

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research questions, objectives of the study, significances of the study, and limitations of the research.

A. Background of the Study

Curriculum is a matter of choice. This choice is usually made by the "powerful party" or Government (Arifin, 2011). Changes in the education curriculum are nothing new, especially for developing countries which are still trying to determine policies that suit the circumstances and needs of their society. According to Guthrie (1986) *“This change occurred because many countries that had become independent from colonialism needed human resources that were in line with their country's national needs,”*. Educational curriculum development departs from and is based on the main decisions of the curriculum itself, and depends on the philosophical basis that influences the organization and implementation of the curriculum. However, of course the curriculum must also be refined in response to current developments, science and technology, level of intelligence, culture, systems and the needs of society.

In almost the last 2 decades alone, there have been 3 changes to the Indonesian education curriculum. Starting from the change from the 2004 Curriculum to the 2006 Education Unit Level Curriculum or commonly called KTSP (Kurikulum Tingkat Satuan Pendidikan), In a study conducted by Zaini (2015) research entitled "Characteristics of the 2013 Curriculum and Education Unit Level Curriculum (KTSP)" it is said that in this curriculum schools are given

autonomous rights in developing curriculum to syllabus development. In terms of learning, KTSP focuses on cognitive knowledge which focuses on science such as mathematics, science, etc., so that in terms of deepening basic knowledge, KTSP is an ideal curriculum. However, in this curriculum teachers play a more active role in both classroom teaching and administration, therefore in this curriculum teachers are given a large burden.

In contrast to the previous curriculum, K13 (Kurikulum 2013) makes students the main actors in the class, the teacher is only a facilitator who no longer provides material orally, assessments in this curriculum will be assessed from various aspects, not just cognitive. However, K13 is considered too complicated or burdensome for students, where students are required to maximize their abilities from various aspects, both in classroom learning which includes basic science and art, as well as in attitude and activeness in the classroom. Apart from that, these two curricula also have differences in terms of aspects of teacher orientation, if in KTSP the teacher orientation only reaches the Minimum Completeness Criteria/KKM, then in K13 the orientation is to shape the character of students and make students think critically.

Finally, in 2020, K13 was no longer ideal for implementation because of the Distance Learning/PJJ policy, PJJ (Pembelajaran Jarak Juah) is a non-offline learning method which is the aftermath of the spread of the Covid 19 outbreak, the complexity of K13 finally had to be streamlined into an emergency curriculum in accordance with the Decree of the Minister of Education and Culture of the

Republic of Indonesia Number 719/P/ 2020 concerning guidelines for implementing curriculum in special conditions education units.

After Covid-19 subsided and the situation had improved, the emergency curriculum was changed to the *Kurikulum Merdeka* which was a simplification of K13. It is also claimed that the *Kurikulum Merdeka* can be a learning loss recovery for the world of Indonesian education in the Covid-19 era. According to the Ministry of Education and Culture (2020) Learning loss is a state of loss of academic skills and knowledge due to cessation of learning in the world of education. The *Kurikulum Merdeka* is believed to be a learning loss recovery as stated by the Indonesian Ministry of Education and Culture, Nadiem Anwar Makarim, "*The Kurikulum Merdeka was created to overcome learning loss due to the Covid-19 pandemic*" (Makariem, 2020). The *Kurikulum Merdeka* itself has several characteristics which are intended to perfect the previous curriculum, the following are the characteristics of the *Kurikulum Merdeka*: Focus on essential material so that it can be worked on in more depth, more time is spent on developing competence and character which is carried out by learning using groups that discuss the context In reality, lesson hours are more flexible and learning outcomes are per phase, educators will have more freedom in developing learning and receive support from teaching tools and training materials to develop educational unit curricula, and prioritize mutual cooperation or cooperation from various units.

For a number of reasons above, the *Kurikulum Merdeka* seems to have become a middle ground for the two advantages and disadvantages of the two

previous national curricula. If KTSP emphasizes cognitive knowledge and K13 emphasizes cognitive and arts, then the *Kurikulum Merdeka* places more emphasis on essential material and the implementation of the Pancasila student profile strengthening project which is carried out for 3 weeks at the beginning of the semester, then the *Kurikulum Merdeka* will not give students as heavy a load as K13, however It will also make students more active than when using KTSP. Apart from that, the *Kurikulum Merdeka* also provides freedom in developing the material taught but does not necessarily place as heavy a burden on KTSP, so that teachers can be more optimal in providing teaching.

Apart from that, the *Kurikulum Merdeka* also changes, either adding to or streamlining several parts of the previous curriculum, including: Changes to the Syllabus to become a Flow of Learning Objectives/ATP, ATP (Alur Tujuan Pembelajaran) is a series of learning objectives arranged systematically and logically in the learning phases so that students can achieve Learning Outcomes. There are also differences in a subject, for example if in the syllabus there are the terms "Core Competencies" and "Basic Competencies", then in the *Kurikulum Merdeka* ATP it changes to "Learning Outcomes", which if simplified both have differences in determining the finish line in a subject, if the previous curriculum set a finish line, so the *Kurikulum Merdeka* is the place where the finish line stops. In learning English, for example, in the class VII "English Language Book for the Archipelago" in teaching module, there are five chapters including chapter 0, the teacher has the freedom to make a decision whether students can continue learning to the next material or not? If not, the teacher can repeat it continuously until

students understand the material, it doesn't matter if five chapters a year are not completed, because the finish line is the extent to which students are able to learn it.

However, from a number of advantages of the *Kurikulum Merdeka* above, of course there is no certainty whether these updates or improvements will provide better results. When making changes and improvements to the curriculum, it cannot be ascertained whether it will produce something good or vice versa, because the curriculum is hypothetical, where whether the curriculum is good or not will only be known after it is implemented in the field (Arifin, 2011). Even now, the *Kurikulum Merdeka* has not completely taken over the flow of the education curriculum in Indonesia because, as stated by the Ministry of Education and Culture, the *Kurikulum Merdeka* is still in the regular implementation stage, until 2024 it will be designated as the national curriculum.

This curriculum, which is only one year old, certainly still requires adjustments, both in terms of implementation, implementation and evaluation. This attracts the interest of researchers who ultimately compete to conduct research to find solutions to problems or public curiosity about this *Kurikulum Merdeka*. So far there has been a lot of research related to the *Kurikulum Merdeka* carried out by a number of researchers, both regarding training, planning, implementation, and regarding the perceptions of teaching staff across subjects regarding the *Kurikulum Merdeka*. For this reason, the researcher finally studied teachers' perceptions of the *Kurikulum Merdeka* which focused on its implementation in teaching English at the junior high school level, including

perceptions regarding the difficulties and differences felt by teachers when implementing this curriculum with the previous curriculum.

Teachers as figures who practice the *Kurikulum Merdeka* directly with students in the field certainly have their own perceptions in implementing the *Kurikulum Merdeka*. The teacher's perception is very important as material for the government's evaluation of whether this curriculum is ready to be implemented for all schools or still needs improvement. Reflecting on these, the researcher finally decided to conduct research on teacher perceptions, but in this research the researcher will specifically use the perceptions of English teachers from Junior High Schools especially in Banjar district. The reason this research was conducted in Banjar district is because according to the Regent of Banjar district, Saidi Mansur, in 2021-2026, he is trying to improve education in Banjar district, so by conducting this research, it will help to evaluate the education in Banjar district, especially regarding teachers' perceptions. junior high school in English subjects.

The subject of English is a subject that always experiences tug-of-war in its implementation in every educational curriculum, especially at the elementary school level. In K13, the first school level curriculum makes English one of the subjects. It is mandatory, but at the elementary school level, especially in state schools, the subject of English is eliminated and is only available in certain private schools or international schools. The inconsistent existence of English subjects at the basic level in each curriculum certainly has an effect on secondary schools, namely Junior High Schools. because of this dynamic, the researcher finally chose

the title “English Teachers’ Perception at Junior High School Level on the Implementation of *Kurikulum Merdeka* in Banjar District” as the title of their research. This research itself will be carried out in three state Junior High Schools in Banjar Regency. This research will focus on the views of English teachers regarding the implementation of the *Kurikulum Merdeka* in their respective schools.

B. Research Questions

Based on the background of research above, this is the research question in this study:

1. What are the perceptions of English teachers regarding the implementation of the *Kurikulum Merdeka*?
2. What are the obstacles in implementing the *Kurikulum Merdeka* in English subjects?

C. Objectives of the Study

1. To find out the perception of English teachers in implementing the *Kurikulum Merdeka* in each school.
2. To find out the obstacles felt by English teachers in implementing the *Kurikulum Merdeka* in each school.

D. Significances of the Study

The following advantages will be realized as a result of this research:

1. Theoretical benefits

- a. As reading material for readers who are interested in information related to curriculum and education in order to get an idea of the perceptions of English teachers in implementing an *Kurikulum Merdeka*, especially in public or private Junior High Schools.
- b. As reference material for other researchers who want to research the *Kurikulum Merdeka* or the perceptions of English teachers in implementing the *Kurikulum Merdeka* in Junior High Schools as their research.

2. Benefits of practice

a. Government

This research will be used as evaluation material for the government, especially the Ministry of Education and Culture/Kemendikbud in implementing the *Kurikulum Merdeka* better in the future.

b. Schools

This research will also provide benefits for schools because this research will become evaluation material so that the implementation of the *Kurikulum Merdeka* can be more optimal according to needs.

c. Teachers

The results of this research will also provide benefits for teachers because teachers will be able to convey their perceptions regarding the use of the *Kurikulum Merdeka*.

d. Students

The results of this research can also provide benefits to students because by evaluating the education system according to their needs, learning can run optimally.

E. Limitation of the research

This research will only examine the perceptions of junior high school English teachers in Banjar district regarding the implementation of the *Kurikulum Merdeka*. Not at other levels of education such as elementary school or high school, this research also only examines English language teachers, not other subjects. This research is also only limited to perceptions in terms of implementation, not in planning or evaluating the use of the *Kurikulum Merdeka* as a whole.

CHAPTER II

LITERATURE REVIEW

This chapter contains the educational curriculum which contains the meaning and history of the curriculum in Indonesia. Then the *Kurikulum Merdeka* as the latest curriculum in Indonesia, English teachers' perceptions of the *Kurikulum Merdeka*, implementation of the curriculum, and previous research related to this research.

A. Education Curriculum in Indonesia

1. Definition of Curriculum

Curriculum is a substance that is seen as a plan of learning activities for students or a goal to be achieved (Suparaman, 2015). A curriculum can refer to an arrangement that includes a formulation of objectives, teaching materials, teaching and learning activities, schedules, and evaluations. It can be seen from the definition above that the curriculum has a very big role in the educational process, especially for students who are at the end of the chain of curriculum implementation, with all aspects covered by the curriculum, all the results, be it assessments or grade promotion for students depend on the curriculum that school implement.

Apart from that, having an impact on student assessments, the curriculum is also a cause of disputes within school administration. This is because school administration has the task of planning, organizing, directing and supervising. Implementing a curriculum can be an administrative burden

that forces schools to continually adjust and update these four administrative tasks so that they remain on track with the national curriculum.

With the various impacts provided by the curriculum as explained above, the curriculum should not be taken lightly; not just a document, but a tool and reference for education administrators to carry out the education process as effectively as possible in order to achieve national education goals. The curriculum is a guidebook which provides guidance in an implementation, but it is not just the guidebook which is the main point, but also how the guidebook is implemented. However, the implementation of a curriculum is very important. Therefore, it is very important to know how the curriculum is implemented in the field.

2. History of Curriculum in Indonesia

In connection with the fairness of changing a curriculum, especially in developing countries, including Indonesia, Below the researcher briefly discusses the history of the existing curriculum in Indonesia. To date, Indonesia has undergone changes to its education curriculum eleven times, starting with the first Indonesian education curriculum, namely Lesson Plan 1947 which was an adaptation of the Dutch colonial curriculum.

The second curriculum is Unraveling Lesson Plan Curriculum 1952, in this curriculum learning will be connected to everyday life and each teacher only teaches one lesson. Next, the 1964 Education Plan curriculum, this curriculum includes complex learning which includes moral, intellectual, emotional/artistic, skill and physical development.

If the previous three curricula perfected each other, then the next curriculum, namely the 1968 curriculum, was the new order curriculum which intended to replace the three curriculum concepts in the old order. This curriculum contains theoretical learning material and is not factually related, focusing more on what material is appropriate at each level. The next curriculum is the 1975 curriculum, this curriculum emphasizes effective and efficient education, in this era lesson plans for each unit of discussion were published.

Continued in the sixth curriculum, namely the 1984 curriculum, this curriculum carries the concept of student learning as a learning subject by observing, grouping, discussing and reporting, the learning model in this curriculum is also called Active Student Learning Method (CBSA). Furthermore, the 1994 curriculum, this curriculum is considered too heavy for students because previously students predominantly focused on academics, then this curriculum includes national and local content in it.

The eighth change to the curriculum, namely Competency Based Curriculum 2004, in the curriculum to achieve the teaching objectives per subject requires interrelationships between components in the curriculum, in line with the Content Standards regulated in Government Regulation No. 19, which is in the form of a formulation of competency and competence standards. The basis is then specifically formulated in the form of indicators that are used as consideration in selecting and developing other curriculum components. Almost the same as the previous curriculum, Educational Unit Level

Curriculum 2006, the difference is that in this curriculum teachers are required to develop syllabi and assessments according to school conditions.

Lastly, the 2013/K13 Curriculum is a refinement of the 2004 Curriculum although there are also many changes, including not requiring English language subjects at elementary school level, so that students at that level focus on studying basic science and Pancasila. Changes can also be seen from streamlining and adding certain subjects. In addition, K13 is still the national curriculum for Indonesian education. The change from K13 to the *Kurikulum Merdeka* will still be carried out periodically until 2024.

B. *Kurikulum Merdeka* as the Latest Curriculum in Indonesia

1. Definition of *Kurikulum Merdeka*

According to the Minister of Education and Culture (2020), the *Kurikulum Merdeka* stems from the desire for higher quality educational output, producing students who are not only good at memorizing but also have sharp analytical skills, reasoning and a comprehensive understanding of learning to develop themselves. In the *Kurikulum Merdeka*, teachers are required to enrich learning media and make classes less monotonous and boring, so that the Minister of Education and Culture's interpretation of the *Kurikulum Merdeka* can be said to make the curriculum entertaining in the learning process, combined with the development of teachers' innovative thinking. This can encourage students' positive attitudes towards learning.

2. Kurikulum Merdeka Policy

According to data from the official website of the Ministry of Education and Culture in 2023, the *Kurikulum Merdeka*, which will begin to be implemented in 2021 for driving schools in 111 cities/districts, will then be implemented in stages starting in 2022 and is expected to be implemented comprehensively at all levels of basic education and middle school in 2024. This periodic implementation process is due to the lack of training for teaching staff regarding the *Kurikulum Merdeka*, and the lack of facilities, however, based on data published by the Indonesian Ministry of Education and Culture on its official website in August 2023, it was stated that 70 percent of Indonesian education units had started implementing the *Kurikulum Merdeka*. According to the Head of the Learning Curriculum Center, Educational Curriculum and Assessment Standards Agency, Zulkifli Anas (2023), an *Kurikulum Merdeka* has the main principle, namely that the material is simple, essential, flexible and contextual and relevant to the needs of students and the needs of each region.

Some of the policies included in the Indonesian education curriculum are as follows:

- The National Examination (UN) will be replaced by the Minimum Competency Assessment and Character Survey. Based on PISA test best practices, this evaluation focuses on literacy and numerical reasoning skills. In contrast to the National Examination, which is

administered at the end of the educational level, this evaluation will be administered in grades 4, 8, and 11.

- The National Standard School Examination (USBN) will be administered at schools. According to the Ministry of Education and Culture, schools have autonomy in deciding the form of assessment, such as portfolios, written works, or other forms of assignments.
- Lesson Plan are being simplified. According to Nadiem Makarim (2021), the RPP should only be one page long. It is intended that by reducing administration, instructor time spent on administration can be diverted to learning activities and boosting competency.
- When accepting additional pupils, the zoning system is increased (except in 3T regions). Students who go through the affirmation and achievement route are given extra possibilities through the PPDB (Penerimaan Peserta Didik Baru) system. Regional governments are given technical research Eritry to determine these zoning regions.

3. Advantages and disadvantages of *Kurikulum Merdeka*

In its application, the *Kurikulum Merdeka* has advantages and disadvantages, here are the advantages and disadvantages of the *Kurikulum Merdeka* in general according to the official website of the Center for Educational Standards and Policies belonging to the Ministry of Education and Culture in 2023:

a. The Advantages of *Kurikulum Merdeka*

- The curriculum is basic, however despite its simplicity, this curriculum is fairly in-depth.
- The *Kurikulum Merdeka* is primarily concerned with vital information and student growth through stages and processes.
- Learning is more meaningful, there is no rush or sense of completion, and learning is more fun.
- Students are more self-sufficient; for example, there are no longer specialist programs, students can choose what courses they want to study based on their talents and goals.
- The advantage of the *Kurikulum Merdeka* for teachers is that during teaching and learning activities teachers can carry out teaching according to the assessment of the level of achievement and development of students.

b. The Disadvantages of *Kurikulum Merdeka*

- The *Kurikulum Merdeka* is still in its infancy in terms of implementation.
- The planned education and teaching system has not been fully implemented.
- Human resources (HR) are lacking, and the system is unstructured.

4. Characteristics of the *Kurikulum Merdeka*

The *Kurikulum Merdeka* also has its own characteristics, as mentioned by the Minister of Education and Culture on his official website, namely:

a. Development of soft skills and character

This soft skills and character development is carried out through a semester-long effort to strengthen the Pancasila profile.

b. Focus on essential material

Focus on essential, relevant, and in-depth material so that there is enough time to develop students' creativity and innovation in core competencies such as numeracy and literacy.

c. Flexible learning

Teachers are free to apply learning that is appropriate to each student's level of success and growth, as well as make adaptations to the local context and content.

Different from the previous curriculum, the *Kurikulum Merdeka* also has phases in learning outcomes, namely; Phase A for classes I and II, phase B for classes III IV, phase C for classes V and VI of elementary school, then phase D for classes VII, VIII and IX of junior high school, and Phase D for class X and phase E for classes XI and XII.

C. EFL Teachers' Perception on the Implementation of *Kurikulum Merdeka*

1. Definition of perception

Perception is an internal process that humans are aware of when selecting and managing external input (Suranto, 2010). In simple terms, perception is the way an individual perceives relationships or interacts with the environment around them.

Based on the definition above, it can be concluded that perception is a form of response to what a person experiences or receives. Each person's perception of the information received is different. Based on these conclusions, teachers' perceptions are defined as a process in which the teacher can select, organize, and interpret input information to create a meaningful picture of the world. This perception will be influenced not only by physical stimuli, but also by the interaction between these stimuli and the surrounding field, as well as the individual's own condition.

2. Types of Perception

According to Irwanto, as quoted by Walgito (2002) in his book "Introduction to Psychology", there are two other categories of perception that are also relevant, namely:

a. Positive perception

Perception is a description of all information and responses that are in accordance with the object of perception and maintained through efforts to utilize it. What is meant is the perception that arises from the

fulfillment of expectations, an example of a positive perception that is relevant to this research is the teacher's perception of the *Kurikulum Merdeka* in accordance with the goals and advantages of the *Kurikulum Merdeka*. In the *Kurikulum Merdeka*, teachers are given the freedom to determine the flow of learning. If the teacher feels he has benefited from this freedom, then this means the teacher has provided a positive perception.

b. Negative perception

Negative perception is perception that describes all information and responses that conflict with the object of perception. This will be followed by certainty to accept or reject and oppose all efforts that are considered objects. What this means is that the expectations of the object for which it was created were not met. a relevant example is the freedom in determining learning designs by teachers which is promoted by the *Kurikulum Merdeka* which turns out to be a burden for the teacher, so that is a negative perception.

Based on this description, it is possible to deduce that perception is derived from the five senses; if the perception is in agreement with knowledge, it is considered to be a positive perception; otherwise, it is a negative perception.

D. Curriculum Implementation

Teachers who play an important role in the curriculum implementation process are responsible for implementing the curriculum developed in accordance with its principles. Teachers are seen not only as active implementers of the curriculum, but also as important elements who provide input on the existing curriculum in order to improve it. Because no matter how well a curriculum is designed, if it cannot be implemented it cannot be considered effective, this is in line with the opinion of Ben-Peretz (1980) who states that active participation of teachers in the curriculum creation process will enable the development of a quality and effective curriculum.

As a result, an ideal curriculum will only achieve its goals if it is implemented efficiently. Therefore, teachers are expected to be able to control the curriculum at the implementation level by studying teaching principles, objectives, content, teaching and learning methodology, educational technology, and the curriculum evaluation process. Therefore, the teacher's point of view is very important. Furthermore, teachers are individuals who play a direct role in educating and communicating information to students.

E. Previous Studies

Fenny Anggraini (2023) "Teachers' Perceptions of the Implementation of the Independent Learning Curriculum in Min 1 Rejang Lebong". In this research, the researcher made teachers' perceptions in implementing the *Kurikulum Merdeka* as the research objective. Besides researcher also focused on the planning, implementation and evaluation of the *Kurikulum Merdeka*

according to the perceptions of teachers at the school. In planning, the teacher allocates implementation time according to student readiness and school facilities, after which the teacher and school will design the module. In implementation there are 3 themes, namely the mandatory work theme and the optional theme, namely sustainable lifestyle and local wisdom. Then for evaluation the teacher will carry out it regularly every week, the evaluation is carried out after the implementation of the learning plan.

The similarity between Angraini's research and research conducted by researchers lies in the teacher's perception of the implementation of the *Kurikulum Merdeka*, apart from that it also lies in the method used, namely descriptive qualitative, but in this research the researcher will focus on the implementation of the *Kurikulum Merdeka* from the perceptions of English teachers, so this research will examine in depth the perceptions of English teachers only. Another difference is in the research targets, if in the previous study researched teachers at the elementary school level, in this research the researcher will examine teachers at the Junior High Schools.

Sunarni & Hari Karyono (2023) "Teachers' Perceptions of the Implementation of the Independent Learning Curriculum in Elementary Schools". In this research, the researchers also used qualitative methods, where they focused on examining elementary school teachers' perceptions of implementing the *Kurikulum Merdeka*. In this research, the researcher got 7 points, namely: the teacher gave a positive response in which the teacher became more creative and developed, the success of implementing the *Kurikulum*

Merdeka really depends on the teacher, the teacher can implement and develop the curriculum and design classes, socialization and training from technical guidance has not been maximized, not all teachers can implement the *Kurikulum Merdeka*, not all teachers have IT skills, and the internet network is still unstable.

Not far different from previous research above, the similarity between the research made by Sunarni et al. compared to the research conducted by researchers lies in the teacher's perception of implementing the *Kurikulum Merdeka*, apart from that it also lies in the method used, namely descriptive qualitative, but in this research The researcher will focus on the perceptions of English teachers, not teachers in general. Another difference is the research target, if the previous research examined teachers at the elementary school level, then in this study the researcher will examine teachers at the junior high school level in Junior High Schools.

Further research is carried out Athifah Muzharifah, et al. (2023) "Teachers' Perceptions of the Implementation of the *Kurikulum Merdeka* at Madrasah Ibtidaiyah Walisongo Kranji 01 Kedungwuni". In this research researchers researching what challenges teachers feel when implementing the *Kurikulum Merdeka* in related schools. Researchers use qualitative methods where interviews and observations are the data collection methods. In their research, researchers found two perceptions expressed by teachers, namely some were positive and some were skeptical and doubtful. Freedom and freedom to innovate is the reason for the positive perception from respondents, while the perception of skepticism and doubt is due to the lack of optimal training and

facilities so that teachers still have difficulty implementing the *Kurikulum Merdeka*.

Then the similarity of the research by Athifah Muzharifah et al. This lies in the teacher's perception of the implementation of the *Kurikulum Merdeka* and the use of qualitative methods. However, what is different again is the sources, if the previous research used Islamic School teachers in general, the researcher would use specific English teachers as respondents.

It is similar with studies from Ida Bagus Nyoman Mantra, et al. (2022) "Teachers' Perceptions of the Importance of Training in the Development and Implementation of the *Kurikulum Merdeka*". The researcher aims to examine teachers' perceptions of training regarding the *Kurikulum Merdeka*. The respondents studied by the researcher were teachers who were currently taking part in *Kurikulum Merdeka* training. In their research, Ida Bagus Nyoman Mantra et al. using qualitative methods with unstructured interviews as a data collection tool. In their research, researchers found that many teachers were enthusiastic about training and implementing the *Kurikulum Merdeka*, because they realized that teachers had an important role in the intensive implementation of this curriculum.

The similarities found by researchers with the research of Ida Bagus Nyoman Mantra et al. is a variable of teacher perception and the *Kurikulum Merdeka*. The differences are of course in terms of the specifications of the respondents, and the objectives of the research itself.

CHAPTER III

RESEARCH METHOD

This chapter details the research methods the researcher used to answer the research questions presented in the first chapter. This chapter contains the following subheadings: research design, participants, data collection, research instruments, and data analysis.

A. Research Design

This research uses qualitative descriptive techniques, According to Walidin & Tabrani (2015) qualitative research is a study technique that aims to understand human or social phenomena by developing a comprehensive and complex picture that can be conveyed in words, providing specific viewpoints received from informant sources, and taking place in a natural environment. This research only focuses on the perceptions of junior high school English teachers in Banjar District regarding the implementation of the *Kurikulum Merdeka*. The focus of this research is the reason why this technique was chosen, namely so that perceptions regarding the implementation of the *Kurikulum Merdeka* provided which will be delivered by the teacher can be described well using this technique.

B. Research site and participants

Participant is someone who can contribute information regarding the research topic chosen by the researcher (Moleong, 2014). This research was conducted on 7 English teachers in 4 Junior High School in 4 different sub-districts in Banjar District who have implemented the *Kurikulum Merdeka*. The location and time of the interview were adjusted to the respondent's accessibility. To select the

respondents themselves, the researcher used a purposive sampling method where the researcher will select sources based on certain criteria, namely English subject teachers who teach using the *Kurikulum Merdeka* at the Junior High School level in Banjar District.

C. Data collection

The principle of data collection in this research is in-depth interviews. Depth interview is the process of gathering information for research purposes through face-to-face questions and answers between the interviewer and the respondent or person being interviewed, with or without the use of an interview guide, where the interviewer and informant have a relatively long social life (Sutopo, 2006). Researchers interviewed 7 English teachers from 4 different schools. The seven sources were interviewed directly by the researcher to obtain the data needed for this research.

The interview conducted is a type of semi-structured, According to Bungin (2001), an semi-structured interview is an interview where the questions are not prepared in advance or questions will be asked according to the circumstances or subject. This is the interview that was conducted like a question and answer session which is conducted in a structured but natural manner. This decision was chosen by the researcher so that the information obtained was more flowing and natural, because after all the data the researcher wanted to obtain was a form of teacher perception.

D. Research instrument

Research instruments are tools used to collect data; this research instrument might take the interview questions and observation (Notoatmodjo, 2010). In this research, researchers used irregular in-depth interviews as a research instrument, because in this research teachers will be asked to share their perceptions of their experiences in implementing the *Kurikulum Merdeka* in depth, not by answering yes or no questions.

The following is a blueprint for interviews in this research:

Table 1 Interview Question Blueprint

No	Variables	Indicators	Questions' Number
1.	Teaching Approach used <i>Kurikulum Merdeka</i> .	This question aims to identify what kind of learning approach the English teacher uses in implementing the <i>Kurikulum Merdeka</i> .	2
2.	Teaching obstacle used <i>Kurikulum Merdeka</i>	This question aims to identify what obstacles English English teachers encounter in implementing the <i>Kurikulum Merdeka</i> .	2
3.	Differences from the previous curriculum	This question aims to find out the differences encountered by English teachers in implementing the <i>Kurikulum Merdeka</i> and the previous curriculum.	2
4.	Student response	This question aims to find out the responses given by students when English teachers implement the <i>Kurikulum Merdeka</i> in the classroom.	2

Table 2 Interview List

No	Variables	Questions
1.	Teaching Approach used <i>Kurikulum Merdeka</i> .	<ul style="list-style-type: none"> • What kind of approach do teachers take, especially in English subjects, in implementing the <i>Kurikulum Merdeka</i>? • Does the teacher have a different approach from the previous curriculum, especially in learning English?
2.	Teaching obstacle used <i>Kurikulum Merdeka</i>	<ul style="list-style-type: none"> • What obstacles do teachers feel, especially in English subjects, in implementing the <i>Kurikulum Merdeka</i>? • Are these obstacles related to facilities or something else?
3.	Differences from the previous curriculum	<ul style="list-style-type: none"> • What are the differences in implementing the <i>Kurikulum Merdeka</i> and the K13 curriculum, especially in English subjects? • Which one feels better according to your personal perspective?
4.	Student response	<ul style="list-style-type: none"> • How do students respond to the implementation of the <i>Kurikulum Merdeka</i>, especially in English subjects? • Do students welcome the implementation of this curriculum or vice versa?

D. Data Analysis

In this research, data analysis was carried out after the data in the field had been successfully collected and organized properly. This analysis was carried out using recorded interviews/transcripts. Record chronologically important, relevant and critical events based on the sequence of events and explain the processes that occurred during the interview as well as problems during the interview that are important and relevant in this research.

Next, the data is analyzed qualitatively. Researchers carried out three steps in data analysis, namely data reduction, data presentation, and drawing conclusions.

These 3 steps are in accordance with what was stated by Miles and Huberman (1994) as follows:

1. Data reduction

At this stage, all data from the interviews is summarized and sorted according to data relating to teachers' perceptions of the use of the *Kurikulum Merdeka*, because the data collection method is interviews, this stage is very important so that the data obtained focuses on the research objectives, namely English teachers' perceptions of use of the *Kurikulum Merdeka* in Junior High Schools.

2. Data presentation

At this stage the researcher presents data that has been reduced in several ways, such as presenting the data in the form of a chart/table, flowchart, short description or so on. In this study the researcher presents data through a presentation table according to the questions and answers.

2. Drawing conclusion

At this stage the researcher concludes the data obtained from the previous two stages. This conclusion is drawn so that the entire data obtained can be used as a further step in data reduction and presentation activities. Data that has been reduced and presented systematically is concluded temporarily. The conclusions obtained in the initial stages are usually less clear, but in later stages they become more solid and have a strong foundation. Tentative conclusions need to be verified. In the analysis process, data reduction, data presentation and data

conclusions, data verification are interrelated. These three lines cannot be separated from each other and are parallel.

The selection of these steps is also based on the choice of a qualitative descriptive method which uses in-depth interviews as a data collection method. The data analysis process will be carried out after obtaining English Teachers' perceptions of the implementation of the *Kurikulum Merdeka* in Junior High Schools, especially in Banjar district, after which the data is presented in the research results in chapter IV.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter explains the results and findings obtained in research conducted on 7 English teachers from 4 different state Junior High Schools in Banjar district. This chapter also explains further the themes that emerged after analyzing the data from this research.

A. Research Findings

In this study, researchers conducted interviews with 7 English teachers in 4 Junior High Schools in 4 different sub-districts in Banjar Regency, namely Astambul sub-districts, Martapura sub-districts, Sungai Tabuk sub-districts and Gambut sub-districts. The identity of the resource person will be indicated by the initials of the source's name, for example SR for Siti Raudah. The following is the coding of the respondent's initials:

Table 1 Respondent

Respondent	School Sub-district
R	Gambut
AR	Gambut
PH	Gambut
Mi	Sungai Tabuk
W	Martapura
P	Astambul
Mu	Astambul

In this section the researcher described the perceptions of the interview results with tables for each variable in the list of questions presented in the previous chapter. The following are teachers' perceptions obtained through interviews:

Table 2 Respondent Perception

Variable	Question	Respondent Perception
Teaching Approach used <i>Kurikulum Merdeka</i>	What kind of approach do teachers take, especially in English subjects, in implementing the <i>Kurikulum Merdeka</i> ?	<p>R: The approach I use is the CTL (Contextual Teaching and Learning) and PBL (Project Based Learning) methods, then the media used to improve children's abilities is electronic gadget media. The teaching used is often project-based which has a lot to do with the real environment. Electronic media itself is a necessity to adapt to the times, with CTL and PBL children certainly need media that can help them. I usually mix my mother tongue with English without fully translating it, this activity can stimulate children's curiosity, enthusiasm and activeness. And gives the impression of English that is not scary. I don't abandon the classic method and don't completely liberate the children and keep an eye on them, let them flow but immediately cut them off if they get lost. Dates are close to the 1994 curriculum.</p> <p>AR: In the <i>Kurikulum Merdeka</i> there is an approach called the Differentiation Approach, namely the teacher must recognize the character and background of the students first, that is the approach I take.</p> <p>PH: The approach I take is more about encouraging students to memorize vocabulary, the books</p>

		<p>provided in this curriculum are very helpful in that area, because of the realization that students have not learned English in elementary school so now in junior high school learning starts from chapter 0.</p> <p>Mi: I use a CTL approach that adapts to the surrounding conditions and real life.</p> <p>W: This <i>Kurikulum Merdeka</i> teaches students to learn independently, students are made not to be too dependent on teachers, if previously it was the teacher center, now it is the student center. There are lots of learning resources to achieve learning goals, especially in today's digital era.</p> <p>P: The approach is still relatively the same, perhaps the difference is using more digital media to help students learn.</p> <p>Mu: In this curriculum students are required to be more active and the teacher becomes a facilitator.</p>
	<p>Does the teacher have a different approach from the previous curriculum, especially in learning English?</p>	<p>R: Personally, there is no difference in method or approach, because from the start in the previous curriculum I was used to using CTL and PBL methods, I was used to using projects that used technology.</p> <p>AR: The difference in approach is that the previous</p>

		<p>curriculum focused more on teachers and this curriculum focuses more on students.</p> <p>PH: The difference is that the material in the <i>Kurikulum Merdeka</i> is simpler, simpler and more focused. The supplies are more, If it was the first chapter, it was just a conversation, if this is chapter 0, which one should learn the basics first.</p> <p>Mi: The difference in approach in this curriculum is a differentiation approach, or personal approach, whereas in the previous curriculum there was none.</p> <p>W: The difference in approach is that in the past children were immediately taken to an external environment or discovered with direct objects, now more often than not on the internet, you could call an expert or take them to a museum, for example, but that would be too time consuming and expensive.</p> <p>P: The difference may be that now children are more free, they can't do too much homework, it's more in that direction. Apart from that, there is a P5 program which indirectly reduces study hours.</p> <p>Mu: The only difference is that the media and learning resources are richer.</p>
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It can be seen from the answers to the 2 questions related to the teacher approach used by the *Kurikulum Merdeka* above that teachers have various perceptions, although not all of them are different. A number of teachers choose to use the approach proposed by the *Kurikulum Merdeka*, namely the differentiation approach, which is a type of approach that requires teachers to know or find out the background and character of students, although from the statements of several teachers, this approach is actually not foreign and in terms of implementation in schools they really have to know the character of the students. Apart from that, teachers also implement project-based learning which requires digital media or cell phones as tools to help students so that the student center tagline can be implemented, however, in this curriculum the teacher also believes that the preparation of material becomes easier and more organized because English learning starts from basic material. From the perception above, it can also be seen that there are also teachers who do not take a different approach from the previous curriculum, either because they have been using the same approach for a long time or teachers who feel that there is no need for a different approach.

From a number of perceptions above, we can certainly understand that there are a number of different approaches taken by teachers when implementing the *Kurikulum Merdeka*, both in terms of new or changed terms or the media used, because there are also teachers who are used to taking a similar approach in the previous curriculum but with different mentions. Next, the researcher will explain

perceptions related to the obstacles felt by teachers regarding implementing the *Kurikulum Merdeka*:

Table 3 Respondent Perception

Variable	Question	Perceptions
Teaching obstacle used <i>Kurikulum Merdeka</i>	What obstacles do teachers feel, especially in English subjects, in implementing the <i>Kurikulum Merdeka</i> ?	<p>R: The obstacles are because students have to complete projects using technology, whereas there are situations where not all children have smartphones. Apart from that, because the aim of learning is to change behavior towards those around you, for example how one behaves towards friends, groups are often formed as a strategy to solve this problem. So I use obstacles in the form of technological limitations to help the learning objectives themselves.</p> <p>AR: Each curriculum definitely has differences with its own advantages and disadvantages. Although to be honest, this curriculum is administratively more complicated.</p> <p>PH: If there are obstacles in the approach or implementation for students, it's not really urgent. Because in this curriculum teachers are actually directed to create groups and direct students to use IT more. There are instructions and rules for dividing groups, so the teacher is quite helpful.</p>

	<p>Mi: The obstacle that I feel is the need for more time to understand students, because of the differentiation approach that is applied, so the teacher is a bit overwhelmed to take care of others. Apart from that, administratively it is more complicated, especially for teachers who are not skilled at using IT.</p> <p>W: This <i>Kurikulum Merdeka</i> has 2 symbols of independent students, independent teachers, teachers are given the freedom to create modules and teaching materials that can adapt to students' abilities, through the differentiation approach. However, there are around 30-35 students in one class here, how can the teacher approach each child, there is not enough time.</p> <p>P: The obstacle is more about the reduced time students spend studying because there are other <i>Kurikulum Merdeka</i> programs, apart from that it is more about the reduced enthusiasm of children in recording material.</p> <p>Mu: I think the obstacle is not from the curriculum but from children's concern for their learning needs. In English subjects, children are required to have a dictionary, but there are still many children who cannot afford to buy one. Even though there is internet, it certainly cannot be accessed all the time, what's more,</p>
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		<p>schools basically prohibit carrying cellphones except in certain cases.</p>
	<p>Are these obstacles related to facilities or something else?</p>	<p>R: This curriculum is required but not obligatory, so facilities cannot demand much because it is not mandatory. The key is how teachers resolve these obstacles.</p> <p>AR: For facilities, you can only adjust to what is available at the school, but here the facilities are okay, such as the internet network is adequate.</p> <p>PH: There are also more obstacles to facilities, because children have to access the internet and use their own cellphones, children automatically bring cellphones to school and teachers cannot always provide supervision or always keep the cellphones, if the school has LED facilities that can be seen and accessed together. in class it will certainly be easier.</p> <p>Mi: The school's actual facilities are quite adequate, computers and projectors and internet are smooth.</p> <p>W: Because everything is required to be connected to the internet, the facilities here are very limited, not all classrooms have adequate facilities, so you have to move classes and there are only 2 adequate rooms, whereas</p>

		<p>there are more than 24 classes here, so it's not adequate. Ideally, each class has an LCD that is ready, not one that can be disassembled and assembled which will definitely take time to prepare.</p> <p>P: In facilities, almost 100% of children have personal cellphones, in schools there are also computer labs that can be used, so so far it's safe.</p> <p>Mu: As for facilities, previously there were no books, but starting from next semester there will be. For rooms, sometimes if needed we can use <i>Lab Kom</i></p>
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Based on teachers' perceptions regarding the obstacles to implementing the *Kurikulum Merdeka* above, teachers feel that the obstacles that exist mostly come from facilities, whether from children's personal cell phone devices or school facilities, although there are also schools that are adequate in terms of facilities but are still inadequate. to be used simultaneously, apart from that there is also anxiety that hinders teachers, namely the lack of student awareness of basic needs (tools) such as dictionaries. Then another obstacle felt by teachers is related to the need for more time for teachers to carry out a personal approach to implementing the differentiation approach, while teachers also have the obligation to carry out administration, this is of course also an obstacle for teachers, obstacles related to

time are also felt. teachers regarding the existence of other *Kurikulum Merdeka* programs such as P5 which reduces children's learning time.

Still related to the burden that teachers must bear in adapting to the implementation of this latest curriculum, next the researcher will discuss the differences that teachers feel regarding the *Kurikulum Merdeka* and the previous curriculum (K13), the following are the perceptions conveyed by teachers.

Table 4 Respondent Perception

Variable	Question	Respondent perception
Differences from the previous curriculum	What are the differences in implementing the <i>Kurikulum Merdeka</i> and the K13 curriculum, especially in English subjects?	<p>R: According to my personal perception, in terms of implementation, there is no significant difference between the <i>Kurikulum Merdeka</i> and the 2013 Curriculum, there are no prolonged surprises or objections, because I have become accustomed to using the CLT and PBL learning approaches. Apart from that, the <i>Kurikulum Merdeka</i> and the previous curriculum are actually the same, it's just that there are several different names.</p> <p>AR: The difference lies in the emphasis, in this curriculum students have more freedom in learning, unlike the previous curriculum the teacher had to adjust more. If in the past there were 3 aspects of assessment: knowledge, skills and attitudes, in this curriculum the three are combined into one.</p>

		<p>PH: The difference is in the approach and more basic material for children who previously had not studied English in elementary school.</p> <p>Mi: The difference is in approach. In the previous curriculum there were targets that students could achieve or not, while this was adjusted to the students' abilities.</p> <p>W: The biggest difference in the previous curriculum was that we didn't use the internet much, in contrast to now everything is on the internet but there is less sensitivity, dependence on Google, don't we live in the real world, not in the virtual world. It must be fully realized that technology is a tool.</p> <p>P: Personally, in my opinion, the practice for students is actually more or less the same, the difference may be from administration such as imputing grades, some new terms such as ATP, P5, and so on.</p> <p>Mu: The difference is that teachers only supervise more, although it cannot be denied that classical methods still cannot be abandoned. In terms of material, it's more or less the same, just with more pictures.</p>
	<p>Which one feels better according to your personal perspective?</p>	<p>R: If asked which is better, in the past I would have chosen K13, because I was used to</p>

		<p>K13 and had more control over it, but as time went by, both were equally comfortable to implement. Because actually the <i>Kurikulum Merdeka</i> and K13 are the same, only the terms or names have changed.</p> <p>AR: Testing a curriculum certainly takes time, because it has only just been implemented and of course it is not possible to judge which one is better. However, in terms of learning it is still the same, but administratively it is more time consuming</p> <p>PH: I think it's the same, everything has its pluses and minuses.</p> <p>Mi: In my perception, this curriculum is better because it adapts to the era that has entered the digital era.</p> <p>W: Everything is situational, since Covid we have been forced to use digital due to circumstances and also to adapt to global demands, but of course it is not practical to have to take it slowly and the consequences must also be accepted, starting from costs, facilities, etc. Apart from that, many policies have actually been implemented, only the terms have changed.</p> <p>P: In my opinion, it's the same, in terms of implementation it all depends on the teacher.</p>
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		Mu: For English subjects, I think it's the same, nothing is better.
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Based on the perceptions conveyed by the teachers above, there are several things related to the differences between the *Kurikulum Merdeka* and the previous curriculum, namely in terms of emphasis on learning, if in the previous curriculum the focus was more on the teacher, the teacher being the center of learning, the teacher being the main focus of students, on the other hand, in the *Kurikulum Merdeka*, students are emphasized more to be the center, students are supported more actively than the teacher. In this curriculum there is also the term differentiation approach where teachers are encouraged to know and find out more about students' backgrounds and characters, although a number of teachers admit that in practice this approach has been applied for a long time, but the term has only recently emerged. Apart from that, the *Kurikulum Merdeka* is also considered a curriculum that is suitable for the current digital era. However, even though there are various perceptions regarding the differences between this curriculum and the previous curriculum, what about student responses according to teacher perceptions?

Table 5 Respondent Perception

Variable	Questions	Respondent perceptions
Student response	How do students respond to the implementation of the <i>Kurikulum Merdeka</i> , especially in English subjects?	R: Students depend on how the teacher brings them, if previously it was the teacher center, now it is the student center, then how does the teacher become a facilitator,

	<p>motivator, and inspiration for students. So if the teacher cannot bring it then the students will also have difficulties. In the <i>Kurikulum Merdeka</i>, it is true that it adapts to what children like, but it goes back to how the teacher brings the child to like what the teacher gives so that its implementation is easily accepted.</p> <p>AR: Because this curriculum places more emphasis on students, this curriculum is very adapted to the students, so that students get more practice and it is more fun for students.</p> <p>PH: In this curriculum there is something called positive discipline where teachers cannot reprimand harshly and loudly, they must use positive words. Although of course it's good because children don't learn under pressure, but in spirit it feels lacking because the pressure isn't there.</p> <p>Mi: Student acceptance is good, because it adapts to abilities, there are no targets, and the learning is more modern.</p> <p>W: Actually, students depend on their teachers, so learning is fine. but now teachers find it difficult to reprimand students, because even a little glare is a problem, punishment is not allowed.</p>
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		<p>P: Because there are many other programs, I think students actually enjoy it. In the English subject itself, children still give the same response.</p> <p>Mu: There is no change from the students, because it all depends on the teacher.</p>
	<p>Do students welcome the implementation of this curriculum or vice versa?</p>	<p>R: Students just accept it positively.</p> <p>AR: I think students are fine with this curriculum change.</p> <p>PH: Students just follow along.</p> <p>Mi: Of course students gave positive responses.</p> <p>W: Students don't mind that much.</p> <p>P: Students just accept it</p> <p>Mu: The response was positive</p>

According to the teacher's perception regarding student responses above, all of them have a uniform opinion, namely that students accept this curriculum, because this curriculum has the slogan "Independence" and adapts to the character and needs of students, apart from that because in reality the curriculum or teaching all depends on how the teacher delivers it, but there is a policy which is called positive discipline which according to some teachers can reduce student's

enthusiasm because of the pressure that makes teachers not be able to give firm warnings, although this is not a negative thing, according to a number of teachers it reduces children's enthusiasm for learning, the same as the policy of not providing target to students, according to the teacher's perception above, this can reduce students' enthusiasm for learning and competitive spirit.

B. Research Discussions

In the research results section, the researcher has written down the perceptions of Junior High School English teachers regarding the implementation of the *Kurikulum Merdeka* in Banjar district, then in this discussion section the researcher will categorize these perceptions into positive and negative columns based on data in the form of perceptions resulting from interviews that have been conducted, as follows. is the data presentation:

Table 6 Perception categories

Positive perception	Negative perceptions
There is a necessity to use digital media or the internet as a tool in completing project-based learning.	There are still children who do not have cell phones as learning aids.
More organized material in English textbooks.	Student's use of personal cell phones requires teachers to provide extra supervision.
The existence of the term student center means that students are no longer too dependent on teachers.	Administration is more complicated
There are more learning resources.	There is an <i>Kurikulum Merdeka</i> program (P5) which reduces children's study time.
There are directions and instructions for teachers in dividing study groups in this curriculum.	Excessive time is needed to carry out a differentiated approach to each child (especially if the school has many students).

The <i>Kurikulum Merdeka</i> is more in line with the times.	Teachers with poor IT skills experience difficulties.
Learning is adjusted to students' abilities.	There is still a lack of room facilities that support digital activities for some schools.
There is positive discipline that protects children from harsh reprimands that put pressure on students.	The existence of positive discipline makes teachers make mistakes in giving reprimands.
There are fun projects for students.	

Based on the results of interviews conducted with 7 English teachers who implemented the *Kurikulum Merdeka* in Junior High Schools in the Banjar district above, 9 positive perceptions and 8 negative perceptions were found by the teachers.

The first positive perception is that there is a necessity to use digital media or the internet as a learning aid. This perception is in accordance with the concept of independent learning which was also discussed by Lanny et al in their research, where independent learning itself is part of Society 5.0, which is integrated with technological advances. and social problems, can be seen from the need for technology for the social life of individuals. This independence can also be seen from the positive perception that follows, namely the existence of the term student center which means students are no longer too dependent on teachers. Student-centered learning is a 21st century concept that implements a new curriculum using technology and students' own abilities to achieve certain standards. higher than traditional learning styles (Overby 2011). The use of internet media means teachers and students have more learning resources and are more adapted to the times according to the perceptions given by teachers.

Apart from adapting to the current era, the *Kurikulum Merdeka* itself has other positive perceptions, such as learning no longer having specific targets so that learning in this curriculum adapts to the students' abilities, especially in English subjects, this has been explained a little in the previous chapter. Then there is the term positive discipline which protects students from harsh reprimands that put pressure on students. Positive discipline itself is a fostering and educational approach that is based on efforts to develop positive thinking and behavior (Kemendikbudristek 2022), "Kemendikbudristek 2022," Kemendikbudristek is committed to continuing to create a safe and comfortable educational environment, and free from all forms of violence," (Nadiem Makarim 2022).

Apart from offering a safe and comfortable environment, the *Kurikulum Merdeka* also offers fun projects for students in accordance with the positive perceptions of the teachers above, this project is P5, the explanation of which is also in the previous chapter. Finally, regarding more organized material in English books, this can be seen from the book "English for Nusantara" where in the book the English lesson material starts from chapter 0 studying the alphabet, numbers, colours and other basic material. Apart from that, this curriculum also provides direction and instructions for teachers in dividing study groups, this can be seen in the *Kurikulum Merdeka* module when P5 is implemented.

As for the negative perception obtained, namely regarding the use of digital-based media, in fact there are still students who do not have cell phones which can be used as learning aids. This obstacle was also found in research by Syasya

Khoirin Nisa et al (2022) which discussed infrastructure constraints in implementing the independent curriculum. Not only related to the facilities in their research, Syasya Khoirin Nisa et al also encountered other obstacles, namely related to the readiness of teaching staff, this is also in accordance with negative perceptions regarding teachers' lack of IT skills, as well as the complexity of administration found in the research that researchers have conducted.

This also includes reduced learning time due to the P5 program and the need for more time for teachers to carry out a differentiated approach to each student (especially if the school has many students) Plus teachers must provide extra supervision if students have to bring cell phones as learning aids. Several of these things become obstacles to the readiness of teaching staff in implementing the *Kurikulum Merdeka*. Also related to teacher readiness, there is positive discipline which makes teachers make mistakes when giving reprimands to students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher has included conclusions that answered the research questions in the first chapter, as well as suggestions related to this research in the future.

A. Conclusion

Based on the results presented in the previous chapter, the problem formulation proposed by the researcher has been answered, the following are the conclusions:

There are two categories of perception, namely positive and negative perceptions. Based on the results obtained, 9 positive perceptions and 8 negative perceptions were found, namely: (1). The necessity of using digital media or the internet as a learning aid. (2). There is a term student center that makes students no longer depend too much on the teacher. (3). There are more learning resources. (4). The *Kurikulum Merdeka* is more in line with the times. (5). Learning is adjusted to students' abilities. (6). There is positive discipline that protects students from harsh reprimands that stress them mentally. (7). There are fun projects for students. (8). More organized material in English textbooks. (9). There are directions and instructions for teachers in dividing study groups in this curriculum.

Then for negative perceptions, namely: (1). There are still students who do not have cell phones as learning aids. (2). There is still a lack of room facilities that support digital activities for some schools. (3). Teachers with poor IT skills experience difficulties. (4). Administration is more complicated. (5). There is an

Independent curriculum program (P5) which reduces children's study time. (6). Excessive time is needed to carry out a differentiated approach to each student (especially if the school has many students). (7). Student's use of personal cell phones requires teachers to provide extra supervision. (8). The existence of positive discipline makes teachers make mistakes in giving reprimands.

It can be concluded that the teacher gives the perception that this curriculum is a curriculum that really supports students, with the term student center which gives students more opportunities to develop themselves, then positive discipline which provides protection for students so that they are always in a comfortable environment, as well as a differentiation approach which makes students are understood personally. As for the obstacles, teachers perceive that in terms of facilities, the readiness of a number of teachers, and time are still the biggest obstacles, because this curriculum requires teachers to be versatile, both in administrative management, understanding student character, as well as in time management.

B. Suggestion

1. For School

The implementation of a curriculum by teachers for students certainly cannot be separated from the role of the school, in this case the principal and representatives of the school who are responsible for the school curriculum, so the role of the school in its implementation is very important because the school must make the best possible efforts in all aspects of supporting learning such as room facilities, equipment. teaching

and learning, and always providing a support system to teachers, in order to create a comfortable and ideal education chain that supports the success of education in Indonesia.

2. For Government

In this country, the role of the government, especially the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), has a vital role in education, therefore the government should increase its awareness, especially in implementing this new curriculum. There has been quite a lot of research related to the *Kurikulum Merdeka* carried out by various groups which shows the situation directly in the field. Through these studies, the government is willing to read, study and evaluate itself so that the results of the research conducted by researchers are truly useful for their function.

3. For other Researchers

For other researchers, the researcher suggests developing similar research with broader and deeper target respondents so that topics related to the *Kurikulum Merdeka* can be studied and known more widely.

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