



A Preparation Of Format And Presentation Media For English Learning In Merdeka Curriculum

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Abstract

This study aims to analyze the format for the preparation of the Curriculum Merdeka and the appropriate presentation media for this curriculum. A format preparation is a decision made about learning objectives and the strategies and methods needed to achieve these goals as well as a study of the effectiveness and meaning of these methods and strategies. In addition, the Government gives authority to schools to make their vision, mission and characteristics a reference for operational curriculum development. Presentation media is said to be a graphic, photographic tool, and can also be in the form of an electronic device that has the function of capturing, processing and rearranging information in the form of verbal or visual. English learning is developing English language skills in a contextual and acceptable manner according to the context and conditions and situations of students' daily lives. This is to produce a form of learning English that is more in touch with the language needs of students. Curriculum Merdeka is a curriculum which in its development is the result of adjustments to the latest conditions in an area and in accordance with the development of students due to contemporary issues that are currently happening. This research is use method literature study. Data collected and analyzed entirely from the literature as well as other documentation materials, such as writing in journals or other media relevant and still being studied.

Keyword : Preparation format, Presentation media, English Learning, Merdeka Curriculum

INTRODUCTION

Curriculum transformation in Indonesia is a sign that digital education is rising in the country. In response to the challenges of education in the digital era, the government has launched the Curriculum Merdeka. In addition, the Curriculum Merdeka is also motivated by the low literacy and numeracy abilities of students. Study Program for International Student Assessment (PISA) 2018 revealed that the average scores of Indonesian students in literacy and numeracy were below average (Rohimajaya et al., 2022).

The preparation of the format for learning English in the merdeka curriculum is a framework containing goals to be achieved in a broad and long-term context (Ardina, 2022). It is hoped that this basic framework will become a compass in showing the direction of Indonesian education. A format preparation consists of a decision regarding learning objectives and the strategies and methods required to attain these goals, as well as an analysis of the efficacy and significance of these strategies. In addition, the Government gives authority to schools to make their vision, mission and characteristics a reference for operational curriculum development. With the second reference, it is possible that the operational curriculum for each school will be different, because the vision, mission and characteristics are definitely different.

According to the findings of the Programme for International Student Assessment (PISA), seventy percent of pupils who are 15 years old do not meet the threshold for minimum competency in either simple reading comprehension or the application of fundamental mathematics concepts. Within the last ten to fifteen years, this PISA score has not seen a notable rise in comparison to previous years. According to the findings of the study, there are significant gaps in terms of the quality of education that exist both geographically and between different socioeconomic categories. The pandemic of COVID-19 is making this situation much worse (Maulinda, 2022)

In response to this challenge, the Ministry of Education and Culture shortened the curriculum under exceptional circumstances (emergency curriculum) in an effort to reduce the amount of knowledge that was lost as a result of the pandemic. In order to facilitate the process of regaining access to education, institutions of higher education now have the discretion to select one of two curricula:

1. Curriculum 2013; or
2. Emergency curriculum (simplified curriculum 2013).
3. Curriculum Merdeka

The Merdeka Curriculum, which was formerly known as the prototype curriculum, is a curriculum framework that was developed to support Indonesia's educational vision and as part of efforts to restore learning. This curriculum



framework was developed as a curriculum that is more flexible, while also focusing on essential material and character development and student competence, which in this case is in the learning of English.

In today's era of learning, skills in the field of technology and informatics are needed, because students are very close to the rapid development of technology. For this reason, educators also need to improve their skills in mastering technological tools, such as computers, laptops and cellphones. According to (Arsyad, 2018) Media serves as a mediator between the sender and the recipient of a message. The job of the media, as defined by the word mediator, is to control effective relationships in the student learning process. Learning media can pique students' interest, stimulate and motivate them to learn, and have a psychological impact on them. Besides that according to (Rizal et al., 2016), the understanding of learning media is a means or an intermediary in the form of a tool capable of conveying information in the form of lea

rning materials from the communicator (teacher) to the communicant (student) with the aim of facilitating the learning communication process.

PowerPoint is one of the most effective presentation formats for learning English. Microsoft Corporation has developed the presentation application Powerpoint. PowerPoint, like other presentation processing software, can place text, graphics, video, audio, and other objects on one or multiple individual pages known as slides (Fauzi & Hanifah, 2018).

According to (Tatang, 2016) there are a number of benefits to using PowerPoint media, including:

- 1) Ease of production and use by both teachers and pupils.
- 2) Can be utilised individually or collectively.
- 3) The cost of production is not prohibitive.
- 4) Has an appealing physical appearance.
- 5) Able to be utilised multiple times for the same or various classes, thereby increasing efficiency.

PowerPoint can also be used for distance education. Implementing distance learning strategies utilising PowerPoint can provide children with engaging and enjoyable learning through the use of numerous supplements in the form of images and videos keep them from becoming bored with their studies; this has a positive effect on students' fundamental skills, namely calistung (reading), (writing), and (counting) (Khobir et al., 2022)

The Merdeka Curriculum focuses on key topics so that there is enough time to study core literacy and numeracy competence; instructors also have the flexibility to carry out learning based on the capacities of their pupils. According to several sources, the Excellence of the Independent Curriculum is defined as simple and in-depth, independent (emphasis on students), and relevant and interactive (based on the environment encountered by students).

The instructor is anticipated to be able to give learning that attracts students' interests and skills through learning materials and media that have been designed in this manner in their application. Recognizing that the digitalization journey is expanding due to technological advances appears to have had a positive impact on teachers' knowledge and understanding in creating creative and innovative learning media, One of these is the application known as Canva, which is a graphic design program tool that makes it easier for users to create various kinds of design, such as posters, logos, comics, presentations, and learning videos, where these designs really help students' understanding of the learning material presented by the teacher (Resmini et al., 2021). For example, to make practical and cool worksheets, you need to use unique patterns and colorful images, to create conversational scripts that are not monotonous, to use comic designs with additional elements in the form of frames and background components, to create learning videos in the form of mp3s that can be played at any time by students by using a video template that is designed with the addition of amazing knick-knacks as a complement so that the video doesn't feel boring when watched by students. To create a resume, simply select a template that is already available on the application's basic menu.

In Merdeka Curriculum, many students are freed to explore their abilities according to what they are interested in. The essence of the curriculum merdeka itself is to liberate children's interests and talents in the post-recovery period. So learning media is needed that suits the needs of children's interests and talents so that children's academic and non-academic potential can develop optimally in terms of learning English. In addition, educators must also have creativity to guide students toward their interests and abilities. Therefore, the use of learning media as a tool to facilitate the attainment of learning objectives is crucial. Regarding learning media, (Abdullah, 2017) explained that educators must have sufficient knowledge and understanding of learning media, this knowledge includes:

1. Learning media is a tool for achieving educational objectives.
2. Learning media are used by educators to provide clarity in the ins and outs of the learning process.
3. The value or benefits of using learning media in the learning process.
4. Selection of appropriate learning media for student.

Merdeka Curriculum, simply aims to provide space for autonomy and independence of students and schools. Nadiem Makarim, Minister of Education and Culture, in an activity titled Discussion of National Education Standards which was held at the Century Park Hotel, Central Jakarta on Friday, 13 December 2019, said that the fundamental foundation of the concept of Freedom to Learn is "freedom of thought and independence. And especially the nature of this freedom of thought must exist in the teacher first. Without it happening to the teacher, it can't happen to the students."(Setiawan et al., 2022).



METHODOLOGY

This study is founded solely on a literature review or literature analysis. This research is therefore library research. This method provides an understanding of what has been discussed or what has been discussed by researchers or writers, as well as supporting theories or hypotheses, research problems posed or requested, and suitable methods and methodologies. Literature is very useful and helpful in providing context and meaning to the writing that is being performed, and this literature review can also be stated explicitly so that the reader understands why the problem you wish to investigate is a real one. Both the subject to be studied and the surrounding environment must be researched in terms of their relationship to other relevant research (*Ismail Suardi Wekke, Dkk, n.d.*).

Data collected and analyzed solely from the literature and other relevant documentation sources, such as journal articles and other media still under investigation. This study collected two kinds of information: primary data and secondary data.

Library research entails the collection of library data obtained from various sources of library information pertaining to research objects, such as abstracts, indexes, reviews, journals, and reference volumes. The data acquisition techniques employed by the author in this study are a literature review, focusing on how to locate data relevant to the topic of the research paper. In this study, pertinent information was gathered in a variety of methods, including library research, literature reviews, and Internet searches (Wahyudin, 2017).

Data Analysis Techniques, when conducting research using qualitative analysis techniques in a deductive manner, the goal is to generalize things or theories in order to draw specific conclusions. And using facts and special events in an inductive manner, draw concrete conclusions from the specific to the general.

RESULT AND DISCUSSION

School is a facility that functions as a place of learning in a unit education. That's where learning activities take place. The expected learning outcomes are changes in student behavior. In other words, through the learning process at school, students expected to be able to construct knowledge through learning activities (Jannah et al., 2022).

The heritage of these students is related to their academic success in school. Because pupils are an integral part of the teaching and learning procedure. Different student backgrounds impact a teacher's ability to adapt instruction. (Jumriani, Rahayu, Abbas, et al., 2021). This is one of the curriculum factors that develop and give rise to a new curriculum that is appropriate for the present time.

In order to realise a new learning paradigm, particularly for English Learning that is differentiated and student-centered, educational units must complete the phases of lesson planning and intracurricular assessment, as indicated by the results discussed previously. The government has introduced the Merdeka Curriculum in response to the challenges of education in the modern digital age.

Merdeka Curriculum is designed to be more adaptive and flexible, with an emphasis on essential content and developing students' character and skills. The government has identified key features of this curriculum that will help students recover their learning skills. These features include a focus on project-based learning that helps develop soft skills and character, as well as sufficient time to learn important competencies such as literacy and numeracy. In addition, teachers are given the freedom to adjust the lesson based on the ability of each student (Pouw & Mulyanti, 2023).

One of the main ideas behind the In Merdeka Curriculum is that policies should give educational groups, teachers, and students a lot of freedom. The government doesn't put a lot of restrictions on what should be in the programme. Because of this, the curriculum structure and learning principles set by the government are very general and vague, giving schools a lot of freedom to change them to fit the situation and the students' needs. (Hidayat et al., 2022).

This stage begins with the preparation of the curriculum format, in this study focusing on the Merdeka Curriculum. According to (Dirjen Dikti Kemendikbud, 2020) there are the stages in preparing the format for the Merdeka Curriculum in Indonesia:

1. Conduct an analysis of the learning outcomes (CP) for the purpose of formulating learning objectives and ensuring that the learning objectives flow in an appropriate manner.

Learning Outcomes, also known as CP, are defined as "learning competencies that must be attained by students at each developmental stage for each subject in units of education beginning in early life, continuing through elementary school, and continuing through senior school" (Apriyanti, 2023). Students in early childhood education, elementary school, and secondary education are expected to achieve certain learning competencies by the end of their formal education. In the education of very young children, basic education, and secondary school, students are expected to demonstrate these learning competencies across the board in every single subject they study.

The learning outcomes comprise a list of competencies and a breadth of material that is organized in a manner that is both exhaustive and narrative. Additionally, the list of competencies is presented in a chronological order. The process of mapping learning outcomes is broken down into age phases in order to account for the many different stages of development that children go through.

2. Formulating a diagnostic strategy and putting it into action



An evaluation for the aim of diagnosing a problem is called a diagnostic assessment. Its goal is to ascertain the levels of proficiency possessed by the students as well as their respective strengths and weaknesses. The findings are then put to use as a point of reference by educators in the process of organising the educational experiences of students to meet the specific educational needs of those pupils. It is feasible, but only under certain circumstances, to include details such as a student's learning readiness, learning motivation, student interests, and other pertinent information. Information as material for consideration while producing lessons.

3. Conceive and design instructional modules

The creation of teaching modules has as its primary objective the production of teaching resources that direct educators in the process of carrying out learning. The educational modules that are designed ought to be crucial, entertaining, significant, and difficult, relevant, and contextual, and continuous.

4. Adaptation of learning to the different levels of student accomplishment and individual student characteristics

The learner is the focal point of the new learning paradigm. Because of this, the learning is tailored to the various phases of achievement as well as the qualities of the pupils. In this context, "the scope of learning material" refers to the content that will either be taught by educators in class or learned by students in class. In addition, educators will modify the learning process, alter the results of the learning, and condition the atmosphere in which students will be learning.

5. Participating in the formulation, administration, and analysis of formative and summative assessments

There are five assessment principles that are to be taken into consideration both in the planning and execution stages of the assessment. The first premise is that assessment should be an integral element of the learning process, that it should facilitate learning, and that it should provide feedback that is holistic in nature. The second benefit is that the evaluation is planned and carried out in accordance with the purpose of the evaluation, and the evaluator is given the freedom to choose the approach to take and the time of the evaluation. Third, the evaluation was developed in a manner that is objective, proportional, valid, and dependable. The four reports on student accomplishment and learning progress are straightforward and full of useful information. The final step is for students, educators, other members of the educational staff, and parents to use the results of the evaluation.

6. Providing feedback on the student's academic development

Reporting on learning outcomes in a manner that incorporates parents of children, students, and educators as partners; reflects the principles established by the school; is exhaustive, honest, fair, and accountable; is clear and easily understood by all stakeholders is an effective way of reporting on learning outcomes.

7. Methods for evaluating and assessing learning

Following this, the lessons and tests that have already been completed are assessed. Within each teaching module, educators are tasked with carrying out learning reflections as well as assessments. After that, educators analyse what has been successful and what areas require more development. Having this information allows for further development of the instructional material.

The term "presentation learning media" refers to a kind of communication that is used to deliver messages in the context of activities for learning, with the goal of achieving certain learning objectives. Another factor that needs to be improved is the utilization of a variety of forms of media in the teaching and learning process; as a result, teachers need to be able to select useful forms of media for use in training. Effective learning media must be compatible with the instructional content, easy to use, and appealing to students in order for the learning process to be carried out to its full potential and realized its full potential. First and only then will the process of learning be able to be optimized. It is feasible, on the basis of the information that has been provided up to this point, to arrive at the conclusion that the utilization of various types of learning media in the process of instructing and being instructed results in a variety of benefits. These advantages include the fact that the media can improve the clarity with which messages and information are presented; it can also increase and direct the attention of students, which can, in turn, generate motivation and interest in student learning; and it can overcome the limitations that are experienced by students (Alida, 2021).

Because through learning media it can stimulate students' learning patterns so that the objectives of the teaching and learning process can be achieved or the expected results can be achieved, a learning media's function in learning is to attract the interest of students in order for them to be able to follow the learning process well. This is because a learning media's function in learning is to attract students' interest. For this reason, a teacher is responsible for preparing learning materials or presentations that are in line with the Learning Materials in the Curriculum Merdeka.

The Curriculum Merdeka is a curriculum in its development, is the result of changes to the most recent conditions in a region and is in agreement with the growth of pupils as a result of contemporary challenges that are currently taking place. As a result of this, the Curriculum Merdeka is the most up-to-date curriculum that takes into account the current state of affairs (Rahayu et al., 2022). During the process of learning, media presentations are a form of media that are frequently employed. This applies to the learning process in both formal educational institutions and non-formal educational institutions, including training. This is due to the fact that the process of teaching or training cannot exist independently from the process of presenting the subject.

Learning is a process that generates changes in human personality, and these changes manifest themselves in the form of improved quality and quantity of behavior, such as increased capabilities, knowledge, attitudes, habits, comprehension, skills, thinking, and other abilities. These changes are brought about as a result of learning, which is a

process that causes changes in human personality. Changes in a person's character can be brought about via the process of learning. Therefore, while teaching English to students, it is incredibly useful to be able to train vocabulary and to introduce new vocabulary in English using Power Point media so that students can learn it and comprehend it. This is because students are more likely to acquire and understand new vocabulary if it is presented in a format that is familiar to them. This is in accordance with the findings of the research that was carried out by (Oktaviana et al., 2022).

The four abilities of hearing, speaking, reading, and writing are the ones that students need to master in order to be considered proficient in English language acquisition. Students need to have a strong foundation in English vocabulary knowledge, comprehension, and memorization in order to achieve mastery of all four components of language skills. When it comes to studying English, there is one primary issue that crops up rather frequently. The problem is that students feel bored when learning English in class since the majority of the English learning process is still conventionally implemented, with the lecture technique and scribbling short notes on the chalkboard without employing any teaching aids or learning media. This results in students feeling bored while studying English in class. If the educator is able to develop his creative side in the classroom, then these issues will not arise. Utilising various forms of educational media is one of them.

Learning media has a role to generate motivation, interest, activeness of students and is also able to present objects or materials that are difficult to see directly by students so that learning becomes easy to understand. In reality in the field not all students can understand English lessons. Learning of students because of a lack of interest in learning and the use of learning media that still uses printed books, so that students quickly feel bored (Ragin et al., 2022).

Below are several types of presentation media that are often used:

- a. Blackboard (blackboard and whiteboard)
- b. Overhead projectors (OHP)
- c. Presentation on computer

Of the many kinds of visual learning media that exist, one of which can be used in learning English is PowerPoint and of course it is very effective to apply. (Mulyan et al., 2019).

Microsoft Power Point has many advantages, among others other; capable displays text and images in various colors, can be accompanied by live images or films, the writing process is easy (if there is a typo, just delete-red), the writing pattern can be chosen according to our tastes and can also insert sounds (songs) so that the presentation become more interesting and attractive (Amalia, 2014).

Powerpoint media can increase students' learning motivation in learning English in the first, second, and third cycles the motivation to learn English has increased significantly (Achmadi et al., 2014). Here are some other advantages when using media presentations using powerpoint. The advantages of power point learning media include:

- a. Using the Theme Slide, which includes the desired theme, where the color can be changed and the font type can be changed to make it more attractive.
- b. Adding pictures, clip art and shapes will display a PowerPoint not only with text, adding pictures, clip art and shapes will make slides more characterful and interesting.
- c. Adding animation to a presentation makes the presentation livelier, more characterful, attractive and looks more professional.

From the statement above it is concluded that powerpoint media was created specifically to design a narrative presentation, in explaining facts, concepts and principles that can be designed in such a way by the teacher according to the situation, student conditions, characteristics of learning material, time, and place that aims to improve enthusiasm during the learning. (Hidayah et al., 2019)
PENGGUNAAN SOFTWARE MEDIA PRESENTASI DALAM PROSES PEMBELAJARAN, n.d.)

There are several relevant research results regarding presentation media for learning English, especially those that can be used in the Curriculum Merdeka.

First, (Bahruddin, 2014) with the title Effect of variations in multimedia presentations on the English learning outcomes of students who have different learning styles. This study uses a quasi-experimental design with a 3x3 factorial design involving three groups of subjects, considering moderator variables that are predicted to interact with research variables. The selection of the three research subjects was determined randomly, the three selected research subject groups were given a pre-test. After that, they were given treatment, group 1 (class X-1) was taught using a PowerPoint presentation multimedia, group 2 (class X-2) was taught using a Macromedia Flash presentation multimedia and group 3 (class X-4) was taught using Prezi multimedia presentations. The three research hypotheses were tested using a two-way ANOVA technique using the SPSS for Windows version 17.0 program.

According to the findings of this investigation, it appears that:

1. There is a discernible difference between the groups of students who are instructed using a variety of multimedia presentations. Of the three groups of students, the group that was instructed using multimedia Power Point presentations received the highest score.
2. There is a discernible difference in the learning results of various groups of students who have different learning styles. When compared to students who have other learning styles, the learning outcomes of groups of students who have visual learning styles are the best.

3. There is an interaction between variations of multimedia presentations and learning styles on the results of English learning.

Second, research conducted by (Alida, 2021) entitled Utilization of PowerPoint Media to Increase Interest in Learning English for Class VIII Students of Middle School 21 Kerinci. Based on the results of the classroom action research that has been carried out by the researcher using power point media can increase students' interest in learning English in class VIII SMP Negeri 21 Kerinci has achieved an indicator of research success, namely 80% of class VIII students obtain a minimum interest in learning score of 36.

Third, research conducted by (Oktaviana et al., 2022) entitled Efektivitas Penggunaan Media Pembelajaran Power Point Terhadap Kemampuan Berbicara Bahasa Inggris di SD. The results of his research show that a sig value of $0.00 < 0.05$ means the use of power point-based learning media in effective English learning. The average students' English speaking ability before and after using power point-based learning media increased from 56 to 78. Most of the participants enthusiastically listened and were eager to carry out the learning process even though the media was in the form of infocus which did not support or was limited in delivering material, delivering material using media power point followed by persistent students pay attention in listening to English learning about the material presented about My Dream (My Goals). The next stage is to process student response questionnaires to the use of power point media in knowing the weaknesses and strengths of using power point based learning media that has been implemented in class IV at SDN Silih Asuh 3 Cirebon City. The following are the results of the student response questionnaire on the use of power point media in learning English. The results of the questionnaire given. The results of student responses, around 88% stated that the presence of PowerPoint-based learning media had a very positive impact, where students' understanding increased and students were also more motivated.

Fourth, research conducted by (Shakespeare, 2017) entitled Efektivitas Media Power Point Terhadap Hasil Belajar Siswa di SMP 7 Makassar. This research was carried out by students in the English subject at SMP 7 Makassar for two cycles to implement power point media. The learning tools in this study were the result of collaboration between researchers and partner teachers. The results of observations made by researchers concluded that the use media power point suitable for use in the learning process in class. By using this media, it is easier for students to understand learning English.

CONCLUSION

A format preparation is a decision made concerning learning objectives and the tactics and methods required to attain these goals, as well as an examination of the effectiveness and meaning of these methods and strategies.

The following are the stages in preparing the format for the Independent Curriculum:

1. Conduct an analysis of the learning outcomes (CP) for the purpose of formulating learning objectives and ensuring that the learning objectives flow in an appropriate manner.
2. Formulating a diagnostic strategy and putting it into action
3. Conceive and design instructional modules
4. Adaptation of learning to the different levels of student accomplishment and individual student characteristics
5. Participating in the formulation, administration, and analysis of formative and summative assessments
6. Providing feedback on the student's academic development
7. Methods for evaluating and assessing learning

Curriculum Merdeka is a curriculum which in its development is the result of adjustments to the latest conditions in an area and in accordance with the development of students due to contemporary issues that are currently happening.

Below are several types of presentation media that are often used:

- a. Blackboard (blackboard and whiteboard)
- b. Overhead projectors (OHP)
- c. Presentation on computer

In this study, the researcher chose the presentation media with computer. Presentation is an activity of speaking in front of many people to show or present information or ideas. The goal is to persuade or influence information and convince someone about the information conveyed. There are three important components of presentation media with a computer, namely the computer itself such as a laptop or personal computer (PC), a projection tool known as a Liquid Crystal Display (LCD projector) and a screen. for presentation purposes, starting from software that must be purchased such as Visual Basic Programs, Macromedia Flash, Director and many more to free programs such as Microsoft Powerpoint.

Learning is a process that generates changes in human personality, and these changes manifest themselves in the form of improved quality and quantity of behavior, such as increased capabilities, knowledge, attitudes, habits, comprehension, skills, thinking, and other abilities. These changes are brought about as a result of learning, which is a process that causes changes in human personality. Changes in a person's character can be brought about via the process of learning. Therefore, while teaching English to students, it is incredibly useful to be able to train vocabulary and to introduce new vocabulary in English using Power Point media so that students can learn it and comprehend it. This is



because students are more likely to acquire and understand new vocabulary if it is presented in a format that is familiar to them.

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