen (2013) curriculum to the merdeka curriculum ?”

## **1.3 Objective of the Research**

The objective of the research aimed to find out the English teachers' perception of the transition from two thousand thirteen (2013) curriculum to the merdeka curriculum.

## **1.4 Significance of the Research**

This research was expected to give positive contribution for some parties such as the teachers and other researchers.

**For teachers,** the study's findings include teacher perceptions and how teachers deal with the differences between the 2013 curriculum and the merdeka curriculum, the findings should be useful to those who will implement the merdeka curriculum, which will be fully implemented in 2024.

**For other researchers,** the results and findings should be able to be used as references by other researchers who are interested in delving deeper into this study. The results of this study may be useful for future research in the same field with a different design and a larger sample size to compare the outcomes and develop an autonomous curriculum that best suits the needs of the students. Furthermore, the study's findings can be applied by other researchers as a theoretical synopsis for up to six further investigations on the same topic, and they might even serve as suggestions for further research. Thus, by carrying out this study, it might also encourage other scholars to carry out comparable studies in a relevant subject.

## **1.5 Operational Definition**

For this research, the researcher was limited the research using two variables as followed:

### **1.5.1 Perception**

Perception is the opinion of others regarding one or more topics. In this research, it focused on the teachers' positive or negative opinion about transition from two thousand thirteen (2013) curriculum to the merdeka curriculum.

### **1.5.2 Curriculum 2013**

The curriculum focused and provided a well balanced approach to teaching and assessing attitudes, knowledge, and abilities.

### **1.5.3 Merdeka Curriculum**

The curriculum is as a more adaptable framework for the curriculum while focusing important subjects and fostering students' character and competency.

## **CHAPTER II**

### **LITERATURE REVIEW**

The literature review present in this chapter. It consist of the literature review, the research preview and the conceptual framework.

#### **2.1 Concept of Perception**

##### **2.1.1 Definition of Perception**

According to Branca 1964 cited by Alvianti, and Alrianingrum (2021), the perception was organizing, an interplay to the stimulus it sensed so that it was something meaningful, and was an integrated response within the individual. In other words, in perception, individuals will associate with items, but in a sense, people will associate with a stimulus.

Unlike senses, which is only identifying the stimulus's presence, perception is understanding what the stimulus signifies. For example, when we see, the visual stimulus is light energy reflected from the surrounding world, and the eye acts as the sensor. The brain's visual cortex converts this visual picture of the external object into perception. Understanding the image of the outside world projected onto the retina of the eye and building a three-dimensional model of it is the process of visual perception.

The above explanation makes it abundantly evident that perception and sensation are two different things. A person can correlate, integrate, and comprehend data from numerous body organs to identify the things and objects to which the sensations are related.

### **2.1.2 Factors Affecting Perception**

According to Dahlan (2017) there are internal and external elements that impact perception. There are internal factors, which are: First, a person's perception is influenced by his or her psychological needs. Second, the items selected in perception are influenced by the background. Third, The experience prepares a person to look for people, things, and symptoms similar to his experience—fourth, Personality. An introverted person may be attracted to similar people. Fifth, General values and beliefs. Example: People have a confident attitude towards female employees. Sixth, Self-acceptance is an important trait that influences perception.

### **2.1.3 The Types of Perception**

Positive and negative perceptions is the two types of perception use to identify the teachers' perspectives. Self-perception must be influenced by all personal behaviors, thoughts, and actions regarding one's own abilities and physical appearance. Additionally, it is affected by how other people respond to them. This perception then affects the behaviors each person develops and the decisions each person makes throughout their entire life (Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, and Catherine G. Blosser: 2009).

- a) Positivity is an invaluable gift that gives one the confidence and fortitude to face challenges, interact with the outside world, and put other people's needs ahead of oneself. It promotes selflessness and the growth of relationships.
- b) Negative perception tends to concentrate on the individual's needs and attempts to establish and validate their own value.



According to Zaden in Marwana (2019), there are three types of perception, including situational perception, social perception, and person perception.

#### 1) Person Perception

Person perception describes the methods by which we discover characteristics, inner selves, and other people. Our perceptions of other people help to stabilize, make predictable, and give our controlled perspective on the social world shape, depending on the extent to which we assign stable circumstances and enduring tendencies to other people. We use their countries to guide our relationships with them because we think we can more accurately predict their future behaviors and behavior.

Consequently, we can deduce that "person perception" describes our inclination to form general impressions of other individuals and the many conclusions we make about them based on those impressions.

#### 2) Situation Perception

A situation is defined by social psychological linguistics as all the social elements that influence an individual's experience or behavior at a particular moment and place. We act in specific ways due to the relationship between time and space. The situational context in which stimuli occur influences how we interpret them. A situation can consist of one or more words, depending on the cues we receive. The connections we make between these stimuli to interpret them. This category indicates that people's perceptions change depending on the situation. Students today have different attitudes than students in the past. Because

of social factors that influence behavior in addition to student variations in information flow and technology expertise, which influences students' cognitive processes.

### 3) Social Perception

Try to comprehend people, whether they are professional sports, politicians, criminals, leaders, entertainers, or those who are loved and closer to home, is not an essay work because of social perspective. the capacity to deduce, via behavior, words, and facial expressions, what someone else is going through on the inside. Realizing that other people are sentient beings with thoughts, beliefs, feelings, motivations, and desires. Social perception is a complicated process; people closely observe other people's behavior until they have a complete grasp of the person, setting, and behavior. This suggests that an individual's perspective on a situation is influenced by their level of information. Positive impressions will be projected by exceptional people. They are able to read people's perceptions in a variety of circumstances.

## **2.2 Curriculum**

### **2.2.1 Definition of Curriculum**

Several writers come up with the definition of curriculum. According to Null (2023) curriculum is the process of taking a subject, preparing it for classroom usage, and carrying it into the classroom so that it has a long-term impact on students. Curriculum is a complicated and contentious topic of study, with educators attempting to determine suitable programmes of study for schools based on diverse teaching and

learning philosophies (Pugach et al., 2020, p. 87). Besides that, curriculum refers to all the chances teachers have arranged for their students (Nicholls & Nicholls, 2020).

Another definition according to Law No. 20/2003 (2018) on the National Education System National curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the method used as a guide for organizing activities that used as a guideline for organizing learning activities to achieve specific educational goals. In summary, the curriculum is the set of learning objectives and content that serve as an outline for instructional activities aimed at achieving long-term learning outcomes for students.

### **2.3 2013 Curriculum**

The 2013 curriculum is a progression from the competency-based curriculum introduced in 2004 to the curriculum in 2006 (KTSP). Prof. Ir. Muhammad Nuh explains that the curriculum is more focused on competency-based attitude, skills, and knowledge in 2013.

#### a) The 2013 curriculum advantages

1. Students are required to be more active, creative, and innovative in any problem solving which is faced at school.
2. There is assessment of all aspects.
3. The determination of value for students is not only in test scores but also in the value of civity, religion, practices, attitudes, and others.
4. The emergences of character education and character education has been integreted into all courses.

5. The existence of competence in accordance with requirements of the function and purpose of national education,
6. Competence is described as holistic domain attitude, skill and knowledge.
7. A lot of the required competencies in accordance with development need such as character education, methodology of learning active, a balance of soft and hard skills, entrepreneurial skills.
8. The most exciting thing from 2013 is very curriculum responsive to the phenomenon and social change. This is started from the social changes that occur at the level of local, national, and global. Look if in elementary school level, the application of attitude is still in the scope of surrounding environment, while for junior level application of attitude required to apply his intercourse environment wherever he may be. Meanwhile, to the level of senior high school or vocational high school, due to have the attitude of a personality that reflects the personality of the nation in the assessment world.

b) The 2013 Curriculum Disadvantages

1. A lot of the teachers who are not ready mentally to the 2013 curriculum yet. It is because this curriculum demands teachers more creative. In the fact, it is so very few teachers like that, so it takes a long time to open horizons teachers and one of them thinks of training and education in order to change the paradigm of the teachers as the giver of the material into a teacher who can motivate students to creative members.
2. Less understanding of teachers about concept of scientific approach.

3. Less of teachers skill to plan RPP.
4. The teacher is not much mastering authentic assessment.
5. The teacher never involved directly in the process of developing a curriculum to 2013, because the Government is likely to see teachers and students have the same capacity.

### **2.3.1 The Standard of the 2013 Curriculum**

The 2013 Curriculum includes some standards as well, some of which are mentioned in the Ministry of Education and Culture's regulation, including :

#### **a) Standards of Graduates Competence**

In Permendikbud No. 54 year 2013 Standard of Graduates Competence is criteria about the ability qualification of graduates includes attitudes, knowledge, and skills. The 2013 high school curriculum contains the elements of attitudes, knowledge, and skills in the Standard of Competence. According to a standard of Graduates Competency already in line with the dimensions of attitudes, learners are expected to behave in a way that reflects the attitude of learned, obedient, and confident men who can interact well with nature and the social environment and position themselves as a reflection of their country in the Association world.

#### **b) Standards of Contents**

The standard criteria for content includes the scope of the subject material and the level of competence required to produce graduates who meet specific educational goals. The extent of the content developed with criteria that required payment. While Indonesia's control, qualification, and competency levels are divided

according to the level of development of the tiered competency. As outlined in the core competencies, a person's level of competence encompasses their knowledge, abilities, and spirituality.

### **2.3.2 Assessment**

According to Kurniasih (2014) Absolutely in curriculum 2013 there are much the other component that suitable with scientific approach. On curriculum 2013 have two kinds assessment, are:

- a) Assessment, collecting and processing data in order to evaluate students achievement of learning objectives.
- b) Authentic assessment, Comprehensive assessment is done to evaluate the input, process, and output of the study, covering an area of attitudes, knowledge, and skills. Therefore, the teacher evaluates not only the outcomes but also the learners' readiness and the learning process overall. Authentic assessment evaluates not only the knowledge but also the skills and attitude.

### **2.3.3 Principle and Assessment**

Approach Assessment of learning basis on principles like

1. Objective, mean assessment basis of standard and can not to influence with other factor, like subjective factor
2. Integrated, meaning that assessment is carried out in a planned manner. For example in each lesson to evaluate for assessment, example via quiz or assignment.

3. Economical, efficient means of assessment and effective in planning, execution, and reporting.
4. Transparent, meaningful assessment procedures, assessment criteria, and basic decision-making accessible to all suitable with a predetermined calculation with no additional value. For example, the existence of elearning or accessing a digital way.
5. Accountable, assessment accountable to internal and external parties.
6. Systematic means of assessment conducted are planned and gradually by following basic steps or guided from the center.
7. Educational, means to educate and motivate learners and teachers.

#### **2.4 Merdeka Curriculum**

The Directorate of Elementary School, the merdeka curriculum offers a diverse intra-curricular learning experience. The curriculum is designed to maximize student time for concept exploration and competency strengthening. Teachers are free to select different teaching resources based on the interests and needs of their students, allowing for customized instruction. Merdeka curriculum developed with the causes of learning loss and increases in learning gaps relate to the provisions of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Decree Number 56/M/2022. In order to recover learning losses that occur under unique circumstances, educational units or groups of educational units must create curricula based on the 13 diversification by unit conditions principle. In order to make the curriculum effective given the conditions, this supports substantial modifications to curriculum plans and

strategies. According to Anggila (2022), the merdeka curriculum was officially enacted in December 2019 and was proposed by the Minister of Education and Culture.

According to Muin, Abdul, et al (2022) in their book *Pengembangan Kurikulum Merdeka* state that *Kurikulum Merdeka adalah kurikulum pembelajaran intrakurikuler yang beragam dan mengoptimalkan dari segi konten sehingga memberi peserta didik cukup waktu untuk mengeksplorasi konsep dan memperkuat kompetensi mereka. Guru memiliki fleksibilitas untuk memilih dari berbagai alat pendidikan untuk menyesuaikan model pembelajaran dengan kebutuhan belajar dan minat peserta didik.* That's mean the content of the merdeka curriculum is more optimally designed to give students lots of chances to explore concepts and hone their competencies through a diversified intracurricular learning program. Muin, Abdul, et al (2022) also said that merdeka curriculum is applied with the aim of training the independence in thinking of students. Regarding the teacher, the most crucial aspect of intellectual freedom is addressed. It goes without saying that pupils cannot think freely if teachers are not yet independent in their learning. Additionally, because independent learning is not restricted by RPP (learning implementation design), teachers are free to focus on meeting students' needs rather than just teaching values. This freedom of learning allows students to realize their full potential.

#### a) Concept of Merdeka Curriculum

According to Muin, Abdul et al. (2022), several points can be drawn from the concept of the merdeka curriculum launched by Nadiem Makarim. First, independent learning answers the problems teachers face in educational practice.



Second, teachers are reduced in their burden in carrying out their profession through independent flexibility in assessing student learning with various instruments, independence from burdensome administrative making, and freedom from pressure and politicizing teachers. Third, opening eyes to know more about what obstacles teachers face in learning tasks at school. From new student problems, teacher administration in teaching preparation, and learning process, to evaluate problems such as USBN-UN. Fourth, teachers as the frontline in shaping the nation's future through the learning process, so it is essential to create a happier learning atmosphere in the classroom.

#### b) Advantages of Merdeka Curriculum

According to Muin, Abdul et al. (2022), merdeka curriculum has some advantages compared to the previous curriculum: First of all, the merdeka curriculum is centered on necessary materials and is more clearly defined. Learners will assimilate fundamental, engaging learning without hurry. Learners' attention span and focus will enhance when deep learning is integrated with an engaging design. Following independence, the Republic of Indonesia's Minister of Education and Culture's Merdeka Curriculum policy acts as a guide for developing educational initiatives. The Merdeka Curriculum concept has given teachers the opportunity to design the learning process based on requirements and learning outcomes. When put into practice, a learning process that is customized to meet the needs of the students will outperform one that is not. Third, more conversant and pertinent, Enhancing the process with more engaging and pertinent learning exercises will

make it more effective. Through interactive learning, students will be able to expand their competencies and become more involved. Students will participate in interactive learning and get involved in creating solutions for environmental issues by working on a project.

#### c) Disadvantages of Merdeka Curriculum

According to Efyanto (2021), the merdeka curriculum could be better. There are various obstacles or difficulties to overcome. For educators, the Merdeka Curriculum poses the following five challenges: The Zoning Learning System is inconvenient at first. Second, the teachers lack experience and are still fresh to the merdeka curriculum study program. Reference Restrictions are the third. Fourth place goes to teaching skills. Fifth, poor facilities and instructor caliber.

#### d) Implementation of Merdeka Curriculum

According to Mudrikah, Khori, and Hamdani (2022), implementation is an effort to implement something. An action that follows a carefully thought-out plan is called implementation. When planning is flawless, which essentially means that there are activities, actions, and/or a system's planned mechanism exists, implementation takes place. Furthermore, according to Muin, Abdul et al. (2022), in implementing the merdeka curriculum, there are intracurricular and strengthening of Pancasila and extracurricular profiles. In addition to the weekly distribution of class hours, the merdeka curriculum implementation through time allocation is planned to last up to a year.

The following guidelines will allow the merdeka curriculum to continue being implemented: First, there are the fundamental rules, including Government Regulation Number 57 of 2021 about the National Education Standards. Second, the National Assessment attempts to gauge how much kids can reason beyond just 22 facts. Third, the merdeka curriculum may be discontinued if the publication gains greater traction than it did previously.

#### **2.4.1 Elements of Merdeka Curriculum Implementation at Education Units**

Operational Curriculum for Education Units (KOSP) The Education Unit Operational Curriculum (KOSP) must be implemented in schools as a dynamic document that calls for ongoing revision, reflection, everyday application, and development. Its preparation can incorporate a number of principles, such as student-centered, contextual, essential, accountable, and incorporating several stakeholders. Additionally, the government gives each school permission to choose the format and methodology of its preparation as long as it adheres to the government-established standards and curriculum structure and harmonizes it with the unique needs and characteristics of students, schools, and regions. (Kemendikbudristek, BSKAP, 2022b)

During the preparation and review phase, a number of components take center stage. These include the following main components of the KOSP: education unit characteristics, vision, mission, and objectives; learning organization; and learning planning. Education unit characteristics, as well as vision, mission, and objectives, are reviewed every 4-5 years; on the other hand, learning organization and learning planning are reviewed annually (BSKAP Kemendikbudristek, 2022b).

### **2.4.2 Learning Planning**

To help teachers reach a learning objective, lesson plans and assessments provide guidance for their daily instruction. The teacher using the merdeka curriculum must prepare learning and assessment using a number of planning procedures. Preparing lessons and assessments, creating learning objectives, understanding the Learning Outcomes (CP), and creating the Learning Objectives Flow (ATP) are the first steps in this process (Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 Concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery, 2022).

When it comes to creating ATP, teachers can do it on their own by modifying ATP examples to fit student needs and school characteristics and readiness, adjusting school readiness, or using pre-existing examples of ATP. To unify the distribution of lesson hours, the government still advises developing the ATP in collaboration with the Subject Teacher Conference (MGMP). Lesson plans are created using ATP that has been previously developed, it should be mentioned, when it comes to arranging lessons and evaluations. To help guide the learning process and help students reach CP, the government also underlined that each instructor must have a lesson plan. Instructional modules or lesson plans may be used in place of this one. A lesson plan is not necessary if the instructor decides to use the teaching module since the module's components cover the lesson plan's components in more detail. When utilizing teaching modules, the instructor can either create their own based on the needs, context, and abilities of the students, or select and adapt instances of existing modules. (Anggreana et al., 2022).

Lesson plans and teaching modules must have some minimal components, as seen in table 2.1 (Anggreana et al., 2022).

*Table 2. 1 The Minimum Components in Lesson Plan and Teaching Module*

<b>Minimum Components in RPP</b>	<b>Minimum Components in Teaching Modules</b>
<ul style="list-style-type: none"> <li>• Learning objectives (one of the objectives in learning objectives flow)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives (one of the objectives in the learning objectives flow)</li> </ul>
<ul style="list-style-type: none"> <li>• Steps (activities) learning</li> </ul>	<ul style="list-style-type: none"> <li>• Steps (activities) learning</li> </ul>
<ul style="list-style-type: none"> <li>• Learning assessment contains an assessment plan at the beginning of learning and an assessment plan at the end of learning to check the achievement of learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment plan for early learning along with the instrument and methods of assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• Assessment plan at the end of the lesson to check the achievement of learning objectives and the instrument and methods of assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• Learning media used, such as reading materials, activity sheets, videos, or website link that students need to learn</li> </ul>

Based on these explanations, it may be inferred that the 2013 curriculum transition to the merdeka curriculum allowed instructors greater freedom to organize classes that put students' needs first—a practice known as differentiated learning. The government has included numerous examples of instructional materials, including ATP and teaching modules, in this new curriculum that educators can adapt based on the needs of their students and their readiness for school (BSKAP Kemendikbudristek, 2022a).

### **2.4.3 Learning Process**

The merdeka curriculum differs from the 2013 curriculum in the way that learning is implemented due to a number of policy changes. Aspects of the method employed, the learning objective, and ideas for learning activities are all part of these modifications.

#### **1) Approach**

The government aims to strengthen differentiated learning (learning that accommodates student learning needs) or teaching at the right level (TaRL) following student achievement levels in the merdeka curriculum. Competency characteristics at the senior high school level are thematic and subject, prioritizing models such as Problem-Based Learning, Discovery Learning, and Project Based Learning (Zetriuslita & Alzaber, 2020). The 2013 curriculum recommends using a scientific approach to all subjects.

#### **2) Learning Focus**

The 2013 curriculum mostly restricts learning to intracurricular (in-person) activities. Only 50% of the study load may be devoted to extracurricular activities beyond school hours. The supporting teacher is free to use their imagination in coming up with co-curricular activities since it is not necessary for them to be prearranged. By contrast, the merdeka curriculum integrates both extracurricular and intracurricular learning. Co-curricular activities take the shape of projects meant to raise awareness of Pancasila. About 70–80% of lesson hours are allocated to

intracurricular learning, and 20–30% are allocated to co-curricular activities (Nugroho & Narawaty, 2022).

### 3) Learning Activities

The Minister of Education and Culture of the Republic of Indonesia Number 16 of 2022 about Standard Processes in Early Childhood Education, Elementary Education Levels, and Secondary Education Levels contains the provisions for implementing learning in the merdeka curriculum. The phases of activities in applying learning are not covered in this Permendikbud. Nonetheless, guidelines for the parameters of an educational environment and the function of the instructor throughout the process are provided (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Regulation, 2022).

Teachers should model for their students honorable behavior in daily life as a way of putting what they are teaching into practice. Furthermore, it is advised to mentor students by offering them opportunities for learning that are tailored to their requirements and to assist, challenge, and guide them throughout the process. Above all, learning happens when one pays attention to the learning environment. According to Indonesian laws and regulations, a good learning environment should be interactive, inspiring, enjoyable, challenging, and encourage students to participate fully. It should also give students enough room to be creative, independent, and self-reliant while still taking into account their talents, interests, physical development, and psychology.

#### **2.4.4 Assessment**

According to Permendikbud Number 16 of 2022, assessment in the merdeka curriculum focuses mostly on the learning process. The merdeka curriculum's learning process assessment is a post-learning evaluation that takes place at least once a semester and evaluates how learning was planned and executed. Through self-reflection on the execution of planning, the learning process, and the outcomes of assessments by other educators, the principal, or the students, the teacher conducts this assessment (BSKAP Kemendikbudristek, 2022a).

In contrast to the assessment paradigm in the previous curriculum, teachers are expected to focus more on formative rather than summative assessments. The formative assessment results will be used to improve the continuous learning process. As a result, the assessment in the Merdeka Curriculum is more of a learning process (assessment as learning) and an assessment for the learning process (assessment for learning) (BSKAP Kemendikbudristek, 2022a).

The difference in the assessment paradigm in the 2013 Curriculum and the Merdeka Curriculum can be seen in Figure 2.1.



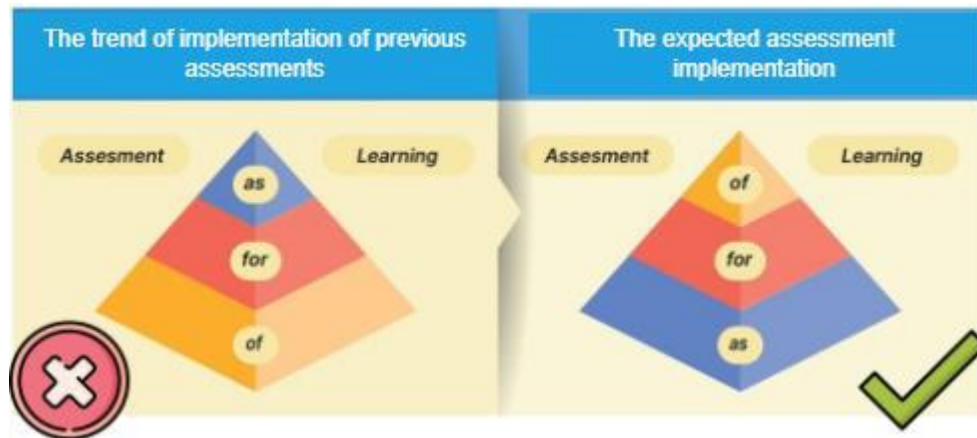


Figure 2. 1 *The Assessment Paradigm in the 2013 Curriculum and the Merdeka Curriculum*

Based on the figure, teachers are encouraged to reinforce formative assessments as part of the merdeka curriculum assessment process. Learning can be planned based on the assessment findings and the student achievement level. Furthermore, real evaluations are also conducted, particularly for programs aimed at raising the visibility of Pancasila students. The assessment of attitudes, knowledge, and skills is done in tandem, which is the most obvious distinction between the assessment methods in the 2013 curriculum and the merdeka curriculum.

#### **2.4.5 Pancasila Student Profile Strengthening Project (P5)**

P5, or projects to enhance the Pancasila student profile, is an acronym for Project Penguatan Profil Pelajar Pancasila. Achieving the dimensions of the Pancasila student profile is the main objective of the Pancasila Student Profile learning strategy through projects, according to Cultural Research (2021) in the Pocket Book of Independent Learning Questions and Answers. The purpose of this project is to have students explore particular subjects that are regular priorities. According to Cultural

Research (2021), the purpose of this P5 is as a Compass for educators and national students. Pancasila student profile provides an overview of the character and abilities of Indonesian students.

According to Rachmawati, Nugraheni (2022), strengthening Pancasila students' profile focuses on cultivating character and abilities in daily life instilled in individual students through school culture, intracurricular and extracurricular learning, and Work Culture. According to Cultural Research (2021), there are six dimensions of the Pancasila student profile, namely: First, Have faith, devotion to the one true god, and have a noble character—second, Global diversity. Third, Work together. Fourth, Self-sufficient. Fifth, think critically. Sixth, Creative.

*Table 2. 2 Differences 2013 Curriculum and Merdeka Curriculum*

<b>Aspek</b>	<b>Kurikulum 2013</b>	<b>Kurikulum Merdeka</b>
Kerangka Dasar	Rancangan landasan utama Kurikulum 2013 adalah tujuan Sistem Pendidikan Nasional dan Standar Nasional Pendidikan .	Rancangan landasan utama Kurikulum Merdeka adalah tujuan Sistem Pendidikan Nasional dan Standar Nasional Pendidikan. Mengembangkan profil pelajar Pancasila pada peserta didik .
Kompetensi yang Dituju	Kompetensi Dasar (KD) yang berupa lingkup dan urutan ( <i>scope and sequence</i> ) yang dikelompokkan pada empat Kompetensi Inti (KI) yaitu:	Capaian pembelajaran yang disusun per fase. Capaian Pembelajaran dinyatakan dalam paragraf yang merangkaikan pengetahuan, sikap, dan

	Sikap Spiritual, Sikap Sosial, Pengetahuan, dan Keterampilan . KD dinyatakan dalam bentuk point-point dan diurutkan untuk mencapai KI yang diorganisasikan pertahun	keterampilan untuk mencapai, menguatkan, dan meningkatkan kompetensi.
Struktur Kurikulum	Jam Pelajaran (JP) diatur per minggu. Satuan mengatur alokasi waktu pembelajaran secara rutin setiap minggu dalam setiap semester, sehingga pada setiap semester peserta didik akan mendapatkan nilai hasil belajar setiap mata pelajaran. Satuan pendidikan diarahkan menggunakan pendekatan pengorganisasian pembelajaran berbasis tematik integratif.	Struktur kurikulum dibagi menjadi 2 (dua) kegiatan pembelajaran utama, yaitu: a) pembelajaran reguler atau rutin yang merupakan kegiatan intrakurikuler; dan b) proyek penguatan profil pelajar Pancasila. Jam Pelajaran (JP) diatur per tahun. Satuan pendidikan dapat mengatur alokasi waktu pembelajaran secara fleksibel untuk mencapai JP yang ditetapkan. Satuan pendidikan dapat menggunakan pendekatan pengorganisasian pembelajaran berbasis mata pelajaran, tematik, atau terintegrasi.
Pembelajaran	Pendekatan pembelajaran menggunakan satu pendekatan yaitu pendekatan saintifik untuk semua mata pelajaran	Menguatkan pembelajaran terdiferensiasi sesuai tahap capaian peserta didik . Paduan antara pembelajaran

	<p>Pada umumnya, pembelajaran terfokus hanya pada intrakurikuler (tatap muka), untuk kokurikuler dialokasikan beban belajar maksimum 50% diluar jam tatap muka, tetapi tidak diwajibkan dalam bentuk kegiatan yang direncanakan secara khusus, sehingga pada umumnya diserahkan kepada kreativitas guru pengampu.</p>	<p>intrakurikuler (sekitar 70-80% dari jam pelajaran) dan kokurikuler melalui proyek penguatan profil pelajar Pancasila (sekitar 20-30% jam pelajaran)</p>
Penilaian	<p>Penilaian formatif dan sumatif oleh pendidik berfungsi untuk memantau kemajuan belajar, memantau hasil belajar, dan mendeteksi kebutuhan perbaikan hasil belajar peserta didik secara berkesinambungan Menguatkan pelaksanaan penilaian autentik pada setiap mata pelajaran. Penilaian dibagi menjadi penilaian sikap, pengetahuan, dan keterampilan</p>	<p>Penguatan pada asesmen formatif dan penggunaan hasil asesmen untuk merancang pembelajaran sesuai tahap capaian peserta didik Menguatkan pelaksanaan penilaian autentik terutama dalam proyek penguatan profil pelajar Pancasila. Tidak ada pemisahan antara penilaian sikap, pengetahuan, dan keterampilan.</p>
Perangkat Kurikulum	<p>Pedoman implementasi kurikulum, Panduan Penilaian, dan Panduan Pembelajaran setiap jenjang.</p>	<p>Panduan Pembelajaran dan Asesmen, panduan pengembangan kurikulum operasional sekolah, panduan</p>

		<p>pengembangan projek penguatan profil pelajar Pancasila, panduan pelaksanaan pendidikan inklusif, panduan penyusunan program pembelajaran individual, modul layanan bimbingan konseling.</p>
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*Sumber: Dokumen Kemendikbud, 2022.*

## **2.5 Previous Research**

There are some previous studies that related to this research. The first is taken from Bagus Hary Prakoso, dkk (2021) entitled “Teacher’s Perception on Merdeka Belajar Policy”. The results showed that the majority of teachers considered merdeka belajar policy to be an effective alternative in providing instruction to students in accordance with the resources owned by the school. However, technically, teachers feel the need to be given structured socialization, clear guidance, and freedom based on the abilities and personalities of teachers in schools. In addition, the percentage of portfolio instruments usage seems to have been widely practiced in learning activities.

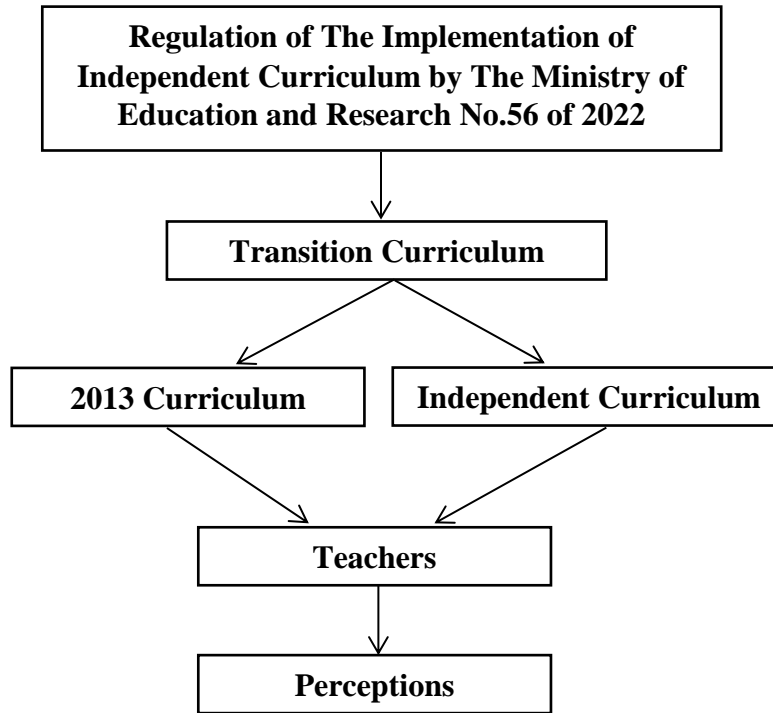
The second is thesis entitled “Differences from K-13 Curriculum to Merdeka Curriculum Based on Teacher Perceptions” by Desi Helen Saputri, dkk (2024) the researchers found that teachers' opinions on the 2013 curriculum changes in SD Negeri 1 Ganjaran varied widely. Many teachers rated the changes from the 2013 curriculum to their own curriculum as very positive and made it easier to meet learning objectives. However, no matter how strong the idea of curriculum change is, implementation will be difficult if teachers are not adaptable or prepared. As educators, effective

implementation of the curriculum within an educational institution is essential to successfully achieving educational goals.

The third is thesis entitled “The Implementation of 2013 Revised Curriculum and Merdeka Curriculum in English Classrooms” by Taqiya Nabila Pramesty (2023) the research results show that learning activities and assessments in both curricula have the exact implementation. The difference lies in the materials and projects in the merdeka curriculum. Teachers also need help creating learning objectives from learning outcomes in the merdeka curriculum. However, teachers positively perceived learning in the revised 2013 curriculum and the project. Based on research results, implementing the merdeka curriculum still needs to be completely effective, coupled with students' diverse abilities, so there are difficulties in determining learning. Therefore, teacher training is urgently required to achieve the goals of the new curriculum, especially in full use by 2024.

The similarities of this research is about the merdeka curriculum. The differences from previous study is this research analyse the english teachers' perception of the transition from two thousand thirteen (2013) curriculum to the merdeka curriculum and the object of this study is junior high school teachers in the fields of studies subjects.

## 2.6 Conceptual Framework



*Figure 2. 2 Conceptual Framework*

The research that was conducted by the researcher characterized by the conceptual framework above. Regulation of the implementation of merdeka curriculum by the ministry of education and research no.56 of 2022 and there was a shift in the curriculum from the 2013 curriculum to the merdeka curriculum. As a result for this research is the researchers wanted to know about the teachers perceptions' of the transition of 2013 curriculum to merdeka curriculum.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter the researcher presents design of the research, instrument of the research, technique of data collection, data collection procedure and data analysis.

#### **3.1 Research Design**

The research methodology employed in the study will be a descriptive qualitative method. According to Creswell (2015), a qualitative study is appropriate for better understanding a research topic. It is use by interviewing several teachers, observing, and collecting data. Using interviews makes it more about exploring, explaining, and clarifying situations, feelings, and perceptions (Bryman, 2016; Cohen et al., 2018). It is a more narrative and comparative text to present the collected data (Creswell, 2014). Because it is centered on a specific scenario in a single institution or school, it is a qualitative approach that employed a case study. The scenario is presents by extensive data collecting using a variety of information sources at a given period in time.

#### **3.2 Research Subject**

This research was conducted at SMP Negeri 11 Sorong Regency and SMP Muhammadiyah Sorong Regency. The Participant of this research were five English teachers, which consist of three teachers from SMP Negeri 11 Sorong Regency and two teachers from SMP Muhammadiyah Sorong Regency.

#### **3.3 Research Instrument**

This reaserch use an interview. In qualitative research, an interview is a dialogue where questions are posed in order to gather data. The questionnaire-based interview



framework consisted of a series of questions. Due to this, the researcher in this instance interviewed teachers to complement and clarify the outcomes of employing transition the curriculum. Questions made up the questions adapted and improved from Taqiya Nabila (2023) which consist of ten question about the teachers' perception of transition curriculum.

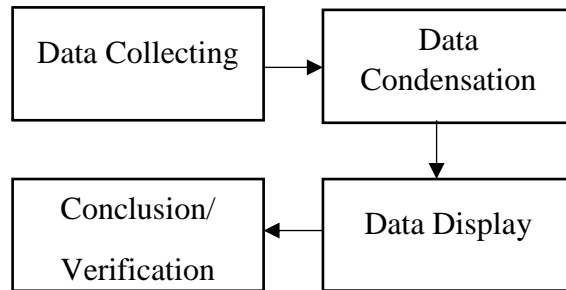
### **3.4 Technique of Collecting Data**

The researcher use an interview as the instruments for gathering data. For the sample, the subject are the teachers who implementing the Merdeka Curriculum.

- Asking for permission for schools to collect data at the schools
- Teacher interviews about the teacher's perceptions of the transtion of 2013 curriculum and merdeka curriculum
- The interviews record by phone recorder
- The interviews lasted 30 minutes
- Analysis of the interview and previous data
- Concluding

### **3.5 Technique of Data Analysis**

According to Miles theory, the researcher employed three processes for data analysis for the interview: data condensation, present data/data display, and is interesting conclusion or verification data (conclusion drawing and verification). Huberman and Saldana (2014) proposed this method of data analysis. Conical focussing, simplification (abstracting), transformation, and selection are the processes that make up data condensation. More specifically, the following steps will be used:



### 3.5.1 Data Condensation

Miles and Huberman (2014) “Data condensation refers to the process of selecting data, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcriptions”. In this study are describe as follows:

a. Selecting

Miles and Huberman (2018) researchers must act selectively, namely determining which dimensions are more important, which relationships might be more meaningful, and as a consequence, what information which can be collected and analyzed.

b. Focusing

Miles and Huberman (2018) state that focusing data is a form of reanalysis. At this stage, the researcher focuses the data relating to the formulation of the research problem. This stage is a continuation of the data selection stage.

c. Abstracting

An abstraction is made in an attempt to provide a synopsis of the central idea, methodology, and statements that must be maintained for it to stay in it. At this

stage, the collected data are evaluated, especially those that pertain to the data's amount and quality.

d. Simplifying and Transforming

The information gathered from each procedure and social setting is organized into a table by researchers in an effort to further simplify the data used in this study. These techniques include careful selection, summaries or concise descriptions, data classification according to a larger pattern, and so on.

### **3.5.2 Data Display**

It provides as the follow-up to data analysis. "Display the data" is a systematic, streamlined set of information that facilitates deduction and action. The data display in this study functions as a description of the data. The researcher describes the scant data. It shows that sentences, paragraphs, and words are used to convey and describe the information. The data was shown and described, and then the researcher performed an analysis on the data.

### **3.5.3 Drawing Conclusion**

According to how the concerns have been presented, the study makes judgments based on the evidence. In general, the data described is summarized. The results talk about the transitivity factor, how it fits into the social context, and how to use it there. The cycle of data analysis continues once it is completed until all the data are complex.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the result of this research based on data analysis of the research findings and discussions.

#### **4.1 Research Findings**

This part described about the English teachers' perception of the transition from two thousand thirteen (2013) curriculum to the merdeka curriculum. The perception here related with the implementing of 2013 curriculum and merdeka curriculum, the respond and obstacles of curriculum transtion, positive and negative effects of transtion curriculum, the training received and its benefits, changes in the use of the merdeka curriculum, curriculum that fits the current conditions of adaptation and lastly the teachers' for the government. The data was gathered using an interview with 10 numbers. There are 5 English teachers' SMP Negeri 11 Sorong Regency and SMP Muhammadiyah Sorong Regency were selected through the use of random sampling. The findings will be explained more detailed in the following discussion.

##### **4.1.1 The Teachers' Perception of Curriculum Transtion**

From the results of the interviews, almost all of the samples thought that transtion curriculum has a positive perception. So, that the results obtained are greater because of the implementation of an merdeka curriculum because it is in line with the times.

###### **4.1.1.1 The Implementing of 2013 Curriculum and Merdeka Curriculum**

Since the implementing of 2013 curriculum, the researcher intends to know the teachers' opinion. The teachers' think that they have been to implementing 2013 for

various reasons. The implementing of the 2013 curriculum is adapted to school conditions and also of the 2013 curriculum there is an assessment of attitudes and skills, not only an assessment of knowledge. The result can be seen by the following transcript:

*“...disekolah ini sudah menerapkannya walaupun tidak dibilang sempurna...sesuaikan dengan kondisi sekolah...”*

Resource 5, Question 1

Translation

*“... this school has implemented it, although it is not perfect... adjust it to school conditions...”*

Resource 5, Question 1

*“Sebenarnya itu hampir sama. Cuma kalau 2013 itu ada ...penilaian sikap, pengetahuan dengan keterampilan...”*

Resource 2, Question 1

Translation

*“Actually it's almost the same. Only in 2013 there was...an assessment of attitudes, knowledge and skills...”*

Resource 2, Question 1

Besde that, since the implementing of Merdeka curriculum, the researcher intends to know the teachers' opinion. The teachers' think that they have been to implementing Merdeka curriculum for various reasons. The implementing Merdeka curriculum is almost the same as the 2013 curriculum, but there is a reduction in hours transferred to P5 and private schools have also implemented it but have not received direct training from the government, making teachers less familiar with the Merdeka curriculum. Due to these problems, the implementation of P5 has not been able to be implemented significantly. The result can be seen by the following transcript :

*“...tidak jauh beda dengan kurikulum 2013...perbedaan yang paling mencolok...pengurangan jam pelajaran yang dialihkan di P5”*

Resource 1, Question 2

Translation

*“...not much different from the 2013 curriculum...the most striking difference...the reduction in learning hours transferred to P5”*

Resource 1, Question 2

*“kami sudah menerapkan...belum 100 persen menjalankannya...kami belum secara langsung mendapatkan pelatihan khusus dari pemerintah...kurang paham, sebenarnya kurikulum merdeka itu apa, makanya pelaksanaannya disekolah pun belum terlalu signifikan kita lakukan diantaranya pelaksanaan P5nya”*

Resource 5, Question 2

Translation

*“we have implemented it...we haven't implemented it 100 percent yet...we haven't directly received special training from the government...we don't really understand what the independent curriculum actually is, that's why we haven't implemented it in schools very significantly, including the implementation of P5”*

Resource 5, Question 2

#### **4.1.1.2 The Respond and Obstacles of Curriculum Transtion**

Based on the teachers interview, there are some respond of curriculum transtion. First, in this Merdeka curriculum there are additional lessons called P5 or the project to strengthen the Pancasila student profile which aims to develop students' character and competence in accordance with the Pancasila student profile. Then, the teachers who responded stated that the implementation of the Merdeka curriculum was not much different from the 2013 curriculum and only changed the name to the Merdeka curriculum. Another respond from the teacher that changes in leaders and ministers mean that policies change, as does the curriculum.

However, in Indonesia, several regions cannot cover the Merdeka curriculum due to inadequate facilities and infrastructure and also the implementation of the Merdeka curriculum which uses more technology so that it gives the impression that this

Merdeka curriculum is forced to be implemented. Then more teachers turned into driving teachers and were rarely at school because they attended workshops. This curriculum transition also has a positive impact on students, teachers and parents. Where teachers must be able to adapt to the new curriculum and parents who have difficulty with changing textbooks. The result can be seen by the following transcript:

*“...sebenarnya bagus ...P5 itu kan penerapan nilai nilai karakternya...lebih kreatif...masih perlu penyesuaian ...”*

Resource 1, Question 3

Translation

*“...actually good...p5 is the application of character values...more creative...still needs adjustments...”*

Resource 1, Question 3

*“Sebenarnya sama...Cuma hanya mengganti nama saja kalau menurut saya”*

Resource 2, Question 3

Translation

*“...actually it's the same...Just changed the name in my opinion...”*

Resource 2, Question 3

*“...sebenarnya kita mengikuti perkembangan zaman yah...terlalu dipaksakan...lebih ke teknologi ...tidak semua daerah itu bisa mencakup itu dari segi sarana dan prasarana itu memadai ...”*

Resource 4, Question 3

Translation

*“...actually, we follow the times... it's too forced... it's more about technology... not all areas can cover that in terms of adequate facilities and infrastructure...”*

Resource 4, Question 3

*“Secara pribadi saya kurang suka...setiap kali ganti pemerintahan, ganti pemimpin, ganti menteri itu kita ganti kurikulum...sepertinya dipaksakan...segala sesuatu itu digitalisasi...lebih banyak ke guru penggerak...selalu keluar sekolah karena workshop...”*

Resource 5, Question 3

### Translation

*“Personally, I don't like it...every time we change government, change leaders, change ministers we change the curriculum...it seems like it's being forced...everything is digitized...more teachers are involved...always leaving school because of workshops...”*

Resource 5, Question 3

Beside that, there are some obstacles or problems that faced by teachers in using the curricula.

#### 1) Time adjustment

As is known, in this independent curriculum there are additional lessons, namely the project to strengthen the profile of Pancasila students, providing an overview of the character and abilities of Indonesian students. Where the implementation of P5 is carried out on the same day, this makes it difficult for teachers because only one teacher is responsible for P5. The result can be seen by the following transcript :

*“...penyesuaian di jam P5...guru ini harus lari kesana kesini...Karena hanya satu guru...”*

Resource 1, Question 4

### Translation

*“...adjustments at P5... this teacher has to run here and there... Because there is only one teacher”*

Resource 1, Question 4

*“...harus menyesuaikan...kendalanya di penyesuaian”*

Resource 2, Question 4

### Translation

*“...have to adjust...the obstacle is in the adjustment”*

Resource 2, Question 4

#### 2) Inadequate facilities and infrastructure

Especially in the regions, this curriculum does not work as it should. Inadequate facilities and infrastructure which create obstacles or problems on the learning process for



the teachers. Besides that, there are some senior teachers who do not know how to use the technology so that the implementation of the independent curriculum is carried out by several young teachers. The result can be seen by the following transcript :

*“...sarana prasarananya tidak memadai...gurunya kan tidak semua pahan teknologi...guru yang senior itu tidak paham teknologi...melaksanakan kurikulum merdeka guru-guru muda saja”*

Resource 4, Question 4

Translation

*“...the infrastructure is inadequate...not all of the teachers understand technology...the senior teachers don't understand technology...only young teachers implement an independent curriculum”*

Resource 4, Question 4

### 3) Compare the merdeka curriculum and the 2013 curriculum

When the government changed the curriculum to an independent curriculum, several schools did not immediately receive training related to the independent curriculum, especially private schools, which made it difficult for teachers and made them find out for themselves via the internet. However, it is not enough to make teachers compare the merdeka curriculum with the 2013 curriculum. The result can be seen by the following transcript :

*“...tidak langsung mendapatkan pelatihan...sekolah-sekolah swasta itu merasa kurang diperhatikan...mendapatkan ilmu itu dari internet tapi pemahaman kita jelas akan berbeda...kurikulum 2013 kita compare dengan kurikulum merdeka...”*

Resource 5, Question 4

Translation

*“...didn't get training directly...private schools felt they weren't being paid enough attention...got the knowledge from the internet but our understanding will clearly be different...we compared the 2013 curriculum with the independent curriculum..”*

Resource 5, Question 4

#### 4.1.1.3 Positive and Negative Effects of Curriculum Transtion

Dealing with positive impacts and advantages, the transtion curriculum has several positive impacts for the English teachers.

##### 1) Application of character and cooperation

This Merdeka curriculum has positive impacts, one of which is the application of character and cooperation which is the aim of the project to strengthen the profile of Pancasila students. The result can be seen by the following transcript :

*“...di penerapan karakternya...lebih diajar kerja samanya...”*

Resource 1, Question 5

Translation

*“...in the application of character...more cooperation is taught...”*

Resource 1, Question 5

##### 2) It doesn't have to be based on the material

This Merdeka curriculum frees teachers to teach material that is considered easier so they don't have to rely on the material in books and the learning is adapted to the conditions existing in the school. The result can be seen by the following transcript:

*“...guru tidak harus berpatokan ke materi...kita anggap lebih mudah dapat kita ajar lebih dahulu.”*

Resource 2, Question 5

Translation

*“...teachers don't have to stick to the material...we think it's easier if we can teach it first.”*

Resource 2, Question 5

*“...pembelajarannya itu disesuaikan dengan kondisi yang ada disekolah.”*

Resource 5, Question 5

Translation

*“...the learning is adapted to the conditions at school.”*

Resource 5, Question 5.

3) Knowing new technology

This Merdeka curriculum uses more technology and ultimately has a positive impact on teachers, one of which is that teachers become aware of new technology and how to use it. Then teachers are free to use learning models that utilize the surrounding environment. The result can be seen by the following transcript :

*“...tidak paham cara penggunaan teknologi itu mau belajar...kita bebas menentukan kita belajar dengan cara apa dengan model apa gitu.”*

Resource 4, Question 5

Translation

*“...if you don't understand how to use technology, you want to learn... we are free to decide in what way we learn, with what model.”*

Resource 4, Question 5

Apart from the positive impacts and advantages, there are negative impacts and disadvantages of the transition curriculum.

1) Reduced regular teaching hours and collaboration P5

One of the negative impacts of this Merdeka curriculum is that the existence of P5 reduces lesson hours, making teachers teach less than optimally. Then P5 also requires collaboration between teachers, but some teachers do not implement it and make P5 less encompassing of what is expected, one of which is that students become independent. The result can be seen by the following transcript :

*“...seharusnya 5 jam pelajaran...diambil 1 jam pelajaran untuk diover ke P5...kurang maksimal ngajarnya...”*

Resource 1, Question 6

Translation

*“...it should have been 5 hours of lessons...1 hour of lessons was taken to be transferred to P5...teaching was not optimal...”*

Resource 1, Question 6

*“Dampak negatifnya itu ada di p5...kolaborasi sama guru lain...kita melaksanakan, ada guru lain yang tidak melaksanakan...kurang mencakup apa yang diharapkan...diharapkan siswanya senang mandiri.”*

Resource 2, Question 6

Translation

*“The negative impact is in p5...collaboration with other teachers...we implement it, there are other teachers who don't implement it...it doesn't cover what is expected...it is hoped that students will enjoy being independent”*

Resource 2, Question 6

2) The child's character is difficult to control

One of the negative impacts that often arises regarding the Merdeka curriculum is its effect on female students. Where teachers are expected to teach by considering the character of each child. However, this Merdeka curriculum sometimes gives the impression that children are pampered, which can result in a lack of rigor in learning. Such as when teachers try to apply discipline or give warnings, this can often cause problems. For example, the teacher's intention is actually to report the child's behavior to the parents so that it can be corrected, but it can turn into a problem for the teacher, where the parents instead report the teacher to the authorities. This situation is increasingly difficult, because there are many cases of teachers being involved in legal problems due to things that are considered normal. The result can be seen by the following transcript :

*“...gurunya harus mengajar sesuai karakter anak anak...itu berkesan lebih memanjakan anak anak...tegas sedikit itu semuanya jadi serba bermasalah...kasus kasus guru karena hal hal kecil...”*

Resource 4, Question 6

Translation

*“...the teacher must teach according to the character of the children...it gives the impression of pampering the children more...a little firmness means everything becomes problematic...teachers have cases because of small things...”*

Resource 4, Question 6

3) Lack of assistance from teachers

The application of the merdeka learning concept makes teachers less active or lazy in accompanying students. In the independent learning system, students are given the freedom to choose their own way of learning. However, this freedom can actually cause students to feel abandoned or lost, because they do not get enough guidance from the teacher. This happens because many teachers often leave the classroom to take part in activities such as workshops or technical guidance (bimtek). As a result, students do not get the attention and direction they need in their learning process at the school. The result can be seen by the following transcript :

*“...sekarang itu merdeka jadi anak-anak itu bebas memilih...dasarnya itu anak-anak itu jadi terlantar...kurangnya dampingan dari guru...sering keluar untuk workshop, bimtek dan lain-lain...”*  
Resource 5, Question 6

Translation

*“...now it's independent so children are free to choose... basically the children are neglected... lack of assistance from teachers... often go out for workshops, technical guidance and so on...”*  
Resource 5, Question 6

#### **4.1.1.4 The Training Received and Its Benefits**

There are online and offline training, workshop, and mgmp from teachers, department and supervisors who have prior experience for improve the teachers' skill. The training about merdeka curriculum. The result can be seen by the following transcript :

*“Ada...Salah satunya adalah pelatihan mgmp...”*  
Resource 2, Question 7

Translation

*“There is...One of them is mgmp training...”*  
Resource 2, Question 7

Translation	<p>“Ada...<i>beberapa kali lakukan workshop ...dari dinas...</i>” Resource 1, Question 7</p> <p>"There were... several workshops... from the department..." Resource 1, Question 7</p>
Translation	<p>“<i>Kalau pelatihan ada, baik offline maupun online ...sangat sering</i>” Resource 4, Question 7</p> <p>"If there is training, both offline and online...very often" Resource 4, Question 7</p>

#### **4.1.1.5 Changes in The Use of The Merdeka Curriculum**

After the transition of the curriculum from the 2013 curriculum to the independent curriculum, there were several changes felt by teachers when implementing the independent curriculum.

##### 1) The new technology, innvation, and creativity

According to one of the teachers appointed as coordinator for P5, he felt that teachers needed to have new innovations so that P5 activities could run optimally. Therefore, teachers must design interesting programs and explore new ideas more to be freer to innovate and be creative. Apart from that, teachers also understand more about the latest technologies. The use of technology in education is increasing, but there are still many children who do not understand how to use this technology effectively. It is important for educators or adults to provide children with a clear understanding of how to apply technology in the learning process. By providing an understanding of technology, it is hoped that children can more easily adapt and use technological tools to support their learning. This can also help them to develop the skills required in today's digital era. The result can be seen by the following transcript :

*“...ditunjuk jadi koordinator untuk p5...unya inovasi-inovasi baru...buat program-program apa yang menarik...mengeksplor keluar.”*  
Resource 1, Question 8

Translation

*“...appointed as coordinator for p5...have new innovations...create interesting programs...explore outside.”*  
Resource 1, Question 8

*“...lebih bebas berinovasi ...bebas untuk kreatif...lebih paham teknologi...”*  
Resource 4, Question 8

Translation

*“...freer to innovate...freer to be creative...more knowledgeable about technology...”*  
Resource 4, Question 8

*“...kebanyakan menggunakan teknologi...banyak anak-anak yang belum paham terkait teknologi...mengaplikasikan teknologi dalam pembelajaran.”*  
Resource 3, Question 8

Translation

*“...most use technology...many children don't understand technology...applying technology in learning.”*  
Resource 3, Question 8

2) The students become free and the teacher have more work

The changes currently occurring show that children are becoming more free in the learning process. This freedom allows them to explore their interests and talents more freely. Children can learn in a more creative way that suits their individual learning styles, so they feel more involved and enthusiastic about learning. However, on the other hand, teachers face quite big challenges. With changes in the curriculum and demands to integrate technology in learning, teachers' workload is increasing. They must develop interesting teaching materials, understand various technological tools, and accompany students in a more personal way. This can make it difficult for teachers to carry out their duties optimally. The result can be seen by the following transcript :

*“...anak-anak menjadi bebas...karena gurunya lebih banyak kerjaan...guru tidak melakukan tugasnya secara maksimal.”*

Resource 5, Question 8

Translation

*“...the children are free...because the teachers have more work...the teachers are not doing their job optimally.”*

Resource 5, Question 8

3) Teachers can repeat material that students have not yet mastered

When students do not yet understand a learning material, the teacher can repeat it until students understand it, and there is no need to emphasize that all the material in the book must be complete. So, that students can better understand the lesson before moving on to the next lesson.

*“...diberi kebebasan...gak harus selesaiin ini...kalau belum yah kita akan ulang dan terus mengulang pembelajaran yang sama.”*

Resource 2, Question 8

Translation

*“...given the freedom...you don't have to finish this...if not, we will repeat and continue to repeat the same learning.”*

Resource 2, Question 8

#### **4.1.1.6 Curriculum that Fits The Current Conditions of Adaptation**

The two curricula used both have positives and negatives, so if they are combined and do not dismantle the previous curriculum it will be better.

1) KTSP

The KTSP curriculum is a good choice because education in the western and eastern regions of Indonesia has significant differences. The KTSP curriculum is designed to suit the conditions and developments of each region, making it more relevant. However, even though this curriculum is good, there are still several aspects that need to be improved. National exams are very important, because they can measure



the extent of students' ability to learn. At that time, children's enthusiasm for learning was very high, they still wanted to compete, and there was a class-by-class system, so there was an urge to compete. Meanwhile, now all students are automatically promoted to a class, so they feel safe and tend to relax, even if they don't go to school it doesn't matter. The result can be seen by the following transcript :

*“...kurikulum dulu...masih ada ujian...anak-anak itu semangat belajarnya tinggi...masih mau bersaing, masih ada sistem tinggal kelas...”*

Resource 1, Question 9

Translation

*“...curriculum first...there are still exams...the children have high enthusiasm for learning...they still want to compete, there is still a class-by-class system”*

Resource 1, Question 9

*“...lebih bagus kurikulum KTSP ...sesuai dengan kondisi perkembangan suatu daerah...perlu perbaikan-perbaikan dari beberapa poin ...ujian nasional itu perlu...mengukur sejauh mana kemampuan siswa...”*

Resource 5, Question 9

Translation

*“...the KTSP curriculum is better...according to the development conditions of a region...needs improvements to several points...the national exam is necessary...measures the extent of students' abilities...”*

Resource 5, Question 9

## 2) 2013 Curriculum

The teachers who chose and thought that the 2013 curriculum was very good because in the implementation of the 2013 curriculum there were several assessments starting from attitudinal, social, and also mutual respect. So teachers feel that the 2013 curriculum is better than the current curriculum. The result can be seen by the following transcript :

*“...kurikulum 2013 itu bagus...arena itu ada penilaian sikap, sikap sosial, sikap saling menghargai...”*

Resource 2, Question 9

Translation

*"...the 2013 curriculum is good... because there is an assessment of attitudes, social attitudes, mutual respect..."*

Resource 2, Question 9

### 3) Merdeka Curriculum

By paying attention to developments over time, the teacher feels that the Merdeka curriculum is suitable for today's times.

*"...semua kurikulum cocok tergantung dari jaman ...aman sekarang yah kurikulum merdeka saya rasa sangat cocok."*

Resource 4, Question 9

Translation

*"...all curricula are suitable depending on the era...it's safe now, I think the independent curriculum is very suitable."*

Resource 4, Question 9

#### **4.1.1.7 The Suggestions for The Government**

Each curriculum must have advantages and disadvantages. There are several suggestions that can be considered the government related to the continuation of the implementation of curriculum.

##### 1) National exams are being held again

Seeing the importance of national exam in the learning process has a big impact on children's enthusiasm for learning. Where when there is a national exam, students feel they have to study hard in order to pass and get and improve their performance at school.

*"...ujian nasional diadakan lagi...Perangkingan diadakan lagi...sistem tinggal kelas naik kelas itu ada...memacu semangatnya anak anak untuk belajar..."*

Resource 1, Question 10

Translation

*“...national exams are being held again... Rankings are being held again... there is a system of moving up from class to class... stimulating children's enthusiasm for learning...”*

Resource 1, Question 10

- 2) Don't change the government, the curriculum should also be changed.

A change in government led to a change in the curriculum, which in turn confused teachers. It would be better if the government relied on which curriculum is good to use. Therefore, it is necessary to review first what is suitable to be implemented. The result can be seen by the following transcript :

*“...setiap kali pergantian pemerintahan...kurikulum juga diganti...berpatokan kurikulum apa yang bagus sih buat kita gunakan...ditinjau dulu...yang cocok...”*

Resource 2, Question 10

Translation

*“...every time the government changes...the curriculum is also changed...it depends on what curriculum is good for us to use...review it first...which one is suitable...”*

Resource 2, Question 10

- 3) Pay more attention to current education

Paying more attention to education is currently very important because it can improve the quality of human resources.

*“...lebih memperhatikan pendidikan ...sekarang ini.”*

Resource 3, Question 10

Translation

*“...paying more attention to education...now.”*

Resource 3, Question 10

- 4) Before implementing a curriculum, look at the region first

When the government wants to implement a curriculum, it would be a good idea for the government to look at the conditions of various regions in Indonesia. Because not all regions can implement a curriculum implemented by the government in terms

of facilities and infrastructure, they must be improved and equipped first so that any curriculum can be implemented optimally. The result can be seen by the following transcript :

*“...sebelum menerapkan suatu kurikulum...dilihat dulu dari daerah...segi sarana dan prasarana itu harus dibenahi...dilengkapi...agar kurikulum apapun yang akan diterapkan itu bisa berjalan dengan maksimal.”*

Resource 4, Question 10

Translation

*“...Before implementing a curriculum...look at the area first...in terms of facilities and infrastructure, it must be improved...equipped...so that whatever curriculum will be implemented can run optimally.”*

Resource 4, Question 10

#### 5) Prepare a special team

It is important to form a special team in each school to handle administrative tasks so that teachers can focus more on their main role, namely teaching and educating students. With a special team, teachers' workload will be reduced, and they can be more optimal in the learning process. The result can be seen by the following transcript :

*“...menyiapkan tim khusus...petugas administrasi ...tugas guru hanya mengajar dan mendidik anak...”*

Resource 5, Question 10

Translation

*“...prepare a special team...administrative officers...the teacher's job is only to teach and educate children...”*

Resource 5, Question 10

## 4.2 Discussion

The study utilized a qualitative descriptive method with interviews as the primary tool for data collection, focusing on five English teachers from the mentioned schools. The results of the study provide significant insights into the challenges, benefits, and overall perception of teachers regarding this transition.

One of the primary findings highlighted that most teachers perceived the transition positively, recognizing that the Merdeka Curriculum aligns more with contemporary educational needs and encourages student-centered learning. However, despite this positive outlook, the implementation faced several obstacles. Teachers noted that while the Merdeka Curriculum simplifies teaching requirements, it also demands substantial adjustments in teaching strategies and the integration of new instructional tools, particularly technology. This posed difficulties, especially for senior teachers unfamiliar with such technologies.

A significant novelty in this research lies in the detailed exploration of how the introduction of the P5 (Pancasila Student Profile Strengthening Project) impacts teaching. The P5 is intended to instill character and promote cooperative learning, embodying a holistic approach to education. Teachers appreciated this focus, noting that it encouraged creativity and collaboration among students. In principle, it discusses issues in depth, following real experiences so that they are meaningful, student-centered to create independence, and exploratory (Satria et al., 2022, pp. 8–9). However, implementing P5 required extensive preparation and often reduced regular teaching hours, leading to mixed opinions about its effectiveness.

The study also revealed critical barriers related to infrastructure and training. Teachers, especially in private schools, reported inadequate training and limited resources to fully adopt the Merdeka Curriculum. This situation created inconsistencies in curriculum application, where teachers had to seek additional knowledge

independently, often through online resources. This disparity in training affected the uniformity and quality of curriculum implementation across schools.

Teachers expressed that the independent curriculum brought more flexibility in lesson planning, allowing them to prioritize students' learning needs rather than rigidly following textbooks. This change was seen as a double-edged sword. While it provided freedom to revisit and reinforce material that students struggled with, it also increased the workload for teachers, who had to design customized lesson plans and assessments without comprehensive training. One notable implication of the research is the curriculum's effect on teaching dynamics. The Merdeka Curriculum's emphasis on differentiated learning means that teachers must be more adaptive and innovative. This approach, although beneficial for fostering an engaging learning environment, placed significant pressure on teachers to balance curriculum requirements with available time and resources. Additionally, the frequent workshops and training sessions disrupted classroom continuity, leaving some students feeling unsupported. Several principles are quoted from Fitriyah and Wardani (Fitriyah & Wardani, 2022, p. 238). Learning in the independent curriculum emphasized the principles of focus, steady, coherent, and flexibility.

A recurring theme in the study was the technological gap. Teachers highlighted that while technology plays a significant role in the Merdeka Curriculum, its effective use remains a challenge due to limited infrastructure and inadequate digital literacy, particularly in regions outside urban centers. This technological reliance, without adequate support, risks widening educational disparities.

The study's implications extend to policymakers and educational institutions. To ensure effective curriculum transitions, comprehensive and continuous teacher training is crucial. Additionally, investing in infrastructure to support technology-enhanced learning is necessary to bridge the gap between curriculum expectations and actual implementation. Policymakers should also consider more inclusive approaches that address the unique needs of schools in different regions.

In conclusion, the research provides valuable insights into the perceptions of English teachers regarding the transition from the 2013 Curriculum to the Merdeka Curriculum. While the new curriculum offers benefits such as flexibility and a focus on holistic student development, it also presents significant challenges, particularly in training, resources, and technological adoption. Addressing these issues will be vital for the successful and equitable implementation of the Merdeka Curriculum across Indonesia's diverse educational landscape.

The new findings of this research are that teachers especially in private schools they have not received training due to the independent curriculum. Then teachers get a positive impact; they can apply character in teaching and learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and suggestion.

#### 5.1 Conclusion

The research provides valuable insights into the perceptions of English teachers regarding the transition from the 2013 Curriculum to the Merdeka Curriculum. While the new curriculum offers benefits such as flexibility and a focus on holistic student development, it also presents significant challenges, particularly in training, resources, and technological adoption. Addressing these issues will be vital for the successful and equitable implementation of the Merdeka Curriculum across Indonesia's diverse educational landscape.

#### 5.2 Suggestion

In accordance with the findings and conclusions of the data analysis, the researcher proposed that:

1. **The teachers**, teachers need to implement the curriculum objectives of their subjects, follow to the rules established for each subject, and feel a sense of responsibility as educators.
2. **The other researcher**, researchers must take consideration the findings of their own studies when researching the same subject. This is to make sure that, while addressing the same research issue, there are no significant gaps or differences.



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## APPENDICES

### APPENDIX 1

### LIST OF INTERVIEW

NO	INDICATOR
1	The implementing the 2013 curriculum
2	The implementing the merdeka curriculum
3	The respond of transtion curriculum
4	Obstacles or problem that occur in the use of the curricula
5	Positive effects of transtion curriculum
6	Negative effects of transtion curriculum
7	The training received and its benefits
8	Changes that are felt occur in the use of the merdeka curriculum
9	Curriculum that fits the current conditions of adaptation
10	The suggestions for the government

1. What is the process of implementing the 2013 curriculum?  
(Bagaimana proses penerapan 2013 kurikulum?)
2. What is the process of implementing the Merdeka Curriculum?  
(Bagaimana proses penerapan kurikulum merdeka?)
3. How do you respond of transtion curriculum?  
(Bagaimana tanggapan bapak/ibu terhadap pergantian kurikulum?)
4. What are the obstacles or problem faced in the transtion curriculum process?  
(Apa kendala atau masalah yang dihadapi pada proses pergantian kurikulum?)
5. What are the positive impacts and advantages of transtion curriculum?  
(Apa dampak positif dan keuntungan dari pergantian kurikulum?)

6. What are the negative impacts and disadvantages of transition curriculum?  
(Apa dampak negatif dan kerugian dari pergantian kurikulum?)
7. Is there any training on Merdeka curriculum and how often?  
(Apakah ada pelatihan mengenai kurikulum merdeka dan seberapa sering?)
8. What are the changes that are strongly felt with the use of this curriculum?  
(Perubahan apa saja yang sangat dirasakan dengan penggunaan kurikulum ini?)
9. What is the suitable curriculum during this adaptation period?  
(Kurikulum apa yang cocok pada masa adaptasi ini?)
10. Give your suggestions for the government!  
(Berikan saran anda untuk pemerintah!)

## **APPENDIX 2**

## **THE TRANSCRIPT OF INTERVIEW**

**Date : 17 October 2024**

**Resource 1 : Teacher SMP 11 (7)**

1. Bagaimana proses penerapan 2013 kurikulum?

Answer: Kalau untuk kurikulum 2013 sejauh ini kita sudah berjalan yah, pembelajarannya sudah sesuai, tetapi memang ada beberapa pelajaran yang tidak bisa diterapkan, karena kurikulum 2013 itu mengharuskan siswanya harus aktif.

2. Bagaimana proses penerapan kurikulum merdeka?

Answer: Nah, kalau untuk kurikulum merdeka itu kan tidak jauh beda dengan kurikulum 2013, perbedaan yang paling mencolok adalah pengurangan jam pelajaran yang dialihkan di P5, dan permasalahan yang paling terlihat itu waktu penerapan P5, apalagi untuk apa yah, dari dinas itu belum yang digencar gencarkan sekali yah untuk p5. Jadi, guru-guru yang pegang p5 itu harus mencari tahu sendiri dari luar p5 itu bagaimana, penerapannya bagaimana, ya masalahnya hanya di itu saja sih kalau untuk merdeka ini, hanya di p5 saja.

3. Bagaimana tanggapan bapak/ibu terhadap pergantian kurikulum?

Answer: Kalau menurut saya ya, sebenarnya bagus karena untuk di kurikulum merdeka ini kan p5 itu kan penerapan nilai nilai karakternya yah, nilai karakter itu yang paling diutamakan. Anak-anak pun diajak untuk lebih kreatif dengan

kegiatan-kegiatannya. Saya sendiri sebenarnya setuju. Cuma ya kembali kita masih perlu penyesuaian yang banyak supaya kurikulum itu menjadi kurikulum yang benar-benar sesuai dengan sekolah kita.

4. Apa kendala atau masalah yang dihadapi pada proses pergantian kurikulum?

Answer: Kendalanya yah itu tadi, penyesuaian di jam P5. Karena kayak kita ini kelas 1, contohnya saat kita buat program contohnya nih buat mahkota, satu guru ini harus lari kesana kesini. Karena hanya satu guru, kendalanya disitu.

5. Apa dampak positif dan keuntungan dari pergantian kurikulum?

Answer: Dampak positif di kurikulum merdeka ini anak anak di penerapan karakternya, mereka lebih diajarkan, itu kan ada beberapa dimensi ya, 6 yah. Jadi itu mereka lebih betul-betul diajak, ayok lebih didorong gitu yah, lebih diajar kerja samanya agar lebih oke.

6. Apa dampak negatif dan kerugian dari pergantian kurikulum?

Answer: Kalau dampak negatifnya ni, kalau menurut saya sendiri yah, berdampak itu dari yang seharusnya 5 jam pelajaran yah itu puas yah mengajarnya, ini tiba-tiba diambil 1 jam pelajaran untuk diover ke p5 yah. Jadi sisa 4 jam, jadi kurang maksimal ngajarnya, jadi di pengurangan jamnya itu.

7. Apakah ada pelatihan mengenai kurikulum merdeka dan seberapa sering?

Answer: Ada. Kalau di sekolah pun kita sudah beberapa kali lakukan workshop dan yang datang ke sekolah itu orang-orang dari dinas untuk melakukan workshop di sekolah kita untuk kurikulum merdeka ini.

8. Perubahan apa saja yang sangat dirasakan dengan penggunaan kurikulum ini?

Answer: Kalau bagi saya pribadi ini, jadi saya kan ditunjuk jadi koordinator untuk p5, jadi mau tidak mau harus nih punya inovasi-inovasi baru agar kegiatan p5 itu nanti berjalan maksimal. Jadi kita harus buat program-program apa yang menarik, jadi kita lebih mengeksplorasi keluar lah.

9. Kurikulum apa yang cocok pada masa adaptasi ini?

Answer: Kalau sekarang menurut saya lebih ke kurikulum dulu, waktu masih ada ujian. Jadi anak-anak itu semangat belajarnya tinggi, mereka masih mau bersaing, masih ada sistem tinggal kelas, jadi ayok kita berlomba nih. Kalau sekarang kan semua naik kelas kita aman, kita santai gak sekolah pun gapapa, jadi lebih baik kurikulum itu kembali ke sebelumnya.

10. Berikan saran anda untuk pemerintah!

Answer: Saran saya, yah tadi ujian nasional diadakan lagi. Perangkingan diadakan lagi, sistem tinggal kelas naik kelas itu ada, supaya memacu semangatnya anak-anak untuk belajar. Jadi mereka merasa wah saya harus belajar nih, saya harus naik kelas, pasti saya bangga, saya harus rangking 1, kalau saya malas nanti saya tinggal kelas, itu sih saran dari saya.



**Date : 17 October 2024**

**Resource 2 : Teacher SMP 11 (8)**

1. Bagaimana proses penerapan 2013 kurikulum?

Answer: Sebenarnya itu hampir sama. Cuma kalau 2013 itu ada penilaian sikap, jadi disitu ada penilaian sikap, pengetahuan dengan keterampilan.

2. Bagaimana proses penerapan kurikulum merdeka?

Answer: Untuk penerapan kurikulum merdeka itu sudah berjalan yah. Cuma yang p5 ini, penerapan p5 itu kurang maksimal yah dan kita juga menerakan p5 itu setiap minggu.

3. Bagaimana tanggapan bapak/ibu terhadap pergantian kurikulum?

Answer: Sebenarnya sama. Cuma hanya mengganti nama saja kalau menurut saya.

4. Apa kendala atau masalah yang dihadapi pada proses pergantian kurikulum?

Answer: Kendala yah pasti harus menyesuaikan to, jadi kendalanya di penyesuaian

5. Apa dampak positif dan keuntungan dari pergantian kurikulum?

Answer: Kurikulum merdeka ini kita bebas yah, dari kita para guru tidak harus berpatokan ke materi. Jadi mana yang kita anggap lebih mudah dapat kita ajar lebih dahulu.

6. Apa dampak negatif dan kerugian dari pergantian kurikulum?

Answer: Dampak negatifnya itu ada di p5 yah. Jadi kan kita harus kolaborasi sama guru lain, jadi kadang kalau kita melaksanakan, ada guru lain yang tidak

melaksanakan, jadi itu yang menjadi kendala. Terus p5 ini kurang mencakup apa yang diharapkan yah, karena kurikulum merdeka itu diharapkan siswanya senang mandiri.

7. Apakah ada pelatihan mengenai kurikulum merdeka dan seberapa sering?

Answer: Ada. Jadi kita pada awal pembelajaran kurikulum merdeka memang ada pelatihan ini. Salah satunya adalah pelatihan mgmp, jadi dikenalkan disitu. Jadi guru yang belum tau itu diajarkan disitu. Selain mgmp ada pelatihan-pelatihan yang lain. Jadi kalau untuk pelatihan itu ada namun tidak terlalu sering.

8. Perubahan apa saja yang sangat dirasakan dengan penggunaan kurikulum ini?

Answer: Sebenarnya sama saja. Cuma beda kemasan atau nama. Cuma kita diberi kebebasan, jadi kita gak harus selesaiin ini, kalau belum yah kita akan ulang dan terus mengulang pembelajaran yang sama.

9. Kurikulum apa yang cocok pada masa adaptasi ini?

Answer: Sebenarnya kurikulum 2013 itu bagus. kenapa bagus karena itu ada penilaian sikap, sikap sosial, sikap saling menghargai itu diterapkan. Jadi menurut saya kurikulum 2013 lebih bagus.

10. Berikan saran anda untuk pemerintah!

Answer: Sebenarnya kita guru ini bingung dengan pergantian kurikulum. Jangan setiap kali pergantian pemerintahan itu kurikulum juga diganti, sebaiknya kita

berpatokan kurikulum apa yang bagus sih buat kita gunakan, jadi sebaiknya ditinjau dulu apa sih yang cocok. jadi itu sih saran saya.

**Date : 17 October 2024**

**Resource 3 : Teacher SMP 11 (9)**

1. Bagaimana proses penerapan 2013 kurikulum?

Answer: Penerapannya itu sudah dan sama saja, tidak ada masalah

2. Bagaimana proses penerapan kurikulum merdeka?

Answer: Untuk penerapannya sekarang kan masih menyesuaikan dengan penggunaan kurikulum sekarang, kita tetap menjalankan tugas seperti biasa.

3. Bagaimana tanggapan bapak/ibu terhadap pergantian kurikulum?

Answer: Tanggapan saya sama saja pelaksanaanya.

4. Apa kendala atau masalah yang dihadapi pada proses pergantian kurikulum?

Answer: Kendala tidak ada.

5. Apa dampak positif dan keuntungan dari pergantian kurikulum?

Answer: Keuntungannya kita sebagai guru, kita hanya menerapkan dan menyampaikan materi dan anak yang menanggapi.

6. Apa dampak negatif dan kerugian dari pergantian kurikulum?

Answer: Negatifnya tidak ada, karena sama seperti kurikulum 2013.

7. Apakah ada pelatihan mengenai kurikulum merdeka dan seberapa sering?

Answer: Untuk pelatihannya itu ada, yaitu mgmp. Selama ini hanya ikut mgmp, kalau untuk pertemuannya itu setiap minggu.

8. Perubahan apa saja yang sangat dirasakan dengan penggunaan kurikulum ini?

Answer: Karena kebanyakan menggunakan teknologi, dan juga banyak anak-anak yang belum paham terkait teknologi. Jadi kita harus memberikan pengertian kepada mereka untuk mengaplikasikan teknologi dalam pembelajaran.

9. Kurikulum apa yang cocok pada masa adaptasi ini?

Answer: Yah memang untuk kurikulum sekarang penerapan ke anak-anak itu sedikit sulit. Sebenarnya sama tetapi tergantung dari cara pengajaran guru dan juga pendekatan dengan anak-anak.

10. Berikan saran anda untuk pemerintah!

Answer: Saran saya supaya kedepan pemerintah lebih memperhatikan pendidikan yang ada sekarang ini.

**Date : 18 October 2024**

**Resource 4 : Teacher SMP Muhammadiyah (7)**

1. Bagaimana proses penerapan 2013 kurikulum?

Answer: Prosesnya itu kita kan dari KTSP ke 2013, mungkin dari segi gurunya kan kita melakukan pelatihan-pelatihan, baik pelatihan yang diadakan oleh pemerintah maupun dari pihak sekolah. Kadang kita ada yang keluar untuk pelatihan kemudian kita adakan pengimbasan, jadi prosesnya itu bertahap.

2. Bagaimana proses penerapan kurikulum merdeka?

Answer: Sebenarnya hampir sama yah dengan K13. Awalnya kita pelatihan-pelatihan dulu, itu bertahap kita sama-sama belajar bagaimana cara membuat modulnya, bagaimana cara kita melakukannya di kelas, yah itu saja sih mulai dari awal awalnya dulu sih apa itu kurikulum merdeka kemudian cara penerapannya di kelas.

3. Bagaimana tanggapan bapak/ibu terhadap pergantian kurikulum?

Answer: Sebenarnya masalah pergantian kurikulum ini sebenarnya kita mengikuti perkembangan zaman yah. Cuma menurut saya itu, terlalu dipaksakan, karena kan itu semua lebih ke teknologi jadi menurut saya terlalu dipaksakan karena kan tidak semua daerah itu bisa mencakup itu dari segi sarana dan prasarana itu memadai untuk penerapan kurikulum merdeka ini.

4. Apa kendala atau masalah yang dihadapi pada proses pergantian kurikulum?

Answer: Kendalanya yaitu sarana prasarananya tidak memadai dan juga dari segi gurunya kan tidak semua pahan teknologi, jadi itu kendalanya. Jadi pergantian itu ada guru yang senior itu tidak paham teknologi jadi untuk melaksanakan kurikulum merdeka ini hanya beberapa guru-guru muda saja.

5. Apa dampak positif dan keuntungan dari pergantian kurikulum?

Answer: Kalau dampak positifnya itu akhirnya kita yang tadinya tidak paham cara penggunaan teknologi itu mau belajar. Masa sih kita yang gak bisa itu harus bisa jadi kita ada keinginan untuk belajar, terus memang kurikulum merdeka sih gurunya lebih bebas. Kalau dulu kan kita lebih terpaku dengan apa yang ada didalm buku kalau sekarang kan bebas gitu dengan lingkungan sekitar. Jadi kita bebas menentukan kita belajar dengan cara apa dengan model apa gitu.

6. Apa dampak negatif dan kerugian dari pergantian kurikulum?

Answer: Kalau dampak negatif itu biasanya ke anak-anak yah, lebih ke kita gurunya harus mengajar sesuai karakter anak anak yah dan juga kurikulum merdeka itu berkesan lebih memanjakan anak anak sehingga kalau kita lihat sekarang kalau kita tegas sedikit itu semuanya jadi serba bermasalah. Kita niat lapor ke orang tua tapi nanti orang tua melapor ke pihak yang berwajib. Jadi sekarang kan banyak tu kasus kasus guru karena hal hal kecil. Jadi itu sih dampak dari kurikulum merdeka ini menurut saya.

7. Apakah ada pelatihan mengenai kurikulum merdeka dan seberapa sering?

Answer: Kalau pelatihan ada, baik offline maupun online. Kalau seberapa sering sih sangat sering.

8. Perubahan apa saja yang sangat dirasakan dengan penggunaan kurikulum ini?

Answer: Kalau saya pribadi sih, saya lebih bebas berinovasi. Saya lebih bebas untuk kreatif, terus saya juga menjadi lebih paham teknologi-teknologi sekarang. Positifnya sih banyak sekali yang saya rasakan kalau kurikulum merdeka.

9. Kurikulum apa yang cocok pada masa adaptasi ini?

Answer: Kalau yang cocok saya rasa semua kurikulum cocok tergantung dari jaman yah. Saya rasa semua kurikulum cocok yah di jamannya, untuk zaman sekarang yah kurikulum merdeka saya rasa sangat cocok.

10. Berikan saran anda untuk pemerintah!

Answer: Saran saya terhadap pemerintah yah sebaiknya sebelum menerapkan suatu kurikulum itu kan harus dilihat dulu dari daerah. Maksudnya kan tidak semua daerah itu bisa melaksanakan suatu kurikulum yang mereka terapkan, terus kalau mau diterapkan itu dari segi sarana dan prasarana itu harus dibenahi dulu dilengkapi dulu agar kurikulum apapun yang akan diterapkan itu bisa berjalan dengan maksimal.



**Date : 18 October 2024**

**Resource 5 : Teacher SMP Muhammadiyah (8&9)**

1. Bagaimana proses penerapan 2013 kurikulum?

Answer: Kami disekolah ini sudah menerapkannya walaupun tidak dibilang sempurna, tetapi kami sudah melakukannya sesuai dengan acuan dari kementrian pendidikan, jadi pelaksananannya kita sudah melakukannya dan menurut kami itu sudah berjalan dengan sangat baik, dan kami betul betul sudah nyaman dengan kurikulum itu karena kurikulum 2013 itu kita lebih pada pembelajrannya kita sesuaikan dengan kondisi sekolah, jadi kita sudah melakukannya dengan baik.

2. Bagaimana proses penerapan kurikulum merdeka?

Answer: Walaupun kami sudah menerapkan, tetapi kita belum 100 persen menjalankannya sesuai dengan kurikulum merdeka karena kami belum secara langsung mendapatkan pelatihan khusus dari pemerintah, tetapi kami dari pihak sekolah sudah melakukan workshop, jadi kami sudah mendapatkan gambaran, tetapi ada beberapa dari kami kurang paham, sebenarnya kurikulum merdeka itu apa, makanya pelaksanaannya disekolah pun belum terlalu signifikan kita lakukan diantaranya pelaksanaan P5nya, disini kami melaksanakan p5 nya itu belum terlalu baik, tetapi kami berusaha semaksimal mungkin. Sebenarnya kurikulum merdeka mempermudah guru untuk melaksanakan pembelajaran di kelas, tapi karena pengetahuan dan

pemahaman kita tentang kurikulum merdeka itu masih kurang, sehingga pada prakteknya tidak seperti yang diinginkan.

3. Bagaimana tanggapan bapak/ibu terhadap pergantian kurikulum?

Answer: Secara pribadi saya kurang suka, kurang setuju deh karena setiap kali ganti pemerintahan, ganti pemimpin, ganti menteri itu kita ganti kurikulum. Sebaiknya itu begini kalau misalnya pelaksanaan K13 atau KTSP itu sudah berjalan dengan baik tidak perlu kita melakukan pergantian kurikulum, paling tidak hanya penyempurnaan dari kurikulum yang kita gunakan tidak perlu ganti begini. Kalau ganti begini kita para guru juga bingung, bukan hanya guru tetapi juga orang tua juga mengeluh bukunya selalu ganti nah itu satu.

Yang kedua menurut saya kurikulum yang sekarang itu sepertinya dipaksakan. Saya paham mungkin pak Nadiem Makarim itu mau tingkat pendidikan di Indonesia itu sama dengan negara lain yang anak anaknya harus berfikir kritis, tetapi kalau dipaksakan karena sekarang kurikulum merdeka itu segala sesuatu itu digitalisasi. Guru itu sekarang lebih banyak ke guru penggerak, tetapi guru-guru sekarang selalu keluar sekolah karena workshop ada dimana-mana jadi jarang berada di sekolah.

4. Apa kendala atau masalah yang dihadapi pada proses pergantian kurikulum?

Answer: Jadi kendalanya sudah pasti ketika kurikulum itu berubah otomatis tidak langsung mendapatkan pelatihan, dalam tanda kutip kami sekolah-sekolah swasta itu merasa kurang diperhatikan. Padahal kurikulum itu harus kita

terapkan disekolah tetapi kita tidak punya ilmunya. Jadi kita harus cari tau sendiri. Memang kita bisa mendapatkan ilmu itu dari internet tapi pemahaman kita jelas akan berbeda. Jadi ujung-ujungnya kurikulum 2013 kita compare dengan kurikulum merdeka dalam penerapannya.

5. Apa dampak positif dan keuntungan dari pergantian kurikulum?

Answer: Buat saya untuk sementara sebenarnya ada sih dampak positifnya guru-gurunya itu dipermudah karena pembelajarannya itu disesuaikan dengan kondisi yang ada disekolah.

6. Apa dampak negatif dan kerugian dari pergantian kurikulum?

Answer: Akhirnya guru jadi malas tau karena sekarang itu merdeka jadi anak-anak itu bebas memilih, tetapi pada dasarnya itu anak-anak itu jadi terlantar karena kurangnya dampingan dari guru karena guru sering keluar untuk workshop, bimtek dan lain-lain

7. Apakah ada pelatihan mengenai kurikulum merdeka dan seberapa sering?

Answer: Ada, tetapi tidak sering. Walaupun kami butuh itu tetapi pada kenyataannya tidak seperti yang kita inginkan.

8. Perubahan apa saja yang sangat dirasakan dengan penggunaan kurikulum ini?

Answer: Perubahannya sekarang anak-anak menjadi bebas, itu yang pertama. Yang kedua guru-gurunya, karena gurunya lebih banyak kerjaan sehingga guru tidak melakukan tugasnya secara maksimal.

9. Kurikulum apa yang cocok pada masa adaptasi ini?

Answer: Sebenarnya lebih bagus kurikulum KTSP sudah bagus menurut saya karena pendidikan yang ada di wilayah barat sana dengan kita yang berada di daerah timur itu kan tidak sama. Kalau kurikulum ktsp itu sudah sesuai dengan kondisi perkembangan suatu daerah. Hanya saja perlu perbaikan-perbaikan dari beberapa poin dan juga menurut saya ujian nasional itu perlu karena itu mengukur sejauh mana kemampuan siswa. Kalau antara kurikulum merdeka dan juga kurikulum 2013 menurut saya lebih bagus kurikulum 2013, tetapi karena kurangnya pemahaman terkait kurikulum merdeka sehingga kita merasa sangat susah, tetapi kalau kita dikasih pemahaman terkait kurikulum merdeka maka kita akan berubah pandangan.

10. Berikan saran anda untuk pemerintah!

Answer: Kalau memang tujuannya untuk meningkatkan kemampuan dan keterampilan tetapi dengan catatan guru itu jangan terlalu dibebani dengan tugas tugas lain yang harus membuat guru meninggalkan sekolah dan juga saya mau apapun kurikulumnya pendidikan moral itu harus tetap diadakan, dan juga untuk mengantisipasi supaya guru itu tidak sibuk jadi pemerintah menyiapkan tim khusus disetiap sekolah, seperti petugas administrasi mereka yang kerjakan, jadi tugas guru hanya mengajar dan mendidik anak-anak saja.

**APPENDIX 3**

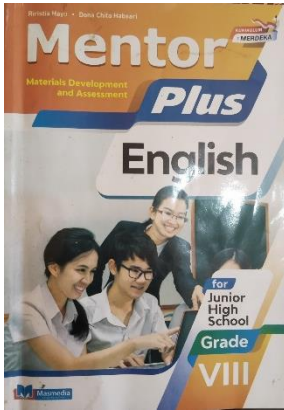
**DOCUMENTATION**

**Interview**



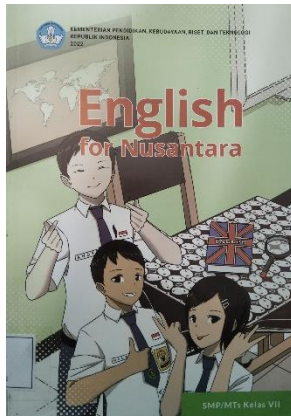
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## SMP Negeri 11

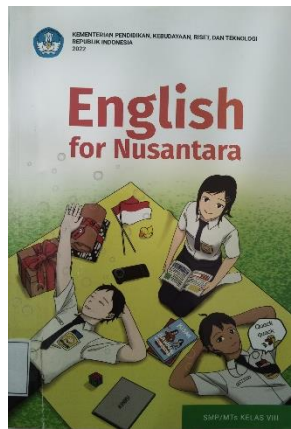


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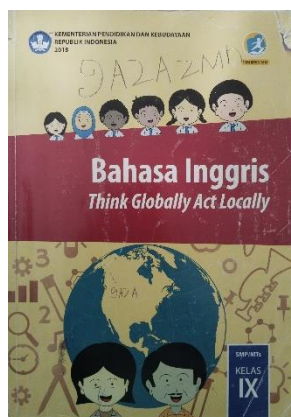
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## LEMBAR VALIDASI PEDOMAN WAWANCARA

Nama Mahasiswa : Adrianus Eban Lamadoken  
NIM : 140820321036  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : "The English Teachers' Perception of  
The Transition From Two Thousand  
Thirteen (2013) curriculum to The Merdeka  
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Sorong, 22-10-2024

Validator/Penilai,

  
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### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Agus Setiawan, M.Pd.  
NIDN : 1407029201  
Jabatan Fungsional : Lektor/III C  
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris  
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Intrument/produk mahasiswa :

Nama : Adrianus Eban Lamadoken  
NIM : 148820321036

Berupa :

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- Modul atau bahan ajar
- Model Pembelajaran
- Instrument Penelitian
- Lain-lain : .....

Dengan judul :

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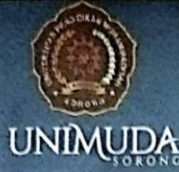
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Nomor : 202/I.3.AU/SPm/FABIO/B/2024

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Kepada Yth.  
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*Assalamu 'alaikum warohmatullahi wabarokatuh.*

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Adrianus Eban Lamadoken  
NIM : 148820321036  
Semester : VII (Tujuh)  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *“ The English Teachers' Perception of The Transition from Two Thousand Thirteen (2013) Curriculum to The Merdeka Curriculum”.*

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 17 – 24 Oktober 2024

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

*Wassalamu 'alaikum warohmatullahi wabarokatuh.*

Dekan,



Roni Andri Pramita, M.Pd.  
NIDN. 1411129001

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1. Ketua Program Studi Pendidikan Bahasa Inggris;
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