

# Implementation of English in the Merdeka curriculum at SD Negeri Dlingo

Anggi Aulia Rizki<sup>a,1\*</sup>, Soviyah<sup>b,2</sup>

<sup>a,b</sup> Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>1</sup> [anggi2000004091@webmail.uad.ac.id](mailto:anggi2000004091@webmail.uad.ac.id); <sup>2</sup> [soviyah@pbi.uad.ac.id](mailto:soviyah@pbi.uad.ac.id)

\*corresponding author

## ARTICLE INFO

### Article history

Received 5 May 2024

Revised 30 July 2024

Accepted 31 July 2024

### Keywords

Curriculum

English Teaching

Language Education.

## ABSTRACT

This research aims to find out how teachers implement English in the Merdeka Curriculum at SD Negeri Dlingo, which is one of the elementary schools in Bantul, Yogyakarta, Indonesia. This research uses a qualitative descriptive case study design by conducting observations and interviews with grade 4 teachers who also teach English in the same class. In this case there are findings regarding the main challenge, that is the absence of an English teacher at the school. The results of this study found that the teacher did several things in overcoming the absence of an English teacher there with 3 things, namely conducting training, Making teaching tools, teaching activities.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



How to Cite: Rizki, A. A., & Soviyah, S. (2024). Implementation of English in the Merdeka curriculum at SD Negeri Dlingo. *International Undergraduate Conference on English Education*, 3(1), 201-206.

## 1. Introduction

Formal education is important in our lives today, as well as formal education in primary schools which does teach the basics before continuing to a higher level of education. According to Dewey (1916) Formal education is an important tool to prepare individuals to function in society. Formal education is part of national education, and in brief the definition of formal education is a systematic, structured, graded and tiered education path consisting of basic education, secondary education and higher education (Suprijanto, 2007). In Education English is also considered important in the present, because it will greatly help students in the future. According to Seidlhofer (2011) Students who are proficient in English can interact with people from different cultures and countries, which allows them to cooperate with people around the world in research and projects.

One way to improve the quality of education is to make changes to the curriculum by fixing the previous curriculum and making a better curriculum. According to Tyler (1949), the curriculum should be designed by considering clear educational objectives, appropriate learning experiences, and effective evaluation of learning outcomes. The curriculum itself is a series of learning plans that students must follow through various subjects to achieve certain goals, which can be improved by schools (Cholilah et al., 2023). According to Angga et al. (2022) the curriculum is a tool or benchmark used to achieve educational goals so that it can be said that the curriculum is a reference for the process of implementing education in Indonesia.

Currently, the Minister of Education has created a new curriculum that is expected to help Indonesian education become more advanced and achieve the desired educational goals. The curriculum is the Merdeka Curriculum (Kurmer) which has been officially enforced in Indonesia. Schools that are ready to implement the Merdeka curriculum in learning recovery due to the pandemic can choose to do so. However, schools that are not ready to implement the Merdeka curriculum still

have another option: they can stay with the 2013 curriculum or continue with the emergency curriculum until the evaluation of the learning recovery curriculum is conducted in 2024 (Rahmadayanti & Hartoyo, 2022, p. 2).

The Merdeka curriculum is the curriculum currently being used in Indonesia, this curriculum is a development of a flexible curriculum that focuses on the essence of learning materials and also the development of competencies and student character. According to Dewi and Putri (2022) the Merdeka curriculum arranges learning that is more relevant and emphasizes the growth of life skills and character. According to Suryani and Kurniawati (2022) the Merdeka curriculum allows students to focus not only on academic achievement, but also on developing various skills that are relevant to the demands of today's world, such as critical thinking, creativity, and cooperation.

According to Suryani and Kurniawati (2022) The Merdeka Curriculum emphasizes the development of English language skills, such as reading, writing, speaking and listening. This method allows English learning to be more effective and interactive. Therefore, the school can include English as a subject that needs to be learned at school. According to Kemendikbud (2022) English is no longer a strictly separate subject, but can be incorporated into a variety of learning contexts. This provides an opportunity to incorporate English into a variety of activities and lessons related to students' daily lives. According to Kemendikbud (2022) in implementing English lessons in this curriculum, of course there are cases that we will study, one of which is that there are no English teachers who can teach English in a school or the limited quality of English teachers. This is also experienced by SD Negeri Dlingo where there is no English teacher there.

Based on previous studies conducted by several researchers related to the implementation of English in the Merdeka curriculum, one of the studies conducted by Oktavia et al. (2023) identified that the school is excited to implement this policy, but there are some school needs that have to be fulfilled, including the need for English teachers, the English language training for the elementary school teachers, and the facilities. Another case study is based on research from Ferdaus and Novita (2023) The results of the study found that the Merdeka Curriculum in one of the vocational high schools has been widely implemented. However, the obstacles that arise are related to changing perceptions from teacher-centered learning to student-centered learning. All approaches taken in the teaching and learning process of English learning have resulted in a student-centered approach, which is also in accordance with the results of the Pancasila Student Profile. The integration of the Pancasila Student Profile orientation and the student-centered approach in English learning is intended to produce a generation that is independent, able to think critically, creatively, and innovatively, sociable, and able to communicate and collaborate.

Based on our observations, SD Negeri Dlingo, located in Bantul, Yogyakarta Special Region, is one of the schools that has used the Merdeka curriculum. At the beginning of the observation, we found that SD Negeri Dlingo only used the Merdeka curriculum this year, namely in the 2023/2024 school year. In this case, the Merdeka curriculum is only applied to grade 1, grade 2, grade 4, and grade 5, while grade 3 and grade 6 are still using curriculum 13. English language learning is also a new lesson at SD Negeri Dlingo where previously there were no English lessons in the school.

To help the writer to find the data and limit the research, the writer gives one research question like the following:

1. How teachers implement English in the Merdeka curriculum at SD Negeri Dlingo?

Based on the background above, the purpose of this study is to find out how schools or teachers of SD Negeri implement English in the Merdeka curriculum in the midst of the limitations of the absence of English teachers there.

## 2. Method

In this study we used qualitative research. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation (Strauss & Corbin, 2003). According to Creswell (2014), case study is a qualitative approach by exploring the issue through in-depth data collection. This study used descriptive qualitative research which was conducted by conducting observations and interviews. In descriptive qualitative research, data are obtained through techniques such as in-depth interviews, observation, and document analysis, which are then

thematically analyzed to identify patterns, themes, and relevant relationships (Merriam & Tisdell, 2016). The subject in this study is a class teacher from grade 4 at SD Negeri Dlingo. The method of observation and direct interviews with related parties directly such as teachers from SD Negeri Dlingo.

### 3. Findings and Discussion

In this study, observations were made in class 4 and interviews were conducted with class 4. Previously, SD Negeri Dlingo itself had implemented the Merdeka curriculum and implemented English language learning. However, SD Negeri Dlingo does not have an English teacher to teach there. This happened because in the previous curriculum, SD Negeri Dlingo used Curriculum-13 which in the curriculum there were no English lessons. In this study based on observations and interviews conducted by researchers with teachers at SD Negeri Dlingo, this research is divided into 3 parts, training, making teaching tools and activities in learning.

#### 3.1. Conducting Training

Before implementing it in the classroom, each teacher participates in training to develop teacher professional competencies. When it is important for teachers to get proper training on the Merdeka Curriculum. According to Pratiwi and Rahman (2023) Training in designing lesson plans (RPP), implementing a project-based approach, and using formative assessments are one of the training components that will be provided to teachers.

To ensure that the curriculum is implemented effectively and students receive a meaningful and high-quality education, teachers must be trained to integrate assessment effectively into their teaching practices (Paramartha et al., 2022). A good, well-designed assessment system can provide important information about how students are learning and help identify areas where additional support or improvement is needed. In addition, assessment can help improve the overall quality of education by providing feedback to teachers on their learning strategies and approaches.

*“We as teachers previously conducted training on the Merdeka curriculum”*

During the training, teachers at SD Negeri Dlingo also took advantage of the meeting to exchange experiences with other teachers whose schools also implemented the Merdeka curriculum and they also exchanged experiences regarding English language teaching in other elementary schools.

*“We exchanged ideas on how to teach English to students with other teachers, especially with English teachers from other elementary schools.”*

#### 3.2 Making teaching tools

Before starting the learning process, teachers must make learning tools. Making learning tools is part of lesson planning. According to Boud et al. (2001) How teachers create learning tools largely depends on the success of learning and effective. English teachers not only follow instructions and training, but they also work to create learning tools that are in line with Merdeka Curriculum. In this case, the education unit operational curriculum (KOSP), learning outcomes (CP), learning objectives (TP), flow of learning objectives (ATP), and teaching module design are all their responsibilities

Because SD Negeri Dlingo has just held a lesson this year, teachers must make the right teaching materials so that students are able to follow the learning that they have not gotten before. Initially the teacher was very difficult because students did not have previous English provision so that the right teaching materials would make students able to meet the learning outcomes (Indrawini et al., 2017).

#### 3.3 Teaching activities

In learning activities in grade 4 learning is divided into 3 parts, namely the initial, core and final activities. According to Gagne et al. (1992) explain that the initial stage of learning is the most important thing in organizing and starting effective learning. The way teachers at SD Negeri Dlingo create an atmosphere at the beginning of English learning is by using command words such as praying, greeting the teacher and also saying what will be learned today using English to create an English-speaking atmosphere or environment.

*“At the beginning of learning activities we usually pray first, but use simple English that is easy for children to imitate or do, before that I will teach them, after that the next meeting they will lead”.*

In the core of learning activities, teachers in the classroom as much as possible bring the atmosphere to be interactive by involving students (Bonwell and Eison, 1991). Classroom teachers in English language learning have tried their best to implement differentiated learning by encouraging students to actively participate in discussions, find problems and find solutions, and then present the results of the discussions. The teacher also revealed teaching vocabulary that is still related to daily activities and learning the vocabulary of objects in the surrounding environment.

*“During the learning process, I invite the children to participate more, one of which may be by playing guessing games”*

In the closing activity or when the lesson is over, the teacher will conduct a learning evaluation. This is done to find out how well the lesson went. The evaluation process is carried out to evaluate the success of education. The level of success in the teaching and learning process is compared with each other (Djamarah, 2005, p. 37). After the English lesson was over, the teacher asked the students to give their opinions on the outcome of the subject matter.

*“After the lesson was over we recalled what we had learned, and what we had learned.”*

#### 4. Conclusion

Formal education is an important part of national education in Indonesia, and the implementation of the Merdeka Curriculum aims to improve the quality of education in Indonesia. The government recommends conducting English language learning in schools. English is an important part of education. In this study, we observed SD Negeri Dlingo implementing English language learning in the new curriculum, the independent curriculum. However, there are challenges and barriers in implementing Merdeka Curriculum at SD Negeri Dlingo, especially in English subjects, due to limited teacher expertise and resources. The efforts that teachers make in overcoming obstacles so that they can implement English at SD Negeri Dlingo, one of the things that teachers do is conduct training for teachers, training and support for teachers so that they can deliver the curriculum effectively and align assessments with the curriculum to ensure student progress and achievement. Besides that, teachers also make lesson plans as a guide so that teachers can deliver material according to what students need. Activities in learning are also something that teachers pay attention to, with limitations and lack of English teaching human resources, teachers still carry out fun and interactive English learning.

It can be concluded that the implementation of English in the independent curriculum is still quite a lot of things that must be evaluated, especially the lack of teaching human resources. By increasing the human resources of English teachers and increasing the facilities that help teachers in teaching English can facilitate the teaching of English in the curriculum.

#### REFERENCES

- Angga, R., dkk. (2022). Pentingnya kurikulum dalam pendidikan: Panduan dan implementasi. *Jurnal Pendidikan*, 15(1), 23-35.
- Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom. ASHE-ERIC Higher Education Report No. 1*. George Washington University.
- Boud, D., Cohen, R., & Sampson, J. (2001). *Peer learning in higher education: Learning from and with each other*. Routledge.
- Cáceres, M. L. (2018). Reflections on the training evaluation of learning in the degree in science of education of the UAEH. *International Journal for Innovation Education and Research*, 6(12), 56–63. <https://doi.org/10.31686/ijer.vol6.iss12.1251>

- Cholilah, M., Tatuwo, A. G. P., Komariah, Rosdiana, S. P., & Fatirul, A. N. (2023). Pengembangan Kurikulum Merdeka dalam satuan pendidikan serta implementasi Kurikulum Merdeka pada pembelajaran abad 21. *Sanskara Pendidikan Dan Pengajaran*, 1(2), 57-66. <https://doi.org/10.58812/spp.v1i02.110>
- Creswell, J. W. (2014). *Desain penelitian: Pendekatan metode kualitatif, kuantitatif, dan campuran* (4<sup>th</sup> Ed.). Sage.
- Dewey, J. (2024). *Democracy and education*. Columbia University Press.
- Dewi, S., & Putri, R. (2022). Implementasi Kurikulum Merdeka dalam konteks pembelajaran tematik. *Jurnal Pendidikan dan Teknologi*, 19(1), 45-60.
- Djamarah. (2005). *Strategi belajar mengajar*. Jakarta: Rineka Cipta
- Ferdaus, S. A., & Novita, D. (2023). The Implementation of the Merdeka Curriculum in English subject at a vocational high school in Indonesia. *Briliant: Jurnal Riset dan Konseptual*, 8(2), 297-310.
- Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design*. Harcourt Brace Jovanovich.
- Indrawini, T., Amirudin, A., & Widiati, U. (2017). Pentingnya pengembangan bahan ajar tematik untuk mencapai pembelajaran bermakna bagi siswa sekolah dasar. *Prosiding Seminar Nasional Mahasiswa Kerjasama Direktorat Jenderal Guru Dan Tenaga Kependidikan Kemendikbud 2016.*, 1-7.
- Kasman, K., & Lubis, S. K. (2022). Teachers' performance evaluation instrument designs in the implementation of the new learning paradigm of the Merdeka Curriculum. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(3), 760-775. <https://doi.org/10.33394/jk.v8i3.5674>
- Kementerian Pendidikan dan Kebudayaan. (2022a). *Kurikulum Merdeka: Pedoman dan implementasi*.
- Kementerian Pendidikan dan Kebudayaan. (2022b). *Laporan evaluasi Kurikulum Merdeka dan implementasinya*.
- Maryono, G. D., Purnawarman, P., & Sukyadi, D. (2021). Teachers' conceptions of English assessment in International Baccalaureate Curriculum – Secondary Level. *ELT Forum: Journal of English Language Teaching*, 10(3), 185–197. <https://doi.org/10.15294/elt.v10i3.48595>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey Bass.
- Oktavia, D., Habibah, N., Balti, L., & Kurniawan, R. (2023). Kurikulum Merdeka dan pengajaran bahasa Inggris di sekolah dasar: Need ansalisis study. *Jurnal Muara Pendidikan*, 8(1). <https://doi.org/10.52060/mp.v8i1.1260>
- Paramartha, I. W., Anwar, M., & Suprpto, M. (2022). Effective assessment practices in teaching: A comprehensive review. *Journal of Educational Assessment and Evaluation*.
- Pratiwi, D., & Rahman, A. (2023). Implementasi pelatihan guru dalam Kurikulum Merdeka: Studi kasus di sekolah dasar. *Jurnal Pendidikan dan Pengajaran*, 16(1), 45-59.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, wujud merdeka belajar di sekolah dasar. *Jurnal Basicedu*, 6(4), 7174-7187.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.

- Simanjuntak, I. A., Akbar, S., & Mudiono, A. (2019). Asesmen formatif perkembangan bahasa anak. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 4(8), 1097-1102. <https://doi.org/10.17977/jptpp.v4i8.12686>
- Strauss, A., & Corbin, J. (2003). *Dasar-dasar penelitian kualitatif : Tata langkah dan teknik-teknik teoritisasi data*. Pustaka Belajar.
- Suprijanto. (2007). *Pendidikan orang dewasa: dari teori hingga aplikasi*. Bumi Aksara. <https://lib.ui.ac.id/detail.jsp?id=20148944>
- Suryani, T., & Kurniawati, R. (2022). Holistic competency development in the Merdeka Curriculum. *International Journal of Curriculum Studies*, 14(1), 23-37.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. University of Chicago Press.
- Wahyu, I., & Lestari, S. (2023). Challenges and opportunities in implementing emergency curriculum as recovery strategy. *Journal of Education Policy and Management*, 11(2), 65-80