# ENGLISH TEACHERS' PERSPECTIVE ON THE TEACHING OF ENGLISH BASED ON KURIKULUM MERDEKA: A CASE STUDY AT SMA NEGERI 1 SIRAH PULAU PADANG KABUPATEN OKI

**A THESIS**

**by**

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**English Education Study Program**

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# DECLARATION

I, the undersigned,

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Certified that thesis entitled "*English Teachers' Perspective on the Teaching of English Based on Kurikulum Merdeka: A Case Study at SMA Negeri 1 Sirah Pulau Padang Kabupaten OKI*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, July 2025

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# DEDICATION

This thesis is dedicated to my beloved parents, sister and brother,
whose endless love, prayers, and support have been my greatest strength.
Thank you for always believing in me.

# MOTTO

*"With regard to performance, commitment, effort, dedication, there is no middle ground. Or you do something very well or not at all."*

*— Ayrton Senna*

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Palembang, 10 July 2025

The Writer

Muthi'ah Qurrota A'yun

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**English Teachers' Perspective on the Teaching of English Based on Kurikulum Merdeka: A Case Study at SMA Negeri 1 Sirah Pulau Padang Kabupaten OKI**


## *ABSTRACT*

The objective of this study was to explore English teachers' perspectives on the implementation of Kurikulum Merdeka at SMA Negeri 1 Sirah Pulau Padang, Kabupaten OKI. This curriculum was introduced by the Indonesian government in response to the prolonged learning crisis caused by the COVID-19 pandemic. It aims to offer more flexible, student-centered learning and address diverse student needs through differentiated instruction and independent learning. Using a descriptive qualitative approach with an exploratory case study design, this study got involved four teachers selected through a purposive sampling technique. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed three main themes: (1) teachers' understanding of the curriculum, (2) the implementation of the curriculum in classroom practices, and (3) the impact of the curriculum on teaching and learning activities. The results showed that the teachers demonstrated varying but generally positive understandings of Kurikulum Merdeka, emphasizing differentiated learning, student-centered approaches, flexibility in planning, and the integration of digital tools. Next, the curriculum also significantly impacted teaching and learning activities by encouraging teachers to adopt more flexible, student-centered, and differentiated approaches.



***Keywords**: Kurikulum Merdeka, English teacher's perspectives, implementation, qualitative descriptive, rural schools.*


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# CHAPTER I
# INTRODUCTION

This chapter presents the background, the problems, the objectives, and the significance of the study.

## 1.1. Background of the Study

One of the education reforms programs, a compound-influenced revision referred to *Kurikulum Merdeka* has been implemented in Indonesia. The Ministry of Education, Culture, Research and Technology stated that *Kurikulum Merdeka* was launched as a solution to the long-standing learning crisis in Indonesia (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022b). Minister Nadiem Makarim revealed that referring to various national and international studies, the learning crisis in Indonesia has been going on for a long time and has not improved from year to year, especially during Covid-19, which has caused learning loss and increased learning gaps (Sekretariat GTK, 2022). *Kurikulum Merdeka* is developed to create a fun learning atmosphere and focus on characterised learning, in order to produce excellent human resources without the pressure of the highest score (Arwitaningsih et al., 2023). This curriculum is targeted to be implemented at the elementary, junior high, and senior high school levels (Mujab et al., 2023).

*Kurikulum Merdeka* shows an increased movement from the teacher-centric approach to flexible, and student-centered learning (Irawati et al., 2022). The curriculum aims to develop the independence and critical thinking of learners, which is reflected in term *Merdeka* that means “independence” or “freedom” (Anas et al., 2023). *Merdeka Belajar* provides more freedom to students because students will have more opportunities to explore, discuss more freely, do outing classes rather than just sitting sweetly listening to the teacher's lecture. As Purwandari et al., (2024) point out, this curriculum is designed to provide greater space for students to explore their interests and abilities while helping them build 21st century skills, including communication, creativity, critical thinking, and

teamwork. However, this does not mean that teachers and students can be free without guidelines, but they have the full right to choose what methods are suitable for implementation by considering the situation, needs, and conditions (Hartoyo & Rahmadayanti, 2022). *Kurikulum Merdeka* enabled teachers and students to keep abreast of scientific and technological developments since it emphasized learning that was integrated with information and communication technology (Dwita & Zulfitria, 2024).

Compared to the old system, this concept of *Kurikulum Merdeka* focuses more on the process and character of learners rather than only on the students' report card scores taken through multiple-choice tests (Pertiwi & Pusparini, 2021). The teachers viewed *Kurikulum Merdeka* as a curriculum that gave teachers and students freedom to learn in terms of methods, places, and times (Pertiwi & Pusparini, 2021). In his speech on 11 December 2019, Nadiem Makarim, Indonesian former Minister of Education, Culture, Research and Technology, explained that the new system is expected to create a fun learning environment and not burden students with achieving certain grades. In addition, Nadiem Makarim also emphasizes that the concept of *Merdeka Belajar* is expected to improve the quality of Indonesia's human resources. As stated in Article 31 within Paragraph 3 of the National Education System Law of 2003, the function of the national education system must be able to improve the quality of human resources. However, this great concept will not be able to successfully achieve its goals and be implemented without the role of teachers. Teachers contribute significantly to creating an engaging teaching and learning environment (Vighnarajah et al., 2008). As Affirmed by Chen et al., (2021), teachers not only act as curriculum implementers, but also as leaders who can contribute to curriculum development so that teachers have the authority to adapt the existing curriculum to school characteristics and local needs. This role shows that teachers are not only passively receiving the curriculum, but also active in adapting it according to the local context (Chen et al., 2021). (Kelly, 2019) emphasises the importance of teachers having high expectations of students, being consistent and

fair in learning, and being able to create learning that is engaging and responsive to students' needs.

Since *Kurikulum Merdeka* was implemented, many studies on it have been conducted. One of the focuses of the studies is on the teachers' perspectives concerning the implementation of *Kurikulum Merdeka*. As reported by Thompson et al., (2013), teachers' perceptions play an important role as their perspectives influence their teaching ability. The study by Ottenheym-Vliegen et al., (2023) showed that teachers' perspective taking positively changed their way of thinking and practice while reducing bias and stereotypes.

The study conducted by Lestiyani (2020), for example, found that only 40% of the participants in her study acknowledge they understood the concept of *Merdeka Belajar*. Next, Shadri et al., (2023) reported the implementation of *Kurikulum Merdeka* from the perspectives of 23 *Guru Penggerak* of various regions in Riau understood the assessments that had to be conducted in the learning activities in accordance with the demands of the *Kurikulum Merdeka*, but there were still differences in the teachers' understanding of carrying out these assessments due to the lack of practical guidance on assessment procedures provided and training activities distributed to the teachers. A study focusing on the implementation of *Kurikulum Merdeka* was also conducted by Nurliani et al., (2023) whose participants were the 4 teachers of Year X and 1 curriculum supervisor at a senior high school in Banjarmasin; they reported that the teachers had a positive perception and high appreciation of *Kurikulum Merdeka* learning in the digital era, demonstrated through experience, deep understanding, reduction of useful content, adjustment of learning to the characters and needs of students, and utilisation of technology to achieve curriculum goals and keep up with science and technology.

This current study is also aimed to find out teachers' perceptions on the implementation of *Kurikulum Merdeka.* However, this present study aims to gain the information about the implementation of *Kurikulum Merdeka* from the perspectives of the English teachers of SMA Negeri 1 Sirah Pulau Padang. This investigation is important since this school has implemented *Kurikulum Merdeka*

since 2022. Therefore, knowing the perception of the English teachers concerning the implementation of *Kurikulum Merdeka* can provide significant benefits for education quality improvement especially at this school. By understanding teachers' perspectives, it allows them to integrate more creative approaches, such as project-based learning and the use of digital technology as teachers are given the freedom to design more innovative teaching methods that suit students' needs (Sekretariat GTK, 2023). Through teachers' perspectives, not only a better learning environment with flexibility in customising teaching materials according to students' characteristics and interests can be created, but also the identification and overcoming of the challenges in curriculum implementation in the English language teaching process (Oktavia et al., 2023).

### 1.2. The Problems of the Study

Based on the background of the study, the problem of this study is formulated into the following research question: What are the English teachers' perspectives about the implementation of *Kurikulum Merdeka* in relation to the teaching of English at SMA Negeri 1 Sirah Pulau Padang, Kabupaten OKI?

### 1.3. The Objective of the Study

In relation to the research question, the purpose of this study is to find out the English teachers' perspectives about the implementation of *Kurikulum Merdeka* in relation to the teaching of English at SMA Negeri 1 Sirah Pulau Padang, Kabupaten OKI.

### 1.4. The Significance of the Study

*Kurikulum Merdeka* is introduced as a reform to address this crisis, aiming to support the achievement of national education goals by creating a more engaging and student-centred learning environment. The success of *Kurikulum Merdeka* depends on its effective implementation, especially on how teachers perceive and adapt to its principles. Understanding the teacher's perspective is very important to find out the teacher's understanding in responding to a problem that occurs or a phenomenon that occurs in schools (Hanifah et al., 2023).

Although there have been studies conducted that focused on the teachers' perspectives on *Kurikulum Merdeka*, there is a lack information concerning the perspectives of the English teachers regarding the implementation of *Kurikulum Merdeka* in English as a Foreign Language (EFL) classes. Therefore, aiming at finding out the implementation of *Kurikulum Merdeka* from the perspectives of English teachers can make a significant contribution to understanding the practical challenges and opportunities presented by *Kurikulum Merdeka* in EFL contexts. The findings are expected to provide information on current issues related to the implementation of *Kurikulum Merdeka* in English lessons from the perspective of English teachers who aim to improve the quality of English education in Indonesia. In particular, the insights gained will help tailor support and resources to better meet the needs of English language teachers implementing *Kurikulum Merdeka*, which will also improve student learning outcomes and address the ongoing learning crisis.

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