

**TEACHER`S EXPERIENCES OF TEACHING ENGLISH
WITH *KURIKULUM MERDEKA*: A STUDY IN AN
ELEMENTARY SCHOOL**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

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SN. 2519101

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

"The secrets of your success are determined by your daily agenda"

John C. Maxwell

*"Jika orang lain saja dapat berhasil melakukannya, kenapa kamu ragu untuk
berhasil?"*

Sustriana

ABSTRAK

*Bahasa Inggris merupakan bahasa yang penting untuk dikuasai oleh siapapun pada saat ini. Penerapan kembali mata pelajaran bahasa Inggris di sekolah dasar menjadi kabar baik bagi siswa. Penerapan Kurikulum Merdeka di sekolah dasar, memberikan kesempatan bagi siswa untuk mempelajari bahasa Inggris lebih dini sebagai bekal ilmu untuk melanjutkan di jenjang sekolah menengah pertama. Penelitian ini bertujuan untuk menyelidiki bagaimana implementasi pembelajaran bahasa Inggris pada Kurikulum Merdeka di tingkat sekolah dasar serta untuk mengetahui keuntungan-keuntungan dan tantangan-tantangan yang muncul ketika guru mengajar di kelas dengan Kurikulum Merdeka. Partisipan penelitian ini melibatkan dua guru kelas dari dua sekolah dasar yang berbeda. Dalam penyajian data, penelitian ini menggunakan deskriptif kualitatif untuk memaparkan serta menceritakan kembali pengalaman guru selama mengajar materi bahasa Inggris saat di kelas. Temuan dari penelitian ini menunjukkan bahwa pembelajaran bahasa Inggris di kelas empat sekolah dasar sudah berlaku selama dua semester ini. Pada implementasinya pembelajaran bahasa Inggris dinilai berhasil diterapkan di sekolah dasar dengan penguasaan 6 skill yang wajib bagi siswa. Selain itu juga ditemukan *benefits and challenges* yang dihadapi guru selama mengajar menggunakan Kurikulum Merdeka di sekolah dasar. Penelitian ini bermanfaat bagi guru sebagai bahan evaluasi mengajar serta guru dapat mempelajari strategi, media serta langkah-langkah pembelajaran seperti apa yang cocok digunakan di sekolah dasar. Sehingga dalam pelaksanaan pembelajaran bahasa Inggris di kelas, materi tersampaikan secara jelas kepada siswa.*

Kata kunci: Kurikulum Merdeka, Sekolah dasar, Bahasa Inggris

ABSTRACT

English is an important language for anyone to master today. The re-implementation of English subjects in elementary schools is good news for students. The implementation of the *Kurikulum Merdeka* in elementary schools provides an opportunity for students to learn English early as a provision of knowledge to continue at the junior high school level. This study aims to investigate how the implementation of English language learning in the *Kurikulum Merdeka* at the elementary school level and to identify the benefits and challenges that arise when teachers teach in class with the *Kurikulum Merdeka*. The participants of this study included two classroom teachers from two different elementary schools. This research used descriptive qualitative data presentation to describe and retell the teachers' experiences while teaching English language materials in the classroom. The findings of this research show that English language learning in grade four elementary school has been in effect for two semesters, in its implementation English language learning is considered successfully applied in elementary schools with mastery of 6 skills that are mandatory for students. In addition, the benefits and challenges faced by teachers while teaching using *Kurikulum Merdeka* in elementary schools were also found. This research is useful for teachers as teaching evaluation material and teachers can learn what strategies, media and learning steps are suitable for use in elementary schools. As a result, in the implementation of English learning in the classroom, the material is conveyed clearly to students.

Keywords: *Kurikulum Merdeka*, Elementary school, English

PREFACE

Praise and gratitude are due to Allah SWT who has bestowed His gifts and bestowed guidance, smoothness, health, and patience to the author so that the process of writing the final project research entitled "**TEACHER`S EXPERIENCES OF TEACHING ENGLISH WITH *KURIKULUM MERDEKA*: A STUDY IN AN ELEMENTARY SCHOOL**" can be completed on time. This final project has been submitted to the English Education Study Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the final project course. This research can be completed because of the help and support given to the researcher to keep moving her fingers from various parties.

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Pekalongan, 04 Juli 2023

The Writer

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Education will continue to evolve with the changing times. Education does not have a standard reference because education will continue to develop along with the development of an era including the education curriculum. The current educational curriculum in Indonesia continues to undergo changes from period to period where these changes aim to adapt educational needs to the times. The history of Indonesian education records the application of the curriculum and the process of change is relatively fast. This change aims to improve the quality and quantity of education in order to compete in the face of global threats (Asri, 2017).

Recently, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbudristek RI) Nadiem Makarim proposed the *Kurikulum Merdeka* where the main concept of independent learning is freedom of thought (BSKAP, 2022). The change in curriculum was intended as an effort to improve the learning loss of students during the pandemic. The new curriculum is designed with a more flexible framework that prioritizes essential materials, character development and peer competencies (Dewi et al., 2023). In addition, *Kurikulum Merdeka* can be said to be a curriculum that is successful in changing the conditions of education in Indonesia. In this curriculum, learning applies the project of strengthening the student profile of Pancasila which is oriented towards understanding the

concept of problem solving (Setiyaningsih & Wiryanto, 2022). Furthermore, the *Kurikulum Merdeka* is one of the efforts so that education in Indonesia can adapt to the times and technology (Pratikno et al., 2022).

Unlike the previous curriculum namely Curriculum 2013, this curriculum especially at the elementary school level has undergone several changes in subject. The reintroduction of English subjects in elementary schools is one of the changes in the new curriculum. In the previous curriculum, English was a compulsory local content subject for elementary school students. However, in the *Kurikulum Merdeka* the government included English as a compulsory subject, but the school can still consider this policy in its application.

There are some significant differences in English subjects in the *Kurikulum Merdeka*. Previously, English subjects only focused on the learning outcomes of speaking, listening, reading, writing, and writing (Zein, 2017) However, in the *Kurikulum Merdeka* there are two additional learning outcomes, namely viewing and presenting. In addition, English subjects are also focused on students' skills in speaking and being able to communicate using English as their life skills. In the learning process, teacher are more directed to use a genre-based approach (text-based). In the learning process, teacher can use texts that are loaded in various modes, both visual, oral, audio, and in multimodal forms (BSKAP, 2022).

Based on the changes in the ongoing curriculum and its implementation in schools, field data shows that in its implementation teacher

are required to be able to master and adapt to existing changes including the addition of subjects, namely English, which of course affects teachers' performance. In this curriculum, English subjects are not taught by teacher who are competent in the field of English but by their respective class teachers. This has received a negative response from teachers, especially in public elementary schools because they do not master English well. Another factor is the lack of preparation of teacher to teach English because in the previous curriculum English was not taught in elementary schools.

In connection with the data obtained during the initial interviews in the field, the researcher was motivated to conduct research with the title "Teacher's Experiences of Teaching English with *Kurikulum Merdeka*: A Study in Elementary School". Teachers' experience was chosen because the success factor of curriculum implementation lies in the teachers' understanding of the curriculum and learning achievements. In addition, the experience that teacher have is useful to be able to build critical thinking, communication, collaboration, creativity, and character skills in students (Indarta et al., 2022).

1.2 Research Questions

Based on the background of the research, the researcher tries to answer the following questions:

1. How does the teacher teach English in elementary school with Kurikulum Merdeka?

2. What are the benefits and challenges of Kurikulum Merdeka?

With these formulas, the authors contribute to exploring knowledge related to the ability of classroom teacher to teach English in the classroom in the *Kurikulum Merdeka*.

1.3 Research Objectives

The objectives of this research is describe as follows:

1. To gain an understanding of the importance of English being taught as early as possible and to find out how to implement appropriate English learning for elementary schools.
2. To gain the benefits and challenges faced by teachers in the classroom.

1.4 Research Significances

The significances of this research are explained as follows:

1. Theoretical significance

The research is contribute to the success in teaching using *Kurikulum Merdeka* as an effort to recovery learning lose during pandemic. Especially in English subject conducted by teacher in elementary schools which can be a means to make teacher more creative and create learning experiences that are beneficial for both teachers and students. On the other hand, the results display the most important advantages in implementing a new curriculum that are capable of improve the quality and grades of student learning.

2. Empirical significance

The research provides an empirical significance of the use of *Kurikulum Merdeka* as a new curriculum in teaching where the English subject is a new learning subject.

3. Practical significance

The research provides new insights for teacher about aspect of teaching mastery, such as in teaching preparation, classroom management, and learning evaluation. Moreover, it is also expected that teacher and student can collaborate optimally during practice in English subject in the classroom with wide scale using this curriculum. Therefore, from the main concept of this curriculum namely independent in learning, teacher can teach to fluent and reveal the obstacles they have.

1.5 Definition of Key Terms

To avoid misunderstanding, the researcher defines some key terms relate to the research as follows:

1. Teaching English in Elementary School

English language learning in elementary school is the learning of a foreign language that includes linguistic aspects used to redescribe a language, sociocultural aspects that include introducing and understanding other people's cultures, not to forget the cognitive and affective aspects, namely character development (Routledge, 2019).

2. *Kurikulum Merdeka* in Elementary School

Kurikulum Merdeka is one of the new policies of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI) which is aimed at realizing an innovative learning process and following the needs of students (student-centered) (Indarta et al., 2022).

CHAPTER V

CONCLUSION

5.1 Summary of findings

English language learning in elementary school is not new to the elementary school level. The importance of introducing English early is not without purpose. English is currently a crucial language that we should master. Research with the title *Teacher`s Experiences of Teaching English with Kurikulum Merdeka: A Study in an Elementary School* which focuses on identifying the implementation of English learning in the *Kurikulum Merdeka* conducted in two schools, namely Public Elementary School and *Madrasah Ibtidaiyah Muhammadiyah*. Some of the findings of this study are:

1. Teaching english in elementary school with *Kurikulum Merdeka*

English language learning in the *Kurikulum Merdeka* is still not fully effective in the implementation of teaching in the classroom. Based on the data obtained by researchers from the class teachers of each school, researchers concluded that teachers are still experiencing confusion in understanding and managing the classroom in accordance with the provisions in the *Kurikulum Merdeka*. this conclusion is reinforced based on interviews conducted that there is still no certainty in the preparation of the lesson plan format from the government. In addition, for public elementary school teachers teaching English is a big challenge for them. Teachers are required to be able to teach English, which they do not

master. However, in the implementation of learning activities in the classroom teachers try to provide the best learning for their students. They use mature learning strategies that are conceptualized in such a way as to create fun learning with props and learning media to support the effectiveness of learning to achieve the 6 language skills that children must master. In addition, teachers have also adjusted the assessment to the assessment model in the Merdeka Curriculum. Learning differentiation is also carried out by teachers to help students who do not understand the material so that students get learning according to their respective abilities.

2. Benefits and challenges of *Kurikulum Merdeka* in elementary school

Based on the results of the research analysis obtained, there are benefits from implementing the Merdeka Curriculum in elementary schools are the *Kurikulum Merdeka* includes a simpler designed curriculum, teachers are more free to determine their own materials and learning outcomes, learning models are more flexible, students tend to have more time to practice, more effective with the differentiation of learning from one student's ability to another.

In addition to the benefits mentioned above, there are also challenges faced by teachers during teaching activities in class including teachers are required to always be able to create a cool and comfortable class for learning, more intensive handling of students who are less able to understand the subject matter, the time allocation in the *Kurikulum*

Merdeka is less, especially in English subjects where only two hours of lessons are given for one meeting during one week, the teacher feels that the delivery of material is less than optimal because the teacher is not an English graduate.

5.2 Recommendations

According to the research that has been conducted and the conclusion drawn by the researcher, the researcher provides several recommendations for future researchers who are interested in conducting similar research. For further researchers, the recommendation given is to examine the difficulties of students to adjust themselves when learning English from the existence of learning differentiation in the independent curriculum. The research that has been done still has limited participants. Future research is expected to have more than two teacher participants to find out more clearly about the implementation of English language learning in the independent curriculum and the benefits and challenges that arise are more relevant to the existing conditions.

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