

The Implementation of Merdeka Curriculum in English Subject for Strengthening Pancasila Student Profile

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Article Info	Abstract
<p>Article History: Received 26 August 2024 Accepted 07 September 2024 Published 28 November 2024</p> <p>Keywords: Merdeka Curriculum, English Language Teaching, Pancasila Student Profile, and Junior High School.</p>	<p>Curriculum changes in education initiated by the Ministry of Education and Culture emphasize the flexibility of educators and students in learning. It does not rule out the possibility that English Teaching Learning can also run effectively using a Merdeka Curriculum. The Merdeka Curriculum emphasizes the elements of Pancasila Student Profile. The aims of the research to be carried out by researchers are as follows: (1) To find the problems and solutions of teacher during the implementation of the Merdeka Curriculum for Strengthening Pancasila Student Profile in English Teaching Learning at Junior High School. (2) To know the implementation of Merdeka Curriculum for Strengthening Pancasila Student Profile in English Teaching Learning at Junior High School. This research involved six students, three teachers. The researcher used a descriptive qualitative method to do the research. Data from this research collected by Observation, Interview, and Document Analysis. The result from this research are: (1) The use of the Merdeka curriculum based on strengthening the Pancasila student profile in English learning at SMPN 2 Pangenan Cirebon runs based on three stages: planning, implementation, and evaluation. (2) There are 3 types of problems faced by English teachers in using the Merdeka curriculum for strengthening Pancasila student profile: problems based on teachers themselves, problems based on students, and problems from supporting factors. In each of these problems, there are solutions that teachers apply to overcome them.</p>
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INTRODUCTION

Establishing a Merdeka Curriculum with a focus on character development by the Pancasila Student Profile is one way to attempt to lessen this issue (Lubaba & Alfiansyah, 2022). Each person uses the Pancasila Student Profile, a personality attribute and skill developed in daily

life, through school culture, extracurricular activities, and co-curricular activities. Strengthening the noble principles of Pancasila for all students is the goal of implementing the Pancasila Student Profile (Rahayuningsih, 2021). In addition, the creation of outstanding human resources is the ultimate goal of the Pancasila Student Profile (Kahfi, 2022). The Ministry of

Education and Culture has defined the dimensions and elements of the Pancasila student profile, which can be used to strengthen the profile of Pancasila students at the junior high school level. The role of the teacher and the media, the strategies used by the teacher are very important in developing the character of Pancasila students in Merdeka Curriculum. The teacher problems in teaching generally relate to material, method, and media (Hamalik, 2014). These adjustments are responses to the sophisticated problems and shifts that Indonesia periodically experiences to improve education in terms of learning objectives, models, and implementation methodologies. With these adjustments, Indonesia seeks to better prepare students for both academic and non-academic endeavors.

As a researcher, I am interested in conducting research that focuses on the application of emphasizing the Strengthening Pancasila Student Profile values in the Merdeka Curriculum for teaching English language at the Junior High School level. I would like a more detailed discussion on how to apply the P5 values in the Merdeka Curriculum to the English subject. Various relevant studies have been conducted related to the Merdeka Curriculum for Strengthening Pancasila Student Profile. Arum (2023) stated that the Merdeka Curriculum has been implemented in English Teaching Learning. The teacher makes Alur Tujuan Pembelajaran and Modul Ajar based on Merdeka Curriculum that is adapted to the characteristics of the educational unit.

Furthermore, Lise et al. (2023) stated that the service activity of implementing the Project for Strengthening Pancasila Student Profile (P5) in Merdeka Curriculum was able to increase teacher competence in implementing project to strengthen Pancasila Student Profiles, which consisted of understanding, designing, documenting, reporting, and evaluating, then following up on projects. Hermi et al. (2022) stated that the study's findings provide insight into how the curriculum is being implemented. One myth regarding the Project for Strengthening Pancasila Student Profile's implementation in schools with shifting self-categories is that these schools change because project activities focus on current teaching material activities rather than changing the school environment. Shofa (2021) stated that teaching History using Strengthening the Profile of students' Pancasila is really effective because the student can develop their imagination and apply the 6 components for Strengthening Pancasila Student Profile. However, all of the relevant research does not

focus on an analysis of the implementation Merdeka Curriculum in English teaching learning for Strengthening Pancasila Student Profile at Junior High School in more detail and specificity, making it unique and novel in this research.

METHOD

In this study, the researcher used a descriptive qualitative approach. This type used by researcher because it is the right method to describe research findings. An investigation to comprehend a social or human problem that is "based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and carried out in a natural setting" is known as a qualitative research (Creswell, 2014). Stated differently, qualitative methods are applied to the study of social phenomena when issues, conditions, and environments spontaneously arise from the actual events. The goal of qualitative research is to provide an accurate, detailed, and comprehensive description of the phenomenon. In this research, the researcher wants to analyze teacher implementation issues, problem solution that teacher faced in Merdeka Curriculum for Strengthening Pancasila Student Profile using qualitative method.

The setting of this research took at SMPN 2 Pangenan Cirebon. The subject of this research are teachers who teaches an English Subject in SMPN 2 Pangenan Cirebon, chosen by the researcher as the object of the research. The researcher focused on the teaching and learning process of English subject in the class to obtain observation information. The researcher selected three teachers and three students from seventh and eighth grades as informants for the researcher to gather information of the interviews from three teachers and six students as a informant. The researcher used several techniques to collect data for this study. The techniques are Observation, Interview, and Document Analysis. In this study, researcher used data analysis Miles and Huberman. Data analysis consists of three activities carried out simultaneously (Miles & Huberman, 2014) there are: Data Reduction, Data Display, and Drawing Conclusion and Verification.

RESULTS AND DISCUSSIONS

Based on the phenomena previously described, it is evident that the Merdeka Curriculum includes a comprehensive evaluation of attitudes, knowledge, and skills. In alignment

with Nisa' (2022), it is noted that there is an integration of attitude, social, and spiritual assessments without separate evaluations as in the 2013 curriculum. Instead, these assessments are conducted as part of an integrated assessment process. An attribute of the Merdeka Curriculum assessment is its holistic and straightforward nature, allowing teachers greater freedom and flexibility while easing the administrative load. In the preparation stage, the teacher creates a Teaching Module (Modul Ajar) as a reference in learning, which is created directly and developed according to the needs of the students. In addition, orientation and learning targets need to be planned before planning the Teaching Module or Modul Ajar (Nurhikmayati et al., 2023). At SMPN 2 Pangenan, the English teacher creates teaching modules using a variety of different strategies. Every school has the freedom to create supplementary educational programs that can improve the skills of its students. These programs can be customized to align with the school's vision, goals, and available resources (Barlian et al., 2022).

Based on the findings above, Nisa (2022) stated that the learning outcomes within the Merdeka Curriculum are structured by phases. This structuring is implemented to simplify the learning process, allowing students ample time to master the competencies. It also facilitates tailored learning experiences based on individual achievement levels, needs, pace, and learning preferences. Consequently, teachers can adapt the learning approach to align with the unique circumstances and traits of their students. Conversely, the distribution of lesson hours in the Merdeka Curriculum is outlined as a total for one year, accommodating the specific circumstances, requirements, and characteristics of the educational institution (Nisa, 2022).

Based on the aforementioned findings, it is evident that the Merdeka Curriculum includes a comprehensive evaluation of attitudes, knowledge, and skills. In alignment with Nisa' (2022), it is noted that there is an integration of attitude, social, and spiritual assessments without separate evaluations as in the 2013 curriculum. Instead, these assessments are conducted as part of an integrated assessment process. An attribute of the Merdeka Curriculum assessment is its holistic and straightforward nature, allowing teachers greater freedom and flexibility while easing the administrative load.

Several educators have expressed their struggle in comprehending the Merdeka Curriculum, which is based on the Strengthening Pancasila Student Profile. While they are familiar with the term, they admit to a lack of

understanding of this new curriculum. Furthermore, they have noted the absence of workshops or briefings on this matter, even though the curriculum has been in effect for two years with limited socialization. This indicates that there may be numerous schools facing similar challenges (Pertiwi et al., 2021). Teachers face challenges in implementing the Merdeka Curriculum, which aims to strengthen the Pancasila Student Profile. These difficulties involve dealing not only with the teachers themselves but also the students. One of the obstacles teachers' encounters is students' inhibitions, particularly when teaching speaking skills. This productive skill is crucial for students to master, yet they may struggle due to factors such as limited English vocabulary, lack of confidence, passive participation, and a preference for using their native language instead of English. According to the results, the difficulties encountered by teachers in managing the classroom include the task of keeping students engaged and present until the lesson is completed. This is particularly challenging because many students lack interest in studying English, especially when it is not their native language.

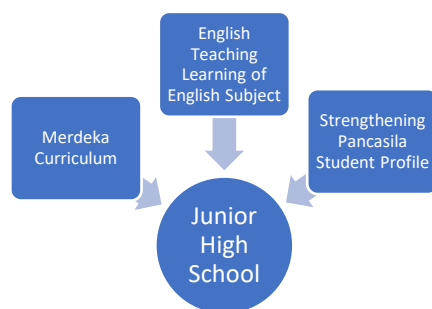
The solutions that teachers apply to each problem faced by teachers vary greatly, English teachers at SMPN 2 Pangenan Cirebon apply solutions based on the problems faced by each teacher. In essence, the solutions implemented always prioritize student needs based on the curriculum, adapting to the situation and conditions of the school. An important point in applying solutions to every problem faced is that the teacher must understand the students' characters. Then, the teacher must have high creativity in the learning process so that can run interestingly.

Based on the solution findings above, it can be concluded that both of MI and MIF highlighted student motivation as the primary obstacle, as a significant number of students are unenthusiastic about learning English. Under these circumstances, it is imperative for the teacher to assume the roles of a mentor, facilitator, or coach during active project-based learning activities (Marisa, 2021). The teacher's role in motivating students during learning is very important to overcome the problem of passivity and students' lack of interest in learning.

For another problem, it can be overcome by the active teacher searching for any resources to support the learning process. This is related to the statement that teachers have the capability to access independent teaching platforms, digital

textbooks, teaching tools, and related documents of the Merdeka Curriculum independently through the official government website (Nurzila, 2022). Additionally, it was discovered that teachers utilize official textbooks and e-books (Hermawan et al., et al.). The other solution is teachers typically utilize digital media platforms like WhatsApp, Canva, and Google Platform for educational purposes (Rachmah & Elvira, 2018).

The thinking framework was created by the researcher with the aim that the researcher would be more focused, with the problems to be examined in terms of the implementation of Merdeka Curriculum in English subject for strengthening Pancasila student profile.



CONCLUSION

Based on the study findings, researchers can conclude that the Merdeka Curriculum, which is based on the Strengthening Pancasila Student Profile, has been implemented in the English teaching-learning process at Junior High School. The learning outcomes in the Merdeka Curriculum are organized per phase, with core competencies and initial competencies in the Modul Ajar being based on the learning outcomes to achieve the Pancasila Student profile. Several problems are encountered by teachers in implementing the Merdeka Curriculum. There are three problems of them. The first is Problems based on the teacher themselves, the second is Problem are student-based, and the third is Problem from supporting factors (facilities and infrastructure). With the problems faced by teachers in implementing the Merdeka Curriculum based on strengthening the Pancasila Student Profile, teachers apply several solutions to deal with each problem faced. The solutions implemented all adapt to the conditions, situations, and needs of students by understanding the character of each student first. The solutions implemented include the following: to overcome problems in dealing with students' passivity and lack of interest in learning, teachers must motivate students continuously and use interesting strategies, methods, and media in learning.

ACKNOWLEDGEMENT

As a result of the research that has been carried out, researchers need to provide several suggestions to teachers, students and future researchers. The imperative is for educators to demonstrate creativity and innovation in the implementation of the Merdeka Curriculum aligned with the Strengthening Pancasila Student Profile within the context of English language instruction. This approach is considered necessary to sustain student engagement throughout the learning process and cultivate a genuine interest in the subject matter. Additionally, teachers should exhibit proficiency in time management, both during instructional delivery and in the development of learning resources. Furthermore, educators are encouraged to deepen their understanding of the Merdeka Curriculum through a comprehensive exploration of the concepts underpinning the Strengthening Pancasila Student Profile.

Students are required to diligently study English in order to attain the designated learning outcomes. Then future researchers are encouraged to enhance their studies by identifying additional variables and enhancing the quality of research instruments to ensure that the data presented accurately reflects the conditions studied. Furthermore, it is recommended that future research explores in greater depth the integration of English language learning into the implementation of Merdeka Curriculum for Strengthening Pancasila Student Profile, particularly in Junior High School settings.

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