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TEACHING AND LEARNING ACTIVITIES DURING THE IMPLEMENTATION OF KURIKULUM MERDEKA IN JUNIOR HIGH SCHOOL

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ABSTRACT

This study aims to determine teaching and learning activities on the implementation of *Kurikulum Merdeka*. This study uses a mixed approach with descriptive methods. The population of this study was 7th grade English teachers totalling 2 people and 301 class VII students. The research sample used was the Probability Sampling Technique, namely simple random sampling with an error rate of 5%, so the number of samples in this study became 172 students and 2 English teachers. Data collection techniques used in this study were documents, observations, and questionnaires. Based on the results of the research, it shows that the activities contained in the *Kurikulum Merdeka* module can accommodate students' competencies and skills. Therefore, it is very clear that teachers need to create modules for teaching guidelines. The results shown in the learning activities in the classroom in the teacher module have not been fully implemented by the teacher in the classroom. The teacher makes activities according to the class atmosphere. The perception of the teachers is included in the category of positive perceptions because, in the implementation of *Kurikulum Merdeka*, there are activities that can foster students' enthusiasm for comfort while learning in the classroom in *Kurikulum Merdeka* learning and are shown with very high results seen from the average overall statement of 89%. Meanwhile, from the student's side, it has a positive perception of the media that the teacher uses to convey teaching materials and, in the learning, process makes students think critically. This is evidenced by the responses of respondents with an average of 77.2%.

Keywords: *Kurikulum Merdeka, Teaching, Learning, Perception*

INTRODUCTION

The ever-evolving landscape of science, technology, and education has led to significant advancements in educational paradigms worldwide. In Indonesia, the government has been committed to improving the quality of education through a



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comprehensive national education and training system governed by law. This paper delves into the Kurikulum Merdeka, a groundbreaking curriculum introduced in mid-2013, which aims to create an effective and efficient teaching atmosphere, particularly in the aftermath of the pandemic. This study focuses on the implementation of Kurikulum Merdeka at Junior High School in North Bali, exploring the perceptions of both teachers and students towards the curriculum's pedagogical approach and its impact on teaching and learning activities. The field of education has witnessed remarkable transformations, driven by advancements in science, technology, and educational theories. To cater to the changing needs of students and society, the Indonesian government introduced the Kurikulum Merdeka, an integrated competency and character-based curriculum in 2013. This curriculum seeks to place students at the centre of the learning process, encouraging active engagement and independent thinking.

The Kurikulum Merdeka emphasizes the importance of structuring the curriculum to foster holistic development, including cognitive, affective, and motor skills. In contrast to the previous 2013 curriculum, which compartmentalized subjects, Kurikulum Merdeka emphasizes a coherent approach to develop well-rounded individuals. As the nation faced the challenges posed by the pandemic, the implementation of Kurikulum Merdeka became even more crucial in revitalizing education and addressing learning losses. This study identifies several key issues related to the implementation of Kurikulum Merdeka at Junior High School. Firstly, there is a need to focus on the essential material and character development of Pancasila student profiles, requiring teachers to support the specific needs of teaching and learning activities accordingly. Secondly, the varying levels of technological proficiency among students and teachers have resulted in different approaches to teaching and learning activities. Additionally, the lack of students' books and limited school facilities have posed challenges in delivering effective education.

This research focuses on the implementation of the Kurikulum Merdeka in Junior High School, specifically regarding the English subject for 7th-grade students. The research aims to identify the activities included in the Kurikulum Merdeka module for English, as well as the activities assigned to students during the English teaching and learning process in the classroom. Additionally, it seeks to understand the perceptions of English teachers and students about the available activities in the module and the overall learning process. Based from the problems the researcher conducted the research based on what activities are included in the Kurikulum Merdeka module for the 7th-grade English subject at junior high school, what specific activities are students assigned during English teaching and learning in the classroom, how do English teachers perceive the activities available in the Kurikulum Merdeka module and what are the students' perceptions of the learning activities based on Kurikulum Merdeka



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The research objectives of this research are to identify the content of the Kurikulum Merdeka module for the 7th-grade English subject at Junior High School at North Bali, to describe the activities assigned to students during English teaching and learning in the classroom, to understand the perception of English teachers regarding the activities in the Kurikulum Merdeka module, to understand students' perceptions of the learning activities based on Kurikulum Merdeka. Theoretically, the study serves as a valuable reference to gain insight into the perceptions of English teachers and students towards teaching and learning activities in the implementation of Kurikulum Merdeka. The findings will provide valuable information and input to those involved in implementing the Kurikulum Merdeka concept, especially for Junior High School. The results will be useful for lesson planning and improving teacher competency in delivering effective English education. The study aims to enhance the learning concept, optimizing the learning process for the students' benefit.

THEORETICAL FRAMEWORKS

Learning is described as a process or method that enables individuals to acquire knowledge and skills. According to the RI National Education Act No. 20 of 2003, learning is a dynamic process involving interaction between students, educators, and learning resources within an educational environment. Implementing learning is a crucial stage in the teaching and learning process, where teachers play a significant role in imparting knowledge and materials to students based on established learning components. This interactive process fosters a positive relationship between teachers and students, aiming to achieve educational objectives (Flores, 2011). To ensure successful learning outcomes, careful attention must be given to designing learning activities that align with the desired learning goals (Pangabean et al., 2021).. In the process of teaching and learning activities, the teacher focus on 3 key points of differentiation based on content, process, and student-produced, differentiated learning is an attempt to match the teaching and learning process and the needs of individual students (McTighe et al., 2017; Tomlinson, 2017).

In terms of the concept of curriculum, it is defined as a set of plans and agreements regarding educational goals, content, learning materials, and methods used as guidelines for organizing learning activities to achieve specific educational objectives. The curriculum is a fundamental element in the educational process, and its understanding involves four dimensions: curriculum as an idea, a written plan, an activity, and a result. Kurikulum Merdeka, on the other hand, is a curriculum that emphasizes diverse intra-curricular learning, allowing students to explore concepts and strengthen competencies while offering flexibility for teachers to adapt teaching methods to individual student needs and interests. It consists of two main learning activities, regular or routine learning, and the Pancasila Student

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Profile Strengthening Project. Perception is a cognitive process that involves organizing and interpreting sensory inputs to make sense of the environment. It plays a significant role in how individuals understand and respond to the world around them. Aspects of perception include how observed stimuli vary based on the whole pattern they are a part of, the variation of perception from person to person and over time, the influence of the direction of sense organs, and how perceptions tend to develop in a certain direction. Factors influencing perception are the individual's characteristics, goals of perception (people, objects, or events), and the circumstances in which perception occurs. These factors lead to different interpretations of the same stimuli among individuals. The implementation of learning is a crucial stage in the teaching and learning process, involving preliminary activities (introduction), core activities (presentation), and closing activities (testing and follow-up). Teachers have a significant role in designing learning activities that align with learning objectives and students' needs. Differentiated learning is an approach that aims to match teaching and learning processes to the individual needs of students. It involves differentiation based on content, process, and product, allowing teachers to cater to various learning styles and abilities. The Empirical Review section presents a glimpse of research conducted on the implementation of Kurikulum Merdeka in different educational settings. The implementation of the Kurikulum Merdeka, a new curriculum aimed at improving the educational system, has attracted significant interest and several studies have been conducted to explore its effectiveness and impact.

Widyastuti (2020) conducted a study at MTS Negeri 3 Sleman to investigate how teachers perceive the Kurikulum Merdeka. The findings revealed that the PAI teachers at MT N 3 Sleman had a positive perception of the concept of Kurikulum Merdeka, introduced by Minister of Education and Culture Nadiem Makarim. This positive perception was evident in their willingness to follow the guidelines and adopt the new curriculum. Similarly, Kasmawati's (2021) investigation at SMA Negeri 5 Takalar demonstrated that teachers also had a favorable view of the implementation of the Kurikulum Merdeka. They appreciated the freedom it provided in the learning process, which subsequently enhanced their self-competence as educators.

Nurmasiyah et al. (2023) conducted a study at SMP Negeri 3 Lubuk Pakam, focusing on Class 7B students. The results indicated that the learning activities under the Kurikulum Merdeka, particularly catering to the visual learning style, were perceived as good and very good by the students. Furthermore, Fahira et al. (2022) explored students' perceptions of the Kurikulum Merdeka at SMA 1 Bukit Sudi. The findings revealed that the implementation of the Kurikulum Merdeka was effective and well-received by all students, indicating its positive impact on the learning process. Several other studies have also examined the implementation of the Kurikulum Merdeka in various educational settings. Susilowati's (2022) study



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in a primary school showed that the implementation of the Kurikulum Merdeka for learning had been successful. However, it also highlighted the presence of certain obstacles that teachers encountered during the implementation process. Similarly, Fatmiyati's (2022) research in SDN 140 Seluma demonstrated that teachers were optimistic about the implementation of the Kurikulum Merdeka, although they still faced some challenges in fully understanding certain aspects of the new curriculum.

Overall, the studies suggest that the implementation of the Kurikulum Merdeka has been generally well-received among educators and students alike. It is seen as a positive step towards improving the educational system, offering more flexibility and opportunities for personalized learning. However, the studies also identify some obstacles and challenges that need to be addressed to ensure the successful and effective implementation of the new curriculum. Further research and continuous evaluation are essential to refine and optimize the Kurikulum Merdeka to meet the evolving needs of the educational landscape and ensure its long-term success in enhancing the quality of education. These studies show that the general perception of teachers towards Kurikulum Merdeka is positive, as it offers more freedom and flexibility in the learning process. Additionally, students' perceptions of the implementation of Kurikulum Merdeka are generally favorable, as it allows for more interactive and effective learning experiences.

Overall, this section provides valuable theoretical and empirical insights into the concepts and implementation of Kurikulum Merdeka in the educational context. It highlights the importance of understanding perceptions, differentiating learning, and effectively implementing the curriculum to enhance the teaching and learning process. The findings from the empirical studies reinforce the potential benefits of Kurikulum Merdeka in improving the quality of education and fostering a positive learning atmosphere for both students and teachers.

METHOD

The research design of this study involves using a mixed-methods approach, which combines both quantitative and qualitative methods for data collection and analysis. Specifically, the study aims to explore the perceptions of both teachers and students regarding the activities in the instructional module of the Kurikulum Merdeka and the activities taking place in the classroom during the teaching and learning process.

The mixed-methods design allows for a comprehensive and in-depth understanding of the research topic by gathering data from different sources and perspectives. The study adopts a mixed sequential exploratory design procedure, where data are collected sequentially from observational and survey data. The observational data are likely to provide qualitative insights, while the survey data will be analyzed quantitatively to provide numerical findings.



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Regarding the population and sample, the study's focus is on students and English teachers of Class VII at Junior High School. The population refers to the total group of subjects that possess specific qualities or characteristics relevant to the research. In this case, the student population consists of 301 students, while the English teacher population comprises two individuals.

By selecting this population, the researchers can gain insights into the perspectives and experiences of both students and teachers within the context of the Kurikulum Merdeka. By using a mixed-methods design, the study aims to provide a comprehensive understanding of the activities in the Kurikulum Merdeka and how they are perceived and experienced by both students and teachers at Junior High School. The research sample for this study consists of 2 English teachers and 172 students from Junior High School. The researchers used the simple random sampling technique to select the student sample. In simple random sampling, each individual in the population has an equal chance of being chosen as a sample, and the selection is done at random to ensure unbiased representation.

To determine the number of student samples, the researchers applied Slovin's formula with a significance level of 5%. Slovin's formula is a statistical method used to calculate the sample size for a given population. It helps ensure that the sample chosen is statistically representative of the larger population. The application of Slovin's formula allowed the researchers to obtain a sample size of 172 students. This sample size was determined to be sufficient for capturing the students' perceptions and experiences related to the activities in the Kurikulum Merdeka. By using a combination of 2 English teachers and 172 students as the research sample, the study aims to gather comprehensive insights into both teacher and student perspectives on the implementation of Kurikulum Merdeka at Junior High School. The object of this study is to investigate the teaching and learning activities conducted during the implementation of Kurikulum Merdeka.

The data sources used in this study are primarily primary data sources. Primary data sources are obtained directly from the research site through various data collection techniques, including questionnaires, observations, and documentation. The researcher visited Junior High School and gathered data from two main groups of respondents, those are English teachers and Students of Junior High School. To collect the comprehensive and relevant data aligned with the research problem, the researcher employed multiple data collection techniques: The classification table was used to identify and categorize the activities included in the Kurikulum Merdeka for 7th-grade English subjects. This table helps in understanding the specific activities prescribed by the curriculum. The observation checklist was utilized to observe and record the activities assigned to students during the English teaching and learning process in the classroom. This technique allows for real-time data collection and insights into the actual practices in the classroom. The questionnaire was used to gather information about the perception

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of the activities in the module from both English teachers and students. This technique allows for the collection of subjective perspectives and feedback on the effectiveness and suitability of the activities in the Kurikulum Merdeka. By using a combination of these data collection techniques, the study aims to obtain a comprehensive understanding of the teaching and learning activities implemented during the Kurikulum Merdeka at Junior High School. The primary data sources and techniques provide valuable insights into the perspectives of both teachers and students, enabling the researchers to draw meaningful conclusions about the curriculum's implementation and its impact on the teaching and learning process.

Table 3.2 Data Collection Instruments

| No | Research Question | Method of collecting data | Instrument |
|----|--|---------------------------|---|
| 1. | What activities are available in the module of Kurikulum Merdeka for English subject of Grade 7 of Junior High School? | Document study | Classification table (classification of activities) |
| 2. | What activities are the students assigned to during the English teaching and learning process in the classroom? | Observation | Observation checklist |
| 3. | How do the English teachers perceive about the available activities in the module? | Questionnaire | Questionnaire |
| 4. | How do the students perceive about the learning activities based on Kurikulum Merdeka? | Questionnaire | Questionnaire |

The study uses triangulation as a data collection technique, combining multiple methods and data sources to ensure the credibility and reliability of the findings. The four types of triangulation used are the researcher collects data through multiple sampling strategies, ensuring a diverse and comprehensive perspective on the research question, Multiple researchers are involved in the field to collect and interpret data, reducing individual biases and increasing the objectivity of the study, More than one theoretical position is used to interpret data, providing a broader



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understanding of the research topic. Multiple data collection methods are used to gather data, offering complementary and corroborative insights. In this study, methodological triangulation is employed, using document studies, observations, and questionnaires to gather data from various angles about the teaching and learning activities during the implementation of Kurikulum Merdeka at Junior High School.

1. Document Study: The researcher uses written documents, particularly the teacher module, to identify the learning activities based on Kurikulum Merdeka. This data source helps in understanding the planned learning activities according to the curriculum.
2. Observation Checklist: Observations are conducted in the classroom to monitor the activities assigned to students during the English teaching and learning process based on Kurikulum Merdeka. Researchers observed two topics, and the data collected will represent other similar subjects.
3. Questionnaire: A questionnaire is used to gather information about the perceptions of teachers and students regarding the activities in the module and the teaching and learning process under Kurikulum Merdeka.

The research instruments include Document Study where the teacher module is the primary document used to identify learning activities aligned with Kurikulum Merdeka. Observation Checklist is used to observe and record the learning activities assigned to students during the English classes based on Kurikulum Merdeka. The questionnaire employs Likert scales and closed-ended questions to collect data on the perceptions of teachers and students about the teaching and learning activities in Kurikulum Merdeka. The data collection procedures involve studying the teacher module, identifying learning activities, observing classroom activities, analyzing observation results, creating questionnaires, validating the instruments, distributing questionnaires to teachers and students, and conducting instrument testing to ensure the validity and reliability of the data.

By using triangulation and multiple data collection methods, the study aims to provide a comprehensive and reliable understanding of the teaching and learning activities during the implementation of Kurikulum Merdeka at Junior High School. In this study, the researcher employed the methodological triangulation approach to collect and verify data from multiple perspectives, ensuring the credibility of the findings. The triangulation involved three data collection techniques: document study, observation checklist, and questionnaire. Each technique provided valuable insights into the teaching and learning activities during the implementation of Kurikulum Merdeka at Junior High School. Documents such as the teacher module were used as the primary data source for understanding planned learning activities



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based on Kurikulum Merdeka. The researcher systematically described the documentation to be collected and identified the learning activities included in the module. Observation was conducted using structured observation checklists to monitor and record activities assigned to students during the English teaching and learning process in the classroom. The researchers observed two topics from two teachers and used these observations as examples for analysis. The observation schedule was organized based on the teacher's timetable. The questionnaire method involved presenting a series of written questions to English teachers and students of Class VII at Junior High School. The Likert scale with five levels of agreement was used to measure attitudes and perceptions. The questionnaire aimed to gather data on teachers' perceptions of learning activities in the English module of Kurikulum Merdeka and students' perceptions of the activities assigned during the teaching and learning process in the classroom.

The data collection procedures involved studying the teacher module, identifying learning activities, observing the implementation of learning activities in the classroom, analyzing observation results, and creating and validating the questionnaires for teachers and students. The distribution of the research questionnaires allowed researchers to gather additional insights into the participants' perspectives. Instrument testing was carried out to ensure the validity and reliability of the data collected. The researcher focused on evaluating the research tools for their effectiveness and accuracy in capturing relevant information. The combination of these data collection techniques enabled researchers to obtain comprehensive and credible data from various sources and perspectives, leading to a more robust understanding of the teaching and learning activities during the implementation of Kurikulum Merdeka at Junior High School.

FINDINGS AND DISCUSSION

The section provided is an analysis of data related to learning activities in the teacher module and activities assigned to students in the classroom. The analysis is conducted based on four research questions focusing on topics, main procedures, and activities. The first research question is about learning activities in the teacher module, specifically under the topics of "Like and Dislike" and "Opinion. The activities assigned during the teaching and learning process in the classroom

Table 1 By Topic, Main Procedures, Activities in the module, its Implementation, and Activities in the Classroom

| Topic | Activities in the modules | Implementation | |
|-------|---------------------------|----------------|--|
|-------|---------------------------|----------------|--|



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| | Main Procedures | Teacher 1 | Teacher 2 | T1 | | T2 | | Activities assigned in the Classroom |
|---------|-------------------------|---|---|----|---|----|---|--|
| | | | | Y | N | Y | N | |
| Opinion | Content Differentiation | 1. The teacher gives clues about the material that will be studied today and conveys the learning objectives. | 1. The teacher gives a trigger question for students. | ✓ | | ✓ | | T1: Doing question and answer in class. "Is this flower vase pretty?" with that the teacher can associate it with opinion material. "Have you ever given an opinion on how to respond?" T2: Doing question and answer. "What do you know about opinion? Have you ever given an opinion? How do you respond?" the teacher relates to the video that has been sent "have you watched the video?" |
| | | 2. The teacher gives a trigger question for students. | 2. The teacher provides learning videos via WhatsApp the day before learning starts in class. | ✓ | | ✓ | | |
| | | 3. The teacher displays the learning video. | 3. The teacher asks students to make a summary regarding the video | ✓ | | ✓ | | T1: Students watch a learning video in class and then ask students to find the expressions |



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| | | | | | | | |
|--|-------------------------|--|---|---|--|---|--|
| | | | they have watched. | | | | contained in the video. |
| | | 4. Students observe the video displayed by the teacher and ask students to find expressions about asking and giving opinion. | | ✓ | | | T2: Students and teachers discuss a summary of the material that has been made and ask questions. |
| | Process Differentiation | 1. The teacher asks students to form dialogue groups with their peers. | 1. The teacher gives an example of a dialogue to students to identify regarding the expressions of asking and giving opinion in the dialogue. | ✓ | | ✓ | T1: Make groups in pairs, students learn how to pronounce related to the video dialogue displayed by the teacher. Students practice the dialogue in front of the class in pairs. T2: Students read the dialogue examples on the blackboard. In the next activity, students form |



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| | | | | | | | | |
|--|--|---|--|---|--|---|--|--|
| | | 2. The teacher teaches how to read the dialogue properly and correctly . | 2. The teacher helps students make groups. | ✓ | | ✓ | | groups and make dialogues in pairs. |
| | | 3. Students practice dialogue about asking and giving opinions in front of the class. | 3. The teacher asks students to make a dialogue using asking and giving opinion with the group. | ✓ | | ✓ | | |
| | | 4. The teacher and students discuss the expressions in the dialogue . | 4. The teacher asks students to practice the results of the dialogue that has been made in front of the class. | ✓ | | ✓ | | T1: Students and the teacher discuss what expressions are in the dialogue. T2: Some students carry out dialogues in front of the class. |
| | | 5. The teacher | 5. students | ✓ | | ✓ | | T1: The teacher asks students' |



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| | | | | | | | | |
|--|--|--|---|---|---|---|--|--|
| | | observes ongoing activities related to the obstacles faced by students. | respond to related expressions used by other groups. | | | | | problems. T2: Students respond to the expressions used by friends who are having a dialogue in front of the class. |
| | | 6. Students work on LKPD individually. | 6. The teacher asks the obstacles faced by students during the teaching and learning process. | ✓ | | ✓ | | T1: Students work on student worksheets. T2. The teacher asks about difficulties in the teaching and learning process. |
| | | 7. The teacher provides enrichment and reinforcement related to the material of asking and giving opinion. | 7. The teacher asks students to explain what they have learned today. | | - | ✓ | | T1: The teacher does not implement the activities that have been designed in the module. Then proceed with students concluding the material that has been studied. T2: Several students were asked to convey conclusions from the material that had been studied. |
| | | 8. The teacher asks students | | ✓ | | | | |



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| | | | | | | | | |
|--|-------------------------|---|---|---|--|--|---|---|
| | | to conclude today's material. | | | | | | |
| | Product Differentiation | 1. Students are directed to make a dialogue with the group as a task. | The teacher asks students to make a dialogue in pairs | ✓ | | | - | T1: Students are asked to make a dialogue with the group. T2: The teacher does not implement the activities that have been designed in the module. |

For the topic "Like and Dislike," two teachers (Teacher 1 and Teacher 2) have planned different learning activities. The main procedures used for differentiation are content differentiation, process differentiation, and product differentiation. Under content differentiation, Teacher 1 has planned four activities: providing a lighter understanding of the material, discussing videos sent via WhatsApp, distributing printed material for students to read, and explaining the material in front of the class. On the other hand, Teacher 2 has planned three activities: looking at pictures given by the teacher and discussing them, providing printed material for students to read, and finding expressions to express likes and dislikes. Under process differentiation, Teacher 1 has planned seven activities: forming discussion groups, asking students to present group discussions, individual work on LKPD (learning sheets), students presenting LKPD to the teacher, having a class discussion related to LKPD, observing ongoing activities related to obstacles faced by students, and varying the lesson with a picture game. For Teacher 2, there are six activities: creating a discussion group, asking students to present the results of the discussion, individual work on LKPD, students presenting LKPD to the teacher, discussing obstacles faced during the teaching and learning process, and completing the material studied. Under product differentiation, Teacher 1 has planned one activity: asking students to make a video using like and dislike expressions. For Teacher 2, the activity involves giving students the freedom to choose the product format, either a video or writing. Moving on to the topic "Opinion," similar analysis is provided for two teachers (Teacher 1 and Teacher 2). The main procedures for



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differentiation in this topic are content differentiation, process differentiation, and product differentiation. Under content differentiation, Teacher 1 has planned four activities: giving clues about the material and conveying learning objectives, providing a lighter understanding of opinions through questions, displaying learning videos, and asking students to find expressions related to asking and giving opinions. Teacher 2 has planned three activities: providing a lighter understanding of opinions through questions, providing learning videos via WhatsApp, and asking students to make a summary related to the videos watched. Under process differentiation, Teacher 1 has planned eight activities: forming dialogue groups, teaching proper dialogue reading, students practicing dialogue in front of the class, finding expressions in the dialogue, observing ongoing activities related to obstacles faced by students, individual work on LKPD, providing enrichment related to opinions, and asking students to conclude the material. For Teacher 2, there are seven activities: providing an example dialogue for students, helping students form study groups, asking students to make a dialogue in the group, students practicing the dialogue in front of the class, opening a discussion about expressions used, discussing difficulties faced during teaching, and asking students to conclude the material.

Under product differentiation, Teacher 1 has planned one activity: asking students to make a dialogue with the group using expressions related to asking and giving opinions. Teacher 2 has planned one activity: the teacher makes a dialogue with a classmate.

In summary, the analysis provides a detailed breakdown of the learning activities for each topic, as planned by two teachers, along with the main procedures used for content, process, and product differentiation. The section presents an analysis of activities assigned to students during the teaching and learning process of English in the classroom, focusing on the topics of "Like and Dislike" and "Opinion." The analysis is based on observations made by the researcher, using an observational checklist. For the topic "Like and Dislike," the observations were conducted in one meeting for each teacher. Teacher 1 implemented three out of four planned activities under content differentiation. The activities included giving directions to students to make facial expressions for likes and dislikes, discussing a video sent via WhatsApp, and having students read printed material. In the process differentiation, Teacher 1 implemented seven out of eight planned activities, including forming discussion groups, having students present group discussions, and working on individual worksheets. In the product differentiation, Teacher 1 did not implement the planned activity of asking students to make a video using like and dislike expressions.

On the other hand, Teacher 2 implemented all planned activities under content differentiation, process differentiation, and product differentiation. These activities included having students express likes and dislikes through pictures

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shown by the teacher, reading printed material, forming dialogue groups, practicing dialogues in front of the class, and making dialogues in pairs. Moving to the topic "Opinion," observations were also conducted in one meeting for each teacher. Teacher 1 implemented four out of four planned activities under content differentiation, such as giving trigger questions for students and displaying learning videos. In process differentiation, Teacher 1 implemented seven out of eight planned activities, including asking students to form dialogue groups and practicing dialogues in front of the class. In product differentiation, Teacher 1 assigned students to make a dialogue as a task. For Teacher 2, all planned activities were implemented under content differentiation and process differentiation. These activities included giving trigger questions, providing learning videos, and having students make dialogues in pairs. However, Teacher 2 did not implement the planned activity under product differentiation, which was to ask students to make dialogues in groups.

In summary, the analysis shows that both teachers implemented most of the planned activities in the module. However, there were some differences in the implementation of activities, particularly in product differentiation, where one of the teachers did not assign the task as outlined in the module. Overall, the observations provide insights into how the teachers assigned activities to students during the teaching and learning process, focusing on the topics of "Like and Dislike" and "Opinion." The text discusses the implementation of learning activities based on the Kurikulum Merdeka in an English classroom. The analysis reveals that some learning activities in the module were not fully implemented by the teachers, and there were challenges in attracting students' attention in the differentiation process.

The teachers' perceptions about the activities in the module were positive overall. They found it easy to convey learning objectives, conveyed subject matter clearly using various teaching materials, and provided attractive practice questions through the learning media used. The use of multimedia as a learning medium was well-received, and teachers were aware of students' interests in the teaching media used. Teachers did not feel bored when teaching with the content provided in the module, and they had no difficulty managing learning in the classroom. Additionally, the teachers expressed an interest in knowing how to develop interesting teaching content and preferred using differentiation to convey different content. Regarding students' perceptions about the learning activities, students enjoyed learning English with educational videos provided by the teacher. They understood the material well when the teacher used examples in daily activities. Learning with different media allowed them to actively participate in class. Contrary to expectations, students did not find group learning boring, and they were able to concentrate well and follow English classes until the end. Students found it



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easy to understand the English material given by the teacher, but there was a portion of students who were not interested in learning new material in English.

Overall, the study shows that the implementation of the Kurikulum Merdeka in the English classroom had positive feedback from both teachers and students. However, there were areas for improvement, particularly in fully implementing all the activities in the module and finding ways to increase students' interest in learning new English material. The study also highlights the effectiveness of multimedia and differentiation in enhancing the learning process.

CONCLUSION

The chapter provides a summary, conclusions, and recommendations regarding teaching and learning activities during the implementation of the Independent Curriculum (Kurikulum Merdeka) at Junior High School. The study aimed to determine the teaching and learning activities based on the Kurikulum Merdeka at Junior High School. The research used a mixed-method approach with data collected through study documents, observations, and questionnaires. The population consisted of 2 7th-grade English teachers and 301 students, with a sample of 2 teachers and 172 students selected through random sampling. The findings showed that the teachers had not fully followed the flow of activities listed in the module, but they were guided by the main procedures. The module included content differentiation, process differentiation, and product differentiation. However, the module was not fully implemented in the classroom, particularly in product differentiation. The research also highlighted some difficulties in attracting students' attention and encouraging them to participate actively during learning activities.

The activities in the Kurikulum Merdeka module can accommodate student competencies and skills. The teachers need to create modules as teaching guidelines. Teachers tended to have a very strong perception of comfort while implementing Kurikulum Merdeka in the classroom. On the other hand, students had a strong perception of the media used by the teacher to deliver teaching materials, showing a positive result. For teachers, it is suggested to consider students' learning interests and use interesting teaching content and media to enhance the learning process with Kurikulum Merdeka. For students, they are encouraged to be more independent in finding interest in learning English and making effective use of learning media. Future researchers are recommended to conduct further descriptive research to compare and build on the findings of this study. In conclusion, the study sheds light on the implementation of Kurikulum Merdeka at Junior High School, indicating the need for teachers to adapt and



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improve the use of teaching materials and media to enhance students' learning experiences and participation. Further research and exploration in this area are encouraged to gain more insights into the effectiveness and impact of the Independent Curriculum in different contexts.

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