



THE ANALYSIS OF THE FORMAT AND PRESENTATION OF ENGLISH COURSE IN CURRICULUM MERDEKA

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Abstrak

This article discusses the analysis of the format and presentation of the English course in the Merdeka Curriculum. The Merdeka Curriculum is a curriculum with an intracurricular learning system that provides teachers with the freedom to choose teaching materials according to the needs and interests of the students. English is one of the subjects programmed in the Merdeka Curriculum. The English language learning in the Merdeka Curriculum is designed to help individuals improve their speaking, listening, reading, and writing skills in English. This research adopts a library research method by collecting data and information from relevant literature sources. The collected data is analyzed through a review and understanding of existing literature. The research findings indicate that the Merdeka Curriculum provides comprehensive guidelines regarding identity, structure, teaching methods, and assessment, with a focus on flexibility in subject selection and the development of individual potential.

Keyword : *Format, Presentation, English course, Merdeka curriculum*

INTRODUCTION

Education encompasses a series of activities aimed at fostering potential, acquiring knowledge, shaping character, and enhancing critical thinking skills. Consequently, education plays a crucial role, particularly in nation-building, prompting the Indonesian government to consistently strive for educational improvement in order to produce exceptional, morally upright young generations capable of contributing to the nation's progress. The effectiveness of educational policies is often reflected in curriculum implementation, as the curriculum is regarded as the cornerstone of education, determining its advancement. In this regard, the Indonesian government has introduced various policies and innovative programs to support the development of education within the country, including the Merdeka Curriculum program, initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

The curriculum comprises a collection of value designs encompassing cognitive, affective, and psychomotor aspects that are imparted to learners. The Merdeka curriculum represents a diverse intracurricular learning system that affords teachers greater flexibility in selecting teaching materials, thereby facilitating personalized learning based on students' needs and interests. Conceived as a response to the educational setbacks and crises caused by the Covid-19 pandemic, the Merdeka curriculum constitutes a reorganization or revitalization of Indonesia's national education system, geared towards adapting to change and propelling the nation forward. Despite the challenges posed by the COVID-19 pandemic, which necessitated remote learning from home, the learning process under the Merdeka Belajar initiative remains enjoyable and highly engaging, with the aim of fostering a pleasant environment for teachers, students, and parents.

The Merdeka curriculum includes curriculum format and presentation. The curriculum's format covers curriculum identity, structure, subject descriptions, teaching methods, assessment, and development. The curriculum's presentation focuses on flexibility in subject selection, nurturing individual potential, innovative teaching methods, evaluations, and teacher support. English, an important subject in the curriculum, has its own format. Teaching English in Indonesia is crucial due to its international status and widespread use in domains like the internet and public facilities.

In the current era of globalization, proficiency in the English language has become highly important in various aspects of life, including education, career, and cross-cultural communication. The Indonesian government recognizes the significance of English language mastery for the younger generation to compete globally. Therefore, the Indonesian government has launched a program called "Kurikulum Merdeka" that introduces a new format and presentation for the English language subject in the national curriculum. The purpose of this change is to enhance students' English language skills.

This research aims to analyze the format and presentation of the English language subject in the Kurikulum Merdeka. The main objective is to evaluate the effectiveness of the new format in improving students' English language



proficiency. Additionally, this research also aims to understand how the presentation of materials and teaching approaches in the Kurikulum Merdeka can motivate students to actively and enjoyably learn English.

This research has several benefits, including, to providing a better understanding of the format and presentation of the English language subject in the Kurikulum Merdeka, assisting the government and educational institutions in improving and optimizing the English language curriculum, offering new insights to educators in employing more effective and engaging teaching approaches to enhance students' English language skills, and contributing to the strengthening of educational policies and curriculum development in Indonesia.

Several previous studies have been conducted in the context of English language teaching in Indonesia. Some studies emphasize the importance of providing a supportive and engaging learning environment to enhance students' motivation in learning English. Other research focuses on the effectiveness of specific teaching approaches, such as project-based teaching or the use of technology, in improving students' English language skills. However, there has been no specific research analyzing the format and presentation of the English language subject in the Kurikulum Merdeka. Therefore, this research is expected to provide a new contribution to the understanding of English language teaching in Indonesia, considering the Kurikulum Merdeka.

RESEARCH METHODOLOGY

The library research method is a strategy employed to gather information and data from available sources found in libraries or through electronic means. This method is widely utilized in academic and scientific research to develop a profound comprehension of the subject under investigation. The general sequence of steps involved in the library research method includes identifying the research topic, formulating research questions, searching for information sources, evaluating the credibility of those sources, collecting and analyzing data, writing and presenting findings, and citing references and creating a bibliography. By utilizing existing information sources, the library research method enables researchers to acquire a comprehensive understanding of the researched topic.

According to Kerlinger (2000), the library research method is an approach that concentrates on searching, selecting, and evaluating pertinent information sources from the library to support research. This indicates that the library research method emphasizes three key aspects: searching for, selecting, and evaluating relevant information sources available in the library. The objective of this approach is to support and strengthen ongoing research endeavors. In this context, researchers actively seek out sources that pertain to their research topic, choose the most suitable and high-quality sources, and assess the reliability and relevance of the information obtained. Consequently, the library research method aims to ensure that researchers have access to relevant and dependable information from the library, which serves as a robust knowledge foundation for their research activities.

RESULT AND DISCUSSION

The implementation of the Merdeka Belajar curriculum in Indonesia encompasses various concepts and aims to address the challenges faced by educators. It provides freedom and autonomy for both teachers and students in the learning process, reducing administrative burdens and allowing for diverse types of assessment. The curriculum emphasizes the role of teachers in shaping the nation's future through creative learning, supported by beneficial education policies. It also focuses on developing essential competencies relevant to students' chosen career paths and preparing them for the demands of the job market. The Merdeka curriculum is driven by the need to enhance literacy and numeracy skills among students. It is an improvement upon the previous curriculum and follows specific guidelines outlined by the Ministry of Education. At the higher education level, the Merdeka Belajar Kampus Merdeka (MBKM) program holds significant importance. Language learning, particularly English, plays a crucial role in the curriculum, and its implementation is dependent on the readiness of school principals and teachers. The curriculum aims to promote character development and prepare students to thrive in a changing world. It also fosters student-centered learning and encourages autonomy in seeking knowledge. The Merdeka Belajar program grants autonomy to educational institutions, allowing for more control and flexibility in curriculum and teaching methods. It caters to the hyper-customization nature of Generation Z and is expected to have a positive impact on the future. The recent changes in the curriculum have made English a core subject in primary education. The education sector recognizes the importance of adapting to changes and providing students with the skills necessary for success and contributions to society. The Merdeka Campus has significant implications for curriculum, learning models, evaluation, and collaboration between institutions.

The course format refers to the general structure and organization of a course within the curriculum. This includes components such as the course title, description, learning objectives, covered content, and scheduling. The course format encompasses how the course is designed and structured to achieve the desired learning outcomes. In the context of the English course within the Merdeka Curriculum, the course format will involve selecting topics, content, and learning objectives that are relevant to the needs and interests of the students.


The format of the Merdeka curriculum pertains to the structure and presentation of information within the curriculum, encompassing elements such as curriculum identity, structure, subject or program descriptions, teaching

methods, assessment, and curriculum development. These elements are systematically arranged to provide structured guidelines for curriculum implementation.

Course presentation pertains to the way or method used by the instructor to present the course material and engage students in learning. This includes teaching strategies, instructional methods, use of media, interactive activities, and learning approaches employed in the course delivery. Course presentation concerns how the material is presented to students and how students are involved in the learning process. Course presentation will involve the use of appropriate teaching methods such as active communication, authentic materials, project-based learning, and technology to enhance students' English language proficiency.

The presentation of the Merdeka curriculum concerns how the curriculum is delivered within the educational context. Key aspects of the curriculum's presentation encompass flexibility in subject selection, nurturing students' individual potential, employing innovative teaching methods, conducting appropriate evaluations, and offering support and guidance for teachers. English, being one of the subjects included in the Merdeka curriculum, follows its own distinct format and presentation. The continued importance of teaching English in Indonesia can be attributed to its status as an international language widely encountered in various domains such as the internet, public facilities, and more.

Here is an analysis of the format and presentation of the English course in the merdeka curriculum,

 MUHAMMADIYAH UNIVERSITY OF EAST KALIMANTAN FACULTY OF SCIENCE EDUCATION DEPARTMENT / PROGRAM OF ENGLISH EDUCATION					
LESSON PLAN					
SUBJECT	CODE	MKDU Cluster	WEIGHT (credits)	SEMESTER	date Preparation
CURRICULUM AND MATERIAL DEVELOPMENT	ENG2113		2	2	November 2017
AUTHORIZATION	RPS Developer	Coordinator of RMK An.Ka PRODI Secretary,			
	(Abdul Halim S.Pd., M.Pd)	(Rani Hening Puspita, S.Hum., M.Hum)			
Achievements Learning (CP)	CPL-PRODI	Learning Achievements of the English Language Education Study Program related to the subject**:			
	a. CP-ST (Attitudes and Values Learning Outcomes) ST-3 Contributing to improving the quality of life in society, nation, state, and progress civilization based on Pancasila; ST-8 Internalize academic values, norms, and ethics; ST- 9 Demonstrate a responsible attitude towards work in the field of expertise independently or in groups; b. CP-PP (Knowledge Mastery Learning Outcomes) PP-14 Mastering the curriculum, concepts, theories and philosophies in the field of English education and science entrepreneurship PP-15 Mastering the theoretical concepts of language and communication techniques in spoken and written English for specific purposes (<i>English for specific purposes</i>); in daily/general, academic and work contexts equivalent to <i>intermediate level</i> PP-17 Mastering theoretical concepts about literature, literacy and language learning PP-19 Mastering the concepts and techniques of developing learning programs, presentation (methods and procedures) management, and evaluation of educational English learning programs c. CP-KU (General Skills Learning Achievement) KU-4 Manage learning independently;				

Picture 1. Example of RPS

	KU- 6 Able to make learning media designs that are adapted to the conditions of the educational environment KU-7 Able to carry out the process of self-evaluation of work groups under their responsibility, and able to manage learning independently;
	d. CP-KK (Special Skills Learning Outcomes) KK- 5 Proficient in written and spoken English in everyday/general, academic, and work contexts <i>post-intermediate level</i> ; KK-8 Have the ability Business life skills KK-9 Proficient in spoken and written English in everyday/general, academic, and work contexts <i>post-intermediate level</i> ; KK-10 Proficient in spoken and written English in at least one area of English for a specific purpose (<i>English for specific purposes</i>) setara tingkat <i>intermediate</i> KK-11 Able to adapt the culture of positive target language users into the culture of the mother tongue; KK-12 Plan, implement, manage, evaluate learning, and make improvements to methods and processes of English as a foreign language in accordance with the characteristics and needs of students and stakeholders according to process and quality standards KK-13 Able to apply methods and processes of learning and learning English for specific purposes (<i>English for specific purposes</i>);
	CP-MK 1) Students are able to identify curriculum models 2) Students are able to find general and specific information from curriculum development strategies 3) Students are able to determine the topic of lesson plans, rps, prota prosem. 4) Students are able to find important information in texts with various kinds of development skills curriculum.
Short Description MK	This course provides students with knowledge and skills in curriculum analysis and development in an EFL/ESL context. Topics include language curriculum design: the origins and process of design, from syllabus design to curriculum development; needs assessment (needs analysis, environmental analysis, & situation analysis); course planning & syllabus design: 1) principles, 2) objectives, content and sequencing; format and presentation; monitoring & assessment; evaluation; provide effective teaching; and the role and design of teaching materials. The selected theories will be exemplified by the implementation of the EFL curriculum on Indonesian campuses. Problems and challenges in implementing the Indonesian EFL curriculum will be analyzed based on students' understanding of the theory and observations

Picture 2. Continued example of RPS

	underlying. Submission of material using several techniques such as lectures, discussions, individual work, and group work. Student achievement is assessed through their class participation, assignments (group and individual projects), semester and end-of-semester tests.	
Subject / Study Materials	1. Introduction to the course 2. Curriculum development and models 3. Introduction to RPS and RPS development strategies 4. Explanation of process, design and curriculum development 5. Course planning & syllabus design: principles 6. Mld Semester Examination 7. Development of RPP, RPS and PROTA PROSEM 8. Format and presentation 9. Approach to curriculum evaluation 10. Provide effective teaching 11. Final Semester Examination	
References	Utama : 1. Richards, Jack C. 2001. <i>Curriculum Development in Language Teaching</i> . USA: Cambridge University Press 2. Nation, I.S.P. 2010. <i>Language Curriculum Design</i> . USA: Routledge Taylor & Francis 3. White, R. V. (1988). <i>The ELT curriculum: Design, innovation and management</i> (Vol. 8). Oxford: Blackwell. Pendukung : Brown, James Dean. 1995. <i>The Elements of Language Curriculum: A Systematic Approach to Program Development</i> . USA: Heinle & Heinle Publishers	
Media Learning	Pre-software : Audio/Video	Hardware : Text Handout Tasks
Team Teaching	Abdul Halim S. Pd., M.Pd	
Assessment	Final score = 10% attendance + 35% structured assignment + 25% UTS + 30% UAS	

Picture 3. Continued example of RPS

Course requirements -						
Mg No.	Sub-CP-MK (2)	Indicator (3)	Criteria & Form Assessment (4)	Method Learning [Time Estimation] (5)	Learning materials [Library] (6)	Weight Rating (%) (7)
1	Students are able to identify the development of material development	Able to understand the <i>material development</i> in the curriculum	Practice: do practice questions	expository Learning, Learning cooperative (100 minutes)	Introduction to teaching materials, The role of teaching materials in the teaching and learning process Introduction to the origins and design process	Attendance = 20% (average)
2	Understand about principles and steps of the development model of English teaching curriculum • English Students	Students are able to model, explain curriculum development of English teaching curriculum able to state the principles method develop = curriculum English • Students able to explain the steps of curriculum development English	Exercise: Quiz	With lectures, presentations, discussions and Questions and answers students understand about models, principles and steps for the development of the teaching curriculum English (100 minutes)	In this topic, it will be displayed about: models, principles and steps in the development of the language teaching curriculum English	Attendance = 20% (average) Bill: 25% (average)

Picture 4 Continued example of RPS

3. Understand how to develop a syllabus in English	<ul style="list-style-type: none"> Students can name and differentiate syllabus development strategies in English. Students are able to explain syllabus development strategies. 	Exercise: Written and oral	with lectures, presentations and discussions. (100 minutes)	This subject will explain: strategies and methods for developing an English syllabus.	Attendance = 20% (average) Bill: 25% (average)
4 Able to make a syllabus in the language English	Students are able to make a syllabus model in English.	Peer assessment	Discussion and question and answer And practice according to student knowledge in developing an English syllabus (100 minutes)	On this subject, students are given the opportunity to develop an English syllabus.	Attendance = 20% (average) Bill: 25% (average)
5. Introduction of RPS and RPS development strategy	<ul style="list-style-type: none"> Students are able to understand RPS Students are able to understand the types of SLP Students are able to understand RPS 	Teacher assessment	With lectures, presentations, discussions and Question and answer students understand about models, principles and steps for the development of RPS in English (100 minutes)	In this topic, it will be explained about RPS for teaching and also strategies in the development of RPS that are good for learning.	Attendance = 20% (average) Bill: 25% (average)
6 Able to make RPS in English.	<ul style="list-style-type: none"> development strategies. Students are able to make RPS models 	Exercise: Written	Discussion and question and answer And practice according to student knowledge in development RPS in English (100 minutes)	On this subject, students are given the opportunity to create and develop lesson plans in teaching English.	Attendance = 20% (average) Bill: 25% (average)

Picture 5 Continued example of RPS

7 • understand the annual program (PROTA). • understand semester program creation (PROMES)	<ul style="list-style-type: none"> Students can explain PROTA, and PROMES. Students can mention RPE, PROTA, and PROMES Students can make PROTA, PROMISE calendar based academic. 	Exercises, exercise questions and Q&A	with lectures, presentations, discussions and questions and answers. (100 minutes)	<p>In this subject, it will be explained about the meaning of the annual program (PROTA)</p> <p>In this subject, it will be explained about the meaning of creating a semester program (PROMES)</p>	Attendance = 20% (average) Bill: 25% (average)
UTS					Bill : UTS answers Weight = 25%
9 Able to make an annual program (PROTA).	Students are able to make an annual program well.	Exercise: Written	Discussion, question and answer and writing practice (100 minutes)	On this topic, you will be given the opportunity to design and develop an annual program (PROTA)	Attendance = 20% (average) Bill: 25% (average)
10 Able to make a semester program (PROMISE)	Students are able to make a semester program (PROMES) Well.	Exercise: Written	Discussion, question and answer and writing practice (100 minutes)	On this subject, students are given the opportunity to create and develop programs	Attendance = 20% (average) Bill:

Picture 6 Continued example of RPS

					semester (PROMES)	25% (rate-rate)
11	Understanding media teaching	• Students are able to mention various kinds of teaching media. • Students are able to explain teaching media.	Practice: do practice questions	Seek information and knowledge and also conduct discussions and lectures.	In this subject, we will explain the definition of teaching media and its various forms.	Attendance = 20% (average) Bill: 25% (average)
12	Understanding and being able to adopt various materials, both text books and other online media.	• Students are able to select and choose the right material for learning according to the topic.	Exercise: Questions and answers	With cooperative learning methods, discussions, questions and answers and also lectures. (100 minutes)	In this subject, an explanation and implementation of the various appropriate media for adopting learning media from various sources will be given.	Attendance = 20% (average) Bill: 25% (average)
13	Making teaching media in the world of teaching.	Students are able to create learning media according to the topic of discussion.		Question and answer method and discussion (100 minutes)	On this subject, students will be given the opportunity to create teaching media models that are appropriate to the learning topic.	Attendance = 20% (average) Bill: 25% (average)
14	Demonstrate teaching media in teaching.	Students are able to demonstrate the learning media that has been prepared.	Presentation in front of class	Presentation and demonstration (100 minutes)	In this subject, students are given the opportunity to describe and demonstrate the teaching media that have been made.	Attendance = 20% (average) Bill: 25% (average)
15	Demonstrating media teaching in teaching.	Students are able to demonstrate the learning media that has been prepared.	Presentation in front of class	Presentation and demonstration (100 minutes)	In this subject, students are given the opportunity to describe and demonstrate the teaching media that have been made.	Attendance = 20% (average) Bill: 25% (average)
16	UAS					Billing: UAS answer Weight:35%

Picture 7 Continued example of RPS

From the above semester lesson plan, we can see that the format for the English course in the Merdeka curriculum is as follows :

1. Course title: Curriculum And Material Development
2. Course description: This course provides students with knowledge and skills in curriculum analysis and development in an EFL/ESL context. Topics include language curriculum design: the origins and process of design, from syllabus design to curriculum development; needs assessment (needs analysis, environmental analysis, & situation analysis); course planning & syllabus design: 1) principles, 2) objectives, content and sequencing; format and presentation; monitoring & assessment; evaluation; provide effective teaching; and the role and design of teaching materials. The selected theories will be exemplified by the implementation of the EFL curriculum on Indonesian campuses. Problems and challenges in implementing the Indonesian EFL curriculum will be analyzed based on students' understanding of the theory and observations underlying. Submission of material using several techniques such as lectures, discussions, individual work, and group work. Student achievement is assessed through their class participation, assignments (group and individual projects), semester and end-of-semester tests.
3. Learning objectives:
 - Students are able to identify curriculum models
 - Students are able to find general and specific information from curriculum development strategies
 - Students are able to determine the topic of lesson plans, rps, prota prosem
 - Students are able to find important information in texts with various kinds of development skills curriculum
4. Structure and class schedule:
 - Meeting 1: Able to understand the material development in the curriculum
 - Meeting 2: Curriculum development model of English teaching curriculum
 - Meeting 3: Develop a syllabus in english
 - Meeting 4: Make a syllabus in the language english
 - Meeting 5: Introduction of RPS and RPS development in english
 - Meeting 6: Make RPS in english
 - Meeting 7: Annual program (PROTA) and semester program (PROMES)
 - Meeting 8: UTS
 - Meeting 9: Make an annual program (PROTA)
 - Meeting 10: Make a semester program (PROMES)
 - Meeting 11: Media teaching
 - Meeting 12: Adopt various materials, both text books and other online media



Meeting 13: Making teaching media in the world of teaching

Meeting 14-15: Demonstrate teaching media in teaching

Meeting 16: UAS

5. Teaching methods:

Expository learning, learning cooperative

Presentations, discussions, and question and answer

Presentation and demonstration

6. Learning materials:

Textbooks:

Primary :

Richards, Jack C. 2001. Curriculum Development in Language Teaching. USA: Cambridge University Press 2.

Nation, I.S.P. 2010. Language Curriculum Design. USA: Routledge Taylor & Francis 3. White, R. V. (1988). The

ELT curriculum: Design, innovation and management (Vol. 8). Oxford: Blackwell.

Supporting :

Brown, James Dean. 1995. The Elements of Language Curriculum: A Systematic Approach to Program Development. USA: Heinle & Heinle Publishers

Supplementary materials: Audio and video.

7. Assessment and evaluation:

Practice: Do practice questions

Exercise: Quiz, Written and oral, questions, Q&A,

Peer assesment

Teacher assessment

Presentation in front of class

Final score = 10% attendance + 35% structured assignment + 25% UTS + 30% UAS

From the statement above, we can determine that the forms of presentations in the English course are as follows:

1. Presentations conducted by the lecturer

These presentations are part of expository learning, where they can take the form of lectures and demonstrations.

2. Group presentations

These presentations are part of learning cooperative, where students are formed into small groups and given question and answer tasks by the lecturer. In these presentations, students discuss a specific topic and exchange ideas with each other.

3. Individual presentations

These presentations can be found in lectures 14 and 15, where students are required to present and demonstrate the prepared learning media.

CONCLUSION

The Merdeka Curriculum introduces a new format and presentation for the English subject, aiming to enhance students' language proficiency in line with the demands of the current globalized world. The curriculum emphasizes personalized learning by providing teachers with the freedom to choose teaching materials, allowing for customization according to students' needs and interests. The Merdeka Curriculum represents an effort to refresh the national education system in Indonesia, designed to adapt to changes such as the challenges posed by the COVID-19 pandemic and the shift towards remote learning.

The curriculum format covers various aspects, including curriculum identity, structure, subject descriptions, teaching methods, assessment, and development, providing comprehensive guidelines for implementation that can be found in the semester learning design (RPS).

The presentation of the Merdeka Curriculum focuses on flexibility in subject selection, nurturing individual potential, innovative teaching methods, evaluations, and support for teachers, with the aim of creating an enjoyable and engaging learning environment for teachers, students, and parents, such as individual presentations, group presentations, and others.

The English course holds an important role within the Merdeka Curriculum due to the international status of the language and its widespread use in various domains such as the internet and public facilities. Overall, this analysis highlights the efforts of the Indonesian government to enhance English language education through the Merdeka Curriculum, providing a foundation for effective and engaging English language learning in accordance with the demands of the modern world.



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