The Application of English Learning in Merdeka Curriculum

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Abstract

This research aims in order to help teachers and students create an effective and current curriculum that includes strategic approaches, teaching methods, and descriptions of challenges and solutions in implementing language learning, the goal of this research is to explain an innovative approach to teaching English to non-native speakers of the language. English taught in Indonesian classrooms A approach for conducting library research was used. Data acquisition through documentation ISI analysis is the method employed. Because Indonesia's educational system was in crisis when this study was being written, it was decided to base its findings on ideas that are frequently utilized in teaching English. The principles of communication, empathy for others, knowledge integration, project-based learning, and technology utilization have been stated above.
Keyword : Merdeka curriculum, teachers, students

INTRODUCTION

Countries must be able to keep up with the pace of globalization in the modern era. Every nation's citizens are expected to be active participants in the increasingly competitive, innovative, and fast-moving global developments rather than only passive observers of these changes. Future generations of learners are expected to be capable of engaging in active learning and making the most recent discoveries to enable them to compete worldwide. One of the most widely used languages in the world, English is studied in areas such as technology, science, law, business, and international relations, as well as in the fields of education, business, trade, and other related fields.

Therefore, English proficiency—or what we often refer to as a foreign language—is crucial for the future of the younger generation. The value of studying English must therefore be emphasized and put into practice as early as feasible in the classroom.

We need to understand what a curriculum is before continuing. The vision, mission, and educational objectives of an educational institution are elaborated in the curriculum. The curriculum serves as the focal point for the transformation of values in order to help pupils attain their academic objectives.

The curriculum, in the opinion of Crow & Crow, is a set of subjects or a teaching plan that is put together in a methodical order to complete a program leading to a diploma. Wina Sanjaya continues, "The curriculum is a planning document that contains objectives to be achieved, the contents of the course material and learning experiences that students are required to complete, strategies and possible approaches, evaluations intended to gather data regarding goal attainment, as well as the implementation of documents designed in actual form."

The curriculum system in Indonesia has undergone numerous adjustments with the goal of improving education. Government initiatives to make it better are causing changes and offering innovative curricula. Among these, the KTSP/2006 curriculum evolved into the 2013 curriculum, which then became the Merdeka Belajar Curriculum. The Ministry of Education and Culture of the Republic of Indonesia has a policy known as the Independent Curriculum. In order to teach pupils how to think independently, teachers apply the Independent Curriculum.

Additionally, the curriculum is heavily depended upon at schools that fall under the purview of the State Education Institution as a venue for teaching norms. What subjects are included in an independent curriculum? The curriculum being used in educational institutions right now is called the Merdeka Curriculum. This curriculum takes the place of the 2013 Curriculum, which it supersedes. The goal of the independent curriculum is to broaden and enhance students' educational opportunities outside of the confines of the typical school curriculum. 2020 saw the launch of this curriculum by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek).

Launched by Minister of Education and Culture Nadiem Anwar Makarim, the Merdeka Belajar Curriculum is a new policy initiative by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). Nadiem has good cause for establishing an independent study policy. The assessment outcomes for Indonesian pupils only placed sixth from the bottom in the 2019 Program for International Student Assessment (PISA) research.

There are several ways to sum up the idea behind the Merdeka curriculum that Nadiem Makarim introduced. First, the idea of Merdeka Belajar offers a solution to the challenges that educators encounter in their daily work. Second, instructors' capacity to perform their duties is diminished. Done with the independence that is independent in evaluating student learning with different types of instruments, free from onerous administration, as well as being free from pressure and politicizing teachers. Third, widen your eyes to discover more about the challenges teachers have when doing schoolwork. beginning with the issues with new students, teacher administration in teaching preparation, the educational process, and evaluation issues like USBN-UN. It is crucial to establish a more delightful learning environment in the classroom since the four teachers will play a key role in influencing how the country learns in the future.

Due to this, it is essential to be able to direct and develop students' talents, such as their aptitude for learning English, in order for the Independent Curriculum by Educational Institutions in Indonesia to be successful.

METODE

A design that involves library research is used in this investigation by researcher. According to Martalis (1999; Mirzaqon (2017), literature study is a method for gathering data and information that makes use of a variety of library materials, including books, periodicals, newspapers, and old stories. The results of comparable prior studies that are helpful for creating a theoretical foundation for the subject to be examined, as well as literature and reference materials, can all be studied through library studies (Sarwono, 2006; Mirzaqon, 2017). As defined by Nazir (1988) and Mirzaqon (2017), literature study also refers to the use of data gathering methods to review books, articles, records, and other reports that are pertinent to the issue at hand. Theoretical studies, references, and other scientific literature pertaining to culture, values, and norms that arise in the social settings investigated, on the other hand, are what other experts claim literature studies to be (Sugiyono, 2012 in Mirzaqon 2017). Without the requirement for field research, library studies involve reading, recording, and processing library collection items as part of library data collection methodologies (Zed Mestika, 2004).

1. Library research stages The following steps must be followed by the writer when conducting library research:
    a. Compile a research library. The material for this research was gathered in the form of information or empirical data that was gathered from books, journals, the outcomes of official and scientific research reports, and other literature that supports the topic of this research because it was a library research project.
    b. The reading of library books. It is not a passive activity to read for study. Instead of just absorbing all the information or "knowledge" contained in the reading material, readers are invited to participate in a "hunt" activity that necessitates their active and critical involvement in order to yield the best possible results. Reading research materials requires the reader to go thoroughly into the content, which enables him to discover fresh perspectives on the research topic.
    c. Take notes while researching. The process of collecting research materials can be considered the most significant phase and possibly the most challenging peak of the entire series of library research. The culmination of all the reading material must take the form of a report.
    d. Process analysis research notes The information that has been reviewed is next processed or evaluated to arrive at a conclusion, which is ultimately compiled into a research report.
2. Research Approach
    A qualitative method is employed in this investigation. This is so because the data sources and research findings from library research take the form of word descriptions. For in-depth, meaningful data, qualitative methods are utilized to collect it. The author of this study will examine the significance of facts or knowledge gleaned through books, official publications on scientific or other types of research, or other types of literature.
3. Data Source
    This research falls under the category of library research. Therefore, the information is derived from literary sources, such as books, journals, newspapers, personal records, and so forth.

RESULT AND DISSCUSSION

The Merdeka Curriculum was created with policy, which allows educational units, teachers, and students freedom, as one of its guiding principles. The government also makes an effort, albeit somewhat, to compile a curriculum that is more guiding than tightly regulated. Basically, the curriculum framework and learning principles established by the government are quite general and abstract, so the educational unit has a lot of freedom to adapt them in accordance with the context and learning requirements of students.

The curriculum acts as a manual for the teacher to use when implementing the teaching process. The curriculum serves as a manual for exercising supervision for madrasah heads, school administrators, and other supervisors. Parents can use the curriculum as a guide to help their kids study at home. The curriculum acts as a guide for the neighborhood to help

with the implementation of the educational process in madrasas or schools. The curriculum serves as a roadmap for students when it comes to carrying out learning tasks.

In an innovative learning perspective, the curriculum must be in line with the principles of the learning process (process suitability with subject characteristics, diversity methods that involve individual differences in students, structuring levels of difficulty, managing student interaction and participation, suppressing various learning variations, and encouraging new abilities) and be able to facilitate more class interaction.

The Merdeka Curriculum principles represent the relevance of learning principles for the continuation of the learning process, allowing students to attain learning goals and establish a directed and dynamic learning process. Here are some instances of the concepts and their implementation in learning the Merdeka Curriculum based on data collected.

1. Consider the developmental stages and student accomplishments. Learning is developed here with the stage of growth and level of achievement of students in mind, based on their learning needs. In addition, describe the features and progress of different students. The applications that can be made are as follows: The teacher can learn about students' readiness in the previous school year as well as their successes in the new school year.
2. Support the overall development of students' competency and character. The principle under question here is the method for fostering student learning. Here are some examples of how the learning principles of the independent curriculum are put into practice:
   - Students can employ a variety of different learning strategies, which can aid in the development of student competency. Solving problems is one instance.
   - The teacher provides pupils with exceptional value.

The Strategy for Implementing English Learning in the Independent Curriculum

According to the most recent curriculum, the Central Government establishes learning principles and assessment as well as student profiles, learning outcomes, curriculum structure, and learning principles as a curriculum that is supposed to be used in unit education and in the classroom. The Pancasila student profiles are a synthesis of the creator of the DPR nation's ideas as well as the Preamble of the 1945 Constitution's Pancasila, which outlines national educational objectives, the vision of education, and the development of Indonesian human resources. The National Education Standards, particularly Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards, are derivatives of that policy, as are the other three elements. The National Education Goals, which are governed by Act Number 20 of 2003 and translated as a profile of Pancasila students, are one of these derivatives.

This framework is used as a guide when creating the Independent Curriculum, and it helps to better connect the operations of the curriculum generated in educational units with the core curriculum framework. The teaching tool serves as a bridge between the two because what is referred to as a curriculum has the ability to be applied in instructional settings (Valverde et al., 2002). The teaching materials for the device also include student textbooks and teacher manuals, sample teaching modules, syllabuses that explain how learning objectives flow, guide projects to strengthen Pancasila student profiles, sample operational curricula, sample class assessments for diagnosing student readiness, and even sample mechanisms for choosing subjects for grades XI.

The provision of materials to instructors concentrates on two key areas: enhancing the development of Learning Outcomes strategies and Learning Objectives. The necessity of employing collaborative approaches between students and teachers is another major worry for educators, who are also concerned about improving learning methods. By offering a forum for discussion among teacher associations for high school English courses, this is made possible.

Example of Learning Objective Flow
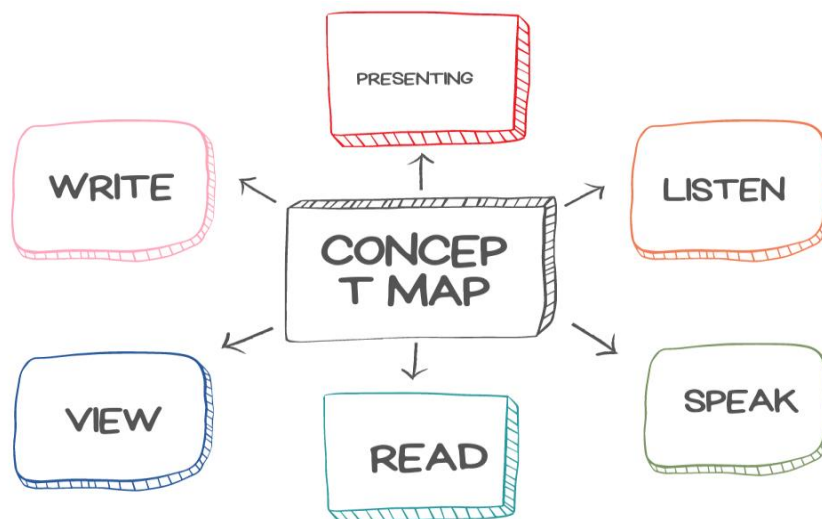English Language Course : XI

A. Identity

Teacher's Name	Fulan, S.Pd.
Course	English Language
Class	XI
Phase	E

B. Learning Achievements of Phase E

ELEMENTS	ACHIEVEMENTS
Listen	Use tactics to start and sustain dialogues and discussions, as well as to ask and answer questions. Recognize and comprehend the key concepts. Get pertinent information from debates or presentations on subjects important to the lives of the students.

Speak	Using English to express viewpoints on topics that have a direct bearing on students' daily life.
Read	Read and respond to a variety of materials, including tales, descriptions, instructions, expositions, recounts, and reports. reading to gain knowledge or understanding.
View	Their understanding of the main ideas, issues, or plot developments in various kinds of texts begins to develop. They identify the author's intent and develop their skills to perform simple inferences to understand implicit information in texts.
Write	Students' understanding of the objectives and target readers is demonstrated through the writing of diverse fiction and nonfiction writings through guided activities.
Presenting	Clearly communicates concepts in his writing by employing everyday words and verbs.

The curriculum must be implemented with a plan in place to make it successful. Making a concept map to serve as an implementation roadmap is one method. A map notion is a way to simplify a difficult concept for the reader to understand. Concept maps can be created using a variety of models, including diagrams and images. According to an article written by Syamsul Dwi Maarif and posted on the tirto.id website, idea maps were first introduced by two American academics named Novak and Gowin in 1985.

Picture 1. Concept Map illustration

English Learning Methods in the Merdeka curriculum

The first stage in incorporating English language instruction into the Merdeka Curriculum is to create a detailed and well-organized lesson plan. The goals for learning, performance measures, learning techniques, and suitable evaluations should all be included in this strategy. The utilization of active, collaborative, project-based learning techniques, local and contextual resources, and adaptation of lesson plans to students' skills are all required. Teachers of English must obtain the proper training and development to enable effective implementation. Developing teaching techniques, utilizing cutting-edge learning strategies, understanding technology for English language learning, and assessing and evaluating effective learning may all be covered in this training. In order to increase their proficiency, teachers must also be provided the chance to interact with one another and collaborate.

To evaluate the English language learning results of students, a thorough and equitable evaluation method is crucial. Assessments can examine a range of topics, including grammar and vocabulary knowledge, speaking, listening, and writing abilities. The importance of formative evaluations, which give students feedback and aid them in the learning process, should not be underestimated. The lesson plan's defined learning objectives must be taken into account in the assessment and evaluation of learning outcomes. The teacher will be able to monitor student progress and make the necessary modifications to the learning process thanks to this. In addition, evaluation ought to yield information that may be used to enhance English teaching strategies and design curricula. The Merdeka Curriculum should be implemented using a creative, innovative, and contextualized approach to English learning. For English learners to achieve their full potential, collaboration between teachers, students, and other relevant parties is crucial.

Speaking and listening skills are given a lot of attention when applying English learning to the Merdeka Curriculum. Because English communication relies heavily on these abilities, it is done in this manner. Strategies that might be used to enhance speaking abilities include:

a. Practice Speaking
Through conversations, role plays, or presentations, students will have the chance to actively participate in class discourse. As a result, they are able to talk more confidently and directly in English.

b. Work in Groups

c. Speaking skills among students can be improved through group activities. Students work in groups to converse and collaborate in English with their peers. Through practice and mutual learning, this will help them improve their communication abilities.

d. Simulation
Students can hone their speaking abilities through simulations of real-world events, such as playing the role of a tourist in an English-speaking nation or taking part in a discussion. Students will play parts in this simulation and will only be allowed to speak English.

In the meanwhile, the following techniques can be applied to improve listening:

a. Audio and video resources
Students' comprehension of English in practical settings will be enhanced by the use of audio and video resources in the classroom. This content may be spoken by native English speakers in the form of conversations, interviews, or presentations.

b. Listening assignments
Students will be offered a variety of listening assignments, including watching quick videos, listening to audio recordings, and playing listening games. They will gain a better understanding of various English accents and pronunciations as a result. Discussions in class or in groups that focus on comprehending certain audio files or dialogues might aid students in honing their listening abilities. They will be requested to pay attention and give thoughtful responses to what is said.

Multiple English learning techniques are included in the Merdeka Curriculum to help pupils enhance their language proficiency. Following are some approaches that work well with a project-based, active, collaborative learning approach and the usage of nearby and contextual resources:

a. Active and Collaborative Learning
This approach encourages students to participate actively in their education and work together with their peers. Among the techniques that can be employed are:
  - Group Discussion: For English-related discussions, students can be divided into smaller groups. They can communicate with one another, exchange ideas, and convey the outcomes of debates.
  - Brainstorming: This technique encourages pupils to jot down thoughts on the spot about the subject of learning English. Students can participate actively and can do this in groups or individually.

b. Project-Based Learning
With the help of projects or assignments, students learn English in a real-world setting. Several instances of project-based learning strategies include:
  - Presentation Creation
    Students could be requested to create a presentation in English on a specific subject. This requires thorough study, knowledge organization, and the capacity to talk clearly and effectively.
  - Making Teaching Materials
    Students may be tasked with creating instructional materials in English, such as flyers, brochures, or quick videos. Students can use their knowledge of the English language in a practical setting through this procedure.
  - Simulation
    Students can practice communicating in English by simulating everyday events including shopping, dining, and doing certain professions. This enables students to practice their English in authentic settings. Utilizing local and contextual resources to enhance students' comprehension and language proficiency is technique
  - Use of Local and Contextual Resources
    Examples of this technique include: Field trips: Students can travel to locations that are connected to English, including museums, art galleries, or tourist hotspots. They can exercise.

Challenges and Solutions in Implementing English Language Learning in the Merdeka Curriculum

a. Resources Limitation

Limitations in resources can make it difficult to integrate English instruction within the Independent Curriculum. Textbooks, instructional materials, audio and visual aids, as well as spaces like language labs, are all necessary for learning English. Here are a few approaches of overcoming this difficulty:

- Development of local resources

    The government can assist in the creation of local resources such as English textbooks, study guides, and learning tools that are appropriate for the Indonesian environment. Due to their potential cost and unsuitability for student needs, imported resources will be less dependent on this method.

- Technology application

    Using technology to overcome resource constraints can be very successful. Students can access digital learning materials, activities, and other supporting resources by using computer-based English learning software or mobile applications. This will aid in overcoming physical constraints and the scarcity of resources.

- Collaboration with local communities and other institutions

    Schools and the government can create alliances with non-profit organizations, colleges, and local communities that have resources and experience in English-language instruction. Resources can be shared and used jointly through this collaboration to enhance English instruction across the curriculum.

b. English teachers' qualifications and accessibility

The effectiveness of learning English under the Independent Curriculum depends in large part on the caliber and accessibility of English teachers. Lack of trained English teachers, insufficient English proficiency, and inadequate teacher preparation are some of the difficulties that could occur. To meet this issue, consider the following solutions:

- The development of one's profession

    For English teachers, the government can offer ongoing professional development opportunities. This instruction has to focus on developing the teacher's proficiency in the language as well as in-depth knowledge of the most efficient English teaching techniques and pertinent curriculum. The general standard of learning English can be raised by raising the caliber of the teachers.

- Acquisition of proficient English teachers

    Through grants or other financial incentives, the government can increase the scope of its program for hiring talented English teachers. By assisting those who speak fluent English

CONCLUSION

The Republic of Indonesia's Ministry of Education and Culture has a policy known as Merdeka Belajar. The Merdeka Curriculum is used to help students develop their capacity for independent thought.

Based on some of the evidence that has been gathered, it can be said that independent learning in English learning means that learning English for students should be done in an enjoyable manner, not one that is challenging or that places restrictions on their ability to be creative in their learning.

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