

English Teacher Perception of Implementation *Kurikulum Merdeka* in English Teaching Learning Process

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ABSTRACT

This research was aimed to determine English teachers' perception of implementation Kurikulum Merdeka in English teaching learning process at SMP N 6 Semarang. This study was conducted by descriptive qualitative method. The data were collected by interview 3 English teachers at SMP N 6 Semarang who implementing Kurikulum Merdeka. The results showed that Kurikulum Merdeka has impact in English teaching learning process. The entire English teachers make Tujuan Pembelajaran based on Capaian Pembelajaran in Kurikulum Merdeka. The teachers have also implemented a learning cycle, differentiated learning, and conducted assessment based on Kurikulum Merdeka. Although all English teachers have different perception on some categories, but they said that Kurikulum Merdeka has impact in English teaching learning process especially in students learning outcomes.

Keywords: *Kurikulum Merdeka; Teachers' Perception; English Teaching Learning*

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INTRODUCTION

John Dewey stated that education is a process of renewal of the meaning of experience; it will occur in the ordinary intercourse or association with young adults, may also occur accidentally and instituted for to produce social sustainability. This process involves the supervision and development of the immature and the group in which he lives (Williams, 2017). Education can not only be done at school but can be done anywhere, such as family education, which can be done at home; social education, which we get in the environment; or informal education, which is carried out in the community. Then, according to Ki Hajar Dewantara, the purpose of education is to meet the needs of children's growth and development. This is interpreted as an attempt to guide students according to their natural abilities, with the goal being that all members of society can achieve the highest level of safety and happiness in their lives. Through the educational objectives above, it is important for educators to develop the competence of students according to their interests, talents, and abilities.

On learning a new paradigm, there is a differentiated learning term that must be applied in the learning process in the classroom. In differentiated learning, there are several aspects that must be considered, such as the needs of students, the learning environment, learning styles, character, and background of students. Differentiated learning itself has four aspects which can divide such: content, process, product and learning environment. Implementation of this learning approach will helps the students while studying in the class, because they will study based on their needs. The implementation of learning in schools

must be very closely related to the implementation of the curriculum.

The curriculum is one of the most significant factors in education since it is a comprehensive plan or design for a course and how the course's material transforms into an overall framework for teaching and learning that enables the achievement of the targeted learning goals, said Richards (Sari, 2023). Indonesian education is currently implementing an independent learning curriculum (*Merdeka Belajar*). According to BSNP or the National Education Standards Agency, Merdeka Curriculum has definition that the content of curriculum will be more ideal so that students have enough time to explore topics and build competencies. In the learning process the teacher has the freedom to choose a variety of teaching tools so that learning can customized to the learning needs and interests of students. In other that the students also has the freedom to innovate, independently, and creatively during the learning process.

The change from the 2013 curriculum to the *Kurikulum Merdeka* had an impact on stages in the planning, implementation, and evaluation of learning. In the previous curriculum the learning system is still used teacher centered learning but in this *Kurikulum Merdeka*, teachers must implement students centered learning while the learning process. This statement is according to the National Education Standards Agency about the freedom of teachers and students in chosen and strengthen competencies. This change also brings new terms to the mention of several things in the previous curriculum. Hardani said, "one of them is the existence of new terms such as *Alur Tujuan Pembelajaran (ATP)*, *Modul Ajar (MA)*, *Capaian*

Pembelajaran (CP), Kriteria Ketercapaian Tujuan Pembelajaran (KKTP), Profil Pelajar Pancasila, diagnostic assessments, student reflections and teacher reflections, all of which aim to strengthen the competence of both students and teachers” (Sari, 2023).

The curricular structure's distribution of lesson hours is developed over the course of a single year and includes recommendations for that allocation if instruction is provided on a regular or weekly basis. The number of total lesson hours does not vary; instead, two learning activities-intracurricular learning and P5 (co-curricular)-are given one lesson hour each for each topic. Have up to 75% co-curricular and 25% extracurricular for intracurricular learning. P5, or Pancasila Student Profile, is an activity that involves students in its implementation. The dimensions in P5 are: 1) faithful, devoted to God Almighty and noble; 2) independent; 3) mutual cooperation; 4) global diversity; 5) critical reasoning; and 6) creative. Now every school combines P5 with various lessons, including English lessons. By combining this project, it is hoped that it can improve students' ability to collaborate and think critically about a problem.

The participation of English in the national curriculum aids students in developing the qualities of Pancasila students, including faith and noble character, independence, critical thinking, creativity, mutual cooperation, and cultural variety, in order to become lifelong learners. This profile can be established while learning English because the subject is dynamic and flexible, giving students the chance to choose texts or different kinds of learning activities. Through written, visual, and oral text and activities

created during the teaching and learning process, English language learning has the potential to meet the profile of Pancasila pupils. By mastering English, students will have a good opportunity to interact in an international language and understanding different ways of thinking. Besides that, students will also gain knowledge, skills, and habits that can help them adapt to different cultures around the world. English learning in secondary schools is expected to help students succeed in achieving the ability to communicate in English as part of their life skills. Halliday & Matthiessen (2014) stated that when people speak or write, they produce text, and text is what listeners and readers engage with and interpret (Halliday & Matthiessen, 2014).

The process of teaching English has the same way as the process of teaching in other subjects. As I have learned in my lectures, teachers must teach students according to their level of understanding and readiness, this process is called Teaching at the Right Level. This sentence is supported by (Cahyati, Parmawati, & Admawidjaja, 2019) which stated that Teaching English also encourages enjoyment and motivation for language learning, especially when it is presented in a fun way and accordance with their needs. In addition, children can also promote learning about other cultures and develop their cognitive skills as well as developing their metalinguistic awareness. In this case, teachers have the most important roles in creating an encouraging emotional atmosphere in the classroom.

According to Kemendikbud, by the end of the phase, students are able to interact and communicate in a larger range of formal and informal contexts using spoken, written, and visual texts in English. As their primary sources for

learning English throughout this phase, students might use a variety of texts, including tales, descriptions, instructions, special texts (brief messages, advertising), and real texts. Students communicate in English to express their thoughts, feelings, and comprehension of written texts. When doing so, inference abilities start to emerge. They produce more vocabularily varied written and visual materials in structured English. When developing written and visual text in English, they are aware of the context and target audience.

Related to previous studies I have conducted, the first one from (Nurhayati, Samiati, & Hersulastuti, 2018) *Teachers Perception toward the Implementation of Curriculum 2013*. The method used is qualitative design; the study was conducted at one of private junior high schools in Solo, Central Java. The data were collected by interviewing, administering questionnaire, observing the classroom practices and reviewing the documents. The finding reveals that; (1) teachers have positive perceptions toward curriculum 2103 (2) there are four factors which influence teachers' perceptions toward the implementation of curriculum 2013, which includes teachers' teaching experience; teachers' educational background, teachers' teaching training, and teachers' personal experience; (3) teachers' perceptions contributesignificantly in influencing teacher's decision making in the classroom related to the choice of learning and activities for students. Since teachers' perceptions have a powerful impact on teachers' classroom practices, teachers are required to improve their competences and keep up with the advance of knowledge and technology.

The second previous related studies by (Sari, 2023) research on *The Implementation of Merdeka Curriculum in English Teaching Learning at The Seventh Grade of SMPIT Insan Mulia Surakarta in the Academic Year 2022/2023*. The method of the study used in this research is descriptive qualitative approach. The data were collected through observation, interview, and documentation. The researcher said that the study's findings indicate that the Merdeka Curriculum has been applied to the teaching and learning of English. In accordance with the needs of the teaching unit, the teacher adjusts the Merdeka Curriculum to create Alur Tujuan Pembelajaran and Modul Ajar. Additionally, the teacher used the Merdeka Curriculum to create a learning cycle and carry out an assessment. The objectives, materials, methods, media, and evaluation learning components have all been met in the teaching and learning of English. The teacher's obstacles include having little time to create differentiated instruction based on each student's unique requirements and being unable to keep students motivated until the end of the lesson.

The third related study was conducted by (Aini Qolbiyah & Ismail, 2022) the title "*Implementation of the Independent Learning Curriculum at the Driving School*". The purpose of this study is to talk about how the Independent Curriculum was implemented at the driving school. Being a literature review, the information for this study was gathered using a qualitative method using library resources. The researcher in this case employs the following stages to evaluate a range of data, including primary and secondary data: According to the study's conclusions, infrastructure and facilities are essential for the effective

implementation of Independent Curriculum in driving schools after reading and carefully studying original sources, such as books, journals, and articles relevant to the Independent Curriculum topic.

The fourth related study was conducted by (Kasman & Lubis, 2022) with the title “*Teachers’ Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum*”. The objective of this research is to develop a method for evaluating how effectively teachers apply the Merdeka Curriculum's new learning paradigm. This study combines a literature study method with a qualitative methodology. The data were examined using the interactive Miles and Huberman approach, which involves data reduction, data visualization, and conclusion/verification. According to the research's findings, the new learning paradigm of the Merdeka Curriculum's teacher performance evaluation tools takes into account the planning, carrying out, and assessing of teachers' learning. Evaluation of lesson planning is based on the components of a teacher's Modul Ajar being complete.

The fifth related study was conducted by (Rizki & Fahkrunisa, 2022) with the title “*Evaluation of Implementation of Independent Curriculum*”. The purpose of this study was to figure out how well the curriculum was being implemented through the analysis of appropriate paperwork, including educational system laws, minister of education and culture regulations, articles, and journals. The analysis's findings indicated that there are difficulties and benefits to implementing a new curriculum. The teacher's readiness presents the biggest obstacle, while the students' communication, teamwork,

critical thinking, and creative thinking skills have all improved as a result. The findings of this study can be taken seriously when creating educational policies and can serve as a reflection for teachers, principals, and other participants.

There has been a lot of research on the curriculum, both the *Kurikulum merdeka* and the previous curriculum. However, each study has its own characteristics related to this theme. Such as challenges, obstacles, weaknesses, and advantages in implementing the 2013 curriculum; research using different media; and evaluations in implementing *Kurikulum Merdeka*. However, research regarding the perceptions of English teachers in implementing the Independent Curriculum regarding the English subject itself has not been carried out much by previous researchers.

Based on the explanation above, this research aimed to know about “English Teachers Perception of Implementation *Kurikulum Merdeka* in English Teaching Learning Process”.

METHOD

The type of research designed used in this study was qualitative descriptive. According (Creswell, 2014) qualitative research means inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. Then the method used was literature study through content analysis. Therefore, to collect the data, the researchers applied interview as the instrument. The subject of this study is English teachers of 6 Junior High School Semarang who have implementing *Kurikulum Merdeka*. There are three English teachers in 6 Junior High School Semarang. The data on this study will English teachers’

perception on their personal opinion. The researchers will collect the data use an instrument. The researchers arranged the questionnaire adapted from (Nurhayati, Samiati, & Hersulastuti, 2018) with modification. The questionnaire contains ten questions that expected to collect teachers' perception on English teaching learning process through implementing *Kurikulum Merdeka*. The instruments itself such as:

1. *What do you know about Kurikulum Merdeka?*
2. *What do you know about the purpose of Kurikulum Merdeka?*
3. *Do you have readiness for the implementation of Kurikulum Merdeka?*
4. *Any differences in the English teaching process between the previous curriculum and Kurikulum Merdeka?*
5. *What kinds of teaching approaches are used for English teaching and learning in Kurikulum Merdeka?*
6. *Any difficulties during the preparation of the lesson plan for Kurikulum Merdeka?*
7. *At the beginning of the lesson, did you give a diagnostic test?*
8. *In the main activities, do you apply learning based on student learning styles?*
9. *Do you evaluate the learning process that has been carried out?*
10. *Is there any change in student learning outcomes in English subjects with the implementation of Kurikulum Merdeka?*

The data were collected used following procedure:

- 1) The concept of the questions that will be given to the English teacher was created by the

researchers. The researchers also set up a recorder to record the responses from the respondents.

- 2) The researchers conducted the interviews in a kind manner, observing the ideas of the questions they had prepared in accordance with the interview guide. Using recording media, talks are recorded using the recording technique. In this instance, the writers spoke with teachers to find out English teachers' perception of implementation Kurikulum Merdeka in English teaching learning process.
- 3) Researchers write interview transcripts based on the recordings.

In this study, the researchers used data analysis based on (Miles, Huberman, & Saldana, 2014). The data analysis consists of three activities carried out:

- 1) Data Reduction

The act of choosing, concentrating, streamlining, abstracting, and changing data from an observation sheet or written transcription is known as data reduction. In this situation, the researchers compress the information that was gathered from the observation sheets and interview transcripts. Based on the research question, the researchers select and analyze data from observation sheets and interview transcripts.

- 2) Data Display

A display is a well-organized collection of data which allows

action and conclusion-making. In this step, the researcher simply chooses words, sentences, and narratives as the basis for the data collection, allowing the researcher to control the data as a basis for making the appropriate conclusions. The information about the implementation of the Merdeka Curriculum for learning English by teachers in this study is displayed as data. In order to draw conclusions as research findings, the researcher carefully gathered the data before presenting it.

3) Drawing Conclusion and Verification

The process of arriving to a conclusion is one of putting the information gathered into a good statement and having clear information. The teachers' use of Kurikulum Merdeka to teach English at SMP N 6 Semarang may be seen in the conclusion. Verification is the process of evaluating the accuracy of intermediate findings that shows that data is continuously analyzed and confirmed after collection.

RESULTS AND DISCUSSION

Perception is someone insight's to interpret something. According to (Nurhayati, Samiati, & Hersulastuti, 2018) perception is a process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. As a teacher, understanding the new curriculum is important because, by understanding the curriculum, English teachers know the strategies they can

use to teach the students effectively. The change from the previous curriculum to *Kurikulum Merdeka* is something that needs to be learned more about. In this new curriculum, there is a change in that only lesson hours for each subject are allocated for two learning activities, namely intra-curricular learning and P5 (co-curricular). By implementing this new curriculum, the researchers aimed to know the English teaching perception of the implementation of *Kurikulum Merdeka* in the English teaching learning process. There are six indicators of English teachers perception; knowledge, readiness, differences, difficulties, behavior, and change.

a. Teachers' knowledge

i. Teachers' knowledge of *Kurikulum Merdeka*

All the teachers in this research understood about *Kurikulum Merdeka*. Their knowledge of *Kurikulum Merdeka* was to the basic principles of implementing *Kurikulum Merdeka*. They said in this curriculum there are no KI and KD, but this two terms changes into CP (*Capaian Pembelajaran*). The teachers should brake down this CP into the objective of learning (*Tujuan Pembelajaran*). Beside that in this curriculum, the teachers should improve the students' potential. The complete description of the teachers' knowledge can be seen as follow:

Teacher A: "*Kurikulum Merdeka* is a curriculum that is a substitute for Kurikulum 2013.

Kurikulum Merdeka focuses on students holistically. This means that the ability of these students is prioritized, so there is a lot of preparation that must be done by the teacher regarding learning because there are striking differences between K13 and *Kurikulum Merdeka*. Where, in K13, the teacher is provided or there is already KI or KD, the teacher just has to implement it. However, in this Independent Curriculum, the KI and KD are eliminated, and we, or the teacher, are only given learning outcomes (*Capaian Pembelajaran*)”.

Teacher B: “Yes, in *Kurikulum Merdeka*, we are given the freedom to develop the potential of students and improve the quality of education”.

Teacher C: “In my opinion, *Kurikulum Merdeka* is almost the same as the previous

curriculum. It is said that it is also not too independent because there is already a reference in the form of CP (*Capaian Pembelajaran*). We have to do learning according to CP; it's just that we develop it in teaching modules about more innovative activities”.

It was in line with (Rizki & Fahkrunisa, 2022) which state that, in Independent Curriculum, the teachers can give the lesson material based on the needs and abilities of the students. It does not need to be given orderly. The teachers can plan the lesson creatively based on their needs. The minimum passing grade is also formulated by the condition of the students and the school. Other differences are there is *Capaian Pembelajaran* (Learning Achievement), *Alur Tujuan Pembelajaran* (flow of learning objectives), and twenty percent of the learning process is project-based. The reason why in this *Kurikulum Merdeka* there is a CP (*Capaian Pembelajaran*) to substitute the *silabus*, it is purpose to give the freedom for teacher in teach creatively and effectively based on the students need. In short all the English teachers have a good

understanding about *Kurikulum Merdeka*.

ii. Teachers' knowledge of the purpose of *Kurikulum Merdeka*

All English teachers understand the purpose of *Kurikulum Merdeka*. Two out of three teachers said that the purpose of *Kurikulum Merdeka* is to improve not only students' knowledge but also their skills. Teacher A and C made that statement, but one of them said that this purpose was to make the teachers have freedom in implementing the curriculum while still being ready. The complete description of the teachers' knowledge can be seen as follows:

Teacher A: "The purpose of the law of independence is to optimize students, meaning that in the *Kurikulum Merdeka* the emphasis is on what is called differentiated learning, where teachers are asked to facilitate students as a whole because the students here have different learning styles. Because the students here have different learning styles, the teacher must first prepare the needs of the students, and before

compiling teaching modules, the teacher must know the students character first".

Teacher B: "So that we can be free and not shackled, but also adapt to each other's readiness. They are given the freedom to apply the curriculum; for example, there is an emergency curriculum".

Teacher C: "Children not only develop knowledge, but they are also introduced to projects, although the project does not refer to the subject. If in K13 there is knowledge and skills".

b. Teachers' readiness

The entire English teacher said that they ready to implementing *Kurikulum Merdeka*. As we already know, *Kurikulum Merdeka* has been implemented for about a year now. Then they said that ready or not, they must be ready because that is the policy of the government.

Teacher A: "God willing, it's ready. In terms of the material, it is clear that we have to determine what

material the school or the teacher must teach. Because the government only provides *Capaian Pembelajaran* and we have to process *Capaian Pembelajaran* into *Tujuan Pembelajaran* and *Alur Tujuan Pembelajaran*, it is possible for it to be different from one school to another.

Teacher B: “Like it or not, you have to be ready”.

Teacher C: “Ready or not, we have to carry it out. This curriculum has been running for a year. God willing, I am ready”.

It is aligned with (Tricahyatil & Zaim, 2023), they said there were four significant indicators of readiness of the teacher. First, the teacher’s competency readiness, which mainly discusses about knowledge and skill of the teachers on developed lesson plan. Next, the teachers’ emotional attitudinal readiness will be based on teachers’ motivation, self efficacy and commitment towards being English teachers in implementation of Merdeka Belajar curriculum.

c. The differences between the previous curriculum and *Kurikulum Merdeka*

All teachers have different perceptions regarding the

differences in the implementation of the previous curriculum with *Kurikulum Merdeka*. One of them thinks that implementing this curriculum weakens students’ knowledge because they are too focused on the P5 project, which is one aspect of the independent curriculum itself.

Teacher A: “There is a difference; in the previous curriculum, the four language skills were not integrated, namely listening, speaking, reading, and writing. However, in this independent curriculum, it becomes an inseparable unit between the four language skills”.

Teacher B: “Yes, but for the time being, honestly, I feel that the *Kurikulum Merdeka* makes the children’s concentration less, maybe because this is the first year. Children become less focused on what is being taught by the teacher and may even have knowledge from various sources”.

Teacher C: “Of course there is; in this *Kurikulum Merdeka*, students get to know P5, and at

K13, they get to know character. The independent curriculum is more nationalist and loves the motherland, various cultures, and others”.

This finding is in line with (Sari, 2023) which stated the Merdeka Curriculum is unique in that it prioritizes developing students' personal qualities such as faith, piety, mutual collaboration, global awareness, creativity, and critical thinking while using projects as the basis for learning activities. This curriculum's concentrate on the fundamentals of each learning resource helps it achieve the competency standards in the disciplines of literacy and numeracy.

- d. The difficulties during the preparation of the lesson plan for *Kurikulum Merdeka*

All English language teachers agree that there is nothing really difficult about preparing lesson plans for *Kurikulum Merdeka*. Because this curriculum is new, it is necessary for teachers to always learn in the process of implementing it.

Teacher A: “Yes, because this is a new item, it means a new item that is slightly different from the previous condition. The previous condition known as RPP,

however, the Kurikulum Merdeka is called a Modul Ajar, and this requires what is called continuous learning for the teacher to prepare it. The teacher can browse or learn through PMM and discuss with friends. Or the teacher can ask other friends who are considered capable in this matter”.

Teacher B: “Because this is a new curriculum, you need to prepare while learning, so there is no feeling of mastery or difficulty. The important thing is to always study with friends”.

Teacher C: “At first it was like that, but as our curriculum progressed while we were learning, nothing was really difficult”.

This research in line with (Jamilah, Mukti, & Khotijah, 2023) which stated that is still being carried out in stages. However, teachers can develop their understanding through curriculum training workshop activities provided by various platforms. Besides, the government has

required teachers to understand the curriculum through independent teaching applications so that teachers can learn and increase their understanding of the new curriculum policy.

e. Teachers' behavior

i. Teaching approach

All English teachers have different habits for using approaches in the learning process. One of them uses Text-based instruction or Genre-based learning because it is felt that this approach is very suitable for English material. Then the next teacher uses discovery learning, which aims to allow students to explore their knowledge. The last teacher uses an approach that is adapted to the learning material, so this teacher uses various approaches to learning English.

Teacher A: "This approach or language learning model that is more appropriate for English is text-based instruction or genre-based learning. Although there are still other models, for example, project-based learning and others, in language learning, this would be more appropriate with text-based instruction or genre-based learning".

Teacher B: "Yes, usually we use discovery learning, where the teacher shows videos and then the children can develop their knowledge".

Teacher C: "Various approaches were adapted to the material. What is often used is discovery learning and project-based learning".

It was in line with Prakoso's argument in (Adiningtyas & Rahayu, 2023) that the policy of independent learning is considered one of the right mechanisms to implement the learning process based on local wisdom and optimize the resources owned by the school. Moreover, freedom to learn allows teachers to explore the best strategies for learning.

ii. Teaching steps used

All English teachers have implemented a series of learning processes carried out in the *Kurikulum Merdeka*, such as conducting a diagnostic test at the beginning of learning, implementing learning according to students' learning styles, and conducting evaluations at the end of learning. Evaluations are carried out both with students and by teachers in the form of summative assessments. According to (Maulinda, 2023), learning assessment is expected

to measure the aspects that should be measured and is holistic. The goal of diagnostic learning is to gather initial data on students' knowledge, skills, and behavior, including their strengths and weaknesses. Merdeka Curriculum involves a diagnostic assessment, which is independent assessment aimed at identifying the learner's characteristics, competence, strengths, and weaknesses. The assessment helps in designing a learning model that aligns with the various competencies and conditions of the students.

f. Learning outcome change

Not all teachers think that the implementation of the *Kurikulum Merdeka* will improve student learning outcomes. One of the three teachers considers that the application of this curriculum makes students less focused on knowledge and more focused on skills. However, two other English teachers said that implementing this curriculum made the learning process more optimal because the teacher provided full facilities for students' different abilities. Besides that, the application of this curriculum also makes students more expressive in the learning process.

Teacher A: “Yes, teachers are required to facilitate children with different abilities. There are different learning styles that children

have, so teachers must prepare material according to these styles. So that there will be results from learning because they learn according to their respective learning styles, so that they are more optimal”.

Teacher B: “In my opinion, the implementation of *Kurikulum Merdeka* actually weakens children's knowledge. Children are less focused because there are many activities that weaken knowledge but improve skills in socialization and cohesiveness”.

Teacher C: “Children are more expressive. All of that depends on class conditions, not the curriculum. But now in seventh grade, children are more expressive because their learning models are more varied”.

All English teachers have different experiences in the learning process, so it cannot be denied that the perceptions between one teacher and another teacher are different. As well as the theory of Ki Hadjar Dewantara, that each

individual has different uniqueness and abilities.

CONCLUSION

After describing and analyzing the data, the researchers make conclusions which answer the research question. Based on the result and discussion above, the researchers can conclude that implementation of *Kurikulum Merdeka* have impact in English teaching learning process. The entire English teachers make *Tujuan Pembelajaran* based on *Capaian Pembelajaran* in *Kurikulum Merdeka*. The teachers have also implemented a learning cycle, differentiated learning, and conducted assessment based on *Kurikulum Merdeka*. Not all English teachers have good perception about implementation of *Kurikulum Merdeka*. One of them said that although this curriculum improves students' skills, it also weakens students' knowledge abilities. The students more focus on practice lesson than material one. Although all English teachers have different perception on some categories, but they said that *Kurikulum Merdeka* has impact in English teaching learning process especially in students learning outcomes. The implementation of *Kurikulum Merdeka* makes the students learning outcomes have increased. This statement support with (Nisa', 2022) that the *Merdeka Curriculum's* learning objectives are divided by phase. To simplify things and give students more time to master the competency, this is done. It can give students the chance to learn in accordance with their abilities, needs, level, and learning preferences. It's important for teachers to modify instruction in accordance with the conditions and characteristics of the students. This research just has the limit subject in this collecting the data. For the next researchers it will be better to

take subject more than 3 English teachers, so that the researchers will get the more valid data.

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