

Perceptions of English

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Perceptions of English Teachers in Metro-Lampung on the Implementation of the “Kurikulum Merdeka”

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ABSTRACT

This study aims to describe the perception of English subject teachers towards the implementation of the “Kurikulum Merdeka”. The method used is the descriptive method. The sample of this study was 20 English teachers at Junior High School in Metro City, Lampung. Data on teacher perceptions were obtained through questionnaires and interviews. The data were analyzed using descriptive analysis. The results showed that most participants agreed to the implementation of the “Kurikulum Merdeka” as if and recognized the advantages that existed in the “Kurikulum Merdeka”. Only some of the participants are less able to understand and apply concepts in learning activities optimally. Thus, it can be concluded that the perception of English teachers at public junior high schools in Metro-Lampung has a good perception of the implementation of the “Kurikulum Merdeka”.

Keywords: “Kurikulum Merdeka”, English Teacher, Perception English Teachers

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INTRODUCTION

In December 2019, the Ministry of Education and Culture (Permendikbud) proposed a new policy in the world of education, a new curriculum, namely the independent “Kurikulum Merdeka”. Where the “Kurikulum Merdeka” is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents (M. Alaika & P, 2020). According to Ainia & Khoirul, (2020) in her article, “The Kurikulum Merdeka focuses on freedom and creative thinking. One of the programs presented by the Ministry of Education and Culture in launching “Kurikulum Merdeka” is the stage of the mobilizing school program. The “Kurikulum Merdeka” is a curriculum based on the philosophy of independent learning initiated by Ki Hajar Dewantara. According to him, independence is the goal of education which is also the main principle underlying the strategy to achieve this goal. This freedom can only be achieved by ethical education because it is with this ethics that man can stand as a civilized human being.

Sibagariang, Sihotang, & Murniarti (2021) said that “the concept of an “Kurikulum Merdeka” can then be accepted considering the vision and mission of Indonesian education in the future for the creation of qualified humans who are able to compete in various fields of life”. With the “Kurikulum Merdeka”, it is hoped that students can develop according to their potential and the ability possessed because with the “Kurikulum Merdeka” gets critical, quality, expressive, applicative, variative, and progressive learning.

The six main principles in the “Kurikulum Merdeka” are: 1) Simple, easy to understand, and implement; 2) Focus on the competence and character of all learners; 3) Flexible; 4)

Aligned; 5) Working together; and 6) Pay attention to the results of the study and feedback. In its framework, the Government establishes the components of the "Kurikulum Merdeka" in four major parts, namely: 1) Pancasila student profile; 2) Learning Outcomes; 3) Curriculum structure; and 4) Principles of learning and assessment. The Pancasila Student Profile here is a synthesis of the National Education Goals, the vision of human resource development contained in the Preamble to the 1945 Constitution, Pancasila, and the views of the founding fathers of the nation. While the other three components are derivatives of the National Education Goals policy stated in Law Number 2 of 2003 and also derivatives of the National Education Standards, especially Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards. This framework is structured very general and abstract and is more towards guiding and not strictly regulating (BSKAP, 2022)

The purpose of the independent learning curriculum is so that teachers, students, and parents can get a happy atmosphere. Freedom to learn is that the educational process must create happy atmospheres (Ministry of Education and Culture, 2019). In this case, what needs to be developed is the teacher as the main key to the success of independent learning for both students and teachers themselves. Freedom of learning is a process where a teacher can liberate himself first in the teaching and learning process and is able to provide a sense of comfort and a sense of learning freedom for his students.

Teachers are a very important key to formal education in general for students, educators are often good role models. So that a teacher must have attitudes and skills that are appropriate for the development of students as a whole. With the existence of an independent learning curriculum, it can revitalize the education system to build key competencies so that learning activities become fun. In the curriculum category, independent learning forms a curriculum based on competence, focusing on soft skills and character development. In addition, in the independent learning curriculum, teachers and students are given full confidence in the learning process. According to Ramayulis, "the independent learning curriculum can be used as a momentum for teachers and students to be able to innovate and be independent in improving the quality of learning".

In the implementation of the "Kurikulum Merdeka", the role of teachers varies greatly including facilitators of independent learning, innovative and creative teachers, characteristic teachers, and mobilizing teachers (Daga, 2021). Teachers are the key to the successful implementation of independent learning by creating independent learning so that the learning process can make students more creative to gain in-depth knowledge which creates a happy atmosphere (Pendi, 2020). That way, it is hoped that the learning atmosphere will be more fun and make children comfortable and happy too. Learning is not only focused on listening to the teacher's explanation, later students will also form courageous, independent, ingenious in getting along, and competent characters, and students will no longer focus on competition in the class ranking system (Yusuf & Arfiansyah, 2021). On the more technical side, teachers are expected to be able to know technological developments, and must be able to implement an ever-changing curriculum (Anggraini, Yulianti, Faizah, Putri, & Pandiangan, 2022). Teachers must be able to manage learning using existing technology by reflecting and continuous improvement so that students are encouraged to improve their academic achievement independently (Sibagariang et al., 2021). Until now, the concept of Kuitikulum Merdeka has received a mixed response from various educational institutions that facilitate the learning of students, both at the primary, secondary and higher education levels (Mahyoob, 2020).

However, because it is still relatively new, many teachers and prospective teachers do not fully understand the nature of the “Kurikulum Merdeka”. This study describes the perception of English subject teachers at the State Junior High School level in Metro-Lampung City towards the implementation of the “Kurikulum Merdeka”.

METHOD

This study uses a descriptive method that aims to determine and describe the perceptions of English subject teachers in State Junior High Schools in Metro-Lampung. The focus of the research is the perception of English subject teachers in the implementation of the “Kurikulum Merdeka”. Data collection techniques in this study questionnaire. The respondents in this study were 20 English teachers from 10 public junior high schools in the Metro-Lampung city. The data obtained is then analyzed descriptively.

RESULT AND DISCUSSION

Table 1
English Teachers' Perceptions of the Implementation of the “Kurikulum Merdeka”

No	Perception	S.D	Mean Score	Satisfactory Level
1	The Merdeka Curriculum is easy to implement at all levels of education.	0.71	4.35	Very Satisfied
2	Teachers have a good understanding in terms of learning outcomes (CP) in the “Kurikulum Merdeka”	0.78	4.27	Very Satisfied
3	Teachers have a good ability to analyze learning outcomes (CP) into learning objectives (TP)	0.72	4.24	Very Satisfied
4	Teachers have a good ability to reduce Learning Objectives (TP) into the flow of learning objectives (ATP)	0.70	4.28	Very Satisfied
5	Teachers have a good ability to organize learning in accordance with the demands of an “Kurikulum Merdeka”.	0.70	4.40	Very Satisfied
6	Teachers have good abilities in compiling teaching modules, lesson plans, and teaching media in accordance with the mandate of the “Kurikulum Merdeka”.	0.72	4.24	Very Satisfied
7	Teachers have good abilities in understanding the	0.72	4.23	Very Satisfied

Strengthening of Pancasila Student Profile				
8	Teachers have good skills in conducting evaluation and assessment.	0.74	4.32	Very Satisfied
9	In the “Kurikulum Merdeka”, teachers can recognize students' potential more deeply to create relevant learning.	0.70	4.40	Very Satisfied
10	The Merdeka Curriculum allows teachers to apply fun learning because it can be done through project-based learning.	0.72	4.47	Very Satisfied

The following is explained the results of statements related to the perception of English teachers towards the implementation of the “Kurikulum Merdeka”. This study shows a high level of satisfaction among respondents which can be concluded that: 1) Curriculum Merdeka is easy to implement at all levels of education (mean 4.35); 2) Teachers have a good understanding in terms of learning outcomes (CP) in the “Kurikulum Merdeka” (mean. 4.27);, Teachers have good abilities in analyzing learning outcomes (CP) into learning objectives (TP) (mean 4.24); 4) Teachers have a good ability to reduce Learning Objectives (TP) into the flow of learning objectives (ATP) (mean 4.28); 5) Teachers have good abilities in organizing learning in accordance with the demands of the “Kurikulum Merdeka” (mean 4.40); 6) Teachers have good abilities in compiling teaching modules, lesson plans, and teaching media in accordance with the mandate of the “Kurikulum Merdeka” (mean 4.24); 7) Teachers have good abilities in understanding the Strengthening of the Pancasila Student Profile (mean 4.23); 8) Teachers have good skills in conducting evaluation and assessment (mean 4.32); 9) In the “Kurikulum Merdeka”, teachers can recognize students' potential more deeply in order to create relevant learning (mean 4.40); 10) The Merdeka Curriculum allows teachers to apply fun learning because it can be done through project-based learning (mean 4.47). Overall, the results of the questionnaire showed a good average for the implementation of the “Kurikulum Merdeka”.

In addition to the 10 questions on the questionnaire, researchers gave 2 questions in interview activities related to; 1) teacher freedom in the learning process, 2) teacher knowledge related to “Kurikulum Merdeka” teaching tools. The following are some comments from teachers related to both questions. One respondent commented, "The “Kurikulum Merdeka” can be interpreted variously because every educator has the right to explain the meaning of the “Kurikulum Merdeka” with the results of his own thoughts. The Merdeka Curriculum was created by the government with various objectives and purposes, including the “Kurikulum Merdeka” to improve and hone children's interests and talents openly or freely". This is reinforced by the results of research from Lestarinigrum (2022), Wahono (2022), and Khoirurrijal et al., (2022) which states that learning with an “Kurikulum Merdeka” prioritizes the development of interests and talents.

In questions about the teaching tools of the “Kurikulum Merdeka”, respondents stated that “the “Kurikulum Merdeka” module is able to reduce the administrative burden in teaching so that the teaching and learning process becomes easy and smooth”, “the “Kurikulum Merdeka” module is more liberating for children in developing children's potential, facilitating teachers more in learning”, “Very helpful for teachers in carrying out classroom learning without having to be complicated without RPPH”

Based on the results of the interview, the teaching tools in the “Kurikulum Merdeka” can reduce the burden on teachers administratively. Maulida (2022) strengthens the perception of teachers or respondents who state that the function of the teaching module is to reduce the burden that teachers have in providing material so that teachers can help children or students in the learning process.

2 **CONCLUSION**

Based on the results and discussion of the research that has been carried out above, it can be concluded that English teachers at the State Junior High School in Metro Lampung, have sufficient readiness in implementing an “Kurikulum Merdeka” in the learning process. This has is evident from the results of the questionnaire obtained, where from 10 statements related to the implementation of the “Kurikulum Merdeka”, almost all of them showed a high average. Thus, it can be concluded that the perception of English teachers at State Junior High School in Metro Lampung has a good perception of the implementation of the “Kurikulum Merdeka”.

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