



The Implementation of Merdeka Curriculum based on Teacher's Perception

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Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi guru dalam mengimplementasikan Kurikulum Merdeka. Penelitian ini menggunakan metode deskriptif kualitatif dengan menyebarkan kuesioner dan melakukan wawancara semi-terstruktur. Penelitian ini dilakukan salah satu SMA di kabupaten Bandung. Partisipan dalam penelitian ini adalah empat guru bahasa Inggris yang memiliki pengalaman mengajar bahasa Inggris menggunakan Kurikulum Merdeka. Hasil kuesioner menunjukkan bahwa lebih dari 85% guru bahasa Inggris yang terlibat dalam penelitian ini memiliki persepsi positif terhadap penerapan Kurikulum Merdeka. Hasil data dari kuesioner yang didukung oleh wawancara dibagi menjadi 5 indikator. Pertama, peluncuran Kurikulum Merdeka. Kedua, tahap prioritas Kurikulum Merdeka. Ketiga, prinsip desain dan mekanisme implementasi Kurikulum Merdeka. Keempat, arah perubahan dalam Kurikulum Merdeka. Kelima, struktur dan kerangka Kurikulum Merdeka. Dari ke 5 indikator tersebut, peluncuran Kurikulum Merdeka mendapatkan nilai tertinggi. Seperti yang telah diungkapkan dalam hasil wawancara, meskipun guru bahasa Inggris memiliki persepsi positif, dalam praktiknya mereka masih perlu beradaptasi dengan kebijakan baru ini. Oleh karena itu, dalam melaksanakan pembelajaran di kelas, guru diberikan kebebasan untuk merancang metode dan strategi mereka sendiri yang mengharuskan mereka untuk lebih kreatif, inovatif, kritis, dan juga praktis dalam melaksanakan kegiatan belajar mengajar guna mencapai target kurikulum.

Kata Kunci: Kurikulum, Kurikulum Merdeka, Pembelajaran Bahasa Inggris

Abstract

This research aims to determine teachers' perceptions of implementing the Merdeka Curriculum. It employs a qualitative descriptive method, using questionnaires and semi-structured interviews for data collection. The study was conducted at a high school in the Bandung district. Participants included four English teachers with experience teaching English using the Merdeka Curriculum. The questionnaire results show that over 85% of the English teachers involved in this study have a positive perception of the curriculum's implementation. The data from the questionnaires, supported by interview findings, are organized into five key indicators: The launch of Merdeka Curriculum, the primacy of Merdeka Curriculum, principles of design and mechanism implementation of Merdeka Curriculum, direction of changes in Merdeka Curriculum, and the structure and framework of Merdeka Curriculum. Among these, the launch of the Merdeka Curriculum received the highest score. As revealed in the interviews, although English teachers have positive perceptions, they still face challenges adapting to this new

policy in practice. Consequently, teachers are given the flexibility to design their own methods and strategies for classroom learning which requires them to be more creative, innovative, critical, and practical in their teaching activities to meet curriculum goals.

Keywords: *Curriculum, English Learning, Merdeka Curriculum*

A. Introduction

The existence of education plays a significance role in shaping the future of a nation, and curriculum design is an important component in ensuring that students receive a comprehensive and relevant education. Lysenko & Zharinova (2021) argues that the quality of education, life, and a person are interrelated and interdependent. According to the Minister of Education and Culture number 20 of 2003 concerning the national education system, the curriculum is a set of plans and arrangements whose contents include educational objectives, content, learning materials and learning methods which are intended as guidelines for carrying out the teaching and learning process in order to achieve the stated goals. Good, education depends on the curriculum.

Richards in Nurhayati & Samiati (2018) stated several factors that influence curriculum changes: (a) a shift in educational paradigm; (b) changing needs in the education sector; and (c) government policy (language policy). The Ministry of Education and Culture always makes developments in the curriculum with the aim of maximizing the development of education in Indonesia. In its latest policy, the Ministry of Education and Culture established a new policy which is the Merdeka Curriculum. The Ministry of Education and Culture in 2021 also explains the advantages of the Merdeka Curriculum which focuses on essential material and develops student competencies in stages so that students can learn more deeply, meaningfully and happily, without being rushed. Then, learning is much more relevant and interactive through project activities which provide wider opportunities for students to actively explore actual issues such as the environment, health and other issues to support the development of the character and competency profile of Pancasila students.

With a good education system, of course this will be able to provide transmission and transformation in developing community values, morals and knowledge so that awareness of good behavior will be created. Therefore, the existence of a new policy will certainly give rise to opinions or perceptions from various parties, including teachers.

According to the Cambridge Learner's Dictionary in Lutfiani (2023), perspective is a certain way of looking at something based on one's experience and personality or considering something by thinking about a situation or problem in a wise and reasonable way. Therefore, humans will always have a certain perspective on every experience or problem which is then used to understand something.

The implementation of this new policy will, of course, affect teachers' perceptions, as there are notable differences between the Merdeka Curriculum and the previous curriculum. These differences include variations in learning outcomes, the structure of learning objectives, and the introduction of a project-based learning process that accounts for twenty percent of the curriculum (Fitra & Tiarina, 2023). In implementing the Merdeka Curriculum, teachers can plan classroom learning creatively based on students' needs, and the minimum passing score is determined by the conditions of both the students and the school. It is generally important to understand students' perceptions of aspects related to the teaching and learning process (Arifin et al., 2020; Kulsum et al., 2023). However, in this research, teachers' perceptions are crucial for the successful implementation of the Merdeka Curriculum, as they are the ones directly applying it. Their practical experience enables them to understand the curriculum not only theoretically but also through hands-on practice. Therefore, it is important to understand teachers' perspectives on the Merdeka Curriculum.

Research on teachers' perceptions of the Merdeka Curriculum has been conducted by other scholars, such as Sumito (2023), who studied this topic at a junior high school in Jember. Using a qualitative approach, Sumito's research relied on in-depth interviews for data collection. However, there are some significant gaps between the previous research and this research such as: Firstly, while previous research focused on the junior high school level, this study explores the implementation of the Merdeka Curriculum in a senior high school context. Secondly, unlike prior research that used only in-depth interviews, this study employs a more comprehensive approach by incorporating interviews and questionnaires to gather richer, multi-dimensional insights. Based on the above explanation, this research aims to investigate English teachers' perceptions in implementing the Merdeka Curriculum at a high school in Bandung district. The result of this research is expected to give a true picture of how the Merdeka Curriculum is implemented, especially in English subjects at the high school level.

B. Research Method

The research method used in this research is a qualitative descriptive method by distributing questionnaire and conducting a semi-structured interview session. It was conducted at a high school in the Bandung district during the 2023/2024 academic year. This school was selected because it was relevance to the research problem, specifically the perceptions of English teachers regarding the implementation of the Merdeka Curriculum. This school has already implemented the Merdeka Curriculum in its teaching and learning processes. Besides, this school has experienced English teachers, including members of the English Teachers Association (MGMP English), who can support this research.

The participants in this study were four English teachers at a high school in the Bandung district in the 2023/2024 academic year. English teachers were selected because their input

aligns with the objectives of this research and they are well-positioned to provide relevant information related to the research questions. Moreover, this academic year marks the first year of implementing the Merdeka Curriculum in the English language teaching and learning process. For these reasons, a high school in the Bandung district was deemed an appropriate location for this study, with English teachers as the subjects.

To validate the data, the study analyzes information collected through questionnaires and interviews. The questionnaire was used to assess English teachers' perceptions of the implementation of the Merdeka Curriculum at a high school in the Bandung district by calculating the mean score of each item. Respondents provided their own answers to a series of statements. The researcher distributed the questionnaire, which included a Likert scale to measure views or perceptions, with five response options: strongly agree, agree, neutral, disagree, and strongly disagree.

The questionnaire results were supported by a semi-structured interview session to corroborate and confirm the findings, ensuring more validated data. The questionnaire used in this study was adapted from Triskia et al., (2023). It consisted of 15 items with five indicators, namely: The launch of Merdeka Curriculum, primacy of Merdeka Curriculum, principles of design and Mechanism, implementation of Merdeka Curriculum, direction of change in Merdeka Curriculum, and the structure and framework of Merdeka Curriculum. Finally, the findings are presented descriptively in sentences and summarized in the research conclusion.

C. Research Findings and Discussions

Curriculum is an essential component in implementing education to achieve educational goals, (Sa'dullah, 2023). Rizaldi & Fatimah (2023) also stated that the curriculum is a framework that structures and directs the education system in an institution or institution so that it has the same goals to be achieved. To date, the curriculum in Indonesia has gone through several changes in its implementation. This is due to adapting to external conditions and demands with the aim of being able to keep up with the times. Starting from 1947 until 2020, Indonesia has used 10 types of curriculum, namely: Lesson Plan Curriculum (1947), Unraveled Lesson Plan Curriculum (1952), 1964 Curriculum, 1968 Curriculum, 1975 Curriculum, Active Student Learning Methods Curriculum (1984), Curriculum 1994 & 1999 Curriculum Supplement, Competency-Based Curriculum (2004), Education Unit Curriculum Level (2006), and 2013 Curriculum. This change in educational paradigm certainly cannot be separated from the conditions of society which will experience changes over time, (E. Nurhayati et al., 2020). Then, at the beginning of 2022, the Indonesian Minister of Education issued a policy regarding the use of a new curriculum called the Merdeka Curriculum.

Based on PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) research which shows that 70% of students aged 15 years are below the minimum competency in understanding simple reading or in applying

basic mathematical concepts. The PISA score has not experienced a significant increase in the last 10-15 years. This means that Indonesian students have low quality in terms of quality of education. This low level of competency may also be due to the previous implementation of the Educational Unit Level Curriculum (KTSP), which was implemented for six years, which was too focused on a broad range of content and cognitive aspects, not focusing on the essential aspects that would make students into critical, productive, creative human beings, and also innovative. Then, the implementation of KTSP was replaced with the 2013 Curriculum which was designed with the aim of being able to respond to the demands of changing times and needs in the 21st century. As well as being able to participate in the global world to support Indonesia's development in the years to come. However, as a result, education in Indonesia is experiencing obstacles and being left behind. With this in mind, the Minister of Education, Culture, Research and Technology designed the Independent Curriculum with the aim of catching up with other countries in the world of Indonesian education (Hafiz et al., 2023).

The Merdeka Curriculum concept begins with freedom to think and innovate through creative and independent learning to encourage the creation of an independent spirit in students, (Zendrato & Agatha, 2023). It is expected that activities in the teaching and learning process will not only be limited to the school curriculum which is more teacher-centred in nature. Therefore, the Merdeka Curriculum needs to be implemented starting from school, as a formal institution for children's education. In line with the opinion of Ndari et al., (2023), the Merdeka Curriculum is a curriculum with a variety of intracurricular learning activities, where the content will be more optimal so that each student has time to explore concepts and strengthen competencies.

The essence of the Merdeka Curriculum is Merdeka Belajar. This is based on so that students can explore their respective interests and talents. For example, if two children in one family have different interests, the benchmarks used to assess them will not be the same. Then, children also cannot be forced to learn something they don't like so that it will provide autonomy and independence for students and schools. The application of the Merdeka Curriculum is open to all PAUD, SD, SMP, SMA, SMK, Special Education and Equivalency educational units (Situmorang, 2023).

As outlined by the Ministry of Education and Culture in 2022, the Merdeka Curriculum has been prepared as a curriculum framework that is easier to adapt and becomes an integral part of education reform initiatives. It emphasizes essential content and the development of students' character and skills (Lestari, 2023). The curriculum functions as a blueprint for learning and aims to equip students with the knowledge and skills necessary to become productive members of society (Zidan & Qamariah, 2023).

The Merdeka Curriculum is designed to be more flexible and adaptable to the needs of each student, with greater emphasis on student-centred learning and the use of technology. The aim of this is to provide a more inclusive educational approach by emphasizing character development, creativity and critical thinking skills, in addition to academic knowledge.

The implementation of the Merdeka Curriculum also aims to train students' independence in thinking. The most important core of freedom of thought is directed at teachers. If teachers are not yet free in teaching, of course students are also not free in thinking. With Merdeka Belajar, students can develop their potential according to their talents and interests because students also have different abilities in absorbing the knowledge conveyed by the teacher. The Merdeka Curriculum stimulates student participation in their own education through a learned-learner approach (Zidan & Qamariah, 2023). This encourages students to learn independently and have critical thinking.

Related to the implementation of Merdeka Curriculum, this research tried to investigate the teachers' perception as the ones directly applying it and having practical experience which enable them to understand the curriculum not only theoretically but also through hands-on practice by distributing questionnaire and conducting a semi-structured interview session. Based on the results of data collection and the results of the questionnaire processing above, teachers' perception in implementing Merdeka Curriculum at a high school in the Bandung district can be categorized as follows:

The Launch of Merdeka Curriculum: The Merdeka Curriculum which was officially launched by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) is part of "Merdeka Belajar" which provides a policy of freedom to learn with the aim of providing a more flexible, creative and student-centred learning approach so that they ready to face future challenges. Referring to the results from questionnaire, this shows that teachers have a positive perception of the launch of the Merdeka Curriculum. This indicator received the highest mean score of 4.5, indicating that 90% of the teachers agreed that the launch of the Merdeka Curriculum had positive aspects that support the teaching and learning process. This is particularly reflected in one of the highest-scoring statements, indicating that teachers believe the Merdeka Curriculum fosters critical thinking, creativity, and independence among students, preparing them for future challenges (Mean Score: 4.75). This teacher's perception is important in implementing a curriculum because teachers are the implementers of this new policy. As said by (Konokman et al., 2018) no matter how well the curriculum is designed, ultimately the success of students also depends on the teacher's responsibility in carrying out their duties. The teacher is not only an active implementer of the curriculum but also an element who provides feedback regarding the current curriculum with the aim of improving it. Teachers have the perception that the Merdeka Curriculum is a curriculum that is designed flexibly, aiming to improve critical thinking, creativity, and education that is based on

student competencies. This is in line with the opinion of Zidan & Qamariah, (2023) who said that the Merdeka Curriculum is an educational program with an interactive learning system where the content will be more flexible, teachers will have the freedom to choose various teaching tools so that they can be adapted to students' needs and interests. This is also the same as the perception of the English teacher at a high school in the Bandung district obtained through interviews, namely:

Kutipan 1

Saya setuju juga sih dengan Kurikulum Merdeka. Kenapa? Karena guru itu diminta, di apa ya... dibuat lebih kreatif gitu. Agar apa? Agar anak itu kan, emm apa namanya... bagaimana caranya mengeluarkan kemampuan anak dengan itu tea... bukan hanya about writing tetapi juga speaking skill nya juga digali. Terus bukan hanya speaking skill, tetapi juga reading skillnya, dan menurut saya, sangat baik sekali meskipun materinya itu itu aja kelas 10 dan 11 tapi disini ada reinforcementnya, jadi lebih kuat ya, (T1).

Excerpt 1

I also agree with the Merdeka Curriculum. Why? Because the teacher was asked to... what is it... to make it more creative. So what? So that the child, um, what's the name... how to bring out children's abilities with those... not only about writing but also speaking skills are also explored. Then it's not just speaking skills, but also reading skills, and in my opinion, it's very good, even though the material is just class 10 and 11, but here there is reinforcement, so it's stronger, (T1).

From the excerpt above, it is the same as what has been explained that this curriculum change requires teachers to be more creative, innovative, critical and also practical in carrying out teaching and learning activities to achieve curriculum targets. The launch of the Merdeka Curriculum is an opportunity to modernize teaching practices, as well as to increase the focus on students' critical thinking, creativity, and student-centred English learning. Then regarding the English material in the Merdeka Curriculum, the teacher said that although the topic of the material taught was the same, the content of the material was different. The teacher said that this could help students understand class learning because of repetition. This is in line with the opinion of Zendrato & Agatha (2023) that the Merdeka Curriculum concept begins with freedom to think and innovate through creative and independent learning to encourage the creation of an independent spirit in students. Apart from that, it is similar to research conducted by Sumito (2023) where the results show that teachers are required to be more creative, innovative, critical and practical in carrying out the process of teaching and learning activities and assessments to achieve curriculum targets.

Primacy of Merdeka Curriculum: Based on these results, this shows that more than 85% of teachers had positive perception on the primacy of Merdeka Curriculum with mean score 4.4. In this indicator, the teachers have the freedom to teach according to the stages of achievement

and development of students. Not only the Merdeka Curriculum is designed to be more flexible and adapted to the needs of students, but learning in this curriculum also emphasizes student-centred learning. In the Merdeka Curriculum, there is also project based learning which gives students the opportunity to learn and practice English as well as to develop critical thinking, presentations and teamwork. As said by Lestari (2023) that one of the main characteristics of the Merdeka Curriculum is project-based learning which aim to develop students' soft skills and character according to the Pancasila student profile;

As well as the opinion from Roheni & Wulandari (2022) Project Based Learning is a learning method where students can achieve competency in attitudes, knowledge and skills by using projects in learning activities. Students are directed to develop themselves by engaging in real and meaningful tasks and problems. These results are also in line with the results of interviews conducted by researchers with English teachers, namely:

Kutipan 2

Belum lagi kan sekarang ada project, kalo yang dulu K-13 kan tidak ada project jadi disitu harus dipelajari lagi, jadi adaptasi sih intinya. Tapi sebenarnya project itu bagus untuk melatih kemandirian siswa supaya siswa bisa produce something, (T3).

Excerpt 2

Not to mention that now there are projects, in the past K-13 there were no projects so there you have to study again, so adaptation is the point. But actually, the project is good for training student independence so that students can produce something, (T3).

The Merdeka Curriculum also focuses on important materials to provide sufficient time to study basic competencies intensively and teacher independence to carry out learning based on student competency is a primacy in the Merdeka Curriculum. The Merdeka Curriculum emphasizes student independence and flexible learning. This allows English teachers to design lessons that are more interesting and more relevant to the interests and abilities of their students. This flexibility in the Merdeka Curriculum is also a way to foster students' deeper understanding and better involvement in English language learning in the classroom. Thus, teachers have a positive perception of the Merdeka Curriculum which gives English teachers the freedom to adapt classroom teaching to the level of achievement and stage of development of their students. Merdeka Curriculum also emphasizes project-based English learning which allows students to be actively involved in learning English while also honing critical thinking, presentation and teamwork skills. Even so, in implementing the Merdeka Curriculum, one of which is the existence of this project in English language learning, English teachers still feel they have to learn more so they can optimize its implementation.

Design Principles and Mechanisms Implementation of Merdeka Curriculum: The results shows that teachers have a positive perception of the design principles and implementation

mechanisms of Merdeka Curriculum with mean score 3.9. Even this indicator got the lowest score among all others indicators, there are still 78% of the teachers perceived it positively. They assumed that Merdeka Curriculum gives teachers independence in controlling classroom learning. As has been mentioned, the Merdeka Curriculum applies Freedom of Learning, therefore, in carrying out English learning in this class, the teacher has the freedom to design what kind of learning in the class. In this way, the Merdeka Curriculum releases standards that are too binding in the learning process and this also allows the English language learning process in all educational units in Indonesia to be non-homogeneous because it depends on the creativity of the teacher and the abilities of the students. These results are also confirmed by the results of an interview with the English teacher at a high school in the Bandung district who said:

Kutipan 3

Menurut mrs kalo Kurikulum Merdeka itu kaya guru dikasih kebebasan ya, jadi guru itu bebas dalam merancang pembelajaran dikelas kaya gimana. Karena sekarang kan Merdeka Belajar ya. Tapi karena masih baru ya penerapannya di sekolah ini tuh jadi masih perlu penyesuaian, (T4).

Excerpt 3

In my opinion, the Merdeka Curriculum is like giving teachers freedom, so the teacher is free to plan what kind of learning in the classroom. Because now is Merdeka Belajar, right? But because it is still new in this school, adjustments still need to be made, (T4).

From the data above, it can also be seen that in Merdeka Curriculum, English teachers have freedom in designing classroom learning. This is also felt by other English teachers. Same as the statement from Sari & Fatmawati (2023), Merdeka Curriculum is to explore the great potential possessed by teachers and students, as well as improving the quality of learning by giving teachers the freedom to choose how to deliver the curriculum or teaching methods that suit their students' competencies. Moreover, Retnaningrum et al. (2023) believes that the essence of the Independent Curriculum is the freedom of teachers and students in the learning process.

Direction of Change in Merdeka Curriculum: This shows that the direction of change in the Merdeka Curriculum is focused on student competencies, core material, and there is also the Strengthening Pancasila Student Profiles (P5) program, more than 87% teachers have positive perception of this indicator. This is in line with research results from Lutfiani (2023) regarding the views of English teachers on the implementation of English language learning and the project to strengthen the profile of Pancasila and Rahmatan Lilalamin students (P5RA), the teachers agree with the Merdeka Curriculum because it gives teachers freedom in

teaching and providing innovation in teaching and learning activities. These results are also the same as the perception of the English teacher at a high school in the Bandung district who said:

Kutipan 4

Terus hal lain yang menonjol dari Kurikulum Merdeka ini adalah pembelajarannya dikaitkan dengan penguatan karakter siswa, itu dibilangnya P5, ini bagus juga ya buat siswa karena karakter yang kuat itu kan akan sangat dibutuhkan oleh mereka kedepannya, (T2).

Excerpt 4

Then another thing that stands out about the Merdeka Curriculum is that learning is linked to strengthening students' character, it is called P5, this is also good for students because strong character will be really needed by them in the future, (T2).

From this data, the direction of the Merdeka Curriculum is towards a competency-based learning model which includes value-based education through the Pancasila Student Profile Strengthening Project (P5) which aims to produce students who are broad-minded and have academic abilities and are in line with national values so that students can prepare themselves to face the demands of the modern world while maintaining a strong connection to their cultural and ethical roots in everyday life. From this data, the direction of the Merdeka Curriculum is towards a competency-based learning model which includes value-based education through the Pancasila Student Profile Strengthening Project (P5) which aims to produce students who are broad-minded and have academic abilities and are in line with national values so that students can prepare themselves to face the demands of the modern world while maintaining a strong connection to their cultural and ethical roots in everyday life.

Structure and Framework of Merdeka Curriculum: These results indicate the teachers' positive perception, with a mean score of 4.3, regarding the curriculum structure and framework for learning under the Merdeka Curriculum set by the government, which they view as generally effective. Therefore, in implementing learning in the classroom, teachers are free to design their own methods and strategies. According to the statement from Irawati et al. (2022), a flexible curriculum will provide flexibility for schools and their educators to adapt to align the curriculum with the characteristics of students, the school's vision and mission, as well as local culture and wisdom. This kind of flexibility is needed so that the curriculum students' study is always relevant to environmental dynamics, contemporary problems and student learning needs.

Thus, it can be concluded based on all data results from questionnaires and interviews with all English teachers at a high school in the Bandung district that teachers have positive perceptions and agree in implementing Merdeka Curriculum.

D. Conclusion

Research conducted regarding the perceptions of English teachers in implementing the Merdeka Curriculum at a high school in the Bandung district showed that English teachers had positive perceptions of the implementing the Merdeka Curriculum. The data results from the questionnaire are divided into 5 indicators. First, launch of Merdeka Curriculum, teachers have the perception that the Merdeka Curriculum is a curriculum that is designed flexibly, aiming to improve critical thinking, creativity, and education that is based on student competencies. Second, Merdeka Curriculum priority stage, teachers have a positive perception of the Merdeka Curriculum which gives English teachers the freedom to adjust classroom teaching according to the level of achievement and development of their students and emphasizes project-based English learning which allows students to be actively involved in learning English while honing their critical thinking, presentation and learning skills. and teamwork. Third, design principles and implementation mechanism of Merdeka Curriculum, teachers have a positive perception where the Merdeka Curriculum also gives teachers independence in controlling classroom learning. Fourth, direction of change in Merdeka Curriculum, Merdeka Curriculum is focused on student competencies, core material, and there is also a program for Strengthening the Pancasila Student Profile (P5), teachers have a positive perception of this. Fifth, structure and framework of Merdeka Curriculum, results show the teacher's positive perception that the Merdeka Curriculum set by the government is general. The questionnaire results show that over 85% of the English teachers involved in this study have a positive perception of the curriculum's implementation. This is particularly reflected in one of the highest-scoring statements, indicating that teachers believe the Merdeka Curriculum fosters critical thinking, creativity, and independence among students, preparing them for future challenges (Mean score: 4.75). Among 5 indicators, the first indicator received the highest mean score of 4.5, indicating that 90% of the teachers agreed that the launch of the Merdeka Curriculum had positive aspects that support the teaching and learning process. While the indicator number 3 ranked the last. Even this indicator got the lowest score among all others indicators, there are still 78% of the teachers perceived it positively. They assumed that Merdeka Curriculum gives teachers independence in controlling classroom learning. While the other indicators (number 2, 4, and 5) got mean score above 4 which means that more than 85% of teachers had positive perception on them. Therefore, in implementing learning in the classroom, teachers are free to design their own methods and strategies. Even though English teachers have positive perceptions, in practice they still need to adapt to this new policy as they said from the interview results.

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