

**THE IMPLEMENTATION OF MERDEKA BELAJAR
CURRICULUM AND ITS IMPACT TOWARD STUDENTS'
LEARNING OUTCOMES AT MTs. AS'ADIYAH PUTRA
SENGKANG**

A Thesis

*Submitted to the English Language Education of Postgraduate Program of State
Islamic University of Palopo to Conduct Thesis to Completing Master Level
English Studies*



UIN PALOPO

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**ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

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**ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
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Palopo, 25th of August 2025

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Yuliana


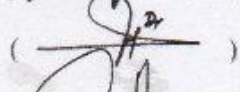
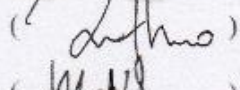
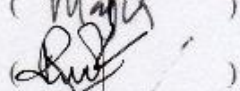
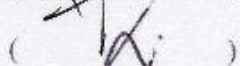

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THESIS APPROVAL


Master's thesis entitled "The Implementation of Merdeka Belajar Curriculum and its Impact toward Students' Learning Outcome at MTs. As'adiyah Putra Sengkang" written by Yuliana, identification number is 2305040011, the student of UIN Palopo Postgraduate English Language Study Program, which has been examined in the Munaqasah session of the research on Monday, 25th August 2025 which coincide with 30 Rabiul Awal 1447 H, and accepted as a requirement for obtaining a master's degree in field of English Language (Master of Education).


Palopo, 26th August 2025

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Hopefully what we do is worthy of worship in the sight of Allah swt., and all the efforts we make will be made easier by Him, Aamiin.

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A handwritten signature in dark ink, consisting of a large, stylized loop followed by a vertical line and some smaller, less distinct strokes.

Yuliana

PEDOMAN TRANSLITERASI ARAB-LATIN DAN SINGKATAN

A. Transliterasi Arab-Latin

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada table berikut:

1. Konsonan

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	be
ت	Ta	T	te
ث	ša	š	es (dengan titik atas)
ج	Jim	J	je
ح	ħa	ħ	ha (dengan titik bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	de
ذ	Žal	Ž	zet (dengan titik atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	šad	š	es (dengan titik bawah)
ض	ḍad	ḍ	de (dengan titik di bawah)
ط	ṭa	ṭ	te (dengan titik di bawah)
ظ	ẓa	ẓ	zet (dengan titik di bawah)
ع	‘ain	‘	apostrof terbalik
غ	Gain	G	ge
ف	Fa	F	ef
ق	Qaf	Q	qi
ك	Kaf	K	ka
ل	Lam	L	el
م	Mim	M	em
ن	Nun	N	en
و	Wau	W	we
ه	Ha	H	ha
ء	Hamzah	’	apostrof
ي	Ya	Y	ye

Hamzah (ء) yang terletak diawal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika terletak di tengah atau di akhir, maka ditulis dengan tanda (‘).

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoton dan vokal rangkap atau difton.

Vokal tunggal Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>Fathah</i>	A	A
اِ	<i>Kasrah</i>	I	I
اُ	<i>Dammah</i>	U	U

Vokal Rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيّ	<i>Fathah dan ya</i>	Ai	a dan i
اَوّ	<i>Fathah dan Wau</i>	Au	a dan u

Contoh:

كَيْفَ : Kaifa

هَوَّلَ : Haula

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fathah dan alif atau yā'</i>	ā	a dan garis di atas
يِ	<i>kasrah dan yā'</i>	ī	i dan garis di atas
وِ	<i>ḍammah dan wau</i>	ū	u dan garis di atas

مَاتَ	: <i>māta</i>
رَمَى	: <i>ramā</i>
قِيلَ	: <i>qīla</i>
يَمُوتُ	: <i>yamūtu</i>

4. *Tā marbūtah*

Transliterasi untuk *tā marbūtah* ada dua, yaitu *tā marbūtah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *dammah*, transliterasinya adalah [t]. Sedangkan *tā marbūtah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *tā marbūtah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *tā marbūtah* itu ditransliterasikan dengan ha [h].

Contoh:

رَوْضَةُ الْأَطْفَالِ	: <i>rauḍah al-atfāl</i>
الْمَدِينَةُ الْفَاضِلَةُ	: <i>al-madīnah al-fāḍilah</i>
الْحِكْمَةُ	: <i>al-ḥikmah</i>

5. *Syaddah (Tasydīd)*

Syaddah atau *tasydīd* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ṣyādīd* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا	: <i>rabbanā</i>
نَجِّينَا	: <i>najjainā</i>
الْحَقُّ	
نُعَمُّ	
عَدُوُّ	

: *al-ḥaqq*

: *nu ‘ima*

: *‘aduwwun*

Jika huruf ع ber-*tasydid* diakhir sebuah kata dan didahului oleh huruf *kasrah* (ـِ), maka ia ditransliterasi seperti huruf *maddah* menjadi ī.

Contoh:

عَلِيٌّ : ‘Alī (bukan ‘Aliyy atau A’ly)

عَرَبِيٌّ : ‘Arabī (bukan A’rabiyy atau ‘Arabiy)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (alif lam ma’rifah). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf al-, baik ketika ia diikuti oleh huruf *syamsi yah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (bukan *az-zalزالah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al- bilādu*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (‘) hanya berlaku bagi hamzah yang terletak ditengah dan akhir kata. namun, bila hamzah terletak di awal kata, maka tidak dilambangkan, karena dalam tulisan Arab ia berubah alif.

Contoh:

تَأْمُرُونَ	: <i>ta'murūna</i>
النَّوْعُ	: <i>al-nau'</i>
شَيْءٌ	: <i>syai'un</i>
أُمِرْتُ	: <i>umirtu</i>

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'ān*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh.

Contoh:

Syarh al-Arba'in al-Nawāwī

Risālah fī Ri'āyah al-Maslahah

9. Lafaz al-Jalālah

Kata "Allah" yang didahului partikel seperti huruf jar dan huruf lainnya atau berkedudukan sebagai *mudāfilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دَيْنُ اللَّهِ	بِاللَّهِ
<i>dīnullāh</i>	<i>biullāh</i>

Adapun *tā'marbūtah* di akhir kata yang disandarkan kepada *lafadz al-jalālah*, ditransliterasi dengan huruf [t], Contoh:

هُم فِي رَحْمَةِ اللَّهِ

hum fī rahmatillāh

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR).

Contoh:

Wa mā Muhammadun illā rasūl
Inna awwala baitin wudi 'a linnāsi lallazī bi Bakkata mubārakan
Syahru Ramadān al-lazī unzila fīhi al-Qurān
Nasīr al-Dīn al-Tūsī
Nasr Hāmid Abū Zayd
Al-Tūfī
Al-Maslahah fī al-Tasyrī' al-Islāmī

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abū (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir harus disebutkan sebagai nama akhir dalam daftar pustaka atau referensi.

Contoh:

Abū al-Walīd Muhammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abū al-Walīd Muhammad (bukan: Rusyd, Abū al-Walīd Muhammad Ibnu)

Nasr Hāmid Abū Zaīd, ditulis menjadi: Abū Zaīd, Nasr Hāmid (bukan, Zaīd Nasr Hāmid Abū)

B. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	= Subḥānahū wa ta ‘alā
saw.	= Ṣallallāhu ‘alaihi wa sallam
as	= ‘Alaihi al-Salām
STAD	= Student Teams Achievement Division
PBI	= Problem Based Learnig
GI	= Group Investigation
NHT	= Number Heads Together
CIRC	= Cooperative Integrated Reading and Competition
QS. .../...:4	= QS. al-Baqarah/2: 4 atau QS. Ali ‘imran/3: 4
H.R	= Hadis Riwayat

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ABSTRAK

Yuliana, 2025, *“Implementasi Kurikulum Merdeka dan Dampaknya terhadap Hasil Belajar Siswa di MTs. As’adiyah Putra Sengkang.”* Tesis Pascasarjana Program Studi Tadris Bahasa Inggris, Universitas Islam Negeri Palopo. Dibimbing oleh Rustan S dan Wisran.

Penelitian ini bertujuan untuk menganalisis implementasi Kurikulum Merdeka dan dampaknya terhadap hasil belajar siswa kelas VIII pada mata pelajaran Bahasa Inggris di MTs. As’adiyah Putra Sengkang. Rumusan masalah dalam penelitian ini mencakup: (1) bagaimana implementasi Kurikulum Merdeka dilaksanakan oleh guru Bahasa Inggris; dan (2) bagaimana dampaknya terhadap hasil belajar siswa. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi kelas, wawancara mendalam, dan dokumentasi. Analisis data dilakukan dengan menggunakan teori perubahan pendidikan dari Michael Fullan dan Self-Determination Theory (SDT) dari Deci & Ryan sebagai kerangka teoretis. Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka di Madrasah tersebut telah memasuki tahap implementasi yang solid dan mulai menuju institusionalisasi. Guru melaksanakan pembelajaran secara berdiferensiasi, memberikan pilihan tugas, serta menciptakan lingkungan belajar yang mendukung otonomi, kompetensi, dan keterhubungan sosial siswa. Dampaknya, siswa mengalami peningkatan pada ranah kognitif melalui pemahaman materi yang lebih mendalam dan keterlibatan akademik yang lebih tinggi, pada ranah afektif melalui tumbuhnya motivasi, kepercayaan diri, dan kreativitas, serta pada ranah sosial melalui keterampilan bekerja sama, kemampuan berkomunikasi, dan terjalinnya hubungan yang lebih dekat antara guru dan teman sebaya. Penelitian ini merekomendasikan perlunya penguatan kapasitas guru dan dukungan kelembagaan untuk menjaga konsistensi penerapan Kurikulum Merdeka secara berkelanjutan.

Kata Kunci: Kurikulum Merdeka, Hasil Belajar, Self-Determination Theory, MTs. As’adiyah Putra Sengkang, Pembelajaran Bahasa Inggris

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ABSTRACT

Yuliana, 2025. *“The Implementation of the Merdeka Belajar Curriculum and its Impact toward Students’ Learning Outcomes at MTs. As’adiyah Putra Sengkang.”* Thesis of Postgraduate English Education Study Program, Universitas Islam Negeri Palopo. Supervised by Rustan S. and Wisran.

This study aims to analyze the implementation of the Merdeka Belajar Curriculum and its impact on the learning outcomes of eighth-grade students in the English subject at MTs. As’adiyah Putra Sengkang. The research focuses on two main questions: (1) How is the Merdeka Belajar Curriculum implemented by English teachers; and (2) What impact does its implementation have on students’ learning outcomes. A qualitative approach was employed, with data collected through classroom observations, in-depth interviews, and documentation. Data analysis was conducted using Michael Fullan’s theory of educational change and the Self-Determination Theory (SDT) by Deci & Ryan as the theoretical framework. The findings indicate that the implementation of the Merdeka Belajar Curriculum in the madrasah has reached a solid stage and is progressing toward institutionalization. Teachers practiced differentiated instruction, provided task options, and created a learning environment that fostered students’ autonomy, competence, and social relatedness. Consequently, students demonstrated improvements across three domains: (a) cognitive, through deeper understanding of the material and increased academic engagement; (b) affective, through enhanced motivation, self-confidence, and creativity; and (c) social, through strengthened collaboration, communication, and closer relationships with teachers and peers. The study concludes by recommending the enhancement of teacher capacity and institutional support to ensure consistent and sustainable implementation of the Merdeka Belajar Curriculum.

Keywords: Merdeka Belajar Curriculum, Learning Outcomes, Self-Determination Theory, Educational Change, English Language Learning

Verified by UPB



الملخص

يوليانا، ٢٠٢٥. "تطبيق المنهج المستقل وآثاره على نتائج تعلم الطلاب في مدرسة متوسطة أسعدية للبنين سنكانغ." رسالة ماجستير في برنامج دراسة تعليم اللغة الإنجليزية، الدراسات العليا، جامعة بالوبو الإسلامية الحكومية. بإشراف: رستان سَنَتَارِيَا وِسران.

تهدف هذه الدراسة إلى تحليل تطبيق المنهج المستقل وآثاره على نتائج تعلم طلاب الصف الثامن في مادة اللغة الإنجليزية بمدرسة متوسطة أسعدية للبنين سنكانغ. وتتمثل مشكلة البحث في محورين أساسيين: (١) وصف كيفية تطبيق معلم اللغة الإنجليزية للمنهج المستقل، و(٢) بيان أثر تطبيق المنهج المستقل على نتائج تعلم الطلاب. وقد اعتمد البحث على منهج كيفي باستخدام تقنيات جمع البيانات من خلال الملاحظة الصفية، والمقابلات المتعمقة، والتوثيق. وتم تحليل البيانات باستخدام نظرية التغيير التربوي ل مايكل فلان ونظرية تقرير المصير ل دِسي ورايان كِإطار نظري. أظهرت نتائج الدراسة أنّ تطبيق المنهج المستقل في هذه المدرسة قد بلغ مرحلة راسخة وبدأ يتجه نحو مرحلة الترسيم المؤسسي. حيث قام المعلم بتنفيذ التعليم بشكل متمايز، ومنح الطلاب حرية اختيار الواجبات، وخلق بيئة تعليمية داعمة للاستقلالية والكفاءة والترابط الاجتماعي. أمّا أثره، فقد تجلّى في ثلاثة مجالات رئيسية: ففي المجال المعرفي ظهر تحسّن من خلال فهم أعمق للمادة ومشاركة أكاديمية أعلى؛ وفي المجال الوجداني نما لدى الطلاب دافع داخلي وثقة بالنفس وإبداع؛ وفي المجال الاجتماعي تطورت مهارات التعاون والتواصل وتوثقت العلاقات بين الطلاب والمعلم. وتوصي هذه الدراسة بضرورة تعزيز قدرات المعلمين وتوفير الدعم المؤسسي لضمان استمرارية تطبيق المنهج المستقل بشكل متسق ومستدام.

الكلمات المفتاحية: المنهج المستقل، نتائج التعلم، نظرية تقرير المصير، مدرسة متوسطة أسعدية للبنين سنكانغ، تعليم اللغة الإنجليزية

اللغة تطوير وحدة قبل من التحقق تم



CHAPTER I

INTRODUCTION

A. Background

Education is a fundamental element in building a superior, independent, and character-driven human civilization. In the context of national development, education serves as a strategic pillar in creating high-quality, adaptive, and competitive human resources. One of the main indicators of a successful education system is students' learning outcomes, which reflect the extent to which the educational process transforms students' potential into real competencies applicable in everyday life. These outcomes encompass cognitive, affective, and psychomotor aspects, as well as critical thinking ability, collaboration, and strong character.¹

However, Indonesia's education system still faces significant challenges. Inequality in educational quality, limited access in remote areas, and the lack of contextual learning approaches remain major obstacles to improving students' overall learning outcomes. Many educational institutions, including pesantren-based madrasahs, have not yet fully implemented learning models aligned with 21st-century demands. This is reflected in a study at MA Nurul Jadid, where teachers' understanding of the principles of Merdeka Belajar remains limited, and inadequate learning facilities serve as the main obstacles in implementing project-based and differentiated learning models.² As a result, students tend to be passive,

¹ Marlina, M., R. Mardiana, M. Surbakti, dan L. H. Pulungan, "Evaluation of the Impact of Educational Resource Management on Student Learning Outcomes," *EDUCTUM: Journal Research*, vol. 3, no. 3, 2024.

² Mohammad Syifaur Rizal and others, 'Tantangan Implementasi Kurikulum Merdeka Di Sekolah Berbasis Pesantren', 1.1 (2025), pp. 250–57 <<https://ojs.stairua.ac.id/index.php/alqiyadah/article/view/19>>.

have low learning motivation, and are underdeveloped in critical thinking, communication, and collaboration skills.³

To address these challenges, the Indonesian government through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched the Merdeka Curriculum as a new paradigm in education. This curriculum is designed to provide students with the freedom to learn and give teachers flexibility in designing more meaningful, relevant, and contextually appropriate learning experiences.⁴ The Merdeka Curriculum promotes student-centered learning, character development through the Pancasila Student Profile, and the development of essential competencies through strategies such as differentiated instruction, project-based learning, and formative assessment.⁵

Philosophically, the Merdeka Curriculum places students as active subjects in the learning process. This is in line with the principles of constructivist learning, where students construct their own understanding through real-life learning experiences. Teachers act as facilitators rather than mere transmitters of knowledge.⁶ This approach aims to foster curiosity, responsibility, and independence in students, which in turn has a direct impact on improving their learning outcomes.

³ Aghni Zakiatun Nabila, Ahmad Farid, Siti Zulaikha Magfiroh, Nisa Zuhriyah Hafizhah, dan M. Nur Khomsah, "21st Century Skills Development in Modern Pesantren," *Journal of Multidisciplinary Sustainability ASEAN* 1, no. 3 (2024).

⁴ Rahmawati, R., & Hidayat, R., "Implementation of the Merdeka Curriculum to Improve Learning Outcomes in Vocational High Schools (SMK)," *Journal of Industrial Engineering & Management Research*, Vol. 5, No. 2 (2024), hlm. 1–8.

⁵ Fauzia and Ramadan, *The Implementation of Differentiated Instruction in the Merdeka Curriculum*, *Educatio Journal*, Faculty of Teacher Training and Education, UNMA, vol. 9, no. 3 (2023): 1608–1617.

⁶ Hermawan Prasetyo, Roemintoyo, dan Sukarno, "Student-Centered Learning Based on the Principles of Ki Hajar Dewantara in the Implementation of the Merdeka Curriculum: A Case Study of Elementary Schools in Indonesia," *Journal of World Englishes and Educational Practices* 5, no. 3 (2023): 111–117.

However, implementing the Merdeka Curriculum in schools is not without challenges. Many teachers struggle to understand and apply the new approaches introduced by this curriculum. These difficulties stem from various factors, including limited training, insufficient understanding of the concept of assessment as learning, and the absence of a strong collaborative learning culture.⁷ Consequently, the learning process is still often dominated by conventional methods such as lectures, memorization, and summative evaluations, which are less effective in cultivating 21st-century competencies.

As Fullan asserts, educational reform is not merely about policies but about what teachers do and think: “Educational change depends on what teachers do and think; it’s as simple and as complex as that.”⁸ Teachers are key actors in curriculum implementation. Without adequate understanding, skills, and motivation to apply the principles of the Merdeka Curriculum, the curriculum’s objectives will not be achieved, and students’ learning outcomes will remain stagnant.

In this context, students’ learning outcomes become a crucial benchmark for assessing the effectiveness of the Merdeka Curriculum implementation. The ultimate goal of the curriculum is not only to make students “understand the content” but also to enable them to think critically, solve problems, communicate effectively, work collaboratively, and demonstrate strong character.⁹ However, numerous studies have indicated a gap between the curriculum’s ideal goals and

⁷ Asmahasanah, S., Chairunnissa, I. C., & Hakim, N. (2023). *Navigating Merdeka curriculum in first grade: teacher challenges and strategies*. Journal of Integrated Elementary Education, 3(2), 137–149. <https://doi.org/10.21580/jieed.v3i2.17592>.

⁸ Fullan, M. *The New Meaning of Educational Change* (6th ed.), Teachers College Press, 2016.

⁹ Pujiati, A., Firman, M., Helmi, M. B., Yulistiana, A. W., & Apuanor, A. (2025). *The Influence of Implementing the Merdeka Curriculum Learning System on Student Learning Outcomes*. Jurnal Ilmu Sosial dan Pendidikan (JISIP), 9(2), 125-138. DOI: 10.58258/jisip.v9i2.8393

the realities in the classroom. Many students still struggle with understanding the material, lack confidence in expressing opinions, and are not yet trained in teamwork or reflective thinking.

Nevertheless, the Merdeka belajar Curriculum plays a strategic role in laying the foundation for the development of future national curricula. This curriculum is not a final model, but rather a transitional phase toward a more dynamic, adaptive, and context-based curriculum tailored to the needs of individual educational institutions. By conducting studies and evaluations of Merdeka Belajar Curriculum practices in the field, the government and educational institutions gain valuable insights for designing the next curriculum to be more participatory, relevant, and sustainable. Therefore, research like this is crucial not only for academic purposes but also as a tangible contribution to the development of national education policy.

This situation is also evident at MTs. As'adiyah Putra Sengkang, a boarding-based madrasah that has demonstrated strong institutional achievements, such as maintaining "A" accreditation for two consecutive periods, and being equipped with adequate facilities like computer laboratories, a library, Wi-Fi access, and a well-organized dormitory system. However, based on preliminary observations and interviews with teachers and students, challenges still exist in the implementation of the Merdeka Curriculum. Teachers are not yet fully capable of applying differentiated instruction or project-based learning effectively. As a result, student engagement remains low, and learning outcomes have not shown significant improvement, particularly in English.

Students at MTs. As'adiyah Putra Sengkang come from diverse social, cultural, and academic backgrounds. They come from various regions across South Sulawesi and possess different learning styles and levels of preparedness. In

such a context, a uniform instructional model fails to address the individual needs of students. As Tomlinson emphasizes, differentiated instruction aims to ensure that each student learns according to their readiness, interest, and learning style.¹⁰ Without adaptive and responsive approaches, students' potential will not develop optimally.

Furthermore, the pesantren-based boarding environment also presents unique challenges. Students are not only involved in formal academic activities but also engage in religious learning and character development within the dormitory system. A packed daily schedule, worship routines, and extracurricular religious activities demand flexible and meaningful instructional strategies to maintain students' motivation and mental well-being. Teachers in such settings must go beyond content delivery and design engaging, relevant learning experiences that cater to the students' holistic development.

From an Islamic perspective, the pursuit of improved learning outcomes is not merely a professional duty but a form of worship. Allah SWT states:

...يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ....

Meaning: “Allah will raise those who have believed among you and those who were given knowledge, by degrees.” (QS. Al-Mujadalah: 11)¹¹

This verse highlights that knowledge is a means of attaining dignity in the sight of Allah, thus both the process and the outcomes of learning must be of high quality academically and spiritually.

¹⁰ Carol A. Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners*, 2nd ed. (Alexandria, VA: ASCD, 2014), 37.

¹¹ Ministry of Religious Affairs of the Republic of Indonesia. *The Qur'an and Its Translation* (Bandung: CV. Jumanatul Ali Publisher, 2020).

Based on the above explanation, it is evident that students' learning outcomes are an essential indicator of the effectiveness of the Merdeka Curriculum implementation, particularly in pesantren-based educational settings such as MTs. As'adiyah Putra Sengkang. While the institution has a strong foundation, there is a pressing need to enhance the delivery of instruction that aligns with the curriculum's goals.

Therefore, the researcher considers it important to conduct a study entitled: "The Implementation of the Merdeka Belajar Curriculum and its Impact toward Students' Learning Outcomes at MTs. As'adiyah Putra Sengkang". This study aims to explore in depth how the Merdeka Curriculum is implemented in this madrasah and to what extent it influences students' learning outcomes.

B. Limitation of Problem

This study is limited to analyze the implementation of Merdeka Belajar Curriculum and how does it impact the students' outcomes in English subject at VIII grades of MTs. As'adiyah Putra Sengkang.

C. Problem Statement

From the background mentioned above, the research questions can be formulated as follows:

1. How is the implementation of the Merdeka Curriculum at MTs As'adiyah Putra Sengkang?
2. How Does the Implementation of the Merdeka Belajar Curriculum Impact Student Learning Outcomes??

D. Objective of The Research

1. To know the implementation of the Merdeka Curriculum at MTs As'adiyah Putra Sengkang.

2. To know the Implementation of the Merdeka Belajar Curriculum Impact Student Learning Outcomes at MTs As'adiyah Putra Sengkang.

E. Benefits of the Study

The researcher aims for this study to offer both theoretical and practical advantages as outlined below:

1. Theoretical Benefits

This study is expected to contribute to the advancement of knowledge and the reinforcement of existing theories in the field of education, especially concerning the implementation of the Independent Curriculum. Furthermore, the findings are anticipated to provide a valuable reference for other researchers or future studies in developing hypotheses for similar research, thus enhancing the overall research outcomes.

2. Practical Benefits

- a. For Students

This study is expected to help them in increasing their learning outcomes in English subjects.

2. For Teachers

Serving as a consideration for teachers in enhancing students' learning outcomes.

3. For school

Providing a basis for decision-making or policies to improve students' English learning outcomes

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In this research, the researcher found several journals that are closely related to this study.

1. Journal, Veronica Resty Panginan, 2022: "The Effect of Implementing the Independent Curriculum on Mathematics Learning Outcomes Compared to the Implementation of the 2013 Curriculum."¹ This research is a descriptive quantitative study with an ex-post facto approach, using random sampling techniques to determine the sample. The study involved 33 participants, and the data analysis results revealed a significant difference between the Mid-Semester Exam scores in the odd semester (under the 2013 curriculum) and the even semester (under the Independent Curriculum). This was confirmed through a paired sample t-test, which showed significant differences in the mathematics learning outcomes of third-grade students at Nicolaus class in Frater Bakti Luhur Elementary School, Makassar.
2. Journal, Anna Maria Oktaviani, Arita Marini and Zulela, 2023: "The Effect of Implementing the Independent Curriculum on Social Studies Learning Outcomes Compared to the 2013 Curriculum".² This study uses a qualitative approach supported by descriptive data. Data collection techniques include active participation observation, interviews, and document studies. The

¹ Veronica Resty Panginan, "The Influence of the Implementation of the Independent Learning Curriculum on Mathematics Learning Outcomes in Comparison with the Implementation of the 2013 Curriculum", *PGSD Journal*, Lamappapoleonro University, 2024.

² Anna Maria Oktaviani, Arita Marini, and Zulela Ms, 'Analysis of the Implementation of the Independent Learning Policy in Vocational School Curricula', *Jurnal Education* 9, No. 1 (March, 27th 2023): 341-346.

research findings indicate: a) the implementation of the Independent Learning policy in vocational high school curricula involves addressing the domains of input, process, and output. b) Challenges in implementing the Independent Curriculum across the three vocational high schools studied include: (1) the need for structured teacher competency development to meet industrial competency standards. (2) Teachers' lack of field experience in applying industrial competencies. (3) Dynamic changes in industrial competency standards, requiring continuous curriculum development and adequate facilities. (4) Difficulty in facilitating effective learning aligned with industrial culture. c) Efforts to overcome these challenges include: (1) Establishing collaborative agreements between vocational high schools and industries. (2) Developing teaching methods that replicate a workplace environment. (3) Synchronizing the curriculum with industry partners for creating an automotive learning curriculum. (4) Enhancing teacher competencies to meet industry expectations.

3. Tesis, Arum Ambar Sari, 2023. "The Implementation Of Merdeka Curriculum In English Teaching Learning At The Seventh Grade Of SMPIT Insan Mulia Surakarta In The Academic Year 2022/2023".³ In this study, the researcher applied a qualitative descriptive method. Data were collected through observation, interviews, and documentation. Information was obtained from two classroom observations of seventh-grade students and an interview with the English teacher. Data analysis was carried out using Miles and Huberman's technique, which includes three main steps: (1) Data Reduction,

³ Arum Ambar Sari, "The Implementation Of Merdeka Curriculum In English Teaching Learning At The Seventh Grade Of SMPIT Insan Mulia Surakarta In The Academic Year 2022/2023", 5th may 2023, <https://eprints.iain-surakarta.ac.id/6366/1/FULL%20TEXT.pdf>, 14th November 2024.

(2) Data Display, and (3) Drawing Conclusions and Verification. To ensure the validity of the data, the researcher used the Triangulation Methodology approach. The research findings reveal that the implementation of the Merdeka Curriculum has been carried out in the English learning process. Teachers design Learning Objectives Flow and Teaching Modules tailored to the characteristics of each educational unit. Additionally, teachers implement the learning cycle and conduct evaluations based on the Merdeka Curriculum. Learning components such as objectives, materials, methods, media, and evaluations have been fulfilled in the English learning process. Challenges faced by teachers include limited time to design differentiated learning to meet the individual needs of students and difficulties in maintaining students' enthusiasm until the end of the lesson.

4. Kadek Feni Aryati, 2023. "The Impact of Merdeka Belajar Curriculum on English Language Teaching in International Institute of Business and Tourism."⁴ This research aims to the impact of freedom learning curriculum on English language teaching in International Institute of Business And Tourism. This research uses descriptive qualitative. Data collection methods are interviews and documentation. Data analysis using data reduction, data display, data verification. research results The Merdeka Belajar curriculum has had a significant impact on English language teaching at the International Business and Tourism Institute. In this context, there are several important points that can be drawn as conclusions. The Merdeka Belajar curriculum has significantly improved English language teaching at the International Business and Tourism Institute by providing flexibility in learning, emphasis on

⁴Kadek Feni Aryati, "The Impact of Merdeka Belajar Curriculum on English Language Teaching in International Institute of Business and Tourism", 2nd September 2023, *EDUKASIA: Jurnal Pendidikan dan Pembelajaran* 4, 2 (December, 2023), pp. 1805-1810

practical skills, use of technology, increased international mobility of students, and improved quality of education. This prepares students to compete in the global business and tourism environment.

5. Journal, Germana Oreng Ritan, Bartoldus Sora Leba, and Ummi Qalsum Arif (2023): "Analysis of the Implementation of the Independent Learning Curriculum (ILC) in English Learning at SMA Negeri 1 Lewolema".⁵ This study applied descriptive qualitative research with a phenomenological approach, focusing on the social experiences of the subjects being studied. Interviews, observations, and documentation were used to collect the data and English teachers and tenth-grade students at SMA Negeri 1 Lewolema as subject of this study. The findings revealed that the implementation of ILC at SMA Negeri 1 Lewolema faced various challenges, including insufficient supporting facilities and limited access to technology for teaching materials. Additionally, the understanding and abilities of both teachers and students concerning the ILC were still insufficient, and there was a notable lack of reference materials available for them.
6. Jurnal, Diana Oktavia, Nur Habibah, Levandra, Ridho Kurniawan, 2023: "Merdeka Curriculum and English Language Teaching in Elementary Schools: A Needs Analysis Study".⁶ This research aims to investigate schools' needs in implementing English language teaching in elementary schools with reference to the Freedom Curriculum. This is a qualitative study conducted through interviews and open-ended questionnaires. To achieve its objectives,

⁵ Germana Oreng Ritan and others, 'Analysis of the Implementation of the Independent Learning Curriculum (ILC) in English Learning at SMA Negeri 1 Lewolema', *Jurnal Review Pendidikan dan Pengajaran* 6, No. 4 (29 Nov. 2023): 2472, file:///C:/Users/ASUS/Downloads/21467-Article%20Text-70365-1-10-20231202.pdf.

⁶ Diana Oktavia, Nur Habibah, and Ridho Kurniawan, 'Merdeka Curriculum and English Language Teaching in Elementary Schools: NEED ANSALISIS STUDY E-ISSN 2621-0703 P-ISSN 2528-6250', 8.1 (2023), pp. 257–65.

this research involved eight people as data sources. The informants consisted of school principals and several teachers from various schools that are members of the teacher working group (KKG) in Bungo Dani district.

7. Jurnal, Anjorin-Ojewole, Ruth Bola, "Effect of Curriculum Change on the Teaching and Learning English Language in Secondary Schools in Nigeria".⁷ This study examines the effects of curriculum changes on the teaching and learning of English in Nigerian secondary schools. The research gathered data from relevant literature, including books, texts, journals, and articles. It aims to explore the challenges and opportunities in implementing the new curriculum, assess its impact on student achievement and motivation, and identify best practices for effective English language teaching and learning within the updated framework. The study found that curriculum changes have both positive and negative impacts on English language teaching and learning in secondary schools. The positive effects include increased exposure to different genres and texts, improved communication skills, enhanced critical abilities, and improved thinking skills. The negative impacts include inadequate teacher training, insufficient learning materials, and increased workload and stress for both teachers and students. The study also identified several strategies to improve English language teaching and learning under the new curriculum, such as providing more teacher support and guidance, developing relevant and engaging materials, and adopting student-centered and interactive approaches. The study concludes that curriculum change is a necessary and beneficial step to improve the quality of English language

⁷ Anjorin-Ojewole, Ruth Bola, "Effect of Curriculum Change on the Teaching and Learning English Language in Secondary Schools in Nigeria", *Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS)* 6, No.2 (June, 2023) 173 – 183, <https://www.sgojahds.com/index.php/SGOJAHDS/article/view/478/503>, ISSN: 2695- 2319 (Print); ISSN: 2695-2327 (Online)

education in Nigeria, but it also requires more attention and resources from stakeholders to ensure successful implementation and sustainability. Based on the results from interviews and open-ended questionnaires answered by the informants, it was found that schools have been implementing the Freedom Curriculum since 2022. All school stakeholders showed great enthusiasm and high motivation towards implementing English language teaching in elementary schools. However, schools require several important elements to effectively implement English language teaching, such as the need for English teachers in elementary schools, English language training for elementary school teachers, and fulfillment of facilities that can support teaching activities, especially English teaching and learning media.

8. Thesis by Zulfia Al Qorina, 2024. "The Effect of Merdeka Curriculum Implementation and Learning Motivation on Natural and Social Sciences (IPAS) Learning Outcomes of Fifth Grade Students at Madrasah Ibtidaiyah Unggulan Nuris Jember."⁸ The objectives of this research were: a) To examine the effect of Merdeka curriculum implementation on Natural and Social Sciences learning outcomes of fifth-grade students at Madrasah Ibtidaiyah Unggulan Nuris Jember. b) To examine the effect of learning motivation on Natural and Social Sciences learning outcomes of fifth-grade students at Madrasah Ibtidaiyah Unggulan Nuris Jember. c) To examine the interaction between Merdeka curriculum implementation and learning motivation on Natural and Social Sciences learning outcomes of fifth-grade students at Madrasah Ibtidaiyah Unggulan Nuris Jember. This research used a quantitative approach with an ex post facto research design. The population

⁸Zulfia Al Qorina, "The Effect of Merdeka Curriculum Implementation and Learning Motivation on Natural and Social Sciences (IPAS) Learning Outcomes of Fifth Grade Students at Madrasah Ibtidaiyah Unggulan Nuris Jember", 27th June 2024, <http://digilib.uinkhas.ac.id/id/eprint/34349>, 14th November 2024.

and sample in this study consisted of 80 fifth-grade students at MI Unggulan Nuris Jember. Data collection techniques used questionnaires and documentation. Data analysis technique used ANOVA test with SPSS for Windows version. The analysis results showed that: (1) There was a significant effect of Merdeka curriculum implementation on Natural and Social Sciences (IPAS) learning outcomes of fifth-grade students at Madrasah Ibtidaiyah Unggulan Nuris Jember, based on the analysis results with a significance value of $0.00 < 0.05$, meaning H_0 was rejected while H_a was accepted. (2) There was a significant effect of learning motivation on Natural and Social Sciences (IPAS) learning outcomes of fifth-grade students at Madrasah Ibtidaiyah Unggulan Nuris Jember, based on the significance value of $0.00 < 0.05$, indicating that H_0 was rejected while H_a was accepted.

9. Journal. Nurlailah, Mahluddin and Hurmaini, 2024. "Implementation of Merdeka Curriculum in English Language Subjects for Student Creativity Development at An-Nahl Percikan Iman Integrated Islamic Junior High School Jambi".⁹ In this research, the researchers used a qualitative research approach. Data collection techniques included observation, interviews, and documentation. Data analysis in this study followed Miles and Huberman's interactive approach, involving stages of data collection, data reduction, data presentation, and drawing conclusions and verification. The research results showed that the implementation of the Merdeka Curriculum at An-Nahl Percikan Iman Integrated Islamic Junior High School Jambi has had a significant positive impact on increasing students' creativity in English language learning. However, the implementation of the Merdeka Curriculum

⁹ Nurlailah, Mahluddin and Hurmaini, "Implementation of Merdeka Curriculum in English Language Subjects for Student Creativity Development at An-Nahl Percikan Iman Integrated Islamic Junior High School Jambi", *Jurnal Pendidikan Tambusai* 8, No. 1 (2024): 12318-12323.

also faced several challenges that need to be addressed. The main challenges include: Teachers' lack of understanding of the Merdeka Curriculum, Limited facilities and infrastructure, Limited quality references, Dense time management and Teachers' limited digital competencies

10. Patahuddin, Andi Tenri Ampa, Erwin Akib and Syawal, 2024. "The impact of web-based “Modul Ajar” of Merdeka curriculum on English learning outcome ".¹⁰ This study examines the impact of the web-based “modul ajar” of the Merdeka Curriculum on the success of fourth-grade English students at SD Muhammadiyah 3 Parepare. The study aims to assess the quality and efficiency of the web-based “modul ajar” of the Merdeka Curriculum to improve student English learning outcomes and to identify the factors affecting the effectiveness of these modules. The research methodology employed a mixed-methods approach, combining quantitative pre-and post-tests of English subjects for fourth-grade students at SD Muhammadiyah 3 Parepare with qualitative feedback from users regarding the web-based “modul ajar” visual components. These evaluations show a significant improvement in students’ understanding of English, with no significant differences in English comprehension levels between the two groups. In conclusion, the web-based “modul ajar” positively impacts English learning, accentuating the importance of improving technology quality, ensuring stable Internet connectivity, adjusting learning materials to meet individual learners’ needs, and exploiting its features to facilitate interactive learning.

¹⁰Patahuddin, Andi Tenri Ampa, Erwin Akib and Syawal, 2024. "The impact of web-based “Modul Ajar” of Merdeka curriculum on English learning outcome”, *Research Journal in Advanced Humanities* 5, (Tahun 2024): 53.

From the research above, there are some similarities and differences in the research that will be carried out by researchers, including:

Tabel 2. 1The Comparison of Previous Research

No.	Researcher & Year	Similarities	Differences
1	Veronica Resty Panginan (2022)	Both investigate the impact of the Merdeka Curriculum on student learning outcomes.	This study uses a quantitative method (t-test), focusing on math scores in elementary school. My research is qualitative, focusing on English learning at MTs.
2	Anna Maria Oktaviani et al. (2023)	Both discuss the implementation and impact of the Merdeka Curriculum.	This study focuses on vocational schools (SMK) and social studies, particularly in relation to industrial skills. My study focuses on MTs and English, and applies SDT and Fullan's theory.
3	Arum Ambar Sari (2023)	Both use a qualitative approach and focus on the implementation of the Merdeka Curriculum in English teaching.	The settings differ (junior high vs. Islamic junior high school). I also apply Self-Determination Theory (SDT) and Fullan's Theory

			of Change, which are not used in her study.
4	Kadek Feni Aryati (2023)	Both examine the impact of the Merdeka Curriculum on English teaching using qualitative methods.	Her research is conducted in a higher education setting (vocational institute), while my study is in a junior high school (MTs).
5	Germana Oreng Ritan et al. (2023)	Both focus on the implementation of the Merdeka Curriculum in English learning using a qualitative method.	This study adopts a phenomenological approach and focuses on high school, whereas my study focuses on MTs using SDT and Fullan's theory.
6	Diana Oktavia et al. (2023)	Both explore challenges and needs in implementing the Merdeka Curriculum in English teaching.	This study targets elementary schools and applies needs analysis, while my study analyzes student motivation and learning changes at the MTs level.
7	Anjorin-Ojewole (Nigeria)	Both discuss the impact of curriculum change on English language learning.	The context is different (Nigeria), and it is a literature-based study rather than field research like yours.

8	Zulfia Qorina (2024)	Al	Both examine the impact of the Merdeka Curriculum and student motivation on learning outcomes.	This study is quantitative (ANOVA), focuses on science and social science in elementary school (MI), while my study is qualitative and focuses on English at MTs.
9	Nurlailah et al. (2024)	et	Both use qualitative methods and discuss the impact of the Merdeka Curriculum on English learning, including similar challenges (limited facilities, teacher understanding).	Her study is in an integrated Islamic junior high school, while my study is in MTs. I also apply SDT and Fullan's theory.
10	Patahuddin et al. (2024)	et	Both examine the implementation of the Merdeka Curriculum in English and highlight the importance of teaching modules.	Their study uses a mixed-method approach and focuses on elementary students, while my study is purely qualitative at the MTs level.

B. Theory Description

1. Definition of Implementation

The term "implementation" has long been recognized in both the fields of education and management. In Webster's dictionary, Implementation derived from

the word *to implement* means "to provide the means for carrying out" (to provide the tools or resources to accomplish something) and "to give practical effect to" (to create an impact or consequence on something). Implementation refers to the provision of means to carry out something that results in an impact or effect on something else.¹¹

Implementation is the way to carry out something that can produce an impact or effect on a particular matter. Typically, implementation takes place after a plan is considered well-developed and ready to be executed.¹² Implementation can be also defined as a procedure for implementing ideas, concepts, policies, or innovations into practical actions that lead to an impact, such as changes in knowledge, skills, values, or attitudes.¹³ Implementation is typically carried out once the planning is considered complete. Implementation is the process of carrying out or putting into action a well-structured and meticulously designed plan.

The concept of implementation involves several statements from experts, as stated by Pariata Westra, namely: "Implementation is the process or action taken to execute all policies that have been designed and approved, as well as to provide all necessary requirements, including determining the implementer, location, start and end time, and the execution method."¹⁴

¹¹Evander Kaendung, Fanley Pangemanan, and Gustaf Undap, "Implementation of the Policy on the Master Plan for Information and Communication Technology in Manado City," *Governance Journal* Vol. 1, No. 2 (2021), p. 3, ISSN: 2088-2815.

¹²Pramono Joko. *Implementasi dan Evaluasi Kebijakan Publik* (Surakarta: UNISRI Press, 2020), hlm. 1.

¹³Mulyasa. *Competency-Based Curriculum: Concepts, Characteristics, Implementation, and Innovation*. (Bandung: Remaja Rosdakarya, 2005). 93.

¹⁴Maunde, dkk. "Implementasi Kebijakan Pemerintah dan Partisipasi Masyarakat dalam Penanggulangan Covid-19 di Desa Kuma Selatan Kecamatan Essang Selasatan Kabupaten Kepulauan Talaud", *jurnal Administrasi Publik*. Vol. 07, No. 99, 2021, hlm. 22.

McLaughlin and Schubert stated that implementation is an activity of mutual adjustment and a system of engineering. This indicates that implementation is not merely an activity, but a planned process carried out earnestly based on specific standards established to accomplish the goals of the activity.¹⁵

Meanwhile, Van Meter and Van Hont state that implementation is:

"Actions done by individuals or groups, whether from the policy maker or the private sector, aimed at accomplishing the objectives established in prior decisions."¹⁶

Based on the explanation above, it can be summarized that implementation is an action that is carefully planned to achieve the desired goals. Each educator, after designing a program or plan, will certainly strive to the best of their ability to realize the plan in order to succeed and achieve the expected objectives in accordance with the curriculum in place at the school.

2. Curriculum

a. Definition of Curriculum

The curriculum comes from the Latin word "Curriculae," which means the track that a runner must follow.¹⁷ The curriculum refers to the duration of education that students need to complete in order to earn an academic certificate. Caswell and Campbell stated that the curriculum includes all the learning experiences that children go through with the support and direction of teachers.¹⁸

¹⁵Nuridin and Basyiruddin, *Introduction to Educational Science*, (Ciputat Pers, 2023), p. 70.

¹⁶Sri Haryati and others, 'Implementation Of Follow-Up Policies Results Of The State Financial Examination In The Operation Of National Health Insurance', *International Journal of Governmental Studies and Humanities*, 3.1 (2020), pp. 1–12.

¹⁷Hamalik, O. (2014). *Kurikulum dan Pembelajaran*. Bumi Aksara.

¹⁸Sukiman. (2015). *Pengembangan Kurikulum Perguruan Tinggi*. Rosdakarya.

Moreover, Hilda Taba stated that the curriculum serves as a learning plan, meaning that knowledge about the learning process and individual development plays a role in shaping the curriculum.¹⁹

Another definition from Marsh explained that the curriculum encompasses (a) all structured learning activities overseen by the school, (b) every experience of students encounter under the school's supervision, (c) the complete range of learning opportunities designed to help students develop general skills and knowledge across different educational contexts, and (d) all experiences students go through in their lifetime.²⁰

From the definitions provided, the curriculum can be understood as an educational framework or tool that consists of structured teaching materials and learning experiences. It is systematically planned and organized according to relevant norms, serving as a guideline in the learning process to support educators and students in achieving optimal educational objectives.

b. The Components of the Curriculum

Aligned with the role of curriculum as a tool for achieving educational objectives within the broader context of the learning process, curriculum itself encompasses interconnected supporting components that work in synergy to fulfill its purpose. The components of curriculum are:²¹

1) Goal

The goals of the curriculum serve as the foundation for every educational program. These goals must be clear and measurable, as they guide all

¹⁹ Shyamala Manivannan, 'Curriculum Models', *Nursing Education and Quality Assurance in Nursing Colleges*, 2016, pp. 64–64, doi:10.5005/jp/books/12876_12.

²⁰ J.C. Marsh, *Key Concepts for Understanding Curriculum*, Routledge Falmer, 2004.

²¹ Rustan Santaria, "Komponen Kurikulum, Model Pengembangan Kurikulum." *Jurnal Pendidikan Dan Konseling (JPDK)*, Vol. 4, No. 6, 2022. DOI: 10.31004/jpdk.v4i6.9665.

learning activities. They should reflect the vision and mission of national education as well as the needs of society

2) Content/Materials

The curriculum content includes all the teaching materials provided to students to achieve educational goals. The content should align with students' needs and keep pace with contemporary developments, and they must cover various fields of study that support the educational objectives.

3) Process Components

The implementation process refers to the way the curriculum is put into practice in teaching and learning activities. Emphasizing the use of effective teaching methods is essential to help students grasp and apply the material being presented.

4) Evaluation Components

Evaluation is a process of assessing the curriculum, where we seek to identify the true essence and the curriculum value. Evaluation is a crucial element in evaluating the curriculum's effectiveness and students' academic success. It should be conducted periodically to provide useful feedback for improving the teaching and learning process.

5) Curriculum Development Models

There are various curriculum development models, such as the Hilda Taba model and the Ralph Tyler model, which can be used as guidelines for designing an effective curriculum.

c. The Functions of Curriculum

In essence, the functions of the curriculum are identical to the concept of the curriculum itself. The functions of the curriculum can be categorized as follows:

- 1) To provide direction for the execution of education at a particular level of an educational institution and to support the attainment of its objectives.
- 2) To establish the scope of activities to be undertaken during a particular semester, class, or educational level.
- 3) To serve as a teachers guidance in facilitating the teaching and learning process, ensuring that the activities conducted with students are structured and aligned with the predetermined objectives..²²

d. Kinds of Curriculum

There are some kinds of curriculum, they are:

1) Separated curriculum

This curriculum presents all learning materials within various subjects in a completely separate and disconnected manner, lacking any connection between them. Consequently, the scope of many subjects becomes narrow. The purpose of this curriculum is to introduce the cultural achievements and knowledge of humanity that have been accumulated over centuries so that the younger generation does not have difficulty in searching for and rediscovering what has been achieved by previous generations.²³

2) Correlated curriculum

Integrated curriculum is a curriculum that emphasizes the connections between different subjects, while still respecting the unique characteristics of each field of study. In this curriculum, subjects are not presented in isolation. However, subjects that are closely related or of the same type are grouped together to form a broad field of study.

²²Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, cet. 3 (Bandung: Remaja Rosdakarya, 2009), 18.

²³Rusman, *Manajemen Kurikulum*, (Jakarta: Raja Grafindo Persada, 2009), h. 62.

3) Integrated curriculum

The Integrated Curriculum Model, in practice, eliminates subject boundaries by establishing thematic topics to address real-world problems. The Integrated Curriculum Model, in practice, eliminates subject boundaries by establishing thematic topics to address real-world problems.²⁴

3. Merdeka Belajar Curriculum

According to the National Education Standards Agency (BSNP), the Merdeka Belajar Curriculum is designed to provide a variety of intra-curricular learning experiences, ensuring that learning materials are optimized. This approach allows students ample time to explore concepts in depth and enhance their competencies.²⁵ Teachers are freedom to choose and apply various teaching methods so that the learning process can be adapted to align with students' needs and interests.

The Merdeka Belajar Curriculum was launched by the Minister of Education, Culture, Research, and Technology, Nadiem Makarim, as an outcome of the assessment of the 2013 Curriculum's development. This curriculum was previously referred to as the Prototype Curriculum, representing the government's initiative to develop a more capable future generation across various sectors.²⁶

Merdeka Belajar is an initiative introduced by the Minister of Education and Culture, Nadiem Makarim, designed to foster a more engaging and enjoyable

²⁴ Agus Zaenul Fitri, *Islamic Education Curriculum Management From Normative-Philosophical to Practical*, (Bandung: Alfabeta, 2013), p. 89.

²⁵ Ain Nur Safira, Ani Rakhmawati, and Muhammad Aditya Wisnu Wardana, 'Implementasi Kurikulum Merdeka Pada Mata Pelajaran Bahasa Indonesia Di Kelas Vii Smp Negeri 2 Batang', *Bahtera: Jurnal Pendidikan Bahasa Dan Sastra*, 22.2 (2023), pp. 123–36, doi:10.21009/bahtera.222.01.

²⁶and others, 'Transforming Education in Indonesia: The Impact and Challenges of the Merdeka Belajar Curriculum', *Path of Science*, 10.6 (2024), 5026–39 <<https://doi.org/10.22178/pos.105-31>>.

learning atmosphere. Merdeka Belajar is an educational approach aimed at fostering a positive and supportive learning environment for students, teachers, parents, and all stakeholders involved.²⁷ Merdeka Belajar purpose is to maximize the potential of both teachers and students while enhancing the quality of learning. It allows teachers the flexibility to select curriculum delivery methods and teaching approaches that best align with their students' competencies.²⁸

Merdeka Belajar is driven by the goal of enhancing educational outcomes, fostering students who are not only proficient in memorization but also possess strong analytical thinking skills and a deep understanding of learning to support their personal growth.²⁹ The Merdeka Belajar concept aims to realign education with its fundamental legal principles, granting schools the autonomy to interpret the core competencies of the curriculum as the foundation for their assessment.³⁰

As stated by the Ministry of Education and Culture, Merdeka Belajar aims to provide educational institutions with autonomy and flexibility while eliminating bureaucratic constraints.³¹ The essence of Merdeka Belajar is granting schools, teachers, and students the autonomy to innovate, explore independent learning, and cultivate creativity.³² Merdeka Belajar emphasizes the importance of

²⁷Saleh, M. (2020). Merdeka Belajar di Tengah Pandemi Covid 19. Prosiding Semnas Hardiknas, 1.

²⁸Kemendikbud. (2019a). Minister of Education Establishes Four Main Educational Policies of “Merdeka Belajar.” <https://www.kemendikbud.go.id/main/blog/2019/12/mendikbud-tetapkan-empat-pokok-kebijakan-pendidikan-merdeka-belajar>.

²⁹Saleh, M. (2020). Merdeka Belajar di Tengah Pandemi Covid 19. Prosiding Semnas Hardiknas, 1.

³⁰Arwiyanti, et al, “Kesiapan Guru Sekolah Dasar terhadap Implementasi Kurikulum Merdeka” *Jurnal Basicedu* Vol. 6, Nomor 6 (Tahun 2022) Hal. 10383 – 10392, <https://jbasic.org/index.php/basicedu>.

³¹ Sintia. (2021). Merdeka Belajar - Kampus Merdeka <https://fmipa.unri.ac.id/berita/merdeka-belajar-kampus-merdeka/>.

³²Kemendikbud. (2019b). Mengenal Konsep Merdeka Belajar dan Guru Penggerak. <https://gtk.kemendikbud.go.id/read-news/mengenal-konsep-merdeka-belajar-dan-guru-penggerak>.

learning independently and creatively. Teachers are encouraged to become catalysts for positive actions that prioritize the best outcomes for students.

Based on the various definitions mentioned above, it can be concluded that the Merdeka Belajar curriculum represents an educational framework aimed at creating an enjoyable and supportive learning environment by granting autonomy to schools, teachers, and students. This system emphasizes creativity, independent learning, and the freedom for educators to adapt teaching methods to students' competencies. Its primary goal is to improve the quality of education by encouraging analytical thinking, deep understanding, innovation, and reducing administrative barriers.

a. The Basic Implementation of the Merdeka Belajar Curriculum

The basic for implementing the Merdeka belajar Curriculum Based on the Decree of the Minister of Education, Culture, Research, and Technology Number 56 of 2022, which serves as a guideline for curriculum implementation in the context of learning recovery through the Merdeka Belajar Curriculum. This decree serves to enhance the previous curriculum and outlines 16 key provisions, which are as follows:

- 1) Educational institutions must design a curriculum based on the principle of diversification, aligning it with the specific conditions of the institution, regional potential, and student needs.
- 2) Curriculum development refers to the 2013 Curriculum, the simplified / the updated 2013 Curriculum and the Merdeka Curriculum.
- 3) The curriculum is based on the National Education Standards to achieve the objectives of national education.
- 4) Curriculum 2013 is implemented according to legislation

- 5) The simplified 2013 Curriculum is determined by the head of the main unit in charge of curriculum, assessment, and bookkeeping.
- 6) The Merdeka Curriculum is regulated in the attachment to the Decree of the Mendikbudristek.
- 7) Fulfilling the workload and structuring the linearity of certified teachers in the implementation of the 2013 Curriculum and the simplified 2013 Curriculum are carried out in accordance with statutory regulations.
- 8) Fulfillment of the workload and structuring the linearity of certified teachers in the implementation of the Merdeka Curriculum is regulated in Appendix II of this decree.
- 9) Participants of the Penggerak School program and the SMK Pusat Keunggulan program use the Merdeka Curriculum and fulfill the workload and linearity according to the two attachments to this decree.
- 10) The simplified 2013 Curriculum can be applied from class I to class XII.
- 11) The Merdeka Curriculum is implemented in stages with the following provisions.
- 12) 1st year: Age 5 & 6 years (grade 1, 4, 7, and 10)
- 13) 2nd year: Age 4-6 years (grade 1, 2, 4, 5, 7, 8, 10, and 11)
- 14) 3rd year: Age 3-6 years (grade 1-12)
- 15) The implementation of the curriculum uses the main text book set by the Book Center.
- 16) The Merdeka Curriculum will take effect in the 2022/2023 academic year.³³

³³ Kepmendikbudristek Number 56 of 2022
https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20220711_121315_Fix%20Salinan%20JDIH_Kepmen%20Perubahan%2056%20Pemulihan%20Pembelajaran.pdf. Accessed: Selasa, 24 December 2024 pkl. 16.50 pm.

b. The Objective of Merdeka Belajar Curriculum

According to the Decree of the Minister of Education, Culture, Research, and Technology (No. 56 of 2022), the Covid-19 pandemic caused a decline in the quality of education in Indonesia. The Merdeka Belajar Curriculum was introduced as a response to overcome these challenges. Its primary aim is to tackle the shortcomings of previous educational systems. This curriculum is designed to nurture students' potential and competencies by offering a learning process that is both relevant and interactive. As a result, it encourages greater student engagement and supports their ability to address real-world issues in their environment.³⁴

The Merdeka Belajar program emphasizes the importance of fostering independent thinking among all Indonesians involved in education. This independence is aimed at achieving higher educational goals while enhancing the nation's culture and character. The program's primary focus is to establish an educational system that contributes meaningfully to the progress and well-being of the nation and its people.³⁵

Merdeka Belajar is designed to enhance the learning process, serving as a promising opportunity for the education sector to achieve its goals and aspirations. It aims to balance creativity and equity within the teaching and learning environment, fostering both progress and well-being.³⁶ The Merdeka Belajar

³⁴Ansori and Fita putridiyanti, "Merdeka Belajar Dalam Pendidikan Indonesia", *JUMPA Jurnal Manajemen Pendidikan* Vol. 3, No. 2 (Desember 2022) hal. 1 -2, <https://ejournal.unuja.ac.id/index.php/jumpa>.

³⁵Asfiati. "Visualization and Virtualization of Islamic Religious Education Learning in the Merdeka Belajar Program Version across Three Eras (Industrial Revolution 5.0, the Covid-19 Pandemic Era, and the New Normal Era)," *Kencana: 2020*.

³⁶ A. Christianna, "Merdeka Belajar" Melalui Berkesenian (rupa), (2019), <http://repository.petra.ac.id/18609/>.

program provides chance for fostering creative thinking and encouraging free creativity through various activities.

Thus, the the merdeka curriculum aims to foster a joyful and engaging learning environment free from the pressure of specific achievement targets or rigid evaluation standards. The curriculum is structured to cultivate students' character while nurturing their intelligence, diverse abilities, and talents.³⁷

c. Aspects of the Merdeka Curriculum

The Merdeka Curriculum is a refinement of previous curricula in Indonesia, emphasizing a more holistic, flexible, and student-centered learning approach. Its implementation introduces several key aspects that distinguish it from earlier curricula. Understanding these aspects is essential in analyzing how the Merdeka Curriculum is implemented and how it influences students' learning outcomes.

According to the Ministry of Education, Culture, Research, and Technology of Indonesia (Kemendikbudristek, 2022), the main aspects of the Merdeka Curriculum include:³⁸

1) Differentiated Learning

Differentiated learning provides opportunities for teachers to tailor the learning process based on students' needs, readiness, and interests. Teachers are expected to design flexible and adaptive learning activities to ensure that each student has meaningful learning experiences.

³⁷Asfiati. "Visualization and Virtualization of Islamic Religious Education Learning in the Merdeka Belajar Program Version across Three Eras (Industrial Revolution 5.0, the Covid-19 Pandemic Era, and the New Normal Era)," *Kencana: 2020*.

³⁸ Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). (2022). Guidelines for Learning and Assessment. Jakarta: Directorate General of Teachers and Education Personnel.

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences.³⁹

2) Project-Based Learning through the Strengthening of Pancasila Student Profile (P5)

This project-based approach aims to foster students' character and general competencies through contextual activities that reflect real-life situations. It encourages active, collaborative, and reflective learning, preparing students to face both global and local challenges.

3) Flexibility in Lesson Planning

The Merdeka Curriculum allows schools and teachers to plan learning activities that are relevant to their specific context. This includes the freedom to choose teaching materials, strategies, and methods according to the needs of their students.

4) Comprehensive Formative and Summative Assessments

Assessment in this curriculum goes beyond evaluating final outcomes; it also focuses on students' learning processes. Formative assessment serves as a tool for improving instruction, while summative assessment is used to evaluate final student performance.

5) Strengthening Literacy and Numeracy Skills

One of the core objectives of the Merdeka Curriculum is to improve students' literacy and numeracy skills through integrated and interdisciplinary approaches across all subjects, including English.

³⁹ Berdiri, 'Profil MTs As 'adiyah Putra Pusat Seng Kang-Macanang'.

6) Use of Learning Outcomes (Capaian Pembelajaran/CP)

Replacing the previous Basic Competencies (Kompetensi Dasar/KD), the Merdeka Curriculum introduces Learning Outcomes (CP), which are more concise, essential, and flexible in their implementation.

These aspects are interrelated and form the foundation of the Merdeka Curriculum's implementation at educational institutions. In the context of this study, an understanding of these aspects is crucial to explain how the curriculum is being applied by English teachers and how it affects students' learning outcomes.

d. Advantages of the Merdeka Belajar Curriculum

The Merdeka Belajar Curriculum has some advantages as follows:

1) Simpler and deeper

The Merdeka Belajar Curriculum is on the essential material. Learning that is carried out in a simple and deep manner without haste will be more easily understood by students. The students will focus and interest to a fun design learning.

2) More independent

The Merdeka Belajar Curriculum serves as a reference in learning design. The applied concept of independence allows teachers to design the learning process flexibly, adapting to students' needs and learning achievements.

3) More relevant and interactive

More contextual and interactive learning activities can provide positive impact when applied in the learning process. With interactive learning methods, students will be more motivated and able to develop their competencies more effectively.

e. Implementation of Merdeka Belajar Curriculum in Junior High School

The steps for implementing the Merdeka Curriculum at the junior high school level (including MTs), referring to the general stages of educational change, are as follows:

1) Orientation or Need

The implementation of curriculum development is focused on addressing needs. A needs-oriented implementation helps teachers view problems from various perspectives. When implementation focuses solely on the essential elements deemed important in the teaching and learning process, the following aspects are prioritized:⁴⁰

➤ Information technology in education

Technology plays a crucial role in supporting various aspects of learning. Today, the educational process increasingly relies on communication media such as computers, the internet, and other technological devices.

➤ Character education

Currently, character education is needed not only in schools but also within families and society. In addition to children and teenagers, adults are also part of character education participants. Educational success is not only measured by academic achievement but also by the development of strong character.

2) Initiation

A strong initiation will reduce misunderstandings in curriculum development. Additionally, in the field of education, it is clear that

⁴⁰Hamdani. (2022). Implementation of Independent Curriculum Development in Junior High School. In Development of the Independent Curriculum (1st ed.). CV. Literasi Nusantara Abadi.

previous curricula faced a similar challenge, where not all teachers fully understood the curriculum in effect.⁴¹ The initial stage focuses on the acceptance and implementation of curriculum development that has been collaboratively designed. Throughout the process, curriculum development encounters various obstacles, such as the lengthy adjustment period and the limited capacity of educators to adapt to changes. This stage plays a crucial role in overcoming these challenges.⁴²

3) Implementation

The implementation process includes of the activities below:

➤ Provision of teaching tools

The current curriculum development can be considered a teaching tool in education. The outcomes of curriculum development may include learning modules, projects designed to strengthen the Pancasila student profile, digital platforms focused on Merdeka Belajar, and other innovations that support curriculum growth. The material in the Merdeka Curriculum is more flexible and adapted to the needs of both students and teachers.

➤ Training and provision of learning resources

To help teachers comprehend the application of the curriculum, the following steps can be taken:

- ❖ Conduct micro-learning sessions focused on digital applications aligned with Merdeka Belajar Curriculum development.

⁴¹ E.B., Prihastari & Widyaningrum, R. "Pemahaman Guru Terhadap Implementasi Kurikulum Merdeka Di Sekolah Dasar." *Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 15(1 2024), 88–95.

⁴² Hamdani. (2022). Implementasi Pengembangan Kurikulum Merdeka di SMP. In *Pengembangan Kurikulum Merdeka* (1st ed.). CV. Literasi Nusantara Abadi.

- ❖ Engage a variety of experts to facilitate training on the Merdeka Curriculum.
 - ❖ Utilize learning materials such as e-books, videos, e-books, and same tools to support teachers in curriculum development.
 - ❖ Establish a group to support the Merdeka Belajar Curriculum implementation.
- Guaranteed teaching hours
- Each teacher conducts their teaching with the allocated hours and emphasize applying theoretical concepts in practice during the learning process.

4) Institutionalization or Sustainability

Sustainability in curriculum development involves the active participation of all stakeholders. This means that a curriculum is not simply implemented and then discarded without leaving a significant impact on the education system. Ensuring the curriculum's sustainability is essential and requires consistent effort from everyone involved. Maintaining consistency, especially with students, will foster a deeper understanding of the topics being taught.⁴³

5) Maintenance

The implementation of curriculum development is not a one-time process; maintaining and sustaining the curriculum is crucial. At junior high school, the application of the Merdeka Curriculum has significant difference from the elementary level. In this stage, students are in the process of exploring their identity and are inclined to experiment with new experiences.

⁴³ Suwandi, S. "Curriculum Development for Indonesian Language (and Literature) Education Study Programs Responsive to the Merdeka Belajar - Kampus Merdeka Policy and 21st Century Learning Needs." National Seminar on Language and Literature Education, 1(1 2020).

Furthermore, they need time to adapt to the changes that begin to emerge during this period.⁴⁴

f. Implementation of Learning in the Merdeka Belajar Curriculum

According to the guidelines for implementing the Merdeka Belajar Curriculum in educational institutions, issued by the BSKAP of the Ministry of Education and Culture, the curriculum implementation process involves three key stages: planning, implementation, and evaluation, as detailed below.⁴⁵

1) Planning

The planning stage involves establishing written objectives aligned with the educational unit's vision and mission. This process includes several steps, such as creating the Learning Objectives Flow, developing Teaching Modules, and utilizing as well as enhancing teaching tools and resources.⁴⁶

2) Implementation

The implementation stage involves incorporating planning into the execution process, providing guidance and motivation to ensure that all participants can perform their tasks effectively according to their roles, duties, and responsibilities. Key elements include applying the Pancasila student profiles, focusing on student-centered learning, integrating

⁴⁴Hastutiningtyas, W. R., & Maemunah, N. (2021). Overview of Junior High School Students' Characteristics in Controlling Emotions in Malang City. *Nursing News: Scientific Journal of Nursing*, 5(1).

⁴⁵ Christiana Risma Marthawati and Banu Setyo Setyo, 'Learning Implementation of the Merdeka Curriculum', *Jurnal Penelitian Pendidikan IPA*, 10.7 (2024), pp. 4342–48, doi:10.29303/jppipa.v10i7.7247.

⁴⁶Faradita, M. N., & Afiani, K. D. A, "Pengembangan Modul Ajar IPAS Kelas IV SD dalam Kurikulum Merdeka." *JP2SD (Jurnal Pemikiran dan Pengembangan Sekolah Dasar)*, 12(2 2024), 259-271.

assessments into the learning process, and tailoring instruction to the stages of student development.⁴⁷

3) Evaluation

The evaluation stage involves assessing something using specific criteria to generate the necessary data or information.⁴⁸

Educational theory that can be used to analyze and assess the implementation of this curriculum in the field is Fullan's Theory of Change. This theory is highly relevant for understanding the implementation of a new curriculum like the Merdeka Belajar Curriculum. Michael Fullan developed a theory that emphasizes the importance of a sustainable and comprehensive education system change, involving teachers, students, and other stakeholders. Fullan states that the implementation of educational change does not solely rely on top-down policies but also requires support and commitment from those directly involved, especially teachers (bottom-up).⁴⁹

The Merdeka Curriculum emphasizes freedom and autonomy for schools to organize learning according to students' needs, making this theory of change very useful for understanding how teachers and schools can adapt to the new and more flexible curriculum policy.⁵⁰

⁴⁷D, Pratiwi, Sari, D. P., & Rahmawati, F. "Implementation and Development of the Merdeka Curriculum in Improving the Quality of Education in Elementary Schools." *Nusantara Journal of Primary Education*, 4(1 2023), 1-10.

⁴⁸Aisyah, "Stages of Merdeka Curriculum Implementation, Each Level Also Has Its Own Provisions," Detikedu, (2022) <https://www.detik.com/edu/sekolah/d-6218114/tahapan-implementasi-kurikulum-merdeka-tiap-jenjang-juga-ada-ketentuan-sendiri>.

⁴⁹N Haeriyah, 'Peningkatan Profesionalisme Kepala Sekolah Dalam Rangka Reformasi Pendidikan', *El-Idarah: Jurnal Manajemen Pendidikan ...*, 7.2 (2021), pp. 11–22.

⁵⁰Azmy Ali Muchtar and others, 'Penerapan Model Pembelajaran Pada Kurikulum Merdeka: Studi Kasus Di Sma Negeri 1 Pare', *Jurnal Ilmiah Pendidikan Citra Bakti*, 11.2 (2024), pp. 575–87, doi:10.38048/jipcb.v11i2.3616.

The three stages in Fullan's Theory of Change that can be used in the implementation of the Merdeka Belajar Curriculum include:

1) Initiation Phase (Starting the Change)

This is the initial stage where the change process begins to be planned and prepared. Here, we need to prepare everything to start implementing Merdeka Belajar Curriculum, such as:

- Determining the reasons for change: Why is merdeka belajar curriculum necessary? For example, to enhance learning quality and accomodate to the varied of students' need.
- Creating plans and strategies: Developing a plan on how the implementation of Merdeka Belajar Curriculum will be conducted in the school, including identifying who is responsible and what needs to be prepared (e.g., teacher training).
- Building Support: Involving school principals, teachers, and parents to support this change. At this stage, everyone needs to understand and agree on the change that will be made.

2) Implementation Phase (Carrying Out the Change)

Once the planning is complete, the next stage is to carry out the change. This is the phase where Kurikulum Merdeka is actually applied in schools.

- Teacher training and preparation: Teachers are provided with training on how to teach using the more flexible and student-centered approach of Kurikulum Merdeka.
- Running the change: Merdeka Belajar Curriculum begins to be used in classrooms. During this process, regular evaluations need to be done to see if any challenges arise and if the changes are proceeding as planned.

- Overcoming challenges: If issues arise, such as a lack of understanding among teachers or limited resources, this phase focuses on finding ways to address those problems.

3) Institutionalization Phase (Ensuring the Change Sticks)

This phase occurs after the change has been implemented and is expected to become part of the school's culture. In this phase, Merdeka Belajar Curriculum must be fully accepted by all parties and become a sustainable practice at the school.

- Strengthening Sustainability: To ensure the Merdeka Belajar Curriculum continues to be implemented, ongoing support is essential, such as continuous teacher training, reflective professional development, and routine evaluation mechanisms to ensure high-quality teaching. Teachers in Luwu Timur Regency still need substantial training to develop creative and innovative learning.⁵¹ This reflects the necessity of institutional backing to empower educators in sustaining meaningful instructional practices aligned with the spirit of Merdeka Belajar.
- Evaluating Impact: Assessing whether the changes made have resulted in the desired outcomes, such as improved student learning or more active student engagement.⁵²

⁵¹ M Masruddin and others, 'Pendampingan Guru Bahasa Inggris Dalam Menerapkan Pembelajaran Kreatif Dan Inovatif Melalui Pemanfaatan Media Berbasis Sampah Di Kabupaten Luwu Timur', ..., 4.3 (2023), pp. 1109–21 <<https://madaniya.pustaka.my.id/journals/contents/article/view/533%0Ahttps://madaniya.pustaka.my.id/journals/contents/article/download/533/363>>.

⁵² Michael Fullan, 'Change Theory as a Force for School Improvement', 2007, vi, pp. 27–39, doi:10.1007/978-1-4020-6022-9_3.

By using these three phases, you can systematically analyze how Merdeka Belajar Curriculum is implemented, from the planning phase to its impact on students and schools.

4. Learning Outcomes

a. Definition of Learning Outcomes

Learning outcomes refer to the changes in behavior acquired by students after undergoing the learning process.⁵³ They also pertain to the abilities gained by students upon completing the learning process.⁵⁴ Learning outcomes represent changes resulting from personal inputs, such as motivation and aspirations for success, as well as environmental inputs, such as the design and management of the learning process. However, the effort students put into achieving learning objectives is not directly influenced by these motivational elements.

According to the constructivist learning theory developed by Piaget and Vygotsky, student learning outcomes can be understood as an active process in which students build their own knowledge through interaction with their environment and experiences.⁵⁵ In constructivism, learning outcomes not only involve mastering specific knowledge or skills, but also include the ability of students' to think critically, analyze, and solve problems independently.

b. Factors Influencing Learning Outcomes

The success or failure of an individual in learning is influenced by two primary factors:

⁵³Catharina Tri Anni, Psikologi Belajar, (Semarang: UPT UNNES Press, 2006), 4.

⁵⁴H. Nashar, *The Role of Motivation and Initial Ability in Learning Activities*, (Jakarta: Delia Press, 2004), 77.

⁵⁵P. D. Sari. "Implementasi Teori Belajar Konstruktivisme dalam Pandangan Jean Piaget dan Lev Vygotsky." *Jurnal Pendidikan dan Pembelajaran*, 28(1), 45-52.

1) Internal Factors (originating from within the learner):

(a) Health

Physical and mental health play a significant role in determining one's ability to learn. Poor physical health, such as headaches, fevers, colds, and coughs, can cause to a lack of motivation for studying. Similarly, mental health issues can adversely affect learning capacity.

(b) Intelligence and Talent

These psychological aspects greatly influence learning ability. Individuals with high intelligence (as indicated by a high IQ) generally find learning easier and tend to achieve better results. Talent also significantly contributes to learning success. When someone possesses both high intelligence and talent in the subject area being studied, their learning process becomes more efficient compared to someone who has only one of these attributes.

(c) Interest and Motivation

Interest can arise from external appeal or internal inclination. A learner's interest may be sparked by factors such as the desire to enhance social status, secure better job opportunities, or achieve a comfortable and happy life. Likewise, individuals who study with strong motivation are likely to engage in their learning activities with focus, enthusiasm, and determination. Unlike interest, motivation serves as a driving force or an impetus for action.⁵⁶

(d) Learning Methods

An individual's approach to learning also impacts their academic achievements. Studying without considering effective techniques and

⁵⁶Dalyono, Psikologi Pendidikan, (Jakarta: Rineka Cipta, 2010), 55.

factors such as physiological, psychological, and health-related aspects is likely to result in suboptimal outcomes.⁵⁷

2) External Factors (originating from outside the learner)

(a) Family

Parents have a crucial role in supporting their children's learning success. Factors such as education level, income, and the amount of attention given can influence children's learning outcomes.

(b) School

The school environment as a learning place also plays a crucial role in determining children's success. Factors like teacher quality, teaching methods, curriculum suitability to student abilities, and the availability of school equipment and facilities plays a role in supporting children's learning achievements.

(c) Community

The community environment also plays a role in determining learning outcomes. If the neighborhood consists of educated individuals, with children generally attending higher levels of education, and upholding good moral values, this can motivate children to be more diligent in their studies.

(d) Surrounding environment

The living environment greatly affects learning outcomes. Factors such as the condition of the environment, the house structure, the surrounding atmosphere, traffic, and so on, can all influence the enthusiasm for learning.⁵⁸

⁵⁷102 Dalyono, Psikologi Pendidikan, 55.

⁵⁸Dalyono, Psikologi Pendidikan, 60

c. The Classification and Aspects of Learning Outcomes

Learning outcomes represent measurable achievements that students are expected to attain as a result of the learning process. According to Bloom's Taxonomy, learning outcomes are typically classified into three domains: cognitive, affective, and psychomotor.⁵⁹

1) Cognitive Domain

The cognitive domain refers to intellectual abilities, encompassing processes such as remembering, understanding, applying, analyzing, evaluating, and creating. This domain is the most commonly targeted in formal education and serves as the foundation for academic success.

2) Affective Domain

The affective domain involves attitudes, values, emotions, and feelings. This includes the development of students' interests, appreciation, motivation, and responsibility toward learning. Affective learning outcomes are crucial in shaping students' engagement and character development.

3) Psychomotor Domain

The psychomotor domain relates to physical movement and the use of motor skills. This includes tasks requiring coordination, manipulation, and performance of physical activities. While this domain is more prominent in vocational or skill-based education, it remains relevant in supporting holistic student development.⁶⁰

⁵⁹ Benjamin S. Bloom, ed., *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain* (New York: David McKay Company, 1956).

⁶⁰C. T. Anni, *Psikologi Belajar*. (Semarang: Universitas Negeri Semarang Press, 2006). 10-11.

d. Measurement and Evaluation of Learning Outcomes

Measurement is closely related to evaluation. Evaluation is conducted after the measurement process is completed, where decisions (judgments) in each evaluation are based on data obtained from the measurement results. Untuk mengukur sejauh mana siswa telah memperoleh pengalaman belajar, dilakukan penilaian terhadap tingkat pencapaian mereka. Based on these measurement results, teachers evaluate the success of the teaching process and take steps to improve the teaching and learning process in the future.

More specifically, evaluation in teaching serves four main functions:

- 1) Assessing students' academic development and achievements over time.
- 2) Evaluating the effectiveness of instructional methods and programs.
- 3) Providing data for guidance and counseling purposes.
- 4) Supporting curriculum development and improvement initiatives.⁶¹

One of the steps in the evaluation process, whether it serves a formative or summative function, is gathering information through measurement. Information about learning outcomes can be obtained in two ways:

1) Test Techniques

Tests are commonly used in schools as part of the conclusion of the academic year or semester. At the end of the year, schools conduct final exams. Based on the type of response, tests can be classified into three categories: objective tests, short-answer tests, and essay tests.

2) Non-Test Techniques

Information gathering or measurement in learning outcomes evaluation can also be conducted using observation, interviews, and questionnaires.

⁶¹Darsono, Belajar dan pembelajaran, (Semarang: IKIP Semarang Press, 2000), 110

Non-test techniques are more commonly used to assess psychomotor skills and affective learning outcomes.⁶²

5. The Impact of Merdeka Belajar Curriculum Implementation on Learning Outcomes

Impact in the context of education refers to the effects or consequences resulting from the learning process on students, the environment, and the education system as a whole. According to several experts, impact can be described as follows:

- a. Academic Impact: Impact includes changes in students' academic achievements, such as improved exam scores and mastery of material. This demonstrates how effective a particular method or curriculum is in enhancing student learning outcomes.⁶³
- b. Social and Emotional Impact: The impact of curriculum implementation is not solely reflected in cognitive aspects, but also involves changes in students' attitudes, motivation, and engagement in learning. According to Ryan and Deci, fulfilling basic psychological needs such as competence, autonomy, and relatedness can enhance students' intrinsic motivation, positively affecting their learning experience.⁶⁴ In the context of English language learning at madrasahs, students' learning motivation is influenced not only by internal factors such as personal interest, but also by the support of the learning

⁶²Darsono, Belajar ...,111.

⁶³Sekar Ayu Condrongtyas and Marsofiyati, 'Pengaruh Tekanan Atau Stres Akademik Terhadap Prestasi Belajar Mahasiswa', *Cendikia : Jurnal Pendidikan Dan Pengajaran*, 2.6 (2024), pp. 205–12.

⁶⁴ Novi Sutia and Gunawan Santoso, 'Pengaruh Pendidikan Karakter Terhadap Perkembangan Sosial Dan Emosional Siswa Di Sekolah Dasar', *Jurnal Pendidikan Transformatif (Jupetra)*, 01.02 (2022), pp. 1–10.

environment, the teacher's instructional strategies, and the comfort of the classroom atmosphere.⁶⁵

- c. Long-term Impact: Impact is not only evident in short-term learning outcomes but also includes the development of character and social skills that will influence students' future lives. Effective education can shape individuals who are capable of making positive contributions to society.

According to the Self-Determination Theory (SDT) developed by Richard Ryan and Edward Deci, the impact is closely related to how individuals can regulate and make choices in their lives. This theory emphasizes that individuals with a high degree of autonomy in decision-making tend to feel more satisfied and motivated to achieve their goals.⁶⁶

There are three main needs in Self-Determination Theory (SDT) that are highly relevant for analyzing the impact of the implementation of the Merdeka Curriculum. Here is how each of these needs can be used to analyze the impact of this curriculum:

- a. The Need for Autonomy

Autonomy is a fundamental need underlying human behavior.⁶⁷ Individuals who feel they have control over their choices are more motivated to engage in activities they select, rather than due to external pressures. The Merdeka Belajar curriculum is designed to provide students with greater freedom in shaping their learning journey. With increased autonomy, students can take

⁶⁵ Masruddin Masruddin and Muhammad Zuljalal Al Hamdany, 'Students' Motivation in Learning English in Islamic Higher Education', *FOSTER: Journal of English Language Teaching*, 4.4 (2023), pp. 199–207, doi:10.24256/foster-jelt.v4i4.147.

⁶⁶ Thomas K F Chiu, 'Applying the Self-Determination Theory (SDT) to Explain Student Engagement in Online Learning during the COVID-19 Pandemic', *Journal of Research on Technology in Education*, 54.sup1 (2022), pp. S14–30, doi:10.1080/15391523.2021.1891998.

⁶⁷ Richard M. Ryan and Edward L. Deci, 'Self-Regulation and the Problem of Human Autonomy: Does Psychology Need Choice, Self-Determination, and Will?', *Journal of Personality*, 74.6 (2006), pp. 1557–86, doi:10.1111/j.1467-6494.2006.00420.x.

responsibility for their own learning process, which has the potential to enhance intrinsic motivation. Studies show that students who have greater control over their learning demonstrate higher interest and better engagement.⁶⁸

b. The Need for Competence

The impact of self-determination is also evident in individuals' sense of competence. Students need to feel that they are capable of completing tasks and achieving learning goals. In the context of the Merdeka Belajar Curriculum, an approach that allows students to choose topics and learning methods can enhance their sense of competence.⁶⁹

c. The need for connectedness

Connection with others also contributes to the positive impact of self-determination. Healthy relationships can enhance intrinsic motivation and help individuals feel more connected to their community or group.⁷⁰ The Merdeka Belajar Curriculum encourages collaboration through group projects and discussions, which can strengthen connections among students. Research shows that positive social interactions can enhance students' motivation and engagement in the learning process.⁷¹

Overall, Self Determination Theory plays a crucial role in analyzing the impact of the Merdeka Belajar curriculum by providing a framework for

⁶⁸ Ryan and Deci, 'Self-Regulation and the Problem of Human Autonomy: Does Psychology Need Choice, Self-Determination, and Will?'

⁶⁹ Rosida Amalia and others, 'Dampak Peralihan Kurikulum 2013 Ke Kurikulum Merdeka Belajar Terhadap Minat Belajar Siswa Di SDN Antasan Kecil Timur 3 Banjarmasin', *MARAS: Jurnal Penelitian Multidisiplin*, 2.2 (2024), pp. 1105–17, doi:10.60126/maras.v2i2.337.

⁷⁰M. Fadli Nugraha and Sairah Sairah, 'Familial Relationships Are More Beneficial than Those with Peers: Intrinsic Motivation Plays a Significant Role', *Psymphathic : Jurnal Ilmiah Psikologi*, 11.1 (2024), pp. 27–32, doi:10.15575/psy.v11i1.33665.

⁷¹Fauzi Rahman, Hafizh Zain Abdillah, and Nurul Hidayah, 'Determinasi Diri Sebagai Prediktor School Wellbeing Pada Siswa SMP', *Psikoislamedia : Jurnal Psikologi*, 5.1 (2020), p. 94, doi:10.22373/psikoislamedia.v5i1.6336.

understanding how fulfilling basic psychological needs can enhance students' motivation, engagement, and learning outcomes. By focusing on autonomy, competence, and relatedness, the Merdeka Belajar curriculum has the potential to create a more holistic and student-centered learning environment.

6. The Difference between Outcomes and Impact

The distinction between learning outcomes and impact can be understood from various perspectives according to experts. Here is an explanation of these two concepts:

Learning outcomes refer to the achievements attained by students after participating in the learning process.⁷² According to several experts, learning outcomes can be measured through:

- a. Knowledge and Skills: Learning outcomes include mastery of subject matter, practical skills, and critical thinking abilities. For instance, learning outcomes can be measured through written tests and assessments of students' performance in specific learning contexts.⁷³
- b. Performance Indicators: Learning outcomes are often expressed in terms of grades or scores that reflect how well students understand the subject matter. This includes formative and summative evaluations conducted by teachers to assess students' learning progress.⁷⁴

⁷²Universitas Terbuka and others, 'Journal of Indonesian Primary School', 1.June (2024), pp. 9–18.

⁷³Tanti Jumaisyaroh Siregar, 'Perbedaan Hasil Belajar Mahasiswa Yang Diajarkan Dengan Model Pembelajaran Kooperatif Tipe Jigsaw Dan Model Pembelajaran Langsung', *AXIOM : Jurnal Pendidikan Dan Matematika*, 9.2 (2020), p. 188, doi:10.30821/axiom.v9i2.8078.

⁷⁴Hengkang Bara Saputro and Ahdiatun Nurrahmi, 'Differential: Journal on Mathematics Education', *Journal on Mathematics Education*, 1 (2023), pp. 57–67, doi:10.32502/differential.v2i2.270.

Impact, on the other hand, refers to the broader effects or consequences of the learning process on students, their environment, or the educational system as a whole. Several aspects of impact include:

- a. Changes in Attitudes and Motivation: Impact encompasses changes in students' attitudes toward learning and an increase in their motivation to learn. According to Deci and Ryan, high intrinsic motivation can enhance students' engagement in the learning process.⁷⁵
- b. Character and Social Development: Impact also involves the development of students' character, such as collaboration abilities, communication skills, and other social competencies. This highlights that education focuses not only on academic achievements but also on shaping students' personalities.⁷⁶
- c. Long-term Impact: Impact can be seen in a long-term context, including how education influences students' future careers or their contributions to society.⁷⁷

The following is a mapping of the differences between outcomes and impact based on information gathered from various sources:⁷⁸

⁷⁵ Putri Intan Juwita, 'Perbedaan Hasil Belajar Melalui Penerapan Problem Based Learning Dan Inquiry Based Learning Terhadap Pembelajaran IPA', *Cokroaminoto Journal of Primary Education*, 5.2 (2022), pp. 196–204, doi:10.30605/cjpe.522022.1747.

⁷⁶ Eva Fadilla Hardiani and Rini Agustin Eka Yanti, 'Perbedaan Hasil Belajar Peserta Didik Menggunakan Model Pembelajaran Kooperatif Tipe Think Pair Share (TPS) Dengan Tipe Cooperative Script Pada Mata Pelajaran Ekonomi', *Jurnal Wahana Pendidikan*, 11.1 (2024), p. 105, doi:10.25157/jwp.v11i1.12223.

⁷⁷ Syeh Umar Anggana, Admaja Dwi Herlambang, and Satrio Hadi Wijoyo, 'Perbandingan Minat Belajar Dan Hasil Belajar Pada Implementasi Strategi Pembelajaran REACT (Relating, Experiencing, Applying, Cooperating, Dan Transferring) Dan Pendekatan Saintifik Untuk Mata Pelajaran Pemrograman Berorientasi Objek Di SMK Negeri 9', *Pengembangan Teknologi Informasi Dan Ilmu Komputer*, 5.11 (2021), pp. 4899–909.

⁷⁸ Nailul Farih, "Outputs, Outcomes, dan Impact", 27 Agustus 2021, <https://image.monevstudio.org/outputs-outcomes-dan-impact>, accessed 9 January 2024. 20.30 pm

Tabel 2. 2 The Difference Between Impact and Outcomes

Aspect	Outcomes	Impact
Definition	Changes that occur as a result of an activity or intervention	Broader and more sustainable long-term changes resulting from the outcomes.
Timeframe	Typically short to medium term	Long-term, often observable sometime after the intervention has concluded
Focus	Focused on observable changes, such as increased knowledge or skills.	Focused on broader and more comprehensive social, economic, or environmental changes.
Example	Improvement in students' skills after attending a training program.	Improvement in the quality of life of the community as a result of a sustainable education program
Measurement	Can be directly measured and is easier to evaluate.	Difficult to measure in the short term; measurement is usually conducted by third parties or service users.

Scope of Impact	Impact is limited to individuals or small groups directly involved.	Impact is broader, encompassing communities, society, and even the environment as a whole
Control	The organization has greater control over outcomes.	The organization can only contribute to impact but cannot fully control it.

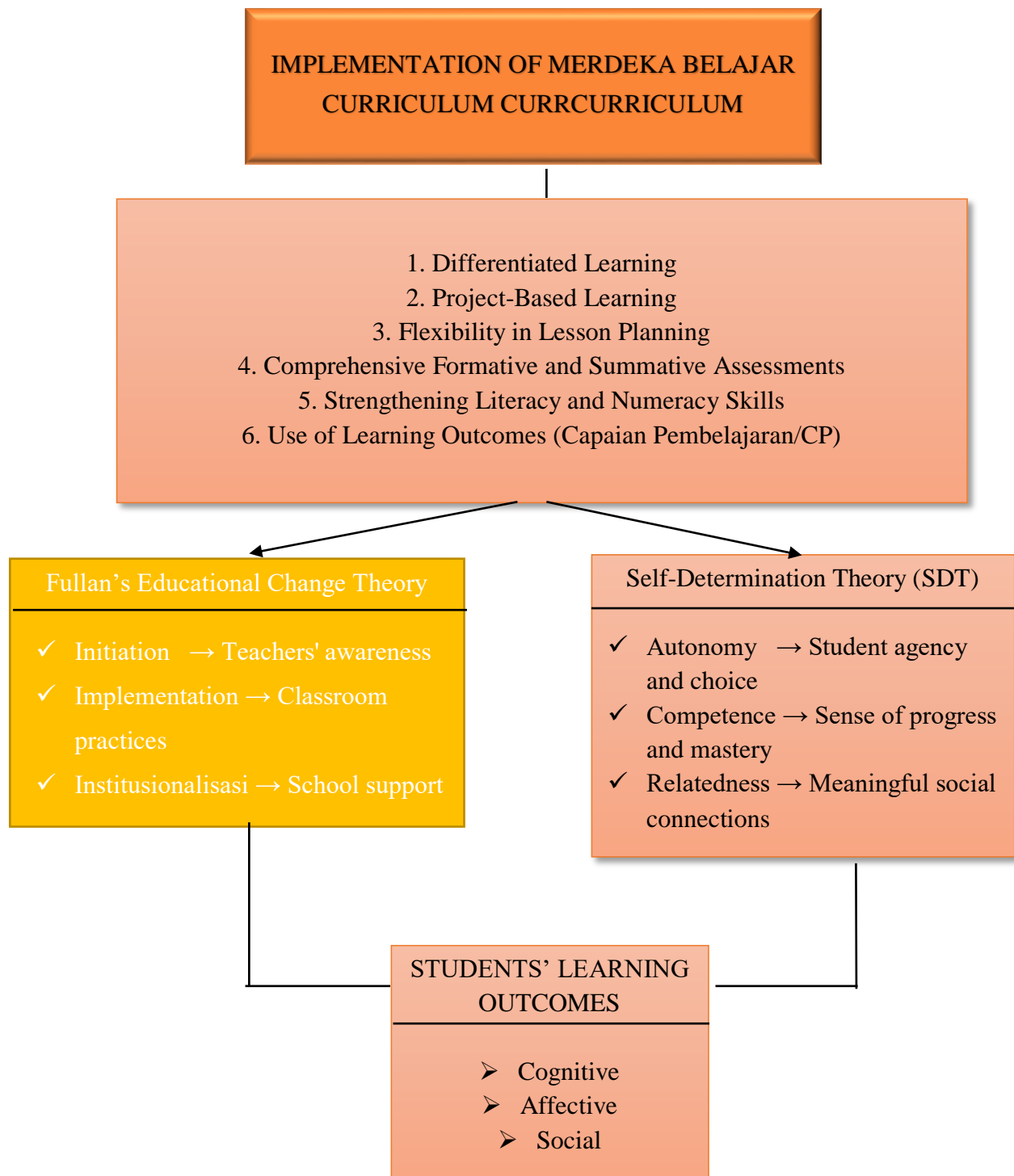
C. Conceptual Framework

The conceptual framework of this study illustrates the relationship between the implementation of the Merdeka Curriculum and student learning outcomes at MTs. As'adiyah Putra Sengkang. The implementation of the Merdeka Curriculum is analyzed through six key aspects: differentiated learning, the Pancasila student profile strengthening project, flexible lesson planning, assessment, literacy and numeracy reinforcement, and learning achievement targets. This process is examined using Michael Fullan's educational change theory, which consists of three stages: initiation, implementation, and institutionalization.

Furthermore, the impact of the curriculum implementation on student learning outcomes is analyzed through the lens of Self-Determination Theory (SDT), which emphasizes three basic psychological needs: autonomy, competence, and relatedness. Thus, this conceptual framework demonstrates that the systematic implementation of the Merdeka Curriculum can positively influence student learning outcomes, both academically and non-academically. To

clarify this research further, the researcher presents the framework of thought in the form of the following diagram:

Picture 2.1. Conceptual Framework Chart



CHAPTER III

METHODOLOGY

A. Approach and Type of the Research

This research utilized a qualitative descriptive approach. A qualitative approach is a method of investigation aimed at understanding social or human issues by constructing a comprehensive and holistic picture. This approach relies on descriptive language, incorporates detailed perspectives from participants, and is conducted in a natural environment.¹

Qualitative research methods aim to obtain a deep understanding of the phenomena or experiences faced by the research subjects.² The goal of this research is to collect the accurate information and to understand about the implementation of Merdeka Belajar Curriculum and its impact towards Students' Learning Outcomes at MTs. As'adiyah Putra Sengkang.

B. Research Focus

This research examined the description of the implementation of Merdeka Belajar Curriculum and its impact towards Students' Learning Outcomes at MTs. As'adiyah Putra Sengkang. It explored the description of Merdeka belajar Curriculum implementation and students' learning outcomes in English Subject of MTs. As'adiyah Putera Pusat Sengkang at VIII.1 and VIII. 14 grades. This research conducted at MTs. As'adiyah Putera Pusat Sengkang, on Macanang, Wajo regency of South Sulawesi.

¹J.W. Creswell. Research Design: Quantitative, Qualitative and Mix Method. (Sage Publication, Inc. 2014).

²Sharan B. Merriam and Elizabeth J. Tisdell, "*Qualitative Research: A Guide to Design and Implementation*," 4th Edition (San Francisco: Jossey- Bass, 2019).

C. Definition of Term

1. Implementation

Implementation refers to the execution of a plan that has been meticulously and thoroughly prepared. It involves putting the plan into action or applying it as part of an evaluation process. Implementation typically takes place after the planning phase.³

2. Merdeka Belajar Curriculum

The Merdeka Belajar Curriculum is an intraclass learning curriculum that offers variety and content optimization, providing students with adequate time to explore concepts and strengthen their competencies.⁴

3. Students Learning Outcomes

Learning outcomes serve as indicators of students' achievement in learning, as measured through evaluations and tests conducted at the end of the learning process. In this study, the learning outcomes refer to the summative report card grades for the odd semester in the English subject, covering cognitive, affective, and psychomotor aspects.⁵

D. Research Design

1. Place of Research

This research conducted at MTs. As'adiyah Putera Pusat Sengkang 2024-2025 academic years. It is located in Jalan Pesantren Macanang, Wajo regency of South Sulawesi.

The selection of this location is based on several considerations. The first

³Richards, J. C. (2013). Curriculum Approaches in Language Teaching: Forward, Central and Backward Design. 1(44), 5–33.

⁴ Nadiem Makarim, "Implementasi Kurikulum Merdeka: Tantangan dan Peluang Transformasi Pendidikan Indonesia," *Jurnal Pendidikan Indonesia* 11, No.2, 145-160.

⁵Sarah J. Thompson and Michael R. Anderson, "Comprehensive Assessment of Learning Outcomes: A Multidimensional Approach", *International Journal of Educational Research* 45, No.3 : 215-230, DOI: 10.1080/09500693.2021.1234567

is the researcher has a deep understanding of the research location, including the details of the geographical and demographic conditions of the area, as well as an understanding of the culture that is developing and prevailing at the research site. The second is there is progress and improvement that occurs continuously over time, and the quality or standard of education at the school is very good and considered high. The third is students from graduates of the Islamic boarding school have a good quality of education, including proficiency in English.

2. Time of Research

The researcher carried out in English classes and educational curriculum in the academic year 2024/2025. The investigation was conducted from May, 17th to July, 17th 2025.

E. Data and Source of the Data

1. Data

The research data was gathered through observations, interviews, and documentation. In this study, the observational data focuses on how English teachers implement the Merdeka Curriculum during the teaching and learning activities in VIII grade. The researcher recorded field notes based on the observations. The observations focused on how the Merdeka Curriculum was applied, including the teaching strategies, student participation, instructional media, and techniques employed by the teacher throughout the learning process. In this study, interviews also served as one of the data sources. The researcher recorded the result of interviews with the English teacher at MTs. As'adiyah Putra Sengkang in written form, based on the information provided by the teacher. Additionally, the researcher also collected data from various documents that could support the research.

2. Source of Data

If the researcher uses observation techniques, the data source comes from what is observed. If the researcher uses interviews, the data source comes from respondents or individuals who answer the researcher's questions. Additional data sources can be obtained from documents and other written materials. In this study, the author collected data from two sources:

1. Primary Data Sources

Primary data sources refer to information collected directly from the original or firsthand source.⁶ This data is collected from respondents or informants through interviews. The primary data sources used in this study consist of all the data gathered from interviews with informants, including the School Principle, two English teachers, and 25 students from VIII.1 and VIII.14 grade. These serve as data sources on the impact of the Merdeka Belajar curriculum at MTs. As'adiyah Putra Sengkang.

2. Secondary Data Sources

Secondary data refers to information gathered from pre-existing sources. It is obtained indirectly, typically through intermediary media such as books, articles, websites, and other published materials.⁷ In this research, the secondary data consists of data gathered through observations and interviews, serving as supporting data to explain how the curriculum Merdeka Belajar was implemented and its impact on students' learning outcomes at MTs. As'adiyah Putra Sengkang.

⁶Sarah Boslaugh, 'Secondary Data Sources for Public Health: A Practical Guide', *Secondary Data Sources for Public Health: A Practical Guide*, 2007, pp. 1–152, doi:10.1017/CBO9780511618802.

⁷Trisna Rukhmana, 'Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS) Page 25', *Jurnal Edu Research : Indonesian Institute For Corporate Learning And Studies (IICLS)*, 2.2 (2021), pp. 28–33.

F. Research Instruments

The primary instrument in qualitative research is the researcher, who must possess sufficient skills to conduct the study effectively.⁸ In this study, data were collected through classroom observations, in-depth interviews, and documentation. The researcher observed English teachers to examine the implementation of the Merdeka Curriculum and its impact on English language teaching and learning. In-depth interviews were conducted with key stakeholders, including teachers, the head of the madrasah, and students, to explore their perspectives and experiences regarding the curriculum. The data collection process was guided by an interview guide, an observation sheet, and a documentation checklist to maintain consistency and focus. A mobile phone was used to record both classroom activities and interview sessions, which served as valuable references during data analysis.

1. Observation Guideline

Observation Guide is a mapping of anticipated behaviors that the researcher observed in respondents throughout the course of the research project. A comprehensive overview of the implementation of the Merdeka curriculum within the English classroom is provided, encompassing the following components: a) Initiation stage b) Implementation stage c) Institutionalization stage.⁹

⁸ Bogum Yoon and Christine Uliassi, ““Researcher-As-Instrument” in Qualitative Research: The Complexities of the Educational Researcher’s Identities”, *Qualitative Report*, 27.4 (2022), pp. 1088–102, doi:10.46743/2160-3715/2022.5074.

⁹ Michael Fullan, *The New Meaning of Educational Change*, 4th ed. (New York: Teachers College Press, 2007), 84–89

Tabel 3. 1 Guideline of Observation

No.	Components of Indicator	Teacher	
		1	2
	Learning Implementation		
1.	The teacher assigns tasks based on students' abilities/interests		
2.	Learning projects are carried out in groups		
3.	The teacher uses instructional media		
	Student Engagement and Autonomy		
4.	Students ask questions		
5.	Students choose the project topic		
6.	Students confidently express ideas		
	Formative Assessment Practices		
7.	The teacher provides feedback		
8.	The teacher assesses through discussion and practice		
9.	The teacher engages students in reflection		
	Changes in Student Learning Behavior		
10.	Students stay focused during tasks		
11.	Students learn independently without being told		
12.	Students lead group discussions		
	Impact on Student Learning Outcomes		
13.	Students can explain the material in their own words		
14.	Students' work shows creativity		

15.	Students' formative scores improved from previous assessments		
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2. Guideline Interview

The interview guide consists of a list of topics used during the interview process to gather more in-depth information from the participants.¹⁰ This guide was used to obtain information regarding the implementation of the curriculum by educators and its impact on student learning outcomes. The researcher developed the interviews guide for English teachers, the principle and students based on the focus of the study as follows:

a. Interview Guideline for Teachers

Tabel 3. 2 Teacher's Guideline Interview

No	Indicators	Questions
1.	Understanding and Initial Readiness (Initiation Stage)	<ul style="list-style-type: none"> • How well do you understand the Merdeka Curriculum? • Did the madrasah provide support during the initial stage? • Did you prepare appropriate teaching materials?
2.	Implementation of the Merdeka Curriculum (Implementation Stage)	<ul style="list-style-type: none"> • How do you implement differentiated learning? • Are contextual projects or activities carried out? • How do you assess students' performance?
3.	Changes in Students' Learning Culture (Implementation Stage)	<ul style="list-style-type: none"> • Do students appear to be more independent in learning? • How is student engagement during the learning process? • Are students more motivated to learn?
4.	Sustainability of Implementation (Institutionalization Stage)	<ul style="list-style-type: none"> • Are you consistent in implementing the Merdeka Curriculum?

¹⁰ Catherine & Gillian Symon Cassell, *Essential Guide to Qualitative Methods in Organizational Research* (SAGE Publications Ltd, 2004).

		<ul style="list-style-type: none"> • How is the learning evaluation process conducted? • What form does your commitment to sustainability take?
5.	Impact on Student Learning Outcomes	<ul style="list-style-type: none"> • Have students shown improvement in understanding the material? • Do students demonstrate critical thinking skills? • How has students' academic performance progressed?

b. Interview Guideline for the Principal

Tabel 3. 3 Interview Guideline for the Principal

Indicators	Sub-Indicator	Questions
Initiation (Adoption)	Reason for adopting the curriculum	1. What are the reasons the madrasah began using the merdeka belajar curriculum?
Initiation (Planning & decision making)	Involvement of stakeholders and role distribution	2. Who were involved in the decision- making and initial planning process?
Implementation (Execution Strategy)	Strategies or concrete implementation steps	3. What steps were taken by the madrasah to ensure the curriculum is well implemented in classrooms?
Implementation (Teacher Development)	Teacher training and mentoring	4. Were teachers provided with training or support when beginning to implement the <i>Merdeka Curriculum</i> ?
Implementation (Obstacles)	Barriers in implementation	5. Were there any challenges or obstacles faced by teachers or the madrasah during the implementation?
Implementation (Evaluation and Monitoring)	Reflection and internal supervision	6. How was the curriculum implementation supervised and evaluated? 7. How did the madrasah

		assess whether the curriculum was running as expected?
Institutionalization (Sustainability and Culturalization)	Preservation efforts and long-term planning	<p>8. What has the madrasah done to ensure that the Merdeka Curriculum can be sustained and become a school culture?</p> <p>9. Has there been any significant change in teaching practices or school management after the implementation?</p>

c. Interview Guideline for Students

Tabel 3. 4 Interview Guideline for Students

Indicators	Sub-indicator	Question
1. Autonomy (Independence)	Students are given choices in learning	<p>1. Are you given the opportunity to choose topics or assignments in English class?</p> <p>2. How do you feel when given options in learning activities?</p> <p>3. Do you think choosing your own topic makes you more motivated to learn?</p>
	Active involvement in preferred activities	<p>4. What activity do you enjoy the most in English class?</p> <p>5. Do you feel more enthusiastic when working on projects or tasks that match your interests?</p> <p>6. Why do you prefer</p>

		learning when the tasks or projects match your interests?
2.Competence (Ability)	Feeling capable of completing tasks	<p>7. How do you feel when you successfully complete an English assignment?</p> <p>8. Do you feel the tasks given are appropriate to your abilities?</p> <p>9. Have you ever felt proud of your learning outcomes in English class?</p>
	Taking initiative in learning	<p>11. What do you do if you don't understand an assignment or a vocabulary word?</p> <p>12. Have you ever studied by yourself without being told by the teacher?</p> <p>13. Why do you think you do things like searching independently, asking questions, or using a dictionary?</p>
3. Relatedness (Social Connection)	Feeling comfortable working in groups	<p>14. How do you feel when learning in a group?</p> <p>15. Do you feel supported or helped by your friends when working on assignments?</p> <p>16. Share your most enjoyable group work</p>

		experience?
	Receiving support from teachers and peers	17. How do teachers respond when you share your ideas or work results? 18. Do your friends often help you when you struggle with a task? 19. How do your teachers and friends help boost your confidence while learning?

3. The Guideline of Document

The guideline document serves as a crucial reference for researchers in collecting data through the examination of instructional materials used by teachers. Document analysis involves a structured and objective review of written content and communication media. This approach enables researchers to gain a comprehensive understanding of the information presented and supports the formulation of valid conclusions.¹¹ The teaching material must follow to the following criteria:

Tabel 3. 5 Guide of Document

No	Implementation	Indicators
1.	The instructional modules should align with the competency standards and fundamental competencies.	

¹¹ Glenn A. Bowen, Document Analysis as a Qualitative Research Method, Qualitative Research Journal 9, no. 2 (2009): 27–40, <https://doi.org/10.3316/QRJ0902027>.

2.	Teaching modules should include a diverse range of knowledge components, specifically facts, concepts, principles, and procedures.	
3.	The educational module contains materials related to qualification skills.	
4.	The educational modules should be organized based on the principle of consistency.	
5.	Teaching modules should be crafted to foster motivation among students, thereby inspiring them to engage more profoundly with their academic pursuits.	
6.	The instructional module should be pertinent to the content that has been previously covered.	
7.	Teaching modules ought to be structured systematically, advancing from fundamental concepts to more intricate ones.	
8.	Practical.	
9.	The educational modules must be adapted to the times.	
10.	Evaluation.	

G. Data Collection Techniques

The researchers employed a variety of methods to gather data in this study, including observation, interviews, and documentation.

1. Observation

In this research, data was obtained through classroom observation. Observation is a method of collecting data by directly observing individuals at the research site.¹² Furthermore, observation also is a research effort to gather the

¹²Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (4th Ed). Pearson.

necessary information.¹³ In this study, the observation was conducted to gain a concrete understanding of how the Merdeka Curriculum is implemented by Two English teachers who teach Grade VIII at MTs. As'adiyah Putra Sengkang. The researcher carried out non-participatory observation (on-site sit-in) in two classes, namely VIII.1 and VIII.14, over the course of two teaching sessions from June 3rd to June 21st, 2025.

The focus of the observation was directed toward learning activities, student engagement, and formative assessment practices that occurred during the teaching and learning process. To facilitate data recording, the researcher used an observation checklist. This checklist served as the main guide in documenting classroom dynamics and identifying how the elements of the Merdeka Curriculum were applied in instructional practices.

2. Interviews

The researcher also employed interviews as one of the data collection techniques. An interview is a method of data collection where the researcher asks specific questions to obtain relevant information from participants. The success of this technique relies on the interviewer's ability to build rapport, ask focused questions, and interpret responses accurately.¹⁴

In this study, the researcher conducted structure interviews, using a pre-arranged set of questions designed to explore the implementation of the Merdeka Belajar Curriculum and its impact on students' learning outcomes. The interviews involved the school principle (Mr. As), two English teachers (Mr. A.S. and Ms. N.H), and 25 students from classes VIII.1 and VIII.14. The interviews were

¹³S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Edisi Revisi (Jakarta: Rineka Cipta, 2012).

¹⁴J.R. Fraenkel & N.E. Wallen, *How to Design and Evaluate Research in Education*, 7th edition (New York: McGraw-Hill, 2009).

conducted at MTs. As'adiyah Putra Sengkang on 17th June to 21st June 2025. To collect data, the researcher followed these steps:

1. Prepared an interview guide based on the research objectives (see Instrument section).
2. Used a recording device to document the participants' responses during the interview sessions. The researcher transcribed the interview based on the recording.
3. Conducted the interviews in a friendly, respectful, and systematic manner.
4. Transcribed the audio recordings into written text for analysis.

This interview process aimed to obtain in-depth insights from various perspectives: teachers, students, and the school principal regarding the implementation and outcomes of the Merdeka Curriculum.

3. Documentation

One of the methods used to assess the implementation of the Merdeka Belajar Curriculum in this research is documentation. Documentation is a qualitative data collection technique carried out by examining records or written materials produced by the research subjects or other relevant parties. Documents provide valuable information in qualitative studies because they are readily available without the researcher's intervention and represent a natural form of data.¹⁵

This technique serves to strengthen the data obtained through interviews and observations by providing physical and visual evidence that supports the interpretation of findings. Documents are considered valid and rich sources of data as they reflect actual practices and institutional records.¹⁶

¹⁵Herdiansyah, *Qualitative Research Methods*, Jakarta: Salemba Empat, 2010.

¹⁶ J. W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Ed. (Pearson, 2012).

In this study, the documents analyzed include instructional modules prepared by English teachers, photographs of classroom observation and interview activities, official documents such as the decree of school supervisory activities (SK Supervisi) and some of student project work represent the implementation of project based learning.

H. Techniques of Analyzing the Data

The data analysis stage is the most complex part of research, where researchers are required to combine information collected from multiple sources to produce a comprehensive explanation of research findings.¹⁷ Data analysis can be understood as a systematic method for collecting and examining information obtained through various methods such as interviews, field documentation, and other data sources.¹⁸ The primary goal is to process data in such a way that it can be easily understood and generate meaningful information that can be communicated to others.¹⁹

In this research, the data analysis follows the model proposed by Miles and Huberman, which involves three activities conducted simultaneously:

1. Data Reduction

The data reduction process is an important stage in qualitative research, involving activities such as selection, focusing, simplification, abstraction, and transformation of data obtained through information collection instruments

¹⁷Ephrillia Noor Fitriana Giri and others, 'Pengembangan Roadmap Penelitian Bahasa Dan Sastra Fakultas Bahasa Dan Seni Universitas Negeri Surabaya', *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4.1 (2023), pp. 521–28, doi:10.62775/edukasia.v4i1.291.

¹⁸ Sugiyono, *Quantitative, Qualitative, and R&D Research Methodology*, (Bandung: Alfabeta, 2013)

¹⁹ Ade Sobandi, 'Pengolahan Data Dalam Sistem Informasi', *Manajerial: Jurnal Manajemen Dan Sistem Informasi*, 1.1 (2002), pp. 89–95.

like observation sheets and interview transcripts.²⁰ According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.²¹

In this study, data reduction was carried out by filtering and categorizing the information from classroom observation and interviews with English teachers and students.

a. Observation Data Analysis

In the data reduction process of classroom observations, the researcher filtered the data based on its relevance to the research focus, namely the implementation of the Merdeka Curriculum in English learning in classes VIII.1 and VIII.14 at MTs. As'adiyah Putra Sengkang. Only data that reflected key practices of the Merdeka Curriculum—such as providing student choice, task differentiation, formative assessment, and indicators of Self-Determination Theory (autonomy, competence, and relatedness)—were retained for further analysis. Irrelevant information or data unrelated to the observation guideline was excluded to produce more focused and meaningful findings. This reduction helped streamline the vast amount of raw data into meaningful categories to be displayed and interpreted in the next stages.

b. Interview data Analysis

In the process of interview data reduction, the researcher carefully selected responses from the English teachers and the head of the madrasah that

²⁰ Rendika Vhalery, Sulistiyani Sulistiyani, and Sulikah Sulikah, 'Peran Lingkungan Keluarga Dalam Pembentukan Literasi Finansial Anak Akur Sunda Wiwitan', *Research and Development Journal of Education*, 10.1 (2024), p. 552, doi:10.30998/rdje.v10i1.23515.

²¹ Miles, Matthew B. dan A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, (ThMatthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (Thousand Oaks, CA: Sage Publications, 1994), p. 10.

were relevant to the focus of the study, particularly those reflecting the stages of curriculum change based on Fullan's theory—initiation, implementation, and institutionalization—as well as student development indicators based on Self-Determination Theory (SDT), including autonomy, competence, and relatedness. Data that demonstrated how the Merdeka Curriculum was understood, implemented, supported, and evaluated within the madrasah context were retained. Meanwhile, responses that were not directly related to curriculum implementation or lacked analytical value were excluded, allowing the researcher to highlight the most significant findings from the participants.

- c. In the document data reduction process, the researcher analyzed only those materials that directly supported the understanding and implementation of the Merdeka Curriculum in the English learning process at MTs. As'adiyah Putra Sengkang. Relevant documents included teaching modules, photos of learning activities, and madrasah academic programs. These were selected to identify alignment with curriculum principles such as differentiated instruction, project-based learning, and integration of Islamic values. Irrelevant documents or those lacking connection to the curriculum framework were excluded. This reduction ensured that only supporting evidence relevant to the research objectives was considered for further analysis and interpretation.

2. Data Display

A display is a structured arrangement of information that facilitates the process of drawing conclusions and making decisions.²² After the data

²² Dinda Okta Dwiyantri Ridwan Gucci and Muhammad Adi Sukma Nalendra, 'Perancangan Visual Display Informasi Keselamatan Dan Kesehatan Kerja (K3) Dengan Pendekatan Ergonomi Dan Komunikasi Visual', *Jurnal Teknik Industri: Jurnal Hasil Penelitian Dan Karya Ilmiah Dalam Bidang Teknik Industri*, 8.2 (2022), p. 399, doi:10.24014/jti.v8i2.19482.

reduction process, the researcher organized the focused data into a systematic display to facilitate further analysis. Classroom observation data from two classes (VIII.1 and VIII.14) were presented in tables and descriptive narratives, highlighting how elements of the Merdeka Belajar Curriculum such as differentiated instruction, student-centered projects based on santri context, and opportunities for student choice contributed to their active engagement and learning achievement. Interview results from teachers, the head of madrasah, and students were presented in the form of thematic quotes reflecting their perceptions of changes in learning behavior, motivation, and academic progress. Additionally, documentation data such as English subject report cards and students' creative works were displayed as concrete evidence of improved learning outcomes following the implementation of the Merdeka Curriculum at MTs. As'adiyah Putra Sengkang.

3. Drawing Conclusion and Verification

The conclusion is the process of summarizing the collected data into a good statement that presents clear and concise information.²³ Conclusion drawing in this study was conducted after systematically going through the stages of data reduction and data presentation. The researcher re-examined the overall findings to identify patterns, trends, and relationships among categories of information. This process was carried out inductively, based on data whose validity had been verified through source triangulation techniques. The conclusion drawing was guided by the focus of the research, namely analyzing the implementation of the Merdeka Belajar Curriculum and its impact on students' learning outcomes, and was grounded in Fullan's

²³Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: A Sourcebook of New Methods*. Sage Publications.

framework of educational change as well as Self-Determination Theory (SDT) as the analytical foundation. Accordingly, the conclusions generated represent a synthesis of the main verified findings, systematically formulated as answers to the research questions.

I. Checking data validity

To ensure the validity of the data gathered in the field, the researcher employed triangulation techniques. Triangulation entails verifying data from multiple sources, employing diverse methods, and conducting the process at various points in time.²⁴ In the context of this research, triangulation was utilized to validate the data's accuracy and its direct relevance to the study's actions. The researcher utilized data triangulation, a process of strengthening data obtained from various sources that serve as evidence for the findings.

In the context of data collection techniques, triangulation is defined as a method that integrates data from multiple sources and collection techniques.²⁵ For this study, the researcher employed triangulation to validate the data gathered through interviews with the school principal, two of English teachers and the students' of VIII.1 and VIII.14 grades. The interview data was then cross-checked with the researcher's observational findings gathered throughout the study period. This method was further employed to explore factual keywords pertaining to the impact of the implementation of Merdeka Curriculum and Students' learning outcomes at MTs. As'adiyah Putera Pusat Sengkang.

²⁴Nurman Hasibuan and others, 'Jurnal Pendidikan Kesehatan Dan', 9.2 (2020), pp. 84–90.

²⁵Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2014), hlm, 84

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and provides an in-depth discussion on the implementation of the Merdeka Curriculum at MTs. As'adiyah Putra Sengkang and its impact on students' learning outcomes. The data were obtained through interviews, observations, and documentation, and were analyzed qualitatively in accordance with the research questions and objectives. The main focus of this chapter is to describe how the Merdeka Curriculum is understood and implemented by teachers, and how its implementation affects students' overall learning achievements—cognitively, affectively, and psychomotorically.

The discussion is based on two main theoretical frameworks: Michael Fullan's Educational Change Theory and the Self-Determination Theory (SDT). Fullan's theory is used to examine the stages of curriculum implementation, including initiation, implementation, and institutionalization. Meanwhile, SDT is used to analyze how the curriculum influences student learning motivation through three main indicators: autonomy, competence, and relatedness.

The findings are presented thematically based on the results of field data analysis gathered from classes VIII.1 and VIII.14, and are supported by direct quotations from the informants to strengthen the researcher's interpretation. Through this approach, it is expected that a comprehensive and in-depth picture of the Merdeka Curriculum implementation process and its influence on students' learning outcomes can be clearly conveyed, in accordance with the educational context of the madrasah environment.

A. Research Result

1. General Descriptions of Research Locations

A. MTs. As'adiyah Putra Sengkang

This research was conducted at Madrasah Tsanawiyah (MTs.) As'adiyah Putra Sengkang, an Islamic junior secondary school located in Macanang, to the west of Sengkang City, Wajo Regency, South Sulawesi Province. The madrasah operates under the auspices of the As'adiyah Islamic Boarding School, one of the oldest and largest pesantren in Eastern Indonesia, which has made significant contributions to the development of education based on Islamic and national values.

MTs. As'adiyah Putra Sengkang is known as an educational institution that integrates religious values with general education in a balanced manner. The madrasah enjoys a strong reputation within the community and has earned an "A" accreditation for two consecutive periods. Furthermore, the school has met the standards of quality educational management by obtaining ISO certification.¹

In the 2024/2025 academic year, MTs. As'adiyah Putra Sengkang has approximately 1,048 students, all of whom are boarding students.² This research focuses on Grade VIII, which consists of 14 classes; however, the researcher conducted observations in only two classes taught by two English teachers. These classes were selected because they had actively implemented the Merdeka Curriculum, particularly through project-based learning and

¹ MTs As'adiyah Putra Sengkang , 'Profil MTs As 'adiyah Putra Pusat Seng Kang-Macanang'.(2025)

² MTs As'adiyah Putra Sengkang, 'Profil MTs As 'adiyah Putra Pusat Seng Kang-Macanang'.(2025)

differentiated instruction strategies, which are key characteristics of the curriculum.

In terms of facilities, the madrasah is well-equipped with various learning support infrastructures, such as a science laboratory, computer laboratory, library, school mosque, Wi-Fi network, as well as other supporting amenities including dormitories, a canteen, a student café, laundry service, and a health clinic. These facilities support the implementation of a holistic learning process that encompasses academic, spiritual, and social aspects.

b. Vision and Mission of MTs. As'adiyah Putra Sengkang

The vision of MTs. As'adiyah Putra Sengkang is: **“Excellence in Character, Quality in Education and Da’wah, Competitiveness in Achievement.”**³ This vision reflects the school’s commitment to becoming a high-quality Islamic educational institution that is relevant to the demands of the times, shaping students with strong moral character, outstanding academic and spiritual competence, and readiness to compete and contribute in a global society while upholding Islamic values.

To realize this vision, the madrasah has formulated the following missions:

- 1) To integrate religious and moral values into every quality learning process that is rooted in the Qur'anic character.
- 2) To develop students who are devoted in worship.
- 3) To cultivate a culture of discipline, politeness, and respect.
- 4) To empower graduates to advance to the next level of education.

³MTs As'adiyah Putra Sengkang, 'Profil MTs As 'adiyah Putra Pusat Seng Kang-Macanang'.(2025).

- 5) To implement a professional and effective digital-based madrasah management system.
- 6) To develop logical, creative, and innovative thinking skills.
- 7) To instill a sense of care, service, and responsibility toward religion, nation, and state.
- 8) To improve the quality of madrasah administrative services through information technology.⁴

These missions are strongly aligned with and support the principles of the Merdeka Curriculum, as both emphasize student-centered learning, strong character development, adaptability to technology, and relevance to both present and future needs.

2. Implementation of the Merdeka Curriculum at MTs. As'adiyah Putra Sengkang

In an effort to examine the implementation of the Merdeka belajar Curriculum, the researcher conducted classroom observations on June, 3rd to June, 21th, 2025, and interviews from June, 17th to 18th, 2025. The subjects in this study consisted of two English teachers and the principal of MTs. As'adiyah Putra Sengkang. In this study, several aspects of the Merdeka Curriculum are examined, including differentiated learning, Project-Based Learning, Flexibility in Lesson Planning, and Comprehensive Formative and Summative Assessments. The data were collected based on Fullan's Theory of Change, which outlines the stages of curriculum implementation: initiation, implementation, and institutionalization.

⁴ MTs As'adiyah Putra Sengkang., 'Profil MTs As 'adiyah Putra Pusat SengKang-Macanang, (2025).

a. Findings from Class Observations

Based on classroom observations of two English teachers at MTs. As'adiyah Putra Sengkang, the researcher identified several key findings:

1) Teaching Implementation

a) Implementation of Differentiated Learning

Ms. N.H. consistently implemented differentiated learning in both observed meetings. She assigned tasks to students based on their individual abilities and interests, allowing each learner to engage with materials suited to their learning capacity. This approach demonstrated her attention to students' diverse needs during instruction. In contrast, Mr. A.S. had not yet optimized the application of differentiated learning. In the first meeting, he assigned identical tasks to all students without considering their varying abilities or interests, indicating an absence of instructional adaptation based on learners' characteristics.

b) Contextual Projects and Activities

In Ms. N.H.'s classroom, students engaged in group-based learning projects. These projects provided opportunities for students to interact and collaborate, emphasizing not only the final product but also the learning process through cooperation. Although the context of the project was relatively simple, the activity reflected a contextual learning approach aimed at developing students' social competencies. This approach aligns with the principles of contextual learning, as also developed in the textbook design based on Islamic values and local wisdom, in which project-based learning integrated with local cultural values

has been proven to enhance students' learning motivation, language comprehension, and their connectedness with real-life contexts.⁵ Meanwhile, in Mr. A.S.'s class, in the first meeting, he didn't divide the students into group activities. The learning process was individual and teacher-centered, with limited opportunities for collaborative work. But the second, he did it.

c) Use of Media and Varied Strategies

Both Ms. N.H. and Mr. A.S. utilized visual media (pictures) as teaching aids, selected due to limited classroom facilities and lack of internet access. Although these resources were relatively simple, they proved effective in visualizing lesson content and supporting student understanding. However, no significant variation in learning strategies was found that could further enrich students' learning experiences.

The implementation of learning shows that differentiated instruction and contextual project activities have been applied effectively, although not yet evenly. There have been efforts to adjust assignments according to students' abilities and interests, as well as to engage them in project-based group work that promotes collaboration and the development of social competencies. However, the use of instructional media remains limited, and learning strategies have yet to show sufficient variation. Thus, the implementation of differentiated instruction and contextual projects stands out as the two

⁵ Wisran Wisran, St. Hartina, and Dewi Furwana, 'Integrating Islamic Values and Local Wisdom in Designing English Textbook For Islamic Higher Education', *Elsya : Journal of English Language Studies*, 7.1 (2025), pp. 38–60, doi:10.31849/elsya.v7i1.22572.

most prominent aspects in enhancing the quality of the learning process.

2) Student Engagement and Autonomy

In both observed classrooms, student engagement and autonomy were visibly present, although the level and dynamics varied slightly between the sessions.

a) Active Participation (Students ask and answer questions)

In Ms. N.H.'s class, students consistently demonstrated active participation throughout the two observed meetings. They not only responded to teacher questions but also independently posed questions related to both the learning material and the ongoing group projects indicating a highly interactive learning environment that supports student inquiry and idea exploration.

Similarly, in Mr. A.S.'s class, active participation was evident, especially during the first session. Students engaged in question-and-answer activities, showing curiosity and enthusiasm for the lesson content. Although the interaction was more teacher-directed, students still expressed ideas and asked questions confidently.

b) Choice in Learning (Students choose project topics)

In terms of learning autonomy, Ms. N.H. allowed students full freedom to choose their project topics from the outset. This enabled learners to tailor their projects to personal interests and experiences, aligning with a student-centered learning model.

In contrast, in Mr. Ahmad Sanusi's class, this approach developed gradually. In the first session, the project topic was still

determined by the teacher. However, in the second session, a shift occurred where students were given the opportunity to choose their own project topics. This indicates a transitional process toward a learning environment that provides greater space for student autonomy.

c) Self-Confidence (Students confidently share ideas)

Students in both classrooms demonstrated self-confidence in expressing their ideas. In Ms. N.H.'s class, most students displayed confidence when presenting their thoughts in front of the class, even though some still relied on personal notes. Nonetheless, their willingness to participate actively reflects developing self-assurance. In Mr. A.S.'s class, students also appeared confident, particularly during the second session. After being given the freedom to select their own topics, they seemed more comfortable articulating their ideas, suggesting that granting students more control over their learning process fosters greater confidence.

It can be concluded that student engagement and autonomy have begun to develop in the learning process in both classes. Ms. N.H.'s class demonstrated a high level of student engagement and autonomy from the outset, as seen through active participation, project topic selection, and students' confidence in expressing their ideas. Meanwhile, Mr. A.S.'s class showed positive progress toward more student-centered learning, where active participation and self-confidence began to grow, and student autonomy was gradually encouraged. This reflects a genuine effort to create a learning

environment that promotes active participation and student decision-making.

3) Implementation of Formative Assessment in English Learning

Based on the classroom observations, it was found that both Ms. N.H. and Mr. A.S. applied formative assessment practices in alignment with official guidelines. Three key indicators feedback, oral and written assessment, and learning reflection were consistently present.

a) Feedback

Both teachers provided immediate and constructive feedback during instruction. Whether through praise, clarification, or correction, the feedback was delivered supportively, encouraging students to revise their mistakes and deepen understanding.

b) Oral and Written Assessment

Teachers conducted assessments both orally and in written form. During group and individual activities, oral performance was assessed through questioning, while written work was evaluated through assignments and exercises. Informal oral assessment occurred during instruction, while written evaluation was evident in corrected tasks.

c) Student Reflection

At the end of each session, both teachers prompted students to reflect on their learning. Students were asked to review lesson content, identify unclear aspects, and share their impressions of the day's activities. Although this reflection activity was not fully

optimized by either teacher, this verbal reflection fostered metacognitive awareness and supported continuous improvement.

Thus, formative assessment has been effectively implemented in English learning by both teachers. The three main components—feedback, oral and written assessment, and learning reflection—have been carried out well and consistently. Although the reflection activities remain general and have not yet addressed each individual student, the practice of formative assessment has helped monitor learning progress and encouraged active student participation in the learning process.

4) Changes in Student Learning Behavior

The observations revealed positive shifts in student learning behavior across both classrooms, aligned with indicators such as focus, independence, and initiative in learning.

a) Learning Focus

In Ms. N.H.'s class, students displayed sustained focus while working on tasks, both individually and in groups. Their active engagement and minimal distractions were consistently observed across both sessions. Similarly, in Mr. A.S.'s class, students also demonstrated consistent focus throughout the learning activities, completing tasks attentively and independently.

b) Learning Independence

Students in Ms. N.H.'s class completed assignments without constant teacher guidance, reflecting strong self-regulation and independent learning habits fostered through autonomy-supportive teaching. Mr. A.S.'s students also showed commendable learning

independence across both sessions, effectively managing tasks on their own without repeated instruction.

c) Initiative in Learning Activities

In Ms. N.H.'s classroom, students exhibited high levels of initiative. They led group discussions, delegated roles, and shared ideas without being prompted, reflecting intrinsic motivation and ownership of the learning process. Meanwhile, Mr. A.S.'s students began demonstrating initiative in the second session when group discussions were introduced. They started organizing the group work independently, although the behavior was not as prominent as in Ms. N.H.'s class. Student initiative became more evident when collaborative strategies were explicitly facilitated by the teacher.

It can be concluded that the implementation of the Merdeka Curriculum has encouraged positive changes in students' learning behavior in both classes. Students demonstrated strong learning focus, independence in completing tasks, and initiative in learning activities. Ms. N.H.'s class showed greater consistency and intensity in these three aspects, while Mr. A.S.'s class exhibited gradual progress, particularly in the increased learning initiative observed in the second meeting. These findings reflect the effectiveness of a learning approach that provides space for student autonomy, collaboration, and active participation.

5) Impact on Student Learning Outcomes

The observation findings indicate that the implementation of the Merdeka belajar Curriculum has positively impacted student learning outcomes, as reflected in three main indicators: improved

understanding of the material, enhanced student creativity, and increased academic achievement.

a) Understanding of the Material

Students were able to articulate lesson content in their own words, demonstrating not just memorization but a deep conceptual understanding. Their explanations reflected personal insights and contextualized interpretations, indicating meaningful learning.

b) Creativity

Students' learning products revealed originality and varied approaches in task completion. These outcomes illustrated student initiative, active engagement, and creative thinking fostered through learner-centered instruction.

c) Academic Achievement

Improved academic achievement was evident in the quality of students' learning products, although there was no formal written evidence of formative grades. For example, in project-based activities, students demonstrated improved ability to construct communicative English sentences, use relevant new vocabulary, and collaborate effectively. This suggests that the learning strategies applied under the *Merdeka Curriculum* supported optimal learning and contributed to meaningful academic progress.

Based on the five observed indicators, it can be concluded that the implementation of the *Merdeka Curriculum* in English classes has shown a positive impact on both the learning process and student outcomes. Differentiated instruction, contextual projects, and formative assessment were implemented fairly well, supporting active engagement and student

autonomy. Students demonstrated progress in participation, creativity, understanding of the material, and academic achievement. Although there are still areas for improvement, such as the variation of teaching strategies and individual reflection, overall the implementation of the Merdeka Curriculum has contributed to enhancing a more flexible and student-centered learning environment.

d) Findings from Teachers and Principle Interview

After the class observations, the researcher also conducted interviews with the two English teachers and the headmaster to gain a deeper understanding of the implementation of the Merdeka Curriculum at MTs. As'adiyah Putra Sengkang. These interviews aimed to explore the educators' and school leaders' perspectives and experiences in executing the curriculum change. The interview data complements the classroom observation findings and provides a more comprehensive picture of how well the Merdeka Curriculum has been implemented based on the change theory by Fullan.

1) Understanding and Initial Readiness

In the initiation stage, according to Fullan, the most critical element is how well education practitioners understand the essence of the change and how prepared they are to adopt the innovation.⁶ In the context of the Merdeka Curriculum at MTs. As'adiyah Putra Sengkang, interviews with the two English teachers revealed that both had a good understanding of the curriculum's core philosophy and showed readiness by preparing learning tools and participating in training organized by the school.

⁶ Michael Fullan & John Quinn, "Leading New, Deeper Forms of Collaborative Cultures: Questions and Pathways", *Journal of Educational Change* 23, no. 1 (11 Januari 2022): 131–143.

Dr. KM. H. Muhammad As'ad Maruwewang, S.Ag., M.Pd., the school principal, stated that the initiation process for the Merdeka Curriculum was carried out in a well-planned, collaborative, and facilitated manner.

“We chose the Merdeka Curriculum because we believe it’s more aligned with the needs of today’s students.”⁷

He also emphasized that decision-making and initial planning involved various parties within the school:

“Those involved generally include the principal, curriculum deputy, subject teachers, and sometimes homeroom teachers. They jointly discuss and plan the implementation of the Merdeka Curriculum.”⁸

Regarding their understanding of the curriculum, Mr. A.S., S.S., one of the English teachers, said:

“The Merdeka Curriculum grants autonomy to schools and teachers to design learning that suits students' needs.”⁹

Ms. H.H., S.Pd., M.Pd., added:

“The Merdeka Curriculum gives students the flexibility to determine their own learning style according to their potential, interests, and needs.”¹⁰

This aligns with the principal’s perspective:

⁷ Dr. KM. H. Muhammad As'ad Maruwewang, S.Ag., M.Pd. (School Principle) "Interview", June, 17th 2025.

⁸ Dr. KM. H. Muhammad As'ad Maruwewang, S.Ag., M.Pd. (School Principle) "Interview", June, 17th 2025.

⁹ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

¹⁰ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

“In practice, the Merdeka Curriculum allows students to learn based on their own interests and abilities. On the other hand, it gives teachers freedom to develop more innovative and creative teaching methods.”¹¹

Regarding institutional support at the early stage, both teachers agreed that the school provided sufficient attention and facilitation. Mr. A.S., S.S., stated briefly:

“Yes, we received motivation, guidance, and training from relevant parties.”¹²

Meanwhile, Ms. N.H., S.Pd., M.Pd., elaborated:

“The school provided strong support at the beginning, such as hosting seminars on Merdeka Curriculum implementation. At the start, the school held training so teachers could understand better... It also provided textbooks aligned with the new curriculum.”¹³

The principal confirmed:

“Our teachers participated in training organized by the Ministry of Religious Affairs and the Merdeka Mengajar platform. Additionally, we offered support through the curriculum team, so teachers didn’t implement the curriculum on their own.”¹⁴

¹¹ Dr. KM. H. Muhammad As’ad Maruwewang, S.Ag., M.Pd.’(School Principle) "Interview", June, 17th 2025.

¹² Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

¹³ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

¹⁴ Dr. KM. H. Muhammad As’ad Maruwewang, S.Ag., M.Pd.’(School Principle) "Interview", June, 17th 2025.

Teacher preparedness was also evident in lesson planning. Both teachers adapted their modules and assessments to the students' characteristics and needs. Mr. A.S., S.S., said:

“I prepared teaching modules and assessments that suit students' levels and interests.”¹⁵

Ms. N.H., M.Pd., explained:

“After receiving training, we were taught how to design learning tools for the Merdeka Curriculum... I referred to the tools I had created.”¹⁶

The principal affirmed:

“We started by socializing the curriculum to teachers, then formed small teams to prepare teaching tools. Teachers were also given time to learn together and share ideas.”¹⁷

This shows that teachers at MTs. As'adiyah Putra Sengkang not only understood the core values of the Merdeka Curriculum but also demonstrated pedagogical and professional readiness. According to Government Regulation No. 19 of 2005 on National Education Standards, teachers in Indonesia are required to possess four types of competencies: pedagogic, personal, social, and professional.¹⁸ These competencies serve as a foundational benchmark in evaluating teacher readiness in adopting educational innovation.

¹⁵ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

¹⁶ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

¹⁷ Dr. KM. H. Muhammad As'ad Maruwewang, S.Ag., M.Pd. (School Principle) "Interview", June, 17th 2025.

¹⁸ Muhaemin Muhaemin and Ramdanil Mubarak, 'Upgrade Kompetensi Guru PAI Dalam Merespon Pembelajaran Jarak Jauh Dimasa Pandemi Covid-19', *Al-Fikr: Jurnal Pendidikan Islam*, 6.2 (2020), pp. 75–82, doi:10.32489/alfikr.v6i2.80.

2) Implementation of the Merdeka Belajar Curriculum

In applying differentiated learning, the first teacher explained that this approach adjusts the learning process to students' needs and learning styles. Ms. N.H., M.Pd., said:

“Based on my understanding, differentiated learning adapts to each student's needs. For example, at the beginning of the learning process, I identify their interests and learning preferences, then tailor the methods to suit their styles.”¹⁹

Meanwhile, Mr. A.S, S.S. reinforced this by emphasizing that differentiated learning means teachers must be sensitive to students' varying levels of understanding. He stated that:

“We can't generalize students' understanding because their achievement levels vary—some understand about 50%, others 75%.”²⁰

Such practices demonstrate a student-centered approach that not only respects individual differences but also aligns with the broader goal of making learning more meaningful and relevant. As Junita, Edhy, and Magfirah argue the English learning materials should be focused on the students' needs to support their future careers.²¹ Therefore, differentiated instruction becomes a strategic pathway to ensure that learning is not only accessible but also purposeful in shaping students' academic and professional pathway

¹⁹ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

²⁰ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

²¹ Junita Anjar Lestari, Edhy Rustan, and Magfirah Thayyib, 'Integrating Luwu Culture Into English Learning: A Development of Customized Materials for Nursing Students', *English Review: Journal of English Education*, 12.2 (2024), pp. 641–50, doi:10.25134/erjee.v12i2.9254.

In addition, both teachers integrated projects and contextual activities as part of their teaching strategies. The projects carried out included making posters and composing simple dialogues. Ms. N.H., M.Pd, said:

“At the end of the learning process, students are assigned contextual projects based on real-life experiences—like making posters.”²²

Mr. A.S., S.S., added:

“Projects are designed and implemented based on student experiences and surroundings to make learning more meaningful.”²³

In terms of assessment, both teachers balanced formative and summative assessments. The first teacher stated:

“Formative assessments are based on students' classroom habits, projects, and activeness, while summative assessments are done at the end of the semester.”²⁴

The second teacher added that assessments followed systematic steps:

“Planning, execution, analysis, evaluation, documentation, and reporting.”²⁵

3) Changes in Student Learning Culture (Implementation)

Regarding student independence, both teachers reported that some students had started showing self-directed learning, though still requiring guidance. Ms. N.H., M.Pd., stated:

²² Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

²³ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

²⁴ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

²⁵ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

“They are showing learning independence because the Merdeka Curriculum trains students to study both individually and in groups.”²⁶

Mr. A.S., S.S., observed:

“Some students are becoming independent, although they still need teacher guidance.”²⁷

Both teachers reported positively on student engagement. Ms. N.H., M.Pd., stated:

“Students are very involved... they’re quite active, and class sizes are manageable so everyone can participate.”²⁸

Mr. A.S. also shared:

“...students appear to be active, independent, and responsive.”²⁹

Regarding student motivation, Ms. N.H., M.Pd., explained that varied teaching methods increased motivation.

“They show good motivation because learning is flexible and not limited to lectures. Games also boost their enthusiasm.”³⁰

Mr. A.S., S.S., highlighted that autonomy and freedom in the Merdeka Curriculum boost motivation:

“In my observation, students feel motivated because they’re given autonomy, not forced, and allowed to innovate.”³¹

²⁶ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

²⁷ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

²⁸ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

²⁹ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

³⁰ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

³¹ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

4) Continuity of Implementation

As part of the sustainability analysis of Merdeka Curriculum implementation, interviews with the two English teachers showed strong commitment to consistent application, despite acknowledging that further development is needed. Ms. N.H., M.Pd., said:

“Yes, implementation is consistent because it aligns with the Minister of Education’s recommendation.”³²

Mr. A.S., S.S., added:

“I strive to remain consistent, even though many adjustments are still needed.”³³

In terms of evaluation, both teachers had begun integrating ongoing formative assessment throughout the learning process. Ms. N.H., M.Pd., explained:

“Evaluation is done from the beginning to the end of the learning process through various forms of assessment to monitor student ability.”³⁴

The second teacher added:

“Reflection is conducted with students, both orally and in writing.”³⁵

Regarding long-term commitment, both teachers expressed willingness to continue learning and developing themselves. Ms. N.H. stated:

³² Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

³³ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

³⁴ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

³⁵ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

“I’m committed to continuing the Merdeka Curriculum unless it’s replaced. I also aim to keep improving my understanding and competence.”³⁶

Mr. A.S., S.S., said:

“To stay committed, I innovate based on the current situation and carry out activities continuously.”³⁷

The principal supported these views by stating that the school actively builds supervision and evaluation systems to sustain the Merdeka Curriculum:

“We conduct regular class supervision and hold end-of-semester evaluation forums to review progress.”³⁸

The school sets success indicators through direct observation of teachers and students:

“We observe how teachers teach and students’ learning outcomes.”³⁹

According to the principal, increased student engagement and teacher creativity are positive signs of effective curriculum implementation. To sustain this and build a learning culture aligned with the Merdeka Curriculum values, the school fosters discussion and collaboration among teachers.

³⁶ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

³⁷ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

³⁸ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

³⁹ Dr. KM. H. Muhammad As’ad Maruwewang, S.Ag., M.Pd.(School Principle) "Interview", June, 17th 2025.

“We build a culture of discussion and peer learning... and encourage teachers to try new things so the curriculum becomes part of the school’s learning culture.”⁴⁰

Furthermore, the changes brought by the curriculum are not only at the classroom level but also in school governance and mindset.

“Teachers have become more creative, students more active and confident. From a management perspective, we’re more open to feedback from both teachers and students. There’s a renewed spirit for collective change.”⁴¹

Based on the interview results, it can be concluded that the implementation of the Merdeka Curriculum at MTs. As’adiyah Putra Sengkang has been carried out in a purposeful and collaborative manner. The teachers demonstrated a solid understanding of the curriculum concepts, including differentiated instruction, formative and summative assessment, as well as contextual projects. The school’s support in the form of training, supervision, and evaluation forums has further strengthened the process. Students have begun to show improvement in independence, motivation, and learning engagement, although they still require intensive guidance. While the implementation is not yet fully optimal—particularly in terms of consistency and individual reflection—it is moving in a positive direction, supported by the teachers’ commitment and ongoing institutional support.

⁴⁰ Dr. KM. H. Muhammad As’ad Maruwewang, S.Ag., M.Pd. (School Principle) "Interview", June, 17th 2025.

⁴¹ Dr. KM. H. Muhammad As’ad Maruwewang, S.Ag., M.Pd. (School Principle) "Interview", June, 17th 2025.

3. The Impact of the Implementation of Merdeka Belajar Curriculum towards Students' Learning Outcomes

To answer the problem statement of this thesis, the researcher collected data through classroom observations, interviews, and documentation. This research adopted the Self-Determination Theory (SDT) developed by Ryan and Deci (2000) as the theoretical framework. The researcher interviewed two English teachers who taught eighth-grade students, the principal of the madrasah, and several eighth-grade students as research participants. The interviews were conducted from June 3rd to June 21st, 2025.

Based on classroom observations and interviews conducted at MTs. As'adiyah Putra Sengkang, the researcher presents the following findings:

A. Autonomy (Learning Independence)

The Merdeka Curriculum provides students with opportunities to choose their own learning methods, express ideas, and explore learning activities aligned with their interests. Observation results show that teachers began adjusting materials and assignments based on students' preferences and learning styles. As stated by Ms. N.H.:

“For example, at the beginning of the lesson, I ask students about the topics they want to learn.”⁴²

Students were given options in completing projects such as posters or travel itineraries, indicating space for independent expression. Interview results with Mr. A.S. further confirm this:

⁴² Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

“Autonomy is given without coercion, so students have the freedom to innovate.”⁴³

In classroom practice, students are given the freedom to choose the form of their assignments, such as creating posters, giving presentations, singing, or designing an itinerary. This flexibility allows for broader self-expression tailored to each student’s individual preferences.

Findings from student interviews confirm that the autonomy to select topics or assignment types has a positive impact on their motivation. For instance, A.F stated:

"I feel happy because I am given the opportunity to choose tasks that match my abilities. This makes me more enthusiastic about learning, as the tasks I complete are aligned with what I enjoy and I am capable of doing."⁴⁴

Another student, A.A.M, added:

"I feel happy because there is no pressure, and I am allowed to choose based on what I personally like."⁴⁵

Learning activities that align with students’ interests—such as games, presentations, singing, and projects based on personal experiences, encourage active participation and reduce feelings of pressure.

⁴³ Ahmad Sanusi, S.S., (English teacher) "Interview", June, 18th 2025.

⁴⁴ Ahmad Fauzan (Student) "Interview", June, 21st 2025.

⁴⁵ Andi Ali Mustafa (Student) “Interview”, June, 21st 2025.

Faiq Al expressed:

"I quite like it because it suits my preferences."⁴⁶

On the other hand, there are still some students who stated that they were sometimes given choices, and sometimes not. Bahrul Hayat said:

"I have, but it's rare to be given options. Usually, it's the teacher who decides. I just feel normal about it. I guess I just follow the teacher's rules."⁴⁷

A similar view was expressed by Ahmad Fatir, who said:

"Sometimes we're given choices, especially during projects. But sometimes not."⁴⁸

Thus, the autonomy offered by the Merdeka Belajar Curriculum has effectively fostered students' intrinsic motivation and enhanced their engagement in the English learning process.

B. Competence (Confidence and Ability)

The enhancement of students' competence is reflected in their active participation in various learning activities, such as formative assessments, collaborative projects, and the completion of assignments designed according to individual ability levels. Teachers systematically structure tasks with graduated levels of complexity, enabling all students to feel capable and confident in completing their tasks. This approach is consistent with one teacher's statement:

⁴⁶ Faiq Al Bar (Student), "Interview", June, 21st 2025

⁴⁷ Bahrul hayat (Student), "interview", June, 21st 2025.

⁴⁸ Ahmad fatir (student), "interview", June, 20th 2025.

"The evaluation is conducted from the beginning to the end of the lesson so we can understand the students' abilities."⁴⁹

Classroom observations revealed that students are beginning to demonstrate initiative in their learning, such as actively asking questions, independently searching for vocabulary, and presenting their work with confidence, although some still rely on notes. These findings indicate a shift from a one-way instructional approach to a more participatory and psychologically empowering learning process.

Students' interview responses further support these observations. For example, A. Al. stated:

"I feel happy and proud because the assignments match my abilities. I also once felt proud when my work was praised by the teacher."⁵⁰

In addition, students demonstrated proactive attitudes in their learning. A.F. remarked:

"If I don't understand something, I usually ask the teacher or my classmates, and I also look it up in the dictionary."⁵¹

A similar attitude was expressed by A.A., who said:

"Yes, especially when preparing for exams because I want to be more independent and not fall behind."⁵²

On the other hand, some students who were not given choices in their learning shared opinions such as that of Bahrul Hayat:

"Sometimes it feels difficult, but I still try to finish it."⁵³

⁴⁹ Nurul Hakimah, S.Pd., M.Pd. (English Teacher) "Interview", June, 18th 2025.

⁵⁰ Arif Alfian (student), "interview", June, 20th 2025.

⁵¹ Ahmad Fauzan (student), "interview", June, 21st 2025.

⁵² Akbar (student), "interview", June, 21st 2025.

The aspect of competence among students in English learning showed improvement, marked by increased self-confidence and developing skills. Students felt capable of completing tasks according to their abilities, were brave enough to ask questions, independently sought information, and actively participated in presentations. Although some students had not fully received learning choices, in general, the learning process encouraged them to become more independent, confident, and actively engaged in the learning process.

C. Relatedness (Social Connection)

The implementation of the Merdeka Belajar Curriculum has also contributed significantly to strengthening students' social connectedness with both teachers and peers. Collaborative learning, particularly through group projects, has created opportunities for positive, enjoyable, and constructive interactions within the classroom. Furthermore, teachers have demonstrated cultural sensitivity by incorporating local contextual elements into the learning materials. This approach allows students to feel more respected and engaged with lesson content that is relevant to their lived experiences.

Findings from student interviews affirm the importance of this relational dimension. For instance, F.Al. stated:

“I enjoy working in groups because tasks can be completed more quickly and we can help one another.”⁵⁴

Students also reported emotional support from both teachers and classmates, which has contributed to the development of their self-confidence in the learning process. As noted by A.A.M:

⁵³ Bahrul Hayat (student), “interview”, June, 21st 2025.

⁵⁴ Faiq Al Bar (student), “Interview”, June, 21st 2025.

“Our teacher often gives us encouragement when we perform, and our classmates are always willing to help when we do not understand the lesson.”⁵⁵

Another student, M.A, shared a similar perspective:

“My classmates always encourage me and our teacher is very kind and supportive in their teaching.”⁵⁶

These positive relationships between students and teachers, as well as among peers, foster a safe, supportive, and enjoyable learning environment.

Based on the results of interviews and observations, it can be concluded that the implementation of the Merdeka Curriculum at MTs. As’adiyah Putra Sengkang has shown a positive impact on fulfilling students’ three basic psychological needs according to Self-Determination Theory (SDT): autonomy, competence, and relatedness. Students have begun to demonstrate independent learning, increased self-confidence and ability, as well as the development of positive relationships between teachers and students. Although the implementation is not yet fully uniform, the direction of change indicates the growth of a more participatory, inclusive, and student-centered learning culture.

B. Discussion of Research Result

This section discusses the research findings by referring to the theoretical framework used and the research objectives that have been established. The focus of the discussion is directed toward how the implementation of the Merdeka Belajar Curriculum influences student learning

⁵⁵ Andi Ali Mustafa (student), "interview", June, 21st 2025.

⁵⁶ Muhammad Aditia Faturrahman (student), "interview", June, 21st 2025.

outcomes at MTs. As'adiyah Putra Sengkang, based on data obtained from classroom observations and interviews with teachers and the school principal.

The discussion is framed through two main theories including Fullan's Educational Change Theory, which explains the stages of curriculum implementation (initiation, implementation, and institutionalization), and the Self-Determination Theory (SDT), which analyzes the impact of learning on student motivation through the aspects of autonomy, competence, and relatedness. These two theories serve as the foundation for systematically interpreting and connecting the field findings.

Through this approach, the discussion aims to demonstrate the extent to which the Merdeka Belajar Curriculum has been implemented in accordance with the principles of educational change, and how it has impacted the dynamics of student learning at the madrasah.

1. Implementation of the Merdeka Belajar Curriculum Based on Fullan's Theory

a. Initiation Stage

The initial stage of change, according to Fullan, is marked by understanding, awareness, and a collective commitment to begin the transformation. The findings from the interviews indicate that the teachers have developed a solid understanding of the core philosophy of the Merdeka Curriculum. This is reflected in their statements, which show an understanding of differentiated learning and the importance of student autonomy. The head of the madrasah also explicitly stated that the decision to adopt the Merdeka Curriculum was made consciously, based on the actual needs of the students, and was designed through a cross-functional collaborative approach.

Furthermore, the active involvement of the head of the madrasah in initiating training, seminars, and forming a curriculum team reflects an approach aligned with Fullan's principle of the importance of capacity building from the early stages. This initial support is crucial, as Fullan emphasizes that the success of implementing change greatly depends on the quality of planning and the capacity of educational actors during the initiation stage. These findings indicate a more favorable level of readiness compared to previous research. For instance, the teachers at SMP Negeri 1 Sabbang Selatan still faced obstacles in understanding the concepts of the Merdeka Curriculum and experienced limitations in both training and institutional support. This highlights that teacher preparedness and institutional backing are critical factors in determining the success of the initiation stage.⁵⁷

b. Implementation: Teaching and Assessment Practices

In the implementation stage, Fullan's theory emphasizes the importance of internalizing new practices by teachers and being open to strategic modifications. Based on classroom observations, it was found that differentiated learning and contextual projects have begun to be implemented, particularly by the first teacher (Ms. N.H.). She consistently adapted tasks to suit students' interests and abilities, and provided opportunities for collaborative work through project-based learning. Meanwhile, the second teacher (Mr. A.S.) demonstrated gradual progress in adopting these strategies, which reflects the initial

⁵⁷ Wahyusi, 'Analysis Of Teacher Barriers In Implementing Merdeka Curriculum In Teaching English At Upt Smpn 1 Sabbang Selatan English Language Education Postgraduate Program Analysis Of Teacher Barriers Implementing Merdeka Curriculum In Teaching English At Upt Smpn ', 2024.

stages of adaptation—something Fullan recognizes as a natural part of the change process.

The implementation of formative assessment was also found to be fairly effective. Both teachers used real-time feedback, oral and written assessments, and learning reflections. However, as Fullan notes, implementation does not always proceed smoothly; student reflections remained general and lacked personalization. This indicates that the change has not yet been fully institutionalized and is still in the phase of technical adjustment.

The visible student engagement and autonomy in class, including their freedom to choose projects and confidence in presenting ideas, serve as indicators that change is occurring within the pedagogical core. According to Fullan, when students begin to take control over their own learning process, structural change starts to penetrate the substantive realm (deep change), rather than remaining at a merely administrative level.

c. Institutionalization: Consistency and a New Culture

The third phase in Fullan's theory is institutionalization, when change becomes embedded in the organization's practices and culture. Based on interview findings, it was found that teachers have continuously integrated the Merdeka Belajar Curriculum into their teaching practices, while maintaining a strong commitment to learning and innovation. Teachers expressed that despite ongoing challenges, they consistently strive to align their teaching strategies with the principles of the new curriculum.

From an institutional perspective, the madrasah has established a system of regular supervision and evaluation, including reflective and collaborative forums among teachers. This supports Fullan's argument that successful institutionalization is highly influenced by supportive leadership and a strong learning culture. The school's commitment to building a shared learning ecosystem indicates that the change is becoming embedded in the organizational culture.

The principal also noted changes in students' learning behavior, highlighting increased activeness, confidence, and collaboration. This suggests that the Merdeka Belajar Curriculum is not only reshaping the curriculum structure but also cultivating a new learning culture within the madrasah. As Fullan emphasizes, genuine transformation must affect the relationships between teachers and students.

Based on five observation indicators practices, student engagement, formative assessment, behavioral change, and learning outcomes as well as in-depth interview results, it can be concluded that the implementation of the Merdeka Belajar Curriculum at MTs. As'adiyah Putra Sengkang has reached a solid implementation stage and is moving toward institutionalization. Teachers have begun to internalize the values of the new curriculum into their teaching, though with varying levels of success.

This aligns with Fullan's assertion that educational change is not instantaneous but evolves through a gradual process, driven by transformational leadership, teacher collaboration, and the active engagement of the entire school ecosystem. As Fullan states:

“Educational change depends on what teachers do and think—it’s as simple and as complex as that.”⁵⁸

The implementation of the Merdeka Belajar Curriculum at MTs. As’adiyah Putra Sengkang reflects this complexity. The initiative of the school principal, teachers’ openness to changing their teaching practices, and students’ positive responses all demonstrate that change is occurring substantively. These efforts are aligned with the school’s vision: “Noble in Character, Excellent in Educational Quality and Da’wah, and Competitive in Achievement.”⁵⁹

In terms of noble character, the Merdeka Belajar Curriculum allows for the strengthening of character and Islamic values through the *Pancasila Student Profile Projects* and *Rahmatan lil 'Alamin Learner Projects*, which resonate with the pesantren culture. Learning activities are designed not only to develop cognition but also to shape students’ religious attitudes, empathy, and social responsibility.

Meanwhile, *excellence in educational quality and da’wah* is reflected in the implementation of differentiated learning, diagnostic assessments, and contextual projects that support the teacher’s role as a facilitator of meaningful learning. Teachers are encouraged to continuously reflect, collaborate, and improve their competencies—aligned with Fullan’s principle that meaningful change occurs when there is sustained and values-based *capacity building*. As for the *competitive aspect of achievement*, this is realized through a learning approach that fosters students’ creativity and holistic competencies—both academic and non-

⁵⁸ Michael Fullan, *The New Meaning of Educational Change*, 4th ed. (New York: Teachers College Press, 2007), 129.

⁵⁹ Berdiri, ‘Profil MTs As ’adiyah Putra Pusat Seng Kang-Macanang’.

academic. The *Merdeka Curriculum* provides opportunities for students to demonstrate excellence in various fields according to their interests and talents, while remaining rooted in pesantren values.

However, as Fullan stresses, the long-term success of this change depends on ongoing reflection, strengthening of teacher and institutional capacity, and consistent systemic support from the entire madrasah ecosystem. Without sustainability and consistency in implementation, change risks becoming superficial and failing to produce true transformation.

2. The Impact of Merdeka Curriculum Implementation on Students' Learning Outcomes

In analyzing the impact of the implementation of the Merdeka Belajar Curriculum on students' learning outcomes at MTs. As'adiyah Putra Sengkang, the researcher employed the framework of Self-Determination Theory (SDT) developed by Deci and Ryan. This theory focuses on intrinsic motivation and posits that individuals will develop optimally when their three basic psychological needs are fulfilled: autonomy, competence, and relatedness.⁶⁰

This analysis was conducted using data triangulation from student interviews, classroom observations, and teacher interviews. Each SDT component was analyzed to uncover how the Merdeka Belajar Curriculum influences students' motivation and learning outcomes. The following presentation elaborates on findings based on each SDT indicator.

⁶⁰ Berdiri, 'Profil MTs As 'adiyah Putra Pusat Seng Kang-Macanang'.

a) Autonomy (Independence in Learning)

The research findings indicate that the Merdeka Curriculum provides students with space to take control of their learning process. The freedom to choose the form of assignments (such as posters, presentations, or itineraries) and topics relevant to their interests allows students to feel more valued and empowered. This aligns with the view of Ryan and Deci (2000), who argue that learning autonomy strengthens students' intrinsic motivation, enhances engagement, and deepens understanding. In line with this, Mardiyah et al. also emphasize that enjoyable and interest-based learning experiences—such as those mediated by social media—can further reinforce students' intrinsic motivation.⁶¹

As reflected in the teacher interviews, students were given freedom without coercion, which encouraged them to be more innovative. Student responses also showed that having the freedom to choose the format of their tasks made them more enthusiastic and confident. However, it is important to note that the provision of autonomy is not yet consistent and still depends on individual teacher policies. This is in line with the findings of Deci & Ryan (2017), who emphasize the need for consistency in creating autonomy-supportive learning environments to sustain student motivation.

Thus, although there are dynamics in its implementation, the overall direction of change is moving toward a learning culture that values student choice and independence. The autonomy granted not

⁶¹ Khaliatun Mardiyah and others, 'Impact Continuous Tiktok to Improve English', 4778 (2025), pp. 3121–46, doi:10.24256/ideas.

only enhances student engagement but also fosters a more personal, inclusive, and meaningful learning atmosphere.

b) Competence (Confidence and Ability)

The second aspect of Self-Determination Theory (SDT), namely competence, is reflected in the increased confidence and ability of students in completing academic tasks. Observations revealed that students have become more active in the learning process, such as asking questions, independently searching for vocabulary, and confidently participating in group presentations. Assignments tailored to students' individual ability levels as part of differentiated learning in the Merdeka Curriculum have provided opportunities for students to experience optimal challenge, or challenges that are well-matched to their skills (Niemiec & Ryan, 2009).

Teacher praise for students' work further strengthens their sense of competence, as expressed by several students who felt proud when their efforts were recognized. This suggests that positive reinforcement from teachers plays a significant role in building students' self-confidence. In line with SDT, successful learning experiences and constructive feedback enhance students' perceived competence and foster long-term motivation.

Nevertheless, some students were still found to face difficulties, as not all learning activities were consistently aligned with their individual capabilities. This indicates that differentiation strategies need to be continuously refined and applied consistently so that all students can experience success and optimal growth in competence.

c) Relatedness (Social Connectedness)

The dimension of relatedness or social connectedness was also prominently observed in the implementation of the Merdeka Belajar Curriculum. Collaborative projects and group work served as effective avenues for fostering emotional bonds among students, as well as between students and teachers. As explained in Self-Determination Theory, the need for social relatedness is crucial in ensuring that students feel accepted, supported, and part of a learning community.

Teachers who were responsive and encouraging when students presented in front of the class helped create a supportive learning atmosphere. The use of local contexts in instruction further strengthened students' emotional connection to the material, enhancing its relevance to their daily lives.

Students' statements during interviews revealed that positive relationships within the classroom boosted their confidence and motivated them to support one another in the learning process. This supportive and mutually reinforcing classroom climate reflects the core principle of SDT that the need for relatedness not only supports psychological well-being but also directly contributes to students' motivation and academic achievement.

These research findings reinforce the relevance of Self-Determination Theory as a theoretical framework for understanding how the Merdeka Belajar Curriculum affects student learning outcomes. The implementation of this curriculum at MTs. As'adiyah Putra Sengkang has contributed to the fulfillment of students' three

basic psychological needs, ultimately enhancing learning motivation, active participation, and academic achievement.

Based on the comprehensive analysis of data collected, the implementation of the Merdeka Belajar Curriculum at MTs. As'adiyah Putra Sengkang demonstrates a strong alignment with student-centered learning principles and makes a significant contribution to improving students' learning outcomes. This is evident from the analysis of classroom observation data and interviews with the principal, English teachers, and students.

Based on observations in classes VIII.1 and VIII.14, teachers have applied the key components of the Merdeka Belajar Curriculum, such as differentiated instruction, context-based projects, formative assessment, and the integration of local content. These strategies create a more inclusive learning environment and foster active student engagement, enabling them to learn according to their individual interests and abilities.

Interviews with teachers confirmed that they have gradually shifted from teacher-centered approaches to more flexible, student-oriented methods. Teachers expressed an increasing awareness of the importance of adapting instruction to meet students' needs, as well as providing activities that support students' autonomy, competence, and social relatedness, as outlined in Self-Determination Theory by Ryan and Deci (2000). They also reported an increase in student participation, creativity, and self-confidence in expressing opinions.

The principal supported these findings by emphasizing the institution's commitment to providing continuous teacher training, promoting collaborative teaching practices, and fostering a school culture that is open to innovation. He stated that school leadership actively engages in supervision, provides guidance,

and creates reflective spaces for teachers to continually improve their instructional practices.

Meanwhile, interviews with students indicated that they experienced direct benefits from the new learning approach. Many students stated that they were more motivated, confident, and felt closer to their teachers and peers. They also felt that learning activities had become more relevant to their daily lives, and that having the freedom to choose project topics made them more engaged and responsible in the learning process.

Data triangulation from the three sources—classroom observations, interviews with teachers and the principal, and interviews with students—revealed a clear link between the implementation of the Merdeka Belajar Curriculum and improvements in students' learning outcomes. These outcomes include increased motivation, deeper understanding of subject matter, enhanced communication and collaboration skills, and higher academic engagement.

Thus, the implementation of the Merdeka Belajar Curriculum at MTs. As'adiyah Putra Sengkang has had a positive impact on students' cognitive, emotional, and social development. The alignment of instructional strategies with students' psychological needs, reinforced by school leadership and teacher commitment, demonstrates that this curriculum reform has the potential to bring about transformative changes in learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

1. The implementation of Merdeka Belajar Curriculum

The implementation of the Merdeka Belajar Curriculum at MTs. As'adiyah Putra Sengkang shows a gradual but well-directed change process, aligned with Michael Fullan's theory of educational change. During the initiation stage, there was a shared awareness and strong commitment from the school principal and teachers in choosing and preparing for the curriculum. Early capacity was developed through training sessions, forming a curriculum team, and cross-functional collaboration, which all reflected transformative leadership. In the implementation stage, teachers made real efforts to apply differentiated learning, formative assessment, and contextual projects, although there were still differences in how well each teacher understood and adapted to the changes. Students responded positively in terms of engagement, independence, and changes in learning behavior, showing that the process had affected the teaching and learning practices in a meaningful way—not just at the administrative level.

In addition, consistent teaching practices, reflective supervision, and a spirit of collaboration among teachers suggest that the curriculum has started to reach the institutionalization stage. The changes made did not only affect teaching methods but also brought improvements to the school's organizational culture and relationships among educators. The Merdeka Curriculum also supports the development of Islamic values, students' character, and their full potential, in line with the school's vision as a pesantren-based madrasah. Therefore, it can be concluded that the implementation of the Merdeka Curriculum at MTs. As'adiyah Putra Sengkang has moved forward in a meaningful and steady way, supported by strong leadership,

active involvement from both teachers and students, and the institution's commitment to ongoing improvement.

2. The Impact of the Merdeka Belajar Curriculum Implementation toward Students' Learning Outcomes

The implementation of the Merdeka Belajar Curriculum has brought a significant positive impact on students' learning outcomes, covering cognitive, affective, and social aspects. Based on interviews and classroom observations, students reported that they felt more motivated, confident, and actively engaged in the learning process. The freedom to choose project topics and involvement in context-based activities made them feel more responsible for their own learning outcomes. This aligns with the indicators of Self-Determination Theory (Ryan & Deci, 2000), in which students' needs for autonomy, competence, and relatedness are fulfilled through more meaningful learning experiences. A tangible impact is reflected in the increased courage of students to express their opinions, their creativity in completing tasks, and their perception of the relevance of learning to daily life.

Furthermore, the impact of implementing the Merdeka Belajar Curriculum is also evident in the enhancement of students' collaboration and communication skills. Data triangulation from teachers, the principal, and students shows that students' academic engagement has become stronger, their understanding of subject matter has deepened, and their classroom participation has become more active. In addition, the development of emotional closeness with teachers and peers has created a more conducive learning environment, enabling students to explore and interact comfortably. Thus, the implementation of the Merdeka Belajar Curriculum at MTs. As'adiyah Putra Sengkang has proven to improve students' learning outcomes comprehensively, not only in terms of academic achievement but also in their personal and social development.

B. Suggestions

Based on the research findings and conclusions, the following suggestions are proposed:

1. For MTs. As'adiyah Putra Sengkang

- a. Strengthen internal policies that support the Merdeka Curriculum, particularly in facilitating differentiated learning, teacher training, and student project management.
- b. Provide more contextual and collaborative learning facilities and infrastructure, such as flexible learning spaces, access to technology, and diverse learning resources.
- c. Encourage cross-subject collaboration to integrate pesantren values into a more open and participatory learning approach.
- d. Involve students in decision-making related to learning activities as a manifestation of student voice and learning autonomy principles.

2. For Teachers

- a. Continuously improve competencies in implementing differentiated and project-based learning, in accordance with students' characteristics and pesantren educational values.
- b. Integrate a self-determination approach in the learning process by addressing students' needs for autonomy, competence, and relatedness.
- c. Act as adaptive and reflective facilitators who not only deliver content but also guide students' affective and psychomotor development.
- d. Design learning plans based on students' actual needs rather than solely curriculum content, to ensure more meaningful learning experiences.

3. For Pondok Pesantren As'adiyah Sengkang (as the parent institution)

1. Support the transformation of madrasah education while preserving Islamic and pesantren values as the institution's distinct identity.

2. Provide programs to strengthen the capacity of teachers and school leaders in innovative learning and curriculum management.
3. Serve as a driving force for contextual learning based on local and spiritual values, ensuring that the implementation of the Merdeka Curriculum remains purposeful and grounded.
4. Develop an integrative curriculum model that harmonizes the Merdeka Curriculum with the pesantren curriculum, creating synergy between general and religious sciences.

4. For Future Researchers

Future researchers are advised to further explore the implementation of the Merdeka Belajar Curriculum on a broader scale, either across different educational levels or other dimensions such as its influence on students' character development, 21st-century skills, or the effectiveness of project-based learning. The use of a mixed-methods approach may also enrich the findings and provide a more comprehensive understanding.

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APPENDIX. 1
OBSERVATION CHECK LIST
AND FIELD NOTE

Instrumen Pedoman Observasi

No.	Aspek yang diamati	Teacher I (Ms. N. H.)		Teacher II (Mr. A. S.)	
		1	2	1	2
	Pelaksanaan pembelajaran				
15.	Guru membagi tugas sesuai kemampuan/ Minat siswa	✓	✓		✓
16.	Proyek belajar dilakukan dalam kelompok	✓	✓	✓	✓
17.	Guru menggunakan media pembelajaran	✓	✓	✓	✓
	Keterlibatan dan otonomi siswa				
18.	Siswa mengajukan pertanyaan	✓	✓	✓	✓
19.	Siswa memilih topik proyek	✓	✓		✓
20.	Siswa percaya diri menyampaikan ide	✓	✓	✓	✓
	Penerapan asesmen formatif				
21.	Guru memberikan umpan balik	✓	✓	✓	✓
22.	Guru menilai melalui diskusi dan praktik	✓	✓	✓	✓
23.	Guru mengajak siswa melakukan refleksi	✓	✓	✓	✓
	Perubahan perilaku belajar siswa				
24.	Siswa fokus saat tugas berlangsung	✓	✓	✓	✓
25.	Siswa belajar mandiri tanpa diminta	✓	✓	✓	✓
26.	Siswa memimpin diskusi kelompok	✓	✓		✓
	Dampak pada hasil belajar siswa				
27.	Siswa mampu menjelaskan materi dengan bahasa sendiri	✓	✓	✓	✓
28.	Hasil karya siswa menunjukkan kreativitas	✓	✓	✓	✓

FIELD NOTE

Day/ Date : Tuesday, June 3rd, 2025
Time : 07:40-09:25 a.m.
Place : MTs. As'adiyah Putra Sengkang
Class : VIII. 14 (First Meeting)

At the beginning of the lesson, the teacher greeted the students and opened the class with a prayer together. After that, the teacher checked the students' attendance. To start the lesson, the teacher showed some pictures of popular tourist destinations such as Toraja, Losari Beach, and Malino. These visuals were used to build motivation and connect students to the topic of the day, which was making a holiday plan. The teacher explained the learning objectives and related them to the values of the *Profil Pelajar Pancasila*, such as independence, creativity, and teamwork. Then, the teacher assigned tasks based on the students' interests and abilities. Students were given the freedom to choose a tourist destination they liked to be used as the topic for their group project.

The main activity was carried out in heterogeneous groups through collaboration. Each group created a holiday plan that included the destination, activities, transportation, schedule, and things to bring. This project was done independently, and students were actively involved and confident when sharing their ideas. Some students even took the lead in group discussions and helped each other form sentences.

The teacher assessed students' understanding by asking questions and giving direct feedback, especially on the content and sentence structure. Several students also asked the teacher questions when they needed help, showing that they were engaged and starting to become more independent in their learning. Most students stayed focused while working on their tasks. They were able to learn on their own without needing constant direction from the teacher. Compared to previous meetings, they showed more independence.

Towards the end of the lesson, the teacher invited the students to reflect. Each student was asked to share one thing they liked or learned that day, such as: "*I can make a plan in English*" or "*I like learning about Holiday.*" As homework, the teacher asked students to prepare visual aids or materials for their group presentation in the next session. The lesson ended with a group prayer.

FIELD NOTE

Day/ Date : Tuesday, June 17th, 2025
Time : 07:40-09:25 a.m.
Place : MTs. As'adiyah Putra Sengkang
Class : VIII. 14 (The Second Meeting)

In the second meeting, the lesson began with a group prayer, followed by checking the students' attendance. After that, the teacher reviewed the learning objective, which was for students to be able to create and present a simple holiday plan in English. Before starting the presentation session, the teacher gave a quick review of the sentence structure "*will + verb*", such as: "*I will go to Toraja.*", "*We will take a bus.*"

This activity helped students recall what they had learned before and prepared them for their group presentations. Then, each group took turns presenting their holiday plan. The presentations were done in simple English, and students used posters they had prepared in the previous meeting. The other groups acted as active audiences—they listened and asked simple questions like: "*Why did you choose Toraja?*", "*What will you do there?*" The teacher gave praise and direct feedback on language use, pronunciation, and the content of the presentations. The students looked excited, and some groups who were shy before showed more confidence this time.

After all groups finished presenting, the students reflected by answering the question: "*What did I learn from the other groups' presentations?*" Some students said they got new ideas, learned new vocabulary, or felt inspired by other group projects. The teacher also led a short class discussion about teamwork and the importance of each member's role. To strengthen their skills, the teacher gave an individual assignment where students wrote a short text titled "My Personal Holiday Plan." This task was collected as part of the written assessment.

In the closing activity, the teacher summarized the lesson by highlighting the students' success in sharing their ideas and working together. To encourage them, the teacher gave appreciation to the best-performing groups, such as the most creative or the most cooperative. The class ended with a group prayer.

FIELD NOTE

Day/ Date : Saturday, June 14th, 2025
Time : 08.15 -10:15 a.m.
Place : MTs. As'adiyah Putra Sengkang
Class : VIII. 1 (The First Meeting)

The lesson began with greetings and a group prayer, followed by the teacher checking students' attendance. The teacher then asked a warm-up question: "Have you ever felt nervous? Who encouraged you?" The students responded enthusiastically, creating an emotional connection to the topic of the day: motivation. The teacher explained the learning objective, which was to create motivational sentences in English and express them with confidence. The values of independence and collaboration, in line with the Profil Pelajar Pancasila, were also emphasized.

During the activity, the teacher showed simple motivational quotes and gave examples such as: "I believe in myself." Students read, explained the meaning, and discussed in pairs about moments when they felt discouraged and how they regained motivation. In this session, the teacher did not divide the class into groups but instead gave the same task to all students. However, the task remained contextual by allowing students to choose their own theme for writing motivational words. At the end, some students read their favorite motivational sentences in front of the class. They were given a group homework assignment to create a poster based on a theme of their choice and were asked to present it in the previous meeting. The teacher closed the lesson with a short reflection and ended with a group prayer.

FIELD NOTE

Day/ Date : Saturday, June 21st, 2025
Time : 08.15 -10:15 a.m.
Place : MTs. As'adiyah Putra Sengkang
Class : VIII. 1 (The Second Meeting)

The lesson began with greetings and a group prayer. The teacher then checked the students' attendance and asked how they were feeling that day. After that, the teacher gave a brief review of the previous material and invited students to recall some motivational phrases they had learned. As an ice-breaking activity, students were asked to say one encouraging sentence to their seatmate. This created a warm and positive classroom atmosphere. In this session, the teacher grouped students based on their interests that has been divided last week. Each group was asked to prepare their poster using the motivational phrases they had written. After completing their posters, the groups took turns presenting their work. Some students read their motivational sentences and explained their meanings with confidence. The teacher praised the students, corrected their pronunciation when needed, and emphasized the importance of appreciating each other's efforts. Students were then asked to give a personal reflection: *"What did I learn about self-confidence and encouraging others?"* Many students shared that they felt more confident and realized how meaningful peer support is in learning. This was followed by a class discussion, guided by the teacher's question: *"Why is it important to support each other?"* to which students responded with thoughtful answers. The teacher gave special recognition to the group with the best presentation and poster. The lesson ended with a closing prayer.

APPENDIX 2

INTERVIEWS

Interview with T

Teacher : Mr. A.S, S.S.

Day/Date : Rabu, 18 Juni 2025

R : Bagaimana pemahaman Anda tentang Kurikulum Merdeka?

T : Pemahaman tentang Kurikulum Merdeka, Kurikulum merdeka adalah kurikulum yang memberikan otonomi khusus kepada sekolah dan guru untuk merancang pembelajaran yang sesuai dengan kebutuhan siswa tujuannya adalah untuk mengatasi ketertinggalan pembelajaran yang lebih mendalam dan bermakna.

R : Apakah madrasah menyediakan dukungan dalam tahap awal?

T : Iya, motivasi ee..atau bimbingan, pelatihan pelatihan dari pihak pihak yang terkait.

R : Apakah Anda menyiapkan perangkat ajar yang sesuai?

T : Iya, saya menyiapkan modul ajar dan asesmen yang disesuaikan dengan level dan minat siswa.

R : Bagaimana Anda menerapkan pembelajaran berdiferensiasi?

T : Dengan cara mendorong saya sebagai guru untuk menjadi fasilitator yang menyesuaikan pembelajaran dengan karakteristik individu siswa seperti tingkat kemampuan, minat dan gaya belajar mereka. artinya kita tidak bisa samakan semua, pasti ada yang 50%, ada yang 75% tentang pemahaman materi pembelajaran.

R : Apakah proyek atau kegiatan kontekstual dilakukan?

T : Iy...Kami beberapa kali membuat proyek, seperti membuat poster atau menyusun percakapan sederhana. Kegiatan ini disesuaikan dengan pengalaman dan lingkungan siswa agar lebih bermakna.

R : Bagaimana Anda melakukan asesmen terhadap siswa?

T : dengan cara melakukan dengan cara ee..perencanaan, pelaksanaan, analisis, dan penilaian serta dokumentasi dan pelaporan.

R : Apakah siswa tampak lebih mandiri dalam belajar?

T : akhir akhir ini, iya, mungkin tidak signifikan, tapi sudah ada beberapa siswa yang menunjukkan kemandirian meski masih membutuhkan bimbingan dari guru.

R : Bagaimana keterlibatan siswa saat proses pembelajaran?

T : Atraktif, mandiri dan responsif

R : Apakah siswa lebih termotivasi dalam pembelajaran?

T : dalam penerapan kurikulum merdeka, saya liat iya, dia termotivasi karena kita memberikan otonomi kepada mereka, kita tidak memaksakan, diberi kebebasan untuk berinovasi.

R : Apakah Anda konsisten menerapkan Kurikulum Merdeka?

T : Iya. Kita liat kedepannya. Saya berusaha konsisten, meskipun dalam praktiknya masih perlu banyak penyesuaian.

R : Bagaimana proses evaluasi pembelajaran dilakukan?

T : Saya melakukan refleksi bersama siswa, baik secara lisan maupun tertulis

R : Apa bentuk komitmen Anda terhadap keberlanjutan ini?

T : untuk menjaga komitmen, eee..mungkin ini ide saya berinovasi dalam menerapkan kurikulum merdeka berdasarkan situasi yang sedang terjadi dan melakukan kegiatan yang berkelanjutan. Saya harus terus belajar serta mengikuti pelatihan- pelatihan.

R : Apakah terdapat peningkatan pemahaman materi pada siswa?

T : iya, sejauh ini uya. Alhamdulillah, pemahaman siswa meningkat, terutama ketika materi disajikan secara kontekstual dan aplikatif.

R : Apakah siswa menunjukkan kemampuan berpikir kritis?

T : Iya, mereka mulai terbiasa menyampaikan pendapat dan memberikan alasan meskipun masih beberapa siswa saja.

R : Bagaimana perkembangan nilai hasil belajar siswa?

T : klo masalah perkembangan dari bab ke bab iya..mengalami perkembangan dan hasil belajarnya juga lebih baik.

Interview with T

Teacher : Ms. N.H., S.Pd., M.Pd.

Day/Date : Rabu, 18 Juni 2025

R : Bagaimana pemahaman Anda tentang Kurikulum Merdeka?

T : Menurut saya pribadi, Kurikulum Merdeka, merdeka disini berarti ee siswa memiliki kebebasan sendiri untuk menentukan gaya dan cara belajarnya mereka. Dimana disini juga menekankan untuk ee..lebih mengurangi eee..materi pembelajaran, memiliki focus yang tertentu dalam mencapai tujuan pembelajarannya. Terus, selain itu eee..kurikulum merdeka juga berfokus kepada bagaimana pembelajaran terkait dengan ee...kehidupan nyata seorang siswa yang dihubungkan dengan materi di sekolah. Terus.. guru juga ee...mengajar ee..sesuai dengan apa yang dibutuhkan oleh siswa sesuai dengan kebutuhan siswa, sesuai dengan gaya belajarnya.

R : Apakah madrasah menyediakan dukungan dalam tahap awal?

T :Iya, madrasah sangat menyediakan eee ... dukungan awal tentang pengimplementasian kurikulum merdeka eee..salah satunya yaitu mengadakan seminar tentang pengimplementasian kurikulum merdeka nah diawal awal penerapan kurikulum merdeka ini madrasah mengadakan ee..pelatihan tentang pengimplementasian kurikulum merdeka sehingga guru lebih memahami tentang kurikulum ini. Selain itu madrasah juga menyediakan buku- buku yang telah menggunakan kurikulum merdeka.

R : Apakah Anda menyiapkan perangkat ajar yang sesuai?

T : Iya, karena pada saat proses pelatihan tersebut, kita juga langsung diajari bagaimana cara membuat perangkat pembelajaran berdasarkan terhadap kurikulum merdeka. Jadi sebelum mengajar kita sudah membuat perangkat sesuai dengan kurikulum ini. Jadi kami atau saya pribadi mengacu pada perangkat yang telah saya buat berdasarkan dengan menggunakan kurikulum merdeka.

R : Bagaimana Anda menerapkan pembelajaran berdiferensiasi?

T : Klo setau saya pembelajaran berdiferensiasi itu adalah pembelajaran yang didasarkan pada kebutuhan siswa. Ee..apa yang siswa butuhkan. Misalkan dibagian awal pembelajaran saya Tanya siswa mereka mau belajar apa? Setau saya juga pembelajarannya berdiferensiasi itu juga memperhatikan gaya belajar siswa. Jadi saya sesuaikan apa sih gaya belajar yang siswa miliki, bagaimana cara dia belajar. Saya mengajar dengan memperhatikan hal- hal tersebut.

R : Apakah ada proyek atau kegiatan kontekstual dilakukan?

T : Diakhir pembelajaran ada proyek kan salah satu contohnya siswa bikin poster, dll. Terkait kegiatan kontekstual berdasarkan pengalaman siswa. Salah satu teori yakni harus mengaitkan pembelajaran dengan pengalaman siswa.

R : Bagaimana Anda melakukan asesmen terhadap siswa?

T : Ada dua asesmen dalam kurikulum merdeka yaitu formatif dan sumatif. Jadi penilaian formatif berdasarkan dengan kebiasaan atau keseharian siswa di dalam kelas. Saya menilai siswa dari proyek- proyek atau tugas

tugas juga berdasarkan keaktifan mereka. Nah, klo penilaian sumatif ee.. penilaian di akhir semester.

R : Apakah siswa tampak lebih mandiri dalam belajar?

T : Iya, mereka..sepenilaian saya sepengamatan saya mereka cukup mandiri dalam belajar karena seperti kita ketahui dalam kurikulum merdeka siswa dilatih untuk belajar mandiri dan berkelompok.

R : Bagaimana keterlibatan siswa saat proses pembelajaran?

T : Tentu siswa sangat terlibat dalam pembelajaran eee...krena mereka cukup aktif dan jumlah siswa dalam kelas itu cukup efisien untuk melaksanakan pembelajaran secara merata jadi dalam proses pembelajaran itu kami bias memberikan treatment yang sama jadi mereka terlibat semua dalam proses pembelajaran.

R : Apakah siswa lebih termotivasi dalam pembelajaran?

T : Iya, mereka cukup termotivasi yah karena dalam proses pembelajaran itu prosesnya tidak kaku, tidak hanya metode ceramah saja. Ada beberapa metode yang dilakukan misalnya games, banyak. Jadi mereka cukup termotivasi dalam belajar.

R : Apakah Anda konsisten menerapkan Kurikulum Merdeka?

T : iya konsisten dalam menerapkan kurikulum ini karena memang itulah yang dianjurkan o;eh mentri pendidikan untuk menerapkan kurikulum merdeka. Jadi selama mengajar saya menerapkan kurikulum merdeka

R : Bagaimana proses evaluasi pembelajaran dilakukan?

T : proses evaluasinya dimulai dari awal proses pembelajaran sampai diakhir pembelajaran jadi kita bisa mengetahui bagaimana kemampuan siswa jadi dievaluasi dari awal proses pembelajarannya, dari penilaian-penilaiannya jadi itulah evaluasi yang saya lakukan.

R : Apa bentuk komitmen Anda terhadap keberlanjutan ini?

T : saya berkomitmen untuk tetap menggunakan kurikulum merdeka selama belum ada kurikulum baru yang mengharuskan kami untuk tidak menggunakan kurikulum merdeka lagi. Saya juga berusaha untuk selalu meningkatkan kemampuan saya, pemahaman saya terhadap kurikulum merdeka apalagi kurikulum merdeka ini baru 2 tahun diterapkan jadi masih butuh belajar lagi supaya penerapan kurikulum merdeka ini lebih baik kedepannya.

R : Apakah terdapat peningkatan pemahaman materi pada siswa?

T : Iya, ada banyak peningkatan pemahaman. Yang awalnya mereka tidak tau atau kurang memahami pelajaran pada akhirnya mereka tau. Dan mereka banyak mengetahui vocabulary.

R : Apakah siswa menunjukkan kemampuan berpikir kritis?

T : Iya, mereka menunjukkan adanya kemampuan berpikir kritis. Dan itu dilihat dari penilaian saya selama proses pembelajaran dan diakhir penilaian sumatif Karen saya membuat soal ynag juga menekankan pada bagaimana mereka harus berfikir kritis dan hasilnya terlihat bahwa sebagian besar mereka bias berfikir secara kritis.

R : Bagaimana perkembangan nilai hasil belajar siswa?

T : ee..ya penilaiannya berkembang dari semester satu ke semester dua dan saya juga mengamati kalo Alhamdulillah mereka memiliki nilai yang cukup memuaskan. Semoga kedepannya bias lebih baik.

Interview with School Principle

Principle : Dr. KM.H. Muhammad As'as Maruwewang, S.Ag., M.Pd.

Day/Date : Selasa, 17 Juni 2025

R : Apa alasan madrasah mulai menggunakan Kurikulum Merdeka?

T : Kami memilih Kurikulum Merdeka karena merasa kurikulum ini lebih sesuai dengan kebutuhan anak-anak sekarang. Di dalamnya, siswa bisa belajar sesuai dengan minat dan kemampuannya. Guru juga punya kebebasan untuk mengajar dengan cara yang lebih kreatif.

R : Siapa saja yang ikut terlibat dalam proses pengambilan keputusan dan perencanaan awalnya?

T : Yang terlibat itu biasanya kepala madrasah, waka kurikulum, guru-guru mapel, dan kadang juga wali kelas. Kami duduk bersama membahas bagaimana kurikulum ini dijalankan. Ada juga arahan dari pengawas dan Kementerian Agama yang jadi acuan.

R : Apa saja langkah yang dilakukan madrasah agar kurikulum ini bisa berjalan dengan baik di kelas?

T : Kami mulai dengan sosialisasi ke guru-guru, lalu membuat tim kecil untuk menyusun perangkat ajar. Guru juga diberi waktu untuk belajar bersama dan saling berbagi. Kami juga memantau pelaksanaan di kelas secara langsung.

R : Apakah guru-guru diberi pelatihan atau bantuan saat mulai menjalankan Kurikulum Merdeka?

T : Iya, guru-guru kami ikut pelatihan dari Kemenag, juga dari platform Merdeka Mengajar. Di madrasah juga kami bantu lewat pendampingan dari tim kurikulum. Jadi, guru tidak dibiarkan jalan sendiri.

R : Apakah ada kendala atau tantangan yang dihadapi guru atau madrasah selama pelaksanaannya?

T : Tentu ada. Misalnya, tidak semua guru langsung paham cara membuat pembelajaran berdiferensiasi atau proyek. Juga, masih ada keterbatasan alat dan internet. Tapi perlahan-lahan kami cari solusinya bersama.

R : Bagaimana pengawasan dan evaluasi pelaksanaan kurikulum dilakukan?

T : Kami lakukan supervisi kelas secara berkala, Waka kurikulum juga rutin memantau perangkat ajar dan memberikan masukan. Kami buat forum evaluasi di akhir semester untuk melihat progres.

R : Bagaimana cara madrasah menilai apakah kurikulum ini sudah berjalan sesuai harapan?

T : Kami lihat dari cara guru mengajar di kelas, hasil belajar siswa, dan juga dari diskusi refleksi guru setiap akhir bulan. Kalau siswa lebih aktif dan guru makin kreatif, itu tanda yang baik buat kami.

R : Apa yang dilakukan madrasah agar Kurikulum Merdeka ini bisa terus dijalankan dan menjadi budaya di sekolah?

T : Kami bangun kebiasaan diskusi dan saling belajar antar guru. Setiap ada hal baru, kami bahas bersama. Kami juga mendorong guru untuk terus mencoba hal-hal baru supaya kurikulum ini jadi bagian dari budaya belajar di madrasah.

R : Apakah ada perubahan signifikan dalam praktik pembelajaran atau manajemen sekolah setelah implementasi?

T : Iya, cukup terasa. Guru jadi lebih kreatif dalam mengajar, tidak lagi terpaku pada buku teks. Siswa juga lebih aktif dan percaya diri. Dari sisi manajemen, kami jadi lebih terbuka untuk mendengar masukan dari guru dan siswa. Ada semangat baru untuk berubah bersama.

Interview with S1

Students : Ahmad Fauzan

Day/Date : Thursday, 21 Juni 2025

R : Apakah kamu diberi kesempatan untuk memilih topik atau tugas dalam pelajaran Bahasa Inggris?

S1 : Iya, dikasi pilihan.

R : Bagaimana perasaanmu saat diberi pilihan dalam kegiatan belajar?

S1 : Senang karena bisaki pilih yang sesuai kemampuanta

R : Menurutmu, apakah memilih sendiri topik membuat kamu lebih semangat belajar?

S1 : Iya. Lebih semangatki karena dipilih yang kita suka dan bisaki kerjai.

R : Apa kegiatan yang paling kamu sukai dalam pelajaran Bahasa Inggris?

S1 : Games

R : Apakah kamu merasa lebih semangat saat mengerjakan proyek atau tugas yang sesuai dengan minatmu?

S1 : Iya

R : Mengapa kamu lebih suka belajar jika tugas atau proyeknya sesuai dengan apa yang kamu minati?

S1 : karena disuka materinya

R : Bagaimana perasaanmu saat berhasil menyelesaikan tugas Bahasa Inggris?

S1 : Senang merasa lega

R : Apakah kamu merasa tugas-tugas yang diberikan sesuai dengan kemampuanmu?

S1 : Iya. Karena kita sendiri yang pilih materinya sesuai kemampuanta.

R : Pernahkah kamu merasa bangga dengan hasil belajarmu di kelas Bahasa Inggris?

S1 : Pernah

R : Apa yang kamu lakukan jika tidak memahami tugas atau kosakata tertentu?

S1 : Klo tidak kupaham I, bertanya sama guru atau sama teman. Kucari juga di kamus atau buku Bahasa inggris.

R : Apakah kamu pernah belajar sendiri tanpa disuruh guru?

S1 : iye

R : Menurutmu, mengapa kamu melakukan hal itu (mencari sendiri, bertanya, membuka kamus, dll)?

S1 : Supaya bisa ka tau I apa yang tidak kutau.

R : Bagaimana perasaanmu saat belajar dalam kelompok?

S1 : Senang karena bias kerja sama, bias saling membantu

R : Apakah kamu merasa didukung atau dibantu teman saat mengerjakan tugas?

S1 : Iya

R : Ceritakan pengalamanmu saat kerja kelompok yang menurutmu paling menyenangkan.

S1 : Kalo bekerja kelompokki, lebih mudah ki kerja tugas Karen ada teman bias bantu ki klo tidak ditau

R : Bagaimana tanggapan guru saat kamu menyampaikan ide atau hasil tugasmu?

S1 : Guru memuji, klo ada yang salah atau kurang bagus naajar ki guru ta.

R : Apakah temanmu sering membantu jika kamu kesulitan dalam tugas?

S1 : iyye

R : Bagaimana peran guru dan teman dalam membuat kamu lebih percaya diri saat belajar?

S1 : Guru ta nabantuki klo ada yg tdk ditau. Nakasi ki semangat klo belajarki. Teman ta juga membantu dan tdk na ejekki klo tidak ditau i

Interview with S2

Students : Akbar

Day/Date : Thursday, 21 Juni 2025

R : Apakah kamu diberi kesempatan untuk memilih topik atau tugas dalam pelajaran Bahasa Inggris?

S2 : Iya

R : Bagaimana perasaanmu saat diberi pilihan dalam kegiatan belajar?

S2 : Senang karena sesuai dengan keinginan kita

R : Menurutmu, apakah memilih sendiri topik membuat kamu lebih semangat belajar?

S2 : Iye fung

R : Apa kegiatan yang paling kamu sukai dalam pelajaran Bahasa Inggris?

S2 : Presentasi

R : Apakah kamu merasa lebih semangat saat mengerjakan proyek atau tugas yang sesuai dengan minatmu?

S2 : Yes

R : Mengapa kamu lebih suka belajar jika tugas atau proyeknya sesuai dengan apa yang kamu minati?

S2 : karena sesuai dengan keinginan saya

R : Bagaimana perasaanmu saat berhasil menyelesaikan tugas Bahasa Inggris?

S2 : Senang, puas

R : Apakah kamu merasa tugas-tugas yang diberikan sesuai dengan kemampuanmu?

S2 : Tidak juga

R : Pernahkah kamu merasa bangga dengan hasil belajarmu di kelas Bahasa Inggris?

S2 : Iya

R : Apa yang kamu lakukan jika tidak memahami tugas atau kosakata tertentu?

S2 : Mencari, membuka kamus

R : Apakah kamu pernah belajar sendiri tanpa disuruh guru?

S2 : jarang

R : Menurutmu, mengapa kamu melakukan hal itu (mencari sendiri, bertanya, membuka kamus, dll)?

S2 : supaya mandiri saja.

R : Bagaimana perasaanmu saat belajar dalam kelompok?

S2 : Bagus

R : Apakah kamu merasa didukung atau dibantu teman saat mengerjakan tugas?

S2 : Iya.

R : Ceritakan pengalamanmu saat kerja kelompok yang menurutmu paling menyenangkan.

S2 : Ketika mencari bersama sama jawaban dari pertanyaan dari guru dan memakan waktu yang singkat

R : Bagaimana tanggapan guru saat kamu menyampaikan ide atau hasil tugasmu?

S2 : Bagus, dan membrikan arahan

R : Apakah temanmu sering membantu jika kamu kesulitan dalam tugas?

S2 : Kadang kadang

R : Bagaimana peran guru dan teman dalam membuat kamu lebih percaya diri saat belajar?

S2 : Memberikan motivasi belajar, arahan. Klo teman memberi semangat.

Interview with S3

Students : Faiq Al Bar

Day/Date : Thursday, 21 Juni 2025

R : Apakah kamu diberi kesempatan untuk memilih topik atau tugas dalam pelajaran Bahasa Inggris?

S3 : memilih tugas

R : Bagaimana perasaanmu saat diberi pilihan dalam kegiatan belajar?

S3 : Lumayan suka.

R : Menurutmu, apakah memilih sendiri topik membuat kamu lebih semangat belajar?

S3 : Iye

R : Apa kegiatan yang paling kamu sukai dalam pelajaran Bahasa Inggris?

S3 : bernyanyi

R : Apakah kamu merasa lebih semangat saat mengerjakan proyek atau tugas yang sesuai dengan minatmu?

S3 : Yes

R : Mengapa kamu lebih suka belajar jika tugas atau proyeknya sesuai dengan apa yang kamu minati?

S3 : karena sesuai dengan keinginan saya

R : Bagaimana perasaanmu saat berhasil menyelesaikan tugas Bahasa Inggris?

S3 : Senang, puas

R : Apakah kamu merasa tugas-tugas yang diberikan sesuai dengan kemampuanmu?

S3 : iyye

R : Pernahkah kamu merasa bangga dengan hasil belajarmu di kelas Bahasa Inggris?

S3 : Iya

R : Apa yang kamu lakukan jika tidak memahami tugas atau kosakata tertentu?

S3 : Bertanya sama guru atau mencari di kamus

R : Apakah kamu pernah belajar sendiri tanpa disuruh guru?

S3 : pernah

R : Menurutmu, mengapa kamu melakukan hal itu (mencari sendiri, bertanya, membuka kamus, dll)?

S3 : supaya bias kita tau I

R : Bagaimana perasaanmu saat belajar dalam kelompok?

S3 : Senang karena bias ki saling membantu

R : Apakah kamu merasa didukung atau dibantu teman saat mengerjakan tugas?

S3 : Iye

R : Ceritakan pengalamanmu saat kerja kelompok yang menurutmu paling menyenangkan.

S3 : Klo kerja kelompok bisa meringankan pekerjaan karena banyak ki kerja i

R : Bagaimana tanggapan guru saat kamu menyampaikan ide atau hasil tugasmu?

S3 : Bagus, sering gurutta kasi ki pujian

- R : Apakah temanmu sering membantu jika kamu kesulitan dalam tugas?
- S3 : Iyye. Tergantung juga dari orangnya
- R : Bagaimana peran guru dan teman dalam membuat kamu lebih percaya diri saat belajar?
- S3 : Sangat membantu. Selaluki nabantu klo tidak dipaham pelajaran, begitu juga teman ta

APPENDIX .3

DOCUMENT ANALYSIS

**MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRIS FASE D KELAS VIII**

INFORMASI UMUM
A. IDENTITAS MODUL
B. KOMPETENSI AWAL
Peserta didik telah memahami struktur kalimat sederhana dan memiliki perbendaharaan kosakata dasar tentang tempat wisata dan aktivitas liburan.
C. PROFIL PELAJAR PANCASILA
<ul style="list-style-type: none"> ▪ Beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebinekaan global.
D. SARANA DAN PRASARANA
<ul style="list-style-type: none"> ▪ Buku siswa ▪ Gambar tempat wisata ▪ Lembar kerja kelompok ▪ Alat tulis dan kertas gambar/poster
E. TARGET PESERTA DIDIK
<ul style="list-style-type: none"> ▪ Peserta didik reguler/tipikal
G. MODEL PEMBELAJARAN
<ul style="list-style-type: none"> ▪ Model pembelajaran tatap muka,
H. MATERI PEMBELAJARAN
A. Kosakata (Vocabulary): <ul style="list-style-type: none"> • Destinations: beach, mountain, amusement park, museum • Activities: swimming, hiking, sightseeing, shopping • Transportation: by car, by bus, by train, by plane

- **Items to bring:** clothes, camera, snacks, sunscreen

B. Tata Bahasa (Grammar Focus):

Menggunakan “will + verb” untuk menyatakan rencana:

- **I will go to Losari Beach**
- **We will visit the 99 Kubah Mosque.**
- **Will you go by bus?**
- **I will bring a camera and some snacks.**

C. Ungkapan Penting (Useful Expressions):

- **I will go to...**
- **I want to visit...**
- **I will travel by...**
- **I will bring...**

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

1. Peserta didik dapat membuat rencana liburan sederhana (Holiday Plan) dalam bentuk teks.
2. Peserta didik dapat mempresentasikan rencana liburannya secara lisan dalam kelompok.
3. Peserta didik menunjukkan sikap tanggung jawab, percaya diri, dan kerja sama selama kegiatan berlangsung.

B. PEMAHAMAN BERMAKNA

Perencanaan liburan tidak hanya menyenangkan, tetapi juga melatih keterampilan menyusun informasi, berkomunikasi, dan bekerja sama.

C. PERTANYAAN PEMANTIK

- What will you do on your next holiday?
- Why is it important to plan your holiday?
- How do you make a good holiday itinerary?

D. STRATEGI DIFERENSIASI

- **Konten:** Gambar destinasi berbeda untuk tiap kelompok sesuai minat.
- **Proses:** Auditori mendengar penjelasan, visual fokus pada gambar, kinestetik aktif menyusun poster.
- **Produk:** Siswa boleh memilih presentasi lisan, poster, atau brosur wisata.

E. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran

Pertemuan Ke-1

KEGIATAN PENDAHULUAN (10 menit)

- Salam dan doa
- Apersepsi dan motivasi (gambar tempat wisata)
- Menyampaikan tujuan pembelajaran
- Penguatan Profil Pelajar Pancasila (kreatif dan mandiri)

KEGIATAN INTI (70 menit)

Literasi & Observasi

- Guru menampilkan gambar tempat wisata populer (Bali, Toraja, Dufan, dsb).
- Siswa diminta mengamati dan mendeskripsikan gambar.
Contoh pertanyaan: - What can you see in this picture?
- What kind of activities can we do there?
- Do you want to go there? Why?
- Guru menjelaskan kalimat
contoh: "I will go to Bali next holiday."
- Siswa mengamati dialog dalam buku/lembar kerja dan mengidentifikasi informasi penting.

Menanya & Menalar

- Diskusi pertanyaan:
Where will you go?
What will you do? When?
- Siswa berlatih tanya jawab dengan teman sebangku tentang rencana liburannya.

Mengumpulkan Informasi & Kolaborasi

- Siswa dibagi kelompok heterogen sesuai minat mereka.
- Kelompok memilih gambar destinasi dan membuat Holiday Plan:
 - Destination
 - Activities
 - Transportation
 - Schedule (simple itinerary)
 - What to bring

Mengomunikasikan & Menyimpulkan

- Menyusun draft rencana liburan (tabel/poster).
- Guru memberi umpan balik terkait grammar dan isi.

KEGIATAN PENUTUP (10 menit)

- Refleksi dan tanya jawab
- Siswa menuliskan hal menarik hari ini
- Tugas: Persiapan presentasi kelompok untuk pertemuan berikutnya

Pertemuan Ke-2**KEGIATAN PENDAHULUAN (10 menit)**

- Doa dan review tujuan pembelajaran
- Review singkat struktur “will + verb”

KEGIATAN INTI (70 menit)**Kolaborasi & Presentasi**

- Kelompok mempresentasikan Holiday Plan mereka
- Kelompok lain memberi apresiasi, mencatat, dan bertanya
- Guru memberi komentar dan catatan bahasa/lafal

Refleksi & Metakognisi

- Siswa menuliskan apa yang mereka pelajari dari presentasi lain
- Diskusi kelas tentang manfaat kerja tim dan komunikasi

Penugasan Individu

- Siswa menulis teks pendek “My Personal Holiday Plan” sebagai PR
- Contoh: “Next holiday, I will go to Bira Beach with my family...”

KEGIATAN PENUTUP (10 menit) - Menyimpulkan pembelajaran

- Memberi penghargaan untuk kelompok terbaik
- Penilaian akhir dan refleksi kelas

C. PENILAIAN / ASSESSMENT**Teknik Penilaian:**

- Observasi sikap (kerja sama, percaya diri)
- Unjuk kerja (presentasi kelompok)
- Produk (poster)
- Tes tertulis individu

1. Rubrik Observasi Sikap

Aspek	Skor 4 – Sangat Baik	Skor 3 – Baik	Skor 2 – Cukup	Skor 1 – Perlu Bimbingan
Kerja Sama	Selalu aktif bekerja sama, membantu teman, dan menghargai pendapat orang	Bekerja sama dengan baik, sesekali membantu	Kadang terlibat, cenderung pasif dalam	Tidak terlibat, enggan bekerja sama

	lain	teman	kelompok	
Percaya Diri	Sangat percaya diri dalam diskusi maupun tampil di depan kelas	Cukup percaya diri, meski terkadang malu-malu	Kurang percaya diri, ragu-ragu saat berbicara	Tidak mau tampil, sangat gugup

2. Rubrik Penilaian Unjuk Kerja (Presentasi Kelompok)

Aspek	Skor 4 – Sangat Baik	Skor 3 – Baik	Skor 2 – Cukup	Skor 1 – Kurang
Isi	Informasi sangat lengkap, runtut, sesuai tema, dan kreatif	Informasi cukup lengkap dan sesuai tema	Informasi kurang lengkap atau tidak relevan	Informasi sangat minim dan tidak sesuai
Bahasa Inggris	Bahasa Inggris lancar dan tepat	Cukup lancar, ada sedikit kesalahan	Banyak kesalahan grammar dan kosakata	Sangat sulit dipahami
Kerja Tim	Semua anggota aktif berpartisipasi	Sebagian besar aktif	Hanya beberapa anggota aktif	1–2 anggota aktif, lainnya pasif
Penyampaian	Suara jelas, ekspresi baik, kontak mata terjaga	Cukup jelas, kadang kontak mata	Kurang jelas, ekspresi kurang	Tidak jelas, tanpa ekspresi

3. Rubrik Penilaian Produk

Aspek	Skor 4 – Sangat Baik	Skor 3 – Baik	Skor 2 – Cukup	Skor 1 – Kurang
Kreativitas Desain	Sangat menarik, rapi, dan kreatif	Cukup menarik dan rapi	Sederhana, kurang rapi	Sangat sederhana, tidak menarik
Isi/Inform	Informasi	Informasi	Kurang	Informasi tidak

asi	lengkap dan sesuai (tujuan, waktu, aktivitas, dll)	cukup lengkap	lengkap	jelas
Bahasa Inggris	Tepat, akurat, dan variatif	Cukup tepat, ada sedikit kesalahan	Banyak kesalahan	Sulit dipahami

4. Rubrik Penilaian Tes Tertulis Individu

Aspek	Skor 4 – Sangat Baik	Skor 3 – Baik	Skor 2 – Cukup	Skor 1 – Kurang
Isi & Organisasi	Cerita runtut, lengkap, dan logis	Cukup runtut dan mudah dipahami	Kurang jelas dan tidak lengkap	Tidak runtut dan sangat singkat
Kosakata	Variatif dan sesuai konteks	Cukup tepat	Terbatas dan banyak salah	Sangat terbatas dan membingungkan
Struktur Kalimat	Struktur baik dan variatif	Ada beberapa kesalahan	Banyak kesalahan	Kalimat kacau
Ejaan & Tanda Baca	Hampir tanpa kesalahan	Beberapa kesalahan kecil	Cukup banyak kesalahan	Banyak kesalahan serius

1. Lembar Observasi Sikap

Nama Siswa:

Kelas:

Tanggal:

No	Nama Siswa	Kerja Sama (1–4)	Percaya Diri (1–4)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			

Keterangan Skor:

4 = Sangat Baik, 3 = Baik, 2 = Cukup, 1 = Perlu Bimbingan

2. Lembar Penilaian Unjuk Kerja (Presentasi Kelompok)

Nama Kelompok:

Topik:

Tanggal:

No	Nama Kelompok	Isi (1–4)	Bahasa Inggris (1–4)	Kerja Tim (1–4)	Penyampaian (1–4)
1					
2					
3					
4					
5					
6					

Keterangan Skor:

4 = Sangat Baik, 3 = Baik, 2 = Cukup, 1 = Kurang

3. Lembar Penilaian Produk

Nama Kelompok:

Judul Poster:

Tanggal:

No	Nama Kelompok	Kreativitas (1–4)	Isi (1–4)	Bahasa Inggris (1–4)
1				
2				
3				
4				
5				
6				

4. Lembar Penilaian Tes Tertulis Individu

Nama Siswa:

Kelas:

Tanggal:

No	Nama Siswa	Isi & Organisasi (1–4)	Kosakata (1–4)	Struktur Kalimat (1–4)	Ejaan & Tanda Baca (1–4)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

MODUL AJAR KURIKULUM MERDEKA FASE D (KELAS VIII)

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun : Ahmad Sanusi, S.S.
 Satuan Pendidikan : MTs As'adiyah Putra Sengkang
 Kelas / Fase : VIII / D
 Mata Pelajaran : Bahasa Inggris
 Sub Materi : I Know I Can Do It (Self-Confidence & Encouragement)
 Alokasi Waktu : 2 Pertemuan @ 2 JP (Total 4 JP)
 Tahun Penyusunan : 2024 / 2025

B. CAPAIAN PEMBELAJARAN

Peserta didik mampu memahami dan menggunakan ungkapan dalam bahasa Inggris untuk menyatakan motivasi diri, menyemangati orang lain, dan menunjukkan rasa percaya diri dalam berbagai konteks kehidupan sehari-hari.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi ungkapan encouragement dan confidence dalam gambar atau dialog.
2. Menyusun kalimat motivasi diri dengan struktur yang tepat.
3. Menyampaikan pernyataan motivasi dan dukungan kepada teman secara lisan dan tertulis.
4. Menunjukkan sikap empati, percaya diri, dan dukungan sosial dalam kelompok.

D. KOMPETENSI AWAL

Peserta didik telah memahami kalimat sederhana dan memiliki pengalaman menulis/mengungkapkan perasaan.

E. PROFIL PELAJAR PANCASILA

- Beriman dan bertakwa kepada Tuhan YME
- Mandiri
- Bernalar kritis
- Kreatif
- Bergotong-royong
- Berkebinekaan global

F. SARANA DAN PRASARANA

- Buku siswa
- Lembar kerja
- Gambar poster motivasi / kutipan
- Alat tulis / kertas warna

G. TARGET PESERTA DIDIK

Peserta didik reguler (tipikal) dalam kelompok heterogen berdasarkan minat dan gaya belajar.

H. MODEL PEMBELAJARAN

Model: Project Based Learning (PBL)
 Strategi: Pembelajaran berdiferensiasi berdasarkan gaya belajar dan kebutuhan siswa
 Pendekatan: Tatap muka sederhana

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

1. Peserta didik dapat memahami dan menyusun ungkapan penyemangat dan kepercayaan diri dalam bahasa Inggris.
2. Peserta didik dapat menyampaikan pesan motivasi secara lisan dan tulisan dalam kelompok.
3. Peserta didik dapat menciptakan karya sederhana (poster atau speech) bertema “I Know I Can Do It”.

B. PEMAHAMAN BERMAKNA

Percaya pada kemampuan diri dan saling menyemangati adalah kunci untuk berkembang bersama dalam kehidupan dan pembelajaran.

C. PERTANYAAN PEMANTIK

- What do you say when your friend feels nervous?
- What makes you feel confident?
- Why is it important to believe in yourself?

D. STRATEGI DIFERENSIASI

- **Konten:** Pilihan kutipan motivasi atau kalimat penyemangat sesuai minat siswa.

- **Proses:** Visual membuat poster, auditori mendengarkan pembacaan guru, kinestetik menyusun drama mini motivasi.

- **Produk:** Poster motivasi, pidato pendek, atau dialog inspiratif.

E. SUMBER BELAJAR

- Buku “English for Nusantara” Kelas VIII
- Gambar/kutipan motivasi
- Lembar kerja “I Know I Can Do It”

KEGIATAN PEMBELAJARAN

PERTEMUAN 1 (2 JP)

KEGIATAN PENDAHULUAN (10 menit)

- Salam dan doa
- Apersepsi: “Pernahkah kamu merasa gugup? Siapa yang menyemangatimu?”
- Menyampaikan tujuan pembelajaran
- Penguatan Profil Pelajar Pancasila (Mandiri, Bergotong-royong)

KEGIATAN INTI (70 menit)

Literasi dan Observasi

- Guru menampilkan gambar kutipan motivasi atau poster motivasi sederhana
- Siswa membaca dan menjelaskan makna kutipan motivasi tersebut secara sederhana
- Guru memberikan contoh kalimat motivasi: “I believe in myself.” / “You can be better.”

Menanya dan Berdiskusi

- Siswa berdiskusi berpasangan: Apa yang membuat kamu percaya diri?
- Bertukar cerita tentang pengalaman yang membangkitkan semangat mereka.

Kolaborasi dan Karya Awal

- Siswa dibagi menjadi kelompok heterogen.
- Setiap kelompok memilih satu tema motivasi
- Mereka membuat kalimat motivasi dan mendesain poster secara sederhana

Penutup (10 menit)

- Siswa menyampaikan satu kalimat motivasi favorit hari ini.
- Guru memberi umpan balik dan tugas persiapan presentasi atau pidato singkat.

PERTEMUAN 2 (2 JP)**KEGIATAN PENDAHULUAN (10 menit)**

- Doa dan review materi sebelumnya
- Ice breaking: "Say a positive sentence to your friend!"

KEGIATAN INTI (70 menit)**Presentasi dan Apresiasi**

- Tiap kelompok mempresentasikan poster motivasi atau menyampaikan kalimat-kalimat penyemangat mereka secara lisan.
- Kelompok lain menanggapi dengan komentar positif.

Refleksi & Metakognisi

- Siswa menuliskan: "Apa yang saya pelajari tentang kepercayaan diri dan menyemangati teman?"
- Diskusi kelas: Apa pentingnya saling memberi dukungan?

Penugasan Individu

- Tugas rumah: Menulis 1 paragraf motivasi diri dengan judul: "I Know I Can Do It" Contoh: "Even though English is hard, I will not give up. I will keep practicing until I can do it."

Penutup (10 menit)

- Memberi penghargaan untuk poster/kata motivasi terbaik
- Menyimpulkan pelajaran dan menguatkan nilai gotong royong dan empati

PENILAIAN / ASSESSMENT**Teknik Penilaian:**

- Observasi sikap (percaya diri, mendukung teman)
- Unjuk kerja (poster atau presentasi)
- Produk tertulis

RUBRIK PENILAIAN PROYEK

Aspek	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Kurang)
Bahasa Inggris	Tepat dan jelas	Sedikit kesalahan	Banyak kesalahan ringan	Tidak dapat dipahami
Isi/Konten	Relevan, positif, inspiratif	Cukup relevan	Kurang relevan	Tidak sesuai topik
Visual atau Format	Menarik dan kreatif	Cukup menarik	Kurang rapi	Tidak menarik
Kerja Sama	Kompak dan suportif	Cukup kompak	Kurang kooperatif	Tidak bekerja sama

APPENDIX 4

DOCUMENTATION



Interview with The Principle



Interview with English Teachers



Class Observatio



Indonesian Journal of Research and Educational Review (IJRER)

ETDC: Education and Talent Development Center of Indonesia

Website: <https://etdci.org/journal/ijrer/index>
Mobile Phone: +62 852 253 407 367 (WhatsApp Only)

August 10th, 2025

Letter of Acceptance

Ref. No: 3766/IJRER/2025

Dear Authors

¹Yuliana, ²Rustan, ³Wisran, ⁴Kartini

^{1,2,3} Universitas Islam Negeri Palopo, Indonesia

⁴ Universitas Negeri Makassar, Indonesia

2305040015@iainpalopo.ac.id

Congratulation

We would like to inform you that your paper titled:

“The Implementation of Merdeka Belajar Curriculum: Impact Toward Students’ Learning Outcomes at Middle School”

has been accepted for publication in the **Indonesian Journal of Research and Educational Review (IJRER)** and will be appearing in **Volume 4, Issue 4 (September) 2025**, issue of the journal based on the recommendation of the Editorial Board without any major corrections in the content submitted by the author. This letter is the official confirmation of your application for your research paper.

This journal is published by the Education and Talent Development Center of Indonesia (ETDC), Makassar, Indonesia.

Kindly acknowledge the paper's acceptance. Thanks, and I look forward to receiving payment from your side at the earliest, as stated in the invoice in this attachment. If you have any questions, do not hesitate to contact us.

Kind Regards,

Muhammad Hasbi, S.Pd., M.Pd.

Editor In Chief

Indonesian Journal of Research and Educational Review (IJRER)

<https://etdci.org/journal/ijrer/>



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ادارة الأسدية المركزية بسنكان واجو
PENGURUS PUSAT PONDOK PESANTREN AS'ADIAH SENGKANG
MADRASAH TSANAWIYAH AS'ADIAH PUTRA PUSAT SENGKANG
KABUPATEN WAJO SULAWESI SELATAN
AKREDITASI A

Nomor Statistik Madrasah
 121273130001

Nomor Pokok Sekolah Nasional
 60729734

Kampus III_ Jl. Pesantren, Macanang, Kec. Majauleng, Kab. Wajo, Sulawesi Selatan, Telp. 085333444993, Kode Pos 90991, E-mail : info@asadiyahpusat.org

SURAT KETERANGAN

Nomor : 352/B/KA.MTS.PA.AS'ADIAH/VIII/2025

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah As'adiyah Putra Pusat Sengkang:

Nama : **Dr. KM. H. Muhammad As'ad, S.Pd.I., M.Pd**
 NIP : -
 Pekerjaan/Jabatan : Kepala MTs. As'adiyah Putra Pusat Sengkang
 Alamat : Jl. Sawerigading Sengkang

Menerangkan dengan sebenarnya bahwa:

Nama : Yuliana
 NIM : 2305040011
 Universitas/Lembaga : Universitas Islam Negeri Palopo
 Jenjang Pendidikan : S2
 Jurusan/Prodi : Tadris Bahasa Inggris
 Alamat : Jl. Pesantren, Macanang, Kec. Majauleng Kab. Wajo

Bahwa yang bersangkutan telah melaksanakan Penelitian di MTs As'adiyah Putra Pusat Sengkang mulai tgl 17 Juni s.d 17 Juli 2025, dalam rangka melengkapi kebutuhan penulisan Tesis yang berjudul : **"THE IMPACT OF THE IMPLEMENTATION OF MERDEKA BELAJAR CURRICUCUL TOWARDS STUDENT'S LEARNING OUTCOMES AT MTs AS'ADIAH PUTRA SENGKANG"**

Demikian Surat Keterangan ini dibuat, untuk digunakan sebagaimana mestinya, atas kerjasamanya diucapkan terima kasih.



Macanang, 6 Agustus 2025

Kepala Madrasah,

Dr. KM. H. Muhammad As'ad, S.Pd.I., M.Pd.



TIM UJI PLAGIASI PASCASARJANA UNIVERSITAS ISLAM NEGERI PALOPO

Jalan Agatis, Kelurahan Balandai, Kecamatan Bara, Kota Palopo Sulawesi Selatan Kode Pos: 91914

SURAT KETERANGAN

No. 097/UJI-PLAGIASI/7/2025

Yang bertanda tangan di bawah ini:

Nama : Dewi Furwana, S.Pd.I., M.Pd.
NIP/NIDN : 198708312015032006/2031088701
Jabatan : Sekretaris Prodi Tadris Bahasa Inggris/Tim Uji Plagiasi

Menerangkan bahwa naskah tesis berikut ini:

Nama : Yuliana
NIM : 2305040011
Program Studi : Tadris Bahasa Inggris
Judul : **The Impact of The Implementation of Merdeka Belajar Curriculum Toward Students' Learning Outcomes at MTs. As'adiyah Putra Sengkang.**

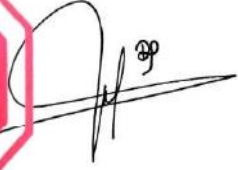
Telah melalui pemeriksaan cek plagiasi (turnitin) dengan hasil 7 % dan dinyatakan **telah** memenuhi ketentuan batas maksimal plagiasi untuk diajukan pada proses ujian seminar hasil penelitian tesis selanjutnya ($\leq 25\%$).

Demikian surat pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 14 Juli 2025

Hormat Kami,




Dewi Furwana, S.Pd.I., M.Pd.
NIP 198708312015032006

CURRICULUM VITAE



Yuliana, was born on December, 26th 1987 in Sampano. She is the first child from six siblings of her parents. Her Parents' name is Alimuddin and Muliani. She graduated at Elementary school at SDN 147 Malewong in 2000. She continued her study in MTs. 135 Sampano and graduated in 2003.

Then continued her study in MAS. As'adiyah Putri Sengkang and graduated in 2006. Futhermore, she continued her study in 2007 in STAIN Palopo and graduated in 2011. Now, she is an English teacher in MTs. As'adiyah Putra Sengkang and continues her study in Magister at UIN Palopo.

Email : 2305040011@uinpalopo.ac.id