MERDEKA CURRICULUM FOR HIGH SCHOOL ENGLISH LEARNING IN THE DIGITAL ERA

Nur Azmi Rohimajaya[1], Welliam Hamer[2]

[1] Universitas Mathla'ul Anwar, [2] Universitas Sultan Ageng Tirtayasa

nurazmirohimajaya@unmabanten.ac.id

welliamhamer@untirta.ac.id

Abstract: The digital era is a digital education environment where technical resources support teaching and learning. To determine educational performance, the curriculum must be adaptive to all contemporary concerns and changes. Following several curriculum reforms, the *Merdeka* Curriculum is currently being implemented in Indonesia. The Indonesian government has fully changed the curriculum possible to complete the educational goals anticipated in this digital era. This study compares the 2013 curriculum to the *Merdeka* curriculum for learning English at the senior high school level in terms of the basic framework, targeted competencies, curriculum structure, learning, assessment, teaching materials, and curriculum tools. The research design used in this study is a qualitative approach with content analysis. Based on the basic framework, targeted competencies, curriculum structure, learning process, assessment, teaching resources, and curriculum tool, this study shows similarities and differences between the 2013 and *Merdeka* curriculum.

Key Terms: *Curriculum, 2013 Curriculum, Merdeka Curriculum, English Subject, Content Analysis*

INTRODUCTION

The modern educational system is being transformed by the fourth industrial revolution (IR 4.0), particularly in teaching English as a foreign language. English is the most widely used language in the modern digital age. With technological advancements, students in the digital age are becoming more sophisticated. They constantly use digital devices, and they now live an online lifestyle. As a result, they can easily and rapidly obtain the needed information. Education 4.0 has developed as a new methodology due to IR 4.0. It is the integration of advanced technology in the teaching and learning process to complement student talents and interests (Hariharasudan & Kot, 2018). Consequently, instructors become educators who gain pedagogical skills, extensive content knowledge, and digital technologies and are always adaptable to contemporary dynamics (Ginting, 2019; Ginting et. al, 2022).

Curriculum reform in Indonesia indicates that digital education is becoming more popular. The government launched the *Merdeka* curriculum in response to educational issues in the digital era. In addition, students with low literacy and numeracy skills are encouraged by

the *Merdeka* curriculum. Program Studies for International Student Assessment (PISA) 2018 found that the average literacy and numeracy scores of the participants' Indonesian students are below average. Through curriculum "upgrades," the Indonesian government tries to improve its students' reading and math skills. In addition, the Covid-19 pandemic that has plagued Indonesia for the past two years necessitates that all educational activities be conducted at home. As a result, the education system in Indonesia was experiencing learning loss. As a result, the government has undertaken numerous steps to recover. One is to provide each educational unit the opportunity to select the curriculum implemented in schools depending on the requirements of school members, particularly students.

According to Ki Hajar Dewantara, education is where all the seeds are planted. Under this philosophy, Education's purpose is to assist students in reaching their greatest potential. School is not a prison; instead, it should be used to develop, standardize, and integrate multiple abilities. Learning independence, the central theme of current Indonesian education policy and the forerunner of the *Merdeka* curriculum education, was ultimately initiated by the participants' students' need to learn freely (Setiawan et al., 2022).

Teachers must balance theoretical and practical knowledge to provide students with fundamental skills in the digital age (Sharma, 2017). The changing curriculum in the field of English learning presents new challenges for developing effective lesson plans, creative and meaningful teaching, and evaluation of learning outcomes (Sofiana et al., 2019). Technology is modifying how teachers and students learn (Richards, 2017). In this modern era, technology plays an important role in curriculum implementation. This study examines the similarities and differences between the 2013 and *Merdeka* curriculum for high school students learning English.

METHOD

The methodology used in this article is qualitative, involving content analysis. This article focuses on the 2013 curriculum and the *Merdeka* curriculum documents. The 2013 and *Merdeka* curriculum materials evaluate the basic framework, targeted competencies, curriculum structure, learning process, assessment, teaching resources, and curriculum tools (Kemdikbud, 2022).

FINDINGS AND DISCUSSIONS

The curriculum is the foundation for reaching the levels required for education during the teaching and learning process. It has been utilized to provide students with a set of necessary skills. The curriculum encompasses all learning activities organized and directed by the school

to fulfill its educational objectives (Tyler, 1957). The term curriculum is derived from the Greek words *curir* (runner) and *curare* (racetrack) (Barlian et al., 2022). As a result, in education, the term curriculum (curriculum) refers to the distance that must be traveled when running an activity from beginning to end (Indarta et al., 2022). This idea aligns with Bobbitt's (1918) definition of curriculum: the entire spectrum of directed and undirected experiences intended to maximize individual prospective learners. A competent authority should design the curriculum with the necessary competence and capacity (Maryono & Emilia, 2022). Curriculum, in many senses, can be defined as the main component of planned and structured education methodically in the learning process to produce the proper output desired outcome. The Indonesian government actively innovates in curriculum reform, student character development, teacher participation in the classroom, and learning-teaching. In Indonesia, schools have introduced kinds of curriculum. Beginning with the curriculum of 1947, 1952, 1964, 1975, 1984, 1994, and 2004 or KBK (Based Curriculum Competency), 2006 or KTSP, 2013, and the newest one is the *Merdeka* Curriculum (Raharjo, 2020).

2013 Curriculum

Through government education policy and initiatives to improve the 2006 curriculum, the 2013 curriculum paradigm will be adopted (Sapitri, 2022). The 2013 curriculum is intended to provide students with a balanced percentage of cognitive, affective, and psychomotor components, the outcome of which is an assessment based on these aspects, namely cognitive, affective, and psychomotor assessment (Fatonah et al., 2013). Planning, teaching, learning, and evaluation are all integrated into implementing the 2013 curriculum (Thoyibah et al., 2019). Based on the 2013 curriculum, the evaluation procedure is proposed to determine the outcomes of the teaching and learning process and student achievement. The 2013 curriculum focuses on scientific-based learning activities' most recent pedagogical elements. According to the 2013 curriculum, learning activities are the educational process that allows students to discover their potential skills (Fujiati et al., 2020). Through the 2013 curriculum, students are expected to develop the attitudes, knowledge, and abilities needed to contribute to society, nation, and country.

Merdeka Curriculum

Merdeka Curriculum was developed as a more adaptive curriculum framework as part of a learning reform program, emphasizing the material important for character development and student competencies (Ministry of Education and Culture, 2022). The government explained that the primary characteristics of this curriculum that support the recovery of

learning are as follows: (1) project-based learning for the development of soft skills and appropriate character Pancasila Student Profile; (2) a focus on the subject matter; and (3) an emphasis on the development of critical thinking. It is crucial that there is sufficient time for learning depth in core competencies such as literacy and numeracy and that teachers can adopt differentiation-based learning based on student capacity. The Pancasila Student Profile defines a fundamental aspect of the *Merdeka* curriculum. Pancasila students have personality competence based on Pancasila values as a whole and in-depth (Sari & Sinthiya, 2022). The Pancasila Student Profile is compatible with the government's stated vision and mission in Regulation of the Minister of Education and Culture Number 22 of 2020, which says that students of Pancasila are the embodiment of Indonesian students as lifelong learners who have global competence, personality, and behavior according to Pancasila values, with six dimensions namely (1) faith, piety to Almighty God, and have a noble character, (2) global diversity, (3) cooperation, (4) independent, (5) critical reasoning, and (6) creative.
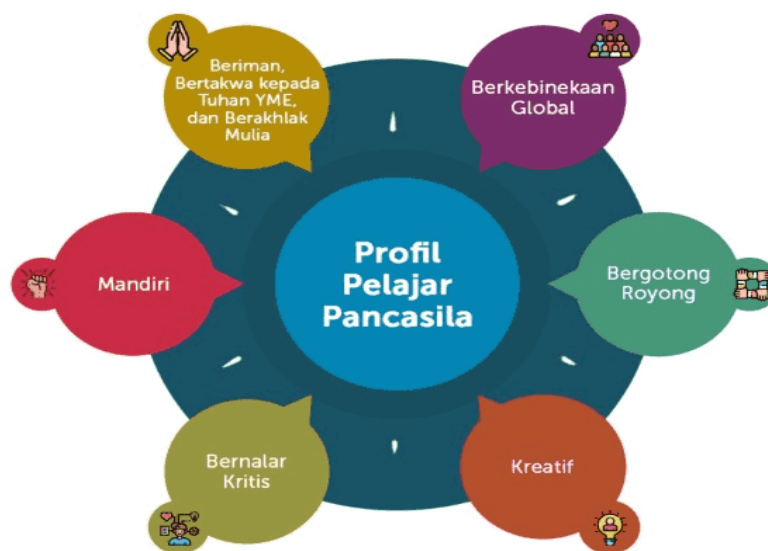

Figure 1. Dimension of Pancasila Student Profile

Through the Pancasila Student Profile Strengthening Initiative project, students learn to take actual action in response to developmental problems and their learning. This enhancement is also designed to motivate students to contribute to the community and the environment. Following is a description of the findings of the 2013 curriculum document analysis and the *Merdeka* language learning curriculum high school English:

1. Basic Framework

   The 2013 curriculum is comparable to the *Merdeka* curriculum in that it includes the basic framework of the national education system and national educational standards. The difference is that the Pancasila Student Profile is developed in the *Merdeka* curriculum rather than the 2013 curriculum.

2. Targeted Competency

   Basic competency (KD) and Core competencies (KI) are aimed competencies in the 2013 curriculum. Unlike the Merdeka curriculum, the intended competency employs the phrase learning outcomes (CP). Learning outcomes (CP) in the learning process comprise students' knowledge, attitudes, and abilities to acquire competency in each phase. Phase E corresponds to class X in high school, while phase F corresponds to classes XI and XII.

3. Structure of Curriculum

   The 2013 curriculum structure includes intracurricular and extracurricular activities. Using intracurricular, extracurricular, and a project to develop the Pancasila student profile while in the *Merdeka* curriculum. Class hours are set per week in the 2013 curriculum but per year in the *Merdeka* curriculum. Based on the subject, approach learning organization in the 2013 curriculum. *Merdeka* is a subject-based and integrated learning organization in the curriculum. Students are obliged to compose an essay as a graduation condition, but none in the 2013 curriculum.

4. Learning Process

   The 2013 curriculum takes a scientific approach to learning in all topics. The *Merdeka* curriculum employs a differentiation approach based on the student's abilities. Furthermore, in the *Merdeka* curriculum, there is a project to strengthen the Pancasila Student Profile that students must complete while learning.

5. Assessment

   In terms of assessment, the 2013 curriculum employs formative and summative assessments, whereas the *Merdeka* curriculum uses formative assessment and its results as a reflection to form appropriate student learning ability. The *Merdeka* curriculum includes an assessment, namely a project to strengthen Pancasila students' profiles, whereas the 2013 curriculum does not include a project to enhance Pancasila students' profiles. Assessment of attitudes, knowledge, and skills characterizes the assessment in the 2013 curriculum, whereas there is no separation between assessment of attitudes, knowledge, and skills in the *Merdeka* curriculum.

6. Teaching Resources

    Both the 2013 curriculum and *Merdeka* curricula use text and non-text books as teaching tools. Teaching modules, the flow of learning goal (ATP), and the reinforcement project Pancasila Student Profile are other *Merdeka* curriculum teaching techniques employed.

7. Curriculum Tools

    Based on the aspect of the curriculum device, Curriculum 2013 has curriculum implementation, assessment, and learning guidelines for every level of education. Meanwhile, the *Merdeka* curriculum has (1) learning guidelines and assessment, (2) curriculum development school operations, (3) Project development strengthening the Pancasila Student Profile, and (4) implementation of inclusive education.

Other information about the curriculum for learning English is the *Merdeka* curriculum which focuses on strengthening skills in using English six language skills, listening, speaking, reading, viewing, writing, and presenting or presenting inclusively, in a variety of text types (Ministry of Education and Culture, 2022). Learning outcomes of six English skills are aligned with the Common European Framework of Reference (CEFR) for Languages: Learning, Teaching, Assessment and are equivalent to level B1. Level B1 reflects the specifications that can be seen in a student's ability to retain interaction and convey something desirable in various contexts with clear articulation, expressing ideas the main thing you want to share comprehensively, and training communication though not yet fluent. Teaching English in the 2013 curriculum focuses on the development of character and four language skills: listening, speaking, reading, and writing.

CONCLUSION

The description above can be used to derive numerous conclusions, including the fact that there are many similarities and differences between the 2013 curriculum and the *Merdeka* curriculum in teaching English to senior high school students. The successful education of a nation is indicated by a curriculum that is well administered following the requirements of the period. As part of the attempt to improve the quality of education in Indonesia, particularly in the digital era, teachers and students can respond to curriculum changes

REFERENCES

Barlian, U. C., Solekah, S. & Rahayu, P. (2022). Implementasi kurikulum merdeka dalam meningkatkan mutu pendidikan. *Journal of Educational and Language Research*, *1*(12), 2105-2118.

Bobbitt, F. (1918). *The curriculum*. Houghton Mifflin

Fatonah, S. Suyata, P., & Prasetyo, Z. (2013). Developing an authentic assessment model in elementary school science teaching. *Journal of Education and Practice, 4*(13), 50-61

Fujiati, H., Hartono, R., & Fitriati, S. W. (2020). The implementation of curriculum 2013 in teaching speaking skill at MAN 2 Bima. *English Education Journal*. *10*(3), 292-300.

Ginting, D. (2018). Building 21-Century Indonesian teachers' teaching capacities through the integration of technology into classroom. Klausa, 2(2), 1-10.

Ginting, D., Sulistyo, T., Ismiyani, N., Sembiring, M.J., Asfihana, R., Fahmi, A., Suarniti, G.A.M.R., Mulyani, Y.S. (2022). English language teacher's multimedia knowledge in teaching using technology, World Journal of English Language, 12(6), 184-203.

Ginting, D., Fahmi, F., Barella, Y., Hasbi, M., Kadnawi, K., Rojabi, A.R., & Zumrudiana, A. (2022). Students' perception on TPACK practices on online language classes in the midst of pandemic. International Journal of Evaluation and REsearch in Education (IJERE), 11(4), 1995-2009.

Hariharasudan, A., & Kot, S. (2018). A scoping review on digital English and education 4.0 for industry 4.0. *Social Sciences*, 7(11), 1-13. DOI: https://doi.org/10.3390/socsci7110227

Indarta, J., Waskito, S., & Riyanda, A. (2022). Relevansi kurikulum merdeka belajar dengan model pembelajaran abad 21 dalam perkembangan era society 5.0. *Edukatif: Jurnal Imu Pendidikan*, *4*(2), 3011-3024

Kemdikbud. (2022). Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 008/h/kr/2022 tentang capaian pembelajaran pada pendidikan anak usia dini, jenjang pendidikan dasar, dan jenjang pend. Diakses dalam https://kurikulum.kemdikbud.go.id/wp-content/unduhan/CP_2022.pdf.

Maryono, G. D. & Emilia, E. (2022). An analysis of International Baccalaureate – English language curriculum for middle year program. *Parole Journal of Linguistics and Education*. *12*(1), 69-80.

Nugroho, T. & Narawaty, D. (2022). Kurikulum 2013, kurikulum darurat, dan kurikulum prototipe (2020-2021) atau kurikulum merdeka (2022) mata pelajaran bahasa inggris: suatu kajian bandingan. *Sinastra*, *1*(1), 373-382.

Raharjo. (2020). Analisis perkembangan kurikulum PPKN: dari rentjana pembelajaran 1947 sampai kurikulum merdeka belajar 2020. *PKn Progresif, 15*(1), 63-82.

Sapitri, L. (2022). Studi literatur terhadap kurikulum yang berlaku di Indonesia saat pandemic Covid-19. *Inovasi Kurikulum, 19* (2), 227-238.

Sari, N. Y. & Sinthiya, I. A. P. A. (2022). Strategi penguatan profil pelajar Pancasila di SMA Negeri 2 Gadingrejo. *Jurnal Manajemen Pendidikan Al Mutazam*, *4*(2), 50-59.

Setiawan, R., Syahria, N., Adanty, F. D., & Nabhan, S. (2022). Pengembangan modul ajar kurikulum merdeka mata pelajaran bahasa Inggris SMK kota Surabaya. *Jurnal Gramaswara*, *2*(2), 49-62.

Setiawan, W. (2017). Era digital dan tantangannya. *Seminar Nasional Pendidikan* 2017. Diakses dalam https://core.ac.uk/download/pdf/87779963.pdf

Sharma, M. (2017). Teacher in a digital era. *Global Journal of Computer Science and Technology*, *16*(3), 10-14.

Sofiana, N., Mubarok, H., & Yuliasri, I. (2019). English language teaching in secondary schools: an analysis of the implementation of Indonesian. *International Journal of Instruction*, *12*(1), 1533-1544.

Thoyyibah, N., Hartono, R., & Bharati, D. A. L. (2019). The implementation of character education in the English teaching learning using 2013 curriculum. English Education Journal, *9*(2), 254-266.

Tyler, R. W. (1957). Basic principles of curriculum and instruction. The University of Chicago Press. Ltd.