
**THE IMPLEMENTATION OF THE MERDEKA CURRICULUM USING
STRUCTURE IN TEACHING ENGLISH AT MTs ABU HURAIRAH
DESA MALEKIAN MEMPAWAH HILIR**

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Abstract

The objective of this study is to describe the implementation of the Merdeka Curriculum in teaching English at MTs Abu Hurairah Desa Malekian Mempawah Hilir, which is viewed from the teaching learning activities in classroom. Furthermore, it is also aimed to know the implementation of the Merdeka Curriculum in teaching English using structure at the third class of MTs the Abu Hurairah.

The result of the research shows that the implementation of the Merdeka Curriculum using the structure of MTs Abu Hurairah was running well. It was viewed from two aspects namely teachers' roles and students' roles. The teachers had a good perception toward the implementation of the Merdeka Curriculum at the school. Teacher played their roles as the facilitator, the motivator and the guide in teaching learning process depended on what kind of methods teachers applied in teaching. While the students were encouraged for being active during instructions given. The materials given to the students in teaching learning process were simple present. To the students, they should be active in teaching-learning activities in order to develop their english learning. Therefore, they not to be afraid in English learning.

Keywords: *Merdeka Curriculum, Structure, and Teaching English.*

A. Introduction

The correlation between English and *Merdeka* Curriculum were closely related, it seems that there is coordination between the education goals and the teaching content. It means that curriculum compounds of many components such as the goal, the indicator, and method (Stephen: 1996). Considering the *Merdeka* Curriculum consists of input and outcomes from learning activities, both of them become the tools in achieving goal in English learning. Therefore, applying the learning process may refer to the implementing ideas into concrete activities.

Structural instruction should not be ignored. About grammar teaching, Krahnke (1985) suggests that much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but useful role to play in language

teaching and in showing them what it is. For better language improvement, grammar plays a crucial role.

Reading approach using structure in teaching English for Junior High School should be meant that the students should achieve the target language. The students were expected to achieve English competencies in order to understand in oral and written form in daily life context.

The concept of the *Merdeka* Curriculum emphasizes the importance of independence for learners. This independence includes learners' freedom to access knowledge from both formal and non-formal education. As stated by Malaikosa (2020), each learner has their expertise, allowing them the freedom to explore and choose fields they are interested in. In the *Merdeka* Curriculum, learners are provided the opportunity to develop their potential.

Merdeka Curriculum emphasizes the formation of learners' characters in accordance with the Pancasila student profile. To achieve this goal, the government has designed projects that allow learners to not only acquire knowledge through reading but also through direct experiences. The *Merdeka* Curriculum aims to encourage learners in self-development, including fostering a caring attitude towards the surrounding environment and strengthening self-confidence so that they can easily adapt to the environment (Usanto, 2022).

Curriculum was a systematic collection of accumulated knowledge and experience from a multitude of sources that guides classroom practice. Curriculum should consist of three major parts related to some components, namely planning, empirical study and justification.

Classroom situation during teaching and learning, it matched with the central place in the curriculum process to an analysis about what is actually happened in classroom during teaching and learning process. Teacher acknowledge to their position as a central role in teaching development process. Finally, curriculum becomes the major way to reflect the teacher's current performance in teaching class through critical analysis and reflection.

Merdeka Curriculum is developed to produce a millennial generation capable of quickly understanding the taught material and not solely relying on the ability to recall previously learned information. In addition, the independent curriculum also

prioritizes essential subjects and the enhancement of students' competencies in each stage (Puspitasari & Wibawa, 2022).

Based on the opinions of several experts mentioned above, it can be concluded that the Merdeka Curriculum was designed to support learners in understanding and recognizing their interests and talents. In *Merdeka* Curriculum, learners are given the opportunity to focus on the subjects they learn according to their respective developmental stages, making the learning process more profound, meaningful, unhurried, and enjoyable.

In the Merdeka Curriculum, the learning process is organized into two structures: intracurricular activities that refer to the achievement of learning outcomes in each subject and the English student profile strengthening project that refers to the competency standards that every learner must achieve. Additionally, the Merdeka Curriculum also transforms the learning methods from the classroom to outside classroom learning, with the aim of providing opportunities for learners and educators to engage in flexible discussions.

In the *Merdeka* Curriculum, learners are given the freedom to develop their abilities, enabling educators to create highly active and productive learning experiences (Arisanti., 2022).

The aim was for the learning process to be more comfortable and efficient, allowing learners to engage in direct discussions with educators, learn outside the classroom, and develop independent, courageous, intelligent, social, cultured, polite, and competitive character traits.

The *Merdeka* Curriculum provides teachers with the freedom to choose, develop, and organize various learning materials while considering the students' conditions and situations (Laila et al., 2022). Meanwhile, Apriliyani (2021) states that the *Merdeka* Curriculum essentially emphasizes essential subjects such as literacy and numeracy skills rather than rote memorization techniques commonly taught to children.

Based on the expert opinions above, it can be concluded that in the Merdeka Curriculum, the learning process was more focused on the content being taught, resulting in a more in-depth learning experience. Additionally, the time allocated for the learning process was longer to develop the competencies and character of

learners through independent or group learning, which was relevant to real-life contexts.

B. Research Methods

Research methodology that was used in the research. This contains the setting of place and time of the research, the methods of the research, the techniques of collecting data interviewing and observing the teaching learning process.

In this study, the type of this research is the descriptive qualitative method. Qualitative research can be defined as research primarily on the collection of the data (Peter, 1992). It was a study that was aimed to draw meaning from observations taken in real context. Shortly, qualitative research was a study primarily on the collection of qualitative data with the purpose to describe meaning from naturally occurring phenomena. Related to the research, the writer takes a descriptive qualitative method of the implementation of the *Merdeka* Curriculum in teaching and learning English at MTs Abuh Hurairah Desa Malekian Mempawah Hilir.

C. Discussion

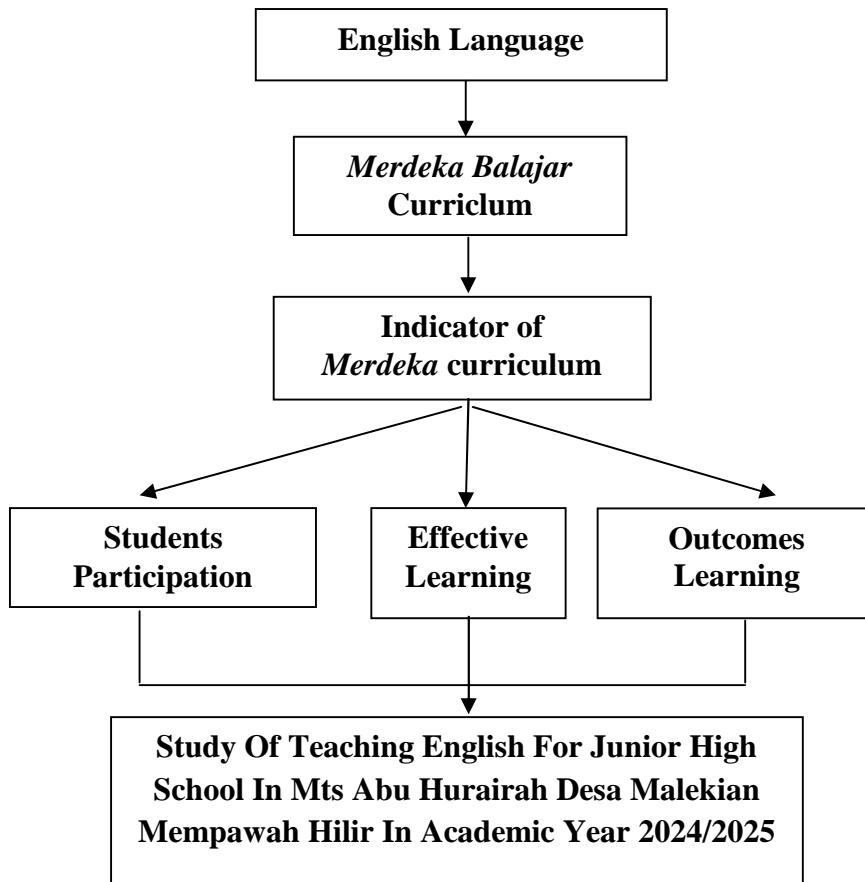
Merdeka Curriculum implementation, which was viewed from the teaching and learning process, the materials for teaching. While in the discussion, the writer discussed the findings of the research with the supporting theories that have been presented previously.

During learning activity in the class, the teacher opened the lesson by greeting the students. Teacher sometimes reviewed some previous materials and then continued the teaching and learning activity by delivering the next materials. The teacher also prepared herself before teaching by using lesson plan. It was in line with the teacher's statements below in order to make the teaching procedure. In this case, the teacher Syarifah said: *RPP (Rencana Pelaksanaan Pembelajaran) harus ada sebagai pegangan buat mengajar, materi-materinya berdasarkan RPP. Selain itu, dikembangkan sendiri di dalam kegiatan belajar-mengajar.*

In the teaching and learning process, teacher used learners centered methods to create a good learning atmosphere. It was also connected to what of material given to the students. It matched with the concept of *Merdeka* Curriculum to create the conducive learning activity to the students.

1. Teacher's Role

Conceptual Framework



The teacher's conceptual teaching English in class, she acted as a motivator and a facilitator. In this case, the teacher encouraged the student's participation to be more active and creative in teaching learning process. Teaching method used by the teacher was selected appropriately based on the teaching material being taught to the students that directly affected to the changes of the teacher's concept. In order to make the students involved actively in teaching learning process. It was appropriate with the teacher's interview below:

P : Menurut ibu, apa saja peran guru dalam kegiatan belajar-mengajar di kelas ?

T : Yaa. sebagai pembimbing, motivator, dan fasilitator. Membimbing siswa untuk lebih aktif. Misal, pelajaran bahasa inggris yang diberikan, ya guru membimbingnya hingga si anak bisa memahami materi tersebut. Sebagai

motivator, siswa diberikan semangat melalui English fun seperti ice breaking, singing song together agar siswa merasa senang. Dan sebagai fasilitator, semua siswa harus diberi cara bagaimana mengerti pelajaran bahasa Inggris dengan mudah dan menarik.

(catatan interview).

2. Student's Participation

In learning process. Students were encouraged for being active during instructions. Furthermore, while the teacher provided some sequence of teaching learning activities, they were demanded to be active and creative in constructing their understanding. This could be seen when the teacher asked the students to participate for instance in an active class discussion.

*“Siswa diminta membuat frase dan kalimat menggunakan tenses **Simple Present** dan hasilnya diberikan kepada teman yang lain untuk dibacakan secara bergantian. Contoh dalam praktek membaca. **Seperti kalimat, I go to school every day. Rumusnya, Subjek. Kata Kerja. Keterangan Waktu.***

Contoh Frase, Bunga Mawar Merah. Rumusnya, Kata sifat dan Kata Benda.

Contoh demikian, siswa menulis dan membaca secara bergantian dengan sesuai dengan contoh kalimat dan frase yang dibuat masing-masing oleh siswa.

Praktik menulis dan membaca biasanya tidak semua siswa bisa. Lalu, gurunya membantu siswa yang belum bisa tersebut, kadang nyaut (menimpali-red). Walaupun dalam kelas ya tidak semua siswa yang aktif.

(catatan interview).

3. Learning Activity

Dealing with this, according to *Merdeka Curriculum* was a policy issued by the Minister of Education and Culture (Kemdikbud), Nadiem Anwar Makarim, with the aim of improving the quality of human resources. As a new policy, it is important for teachers and students to understand the concept of the *Merdeka Curriculum* itself.

Understanding the *Merdeka Curriculum* policy was important for teachers and students. In the *Merdeka Curriculum*, freedom of thought and enjoyable learning is emphasized. The enjoyable learning process prevents students and

teachers from feeling bored because there is communication between learners and educators.

Structure. Students should be able to understand the meaning, formula, example in the written text tenses Simple Present :

Simple Present

Meaning : Suatu pekerjaan yang dilakukan setiap hari

Formula : (+) Subject. Verb 1. Object. Adverb

(-) Subject. Do/Does.Not.Verb 1. Adverb

(?) Do/Does. Subject. Verb 1. Adverb

Contoh : (+) Saya pergi ke sekolah setiap hari

(-) Saya tidak pergi ke sekolah setiap hari

(?) Apakah saya pergi ke sekolah setiap hari

Phrase

Meaning : Susunan kata terdiri dari kata benda dan kata sifat

Formula : Noun + Adjective

Contoh: Big School, Red Rose, Smart Student, dan Red Car.

Dealing with the materials used in teaching English, the teacher used the tittle *Let's read english use structure*. The book consists of the language function and language structure. Besides that, the teacher also used Lembar Kerja Siswa (LKS) as the complementary materials in teaching English. Related to the content of LKS, the units contained the exercises of the integrated skills. In every unit, the book was also completed by the language functions and language structure.

4. Out Comes Learning

In the teaching and learning process, the teacher also completed the materials by using media. It was appropriate with Mulyasa's statements (2006), which argued that there were some kinds of teaching materials including human being, instructional media, environments, tools and devices, activity. In addition, Contextual Teaching Learning by selecting the relevant method in teaching and materials, which is relevant with the life context.

The materials was emphasized on the written form, the teacher concerned more to the teaching of the students' goal learning English.

According to the teacher, she still concerned more on the grammar and reading skills as stated by the English teacher as follows:

P : Apa yang diharapkan dari materi bahasa Inggris yang diberikan oleh ibu terhadap siswanya ?

T : Siswa diharapkan mampu dan memahami bahasa Inggris, baik pasif maupun aktif. Merasa senang untuk belajar bahasa Inggris meskipun di tingkat dasar.

(Catatan interview).

Related to the teaching and learning activities, the teacher had done well. Before teaching, she sometimes reviewed the last material before continuing the next material. Before entering the new material, the teacher asked students questions related to the topic to make the students actively involved to the learning process. It meant that the teacher tried to connect the student's knowledge related to the material taught or building knowledge of field.

Then the teacher continued the next material as the next step of teaching including the modeling, the joint construction, and the independent construction. According Kemendikbud (2020), in achieving communicative competence, the teacher was suggested to follow some steps of teaching namely the building of, modeling, joint construction and independent construction.

Dealing with the teacher's role in learning process, the activities done by the teacher were appropriate with what was stated in *Merdeka Curriculum*. It could be seen from the teacher's interview, as a guide, a motivator, and a facilitator in which those depended on the method applied and the condition of the students. The teacher tried to grow the student's interesting in learning process by understood the students to do the work well.

Nana Syaodih (1999), the teacher's roles related to the curriculum used was that the teacher was a person who had responsibility to plan, implement curriculum for his classes and accommodates it for students needs and local needs. These steps included the process of translating, transforming and interpreting to the curriculum licensed by the government.

Based on an explanations above, As the teacher was the person who was the central part in teaching learning process, she was the person who was involved

directly with the students. Then the teacher acted as a guide and a facilitator while they were conducting the learning process through the class discussion to make the students involved actively. The teacher took a position as the evaluator, to correct the class discussion if there were mistakes of students' understanding when the teacher delivered the materials to the students.

D. Conclusion

According to the research findings and the discussion, which is about the implementation of *Merdeka* Curriculum in teaching English in MTs Abu Hurairah Desa Malekian Mempawah Hilir. In general, The teaching and learning activity occurred, classroom interaction in English class based on the teacher's role and student's activities. Furthermore, the appropriateness the *Merdeka* Curriculum implementation in MTs Abu Hurairah could also be seen from the teaching material used.

The teachers had a good perception about *Merdeka* Curriculum in teaching English. Furthermore, she could implement the concept well when she conducted the teaching learning process. It also directly influenced the classroom interaction, which occurred between the teacher and the students in class.

During delivering the material, the teacher took the teaching materials from many sources of learning. The teacher used some books namely the guided book entitled Let's Read English, LKS and other references which were chosen based on the teachers' enrichment sources.

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