

IMPLEMENTATION OF THE *MERDEKA* CURRICULUM

AT MTS LABORATORIUM JAMBI PROVINCE

Hendri Kurniadi¹, Diana Rozelin², Mohd Arifullah³

Pascasarjana

Uin Sulthan Thaha Saifuddin Jambi

hendrikurniadi396@gmail.com

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ABSTRACT

The merdeka curriculum at Mts Laboratirum Jambi has not been implemented optimally. This is because it was only implemented in the 2023/2024 school year. The purpose of this research is to find out how the implementation of the merdeka curriculum in learning activities carried out by English teachers. The view on the merdeka curriculum in this study used the opinion of Sugiono (2025). This research used qualitative descriptive methods, data collection in natural settings on primary data sources. Data collection techniques are carried out by observation, interviews and documentation. Data were processed using the Miles and Huberman method and analyzed using narrative. In collecting data about the implementation of the merdeka curriculum in learning activities carried out by the principal, deputy curriculum, and subject teachers. The results showed that: 1) based on the data obtained through observation of the application of the merdeka curriculum in learning activities carried out by English teachers, it shows that there are many activities carried out by English teachers in learning activities. These activities are carried out in stages. Data obtained through interviews regarding teacher difficulties in implementing the merdeka curriculum show that there are many difficulties and

other related ones. The difficulties faced by teachers have problems including teachers have a lack of guidebooks to implement the merdeka Curriculum, students are lacking in the teaching and learning process, and students lack understanding of the material. 2) The socialization of curriculum implementation has not covered everything and is not optimal. Based on the data above, the researcher concludes that the implementation of the merdeka curriculum carried out by the principal, curriculum deputy, three English teachers at Jambi Laboratory MTS has not been maximized due to delays and implementation in the first year. The research is expected to provide input to local governments and stakeholders to be more vigorous and minimize gaps for schools that are new to implementing the merdeka curriculum.

Corresponding Author:

Hendri Kurniadi

Pascasarjana, UIN Sultan Thaha Saifuddin State Islamic University of Jambi
Jambi, Indonesia.

Email: hendrikurniadi396@gmail.com

INTRODUCTION

The Indonesian educational system has undergone numerous curricular modifications and refinements over its history. When it comes to education, curriculum is more significant than teachers, resources, and other factors combined. Curriculum a basis of teaching and learning process. The curriculum is the planned interaction of pupils with instructional content, material, resources, and processes for evaluating the attainment of educational objectives. It includes the contents of courses (the syllabus), the method employed (strategies), and other aspects, like norms and values, which relate to the way the school is organize.¹ Every teaching and learning follows curriculum. Curriculum is dynamic, always change in society because of the effect of global change and many factors such as the changes of the developments of education, science,

¹ Sholeh Hidayat, *Pengembangan Kurikulum Baru*, (Bandung: Remaja Rosdakarya, 2013), 21.

technology, culture, political issues, and etc. Thus, the curriculum change becomes a common thing in many countries.

The revision of Indonesia's curriculum is being carried out by government. Curriculum has been developed in Indonesia since 1945 and changed starting in the year 1947, 1952, 1964, 1975, 1984, 1994, 2004, 2006, which was no significant features and call learning plan. The Ministry of National Education have changed the previous the 2006 curriculum (KTSP), and 2013 curriculum.²

The implementation of 2013 curriculum starts from a number of views including: challenges of the feature, competence of the feature, negative phenomena, and the perception of the public in which the three views cover several dominant aspect namely; the convergence of science and technology, quality, investment and transformation in the education sector and the ability to think clearly and critically, the ability to consider the moral aspect of a problem, plagiarism and social unrest, and less characters. The orientation of 2013 curriculum is to improve attitude, skills, and knowledge.³

Along with the implementation of 2013 curriculum, English Language Teaching (ELT) in Indonesia also experience the changes especially in instruction process. New syllabus design, new book, and developed, new form assessment, and new teaching approach are design in 2013 curriculum. In addition, in 2013 curriculum English subject in elementary school level is removed as compulsory subject and started at Junior High School with the reduction of time teaching allotment in 2013 curriculum.⁴

Changes in the curriculum that follow the times make the learning curriculum also change by adjusting the conditions of the previous curriculum, and especially also the entry of the Covid-19 virus and the impact caused by it. made the Minister of Education

² S. Nasution, *Asas-asas Kurikulum*, (Jakarta: Bumi Aksara, 2011), 251.

³ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2013), 20.

⁴ Rosmiaty Azis., "Kerangka Dasar dalam Pengembangan Kurikulum 2013," *JIP Jurnal Inspiratif Pendidikan*. No.2 (Desember 2016): 290. <https://doi.org/10.24252/jip.v5i2.3483>.

and Culture, Mr Nadiem Makarim, issue a policy by implementing an independent learning curriculum or merdeka curriculum.

It was officially announced that more than 140 thousand educational units will follow the Independent Learning Curriculum in the 2022-2023 school year as stipulated in Decree (SK) of the Head of the Standards, Curriculum and Educational Assessment Agency (BSKAP) Number 044/H/KR/2022 signed on 12 July 2022.⁵

The Merdeka Curriculum was launched by the Minister of Education, Culture, Research and Technology as a new curriculum. Where the merdeka Curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents. Independent learning focuses on freedom and creative thinking. One of the programmes presented by the Ministry of Education and Culture in the launch of Merdeka is the start of the driving school programme. This school programme is designed to support each school in creating a generation of lifelong learners who have the personality of Pancasila students. For the success of all this, the role of a teacher is needed.⁶

The main characteristics of this curriculum that support learning recovery are project-based learning for soft skills and character development according to the Pancasila learner profile and a focus on essential materials so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy. The function of this lesson plan is as a guide for teachers in carrying out the learning and teaching process so that learning is more directed and effective.⁷

⁵ decree of the minister of education and culture of the republic of indonesia

⁶ Rahayu, R., Rosita, R., Rahayuningsih, Y. S., & Herry Hernawan. Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 5(4),(2021) 6313-6319.

⁷ Barlian, U. C., Solekah, S., & Rahayu. Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan. *Journal of Educational and Language Research*, 1(12) (2022), 2105-2118.

Therefore, teachers must make preparations before carrying out the learning and teaching process in the classroom. With good preparation, teachers will be active in learning activities so that teachers can succeed in achieving the success of the teaching and learning process. The success of learning is partly determined by the teacher's role in planning and implementing learning. One of the learning planning processes that is directly related to the learning process that the teacher will carry out is manifested in the form of a Learning Implementation Plan (RPP). So that before carrying out learning the teacher makes a lesson plan first which consists of several components, namely general information, core competencies, and attachments. In making the teaching module itself consists of several steps, namely understanding learning outcomes (CP), formulating learning objectives, compiling a flow of learning objectives from learning objectives, and designing learning. Post-pandemic implementation of the independent learning programme, gives teachers the flexibility to make lesson plans to increase innovation and implement lesson plans.⁸

In learning tools, there used to be KI (Core competencies) and KD (Basic Competencies) turned into CP (Learning Outcomes), in planning CP is analyzed to Compile Learning Objectives and Flow of Learning Objectives, the term Syllabus becomes ATP (Flow of Learning Objectives), ATP is made and designed by the teacher, RPP is changed to Teaching Modules and developed by the teacher; The difference between lesson plans and Teaching Modules is that the last lesson plan made one sheet in 2013 curriculum, Teaching Modules are now more numerous, can be made 1 week 1 module, and in it there are formative tests, summative tests. Formative tests and summative tests are planned and designed by the teacher; In the Teaching Module, at the beginning of learning, there must be a diagnostic test (divided into 2, namely cognitive tests for learning and non-cognitive tests to find out the background of

⁸ Numertayasa, I. W., Putu, N., Astuti, E., Suardana, I. P. O., & Pradnyana, P. B. (2022). *Workshop on Review and Implementation of Merdeka Curriculum at degree of conference of Bali*. 3(3), 468.

students), and to find out the character of children (happy /unhappy students) at the end of learning. Diagnostic assessment planning is made by the teacher.⁹

Based on a circular letter from the Ministry of Education, Culture, Research and Technology, Directorate General of Teachers and Education Personnel on April 19, 2022, there are three categories of merdeka Curriculum implementation according to the choices made by the education unit, namely Independent Learning, Independent Change and Independent Sharing.¹⁰

From this initial survey conducted at MTs Laboratorium Jambi, researchers saw how the advantages and disadvantages of teachers in implementing the merdeka curriculum, of course, it is certainly felt not only by teachers but also by students, if from the teacher it starts from the preparation of learning administration where in the merdeka curriculum it is digitally based by referring to the Merdeka Teaching Platform (PMM) and teachers are asked to make and study in PMM and then apply it in the form of a real report, if in the 2013 curriculum previously there was socialization starting from the provincial level to the district level to the school, but in the merdeka curriculum everything is in the Merdeka Teaching Platform (PMM).

The merdeka curriculum was implementing in the 2023/2024 school year. MTs Laboratorium Jambi Province itself is included in the independent learning category, in students learning must be in accordance with the existing answer key, if now the answers are free but still with reference to the answer key but with a different version in terms of the project, a lot is done. (*interview with Mrs Helda Ningsih, S.Pd., M.Pd on 1 Agustus 2024*).

Based on the description above, the researcher interested in further researching the advantages and disadvantages of the implementation of learning in the merdeka curriculum at MTs Laboratorium Jambi Province.

⁹ Barlian, Solekah and Rahayu, *Implementasi Kurikulum Merdeka*. 6320.

¹⁰ Minister rule of Minister rule Decree of The Minister of Education and Culture of The Republic of Indonesia.

THEORITICAL FRAMEWORK

Based on the conceptual framework above, it will be explain that the informants will the english teachers of Mts Laboratorium Jambi Province academic year 2023/2024. Etymologically, the curriculum is derive from Yunani, the “*curir*”, means that “a runner” and “*curere*” means that “ distance of race”. The curriculum is define as a period of education that must be take by students to obtain a diploma as a runner who had to take a distance of race to reach the finish line. The definition Curriculum from Ralp Tyler (1949):

...learning takes place through the experiences the learner has... “learning experience”...[The curriculum concist of]...all of the learning of students which is planned and directed by the school to attain its educational goals.

Henry C. Morrison (1940) said that *the content of instruction without references to instructional ways or means*¹¹ and Romine (1941) said that

*...curriculum is interpreted to mean all of the organized courses, activities, and experience which pupile have under direction of the school, whether in the classroom organisatoris not.*¹²

A curriculum is a plan for learning process consisting of two major dimension vision and structure. The term curriculum became more popular as more and more definition of the curriulum arise. Based on the results of the collection of information about the word curriculum in 1915-1980, has obtained several statements that can be develoved as a definition of the curriculum as Hilda Taba said:

¹¹Asep Herry Hernawan, Rudi Susilana, "Konsep Dasar Kurikulum", Journal Pendidikan,no.1(2017):https://file.upi.edu/Direktori/FIP/JUR_PEND_LUAR_BIASA/19629061986011.

¹²Sholeh Hidayat, *Pengembangan Kurikulum Baru*, 19.

“A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum”¹³.

The definition of curriculum according to education government regulation number 19 year 2005 on national education standards, is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals.¹⁴

In large sense, as mentioned in the Sisdiknas law number 20 of 2003 that curriculum is: achieve a particular purpose “A set of plans and the setting of objectives, content and learning materials and how to use as a guide for learning activities to achieve a particular purpose”¹⁵.

Based on the above opinions, it can be conclude that the curriculum is a set of learning plans prepared by an educational institution, both formal and informal, to be used as the main reference to achieve the educational objectives of learning itself.

1. The Functions of Curriculum

Curriculum has functions as a guide or reference. The functions of curriculum are different according to each of the parties such as for headmaster is guideline to regulate and guide everyday activities in school and barometer of the success of the educational program. As for the community, the curriculum serves as a guide to provide assistance for the implementation of the educational process at the school.¹⁶

2. The Curriculum Change

¹³Toto Ruhimat, et.all, *Kurikulum dan Pembelajaran*, (Jakarta: Rajawaali Pers, 2012), 4.

¹⁴Kunandar, *Guru Profesional*, (Jakarta: Rajawali Pers, 2011), 124.

¹⁵**Republik of Indonesian anactment number 20 2003 year, “Sistem Pendidikan Nasional”**, (Bandung: Citra Umbara, 2003), 6.

¹⁶Toto Ruhimat, *Kurikulum dan Pembelajaran*. 9.

A change is a process to make something or a conditions hopefully better. Curriculum change happens with reasons and purposes, of course to make it more relevant.

In the 20th century, changes in the curriculum are also caused by the change of ideas about the curriculum itself. The changes of ideas are caused by the development of psychology, anthropology, and sociology. The changes of ideas include.

The changes of emphasis on rote learning and memory, and mental discipline to the purpose, meaning, and motivation to achieve the goals in the learning process.

1. The change of belief in tradition and subjective opinions to users of methods and results of scientific discovery as a basic process of education (educational technology).
2. The change in the pattern of curriculum development by experts who select and prepare materials based on the logic of each discipline towards broad participation from the teachers, students, community or society and experts to identify the goals of education and ways to achieve them.¹⁷

3. Merdeka Curriculum

Merdeka is a new policy program of the Ministry of education and culture of the Republic of Indonesia released by way of the Minister of education and culture of the Republic of

¹⁷**S. Nasution, *Asas-asas Kurikulum*. (Bandung: Jemmars, 1988), 17.**

Indonesia, Mr. Nadiem Anwar Makarim. Merdeka itself can be interpreted as freedom of idea. the main essence of freedom of notion comes from educators or instructors. If as an educator you do not sense independent in teaching, it'll bring about the absence of independence felt by means of college students.¹⁸

The merdeka curriculum has the advantage that the first is simpler, the second is more independent, because schools have the authority to develop and manage the learning curriculum according to the characteristics of education units and students, the third is more relevant and interactive.¹⁹

Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of the Pancasila learner profile are developed based on specific themes set by the government. The project is not directed to achieve specific learning outcome targets, so it is not tied to subject content.²⁰.

¹⁸ Naufal, H., Irkhamni, I., & Yuliyani, M. (2020). Penelitian Penerapan Program Sistem Kredit Semester Menunjang Terealisasinya Merdeka Belajar di SMA Pekalongan. *Jurnal Konferensi Ilmiah Pendidikan*, 1(1), 140–146.

¹⁹ Numertayasa, I. W., Putu, N., Astuti, E., Suardana, I. P. O., & Pradnyana, P. B. (2022). *Workshop on Review and Implementation of Merdeka Curriculum at SMP Negeri 3 Selemadeg Timur Introduction*. 3(3), 461-468.

²⁰ Barlian, Solekah and Rahayu, *Implementasi Kurikulum Merdeka. 2105-2015*.

The Merdeka curriculum has several advantages. Learning is deeper, meaningful, unhurried and fun. The second advantage is that it is more independent. The advantage is that it is more relevant, and interactive. In this case, learning is mostly done through project work and given the freedom to learners to actively explore, explore and describe actual issues such as environmental issues, circular economy, sanitation and so on to foster the ability of *critical thinking*, *careness* and creativity, *complex problem solving* as a form of character development and competence of the Pancasila Student Profile.²¹

a. The concept of Merdeka Curriculum at the senior high school level

1) Curriculum Structure, Pancasila Learner Profile (PPP) becomes a reference in the development of Content Standards, Process Standards, and Assessment Standards, or Curriculum Structure, Learning Outcomes (CP), Learning Principles, and Learning Assessment. In general, the New Paradigm Curriculum Structure consists of intracurricular activities in the form of face-to-face learning with teachers and project activities. In addition, each school is also given the flexibility to develop additional work programs that can develop the

²¹ Priantini, D. A. M. M. O., Suarni, N. K., & Adnyana, I. K. S. (2022). *Analisis Kurikulum Merdeka dan Platform. Jurnal Penjaminan Mutu*, 8(2), 243–250.

competencies of their students and these programs can be adjusted to the vision and mission and resources available at the school.

- 2) The interesting thing about the New Paradigm Curriculum is that if in the 2013 KTSP we recognize the terms KI and KD, namely the competencies that must be achieved by students after going through the learning process, then in the New Paradigm Curriculum we will be acquainted with a new term, namely Learning Outcomes (CP) which is a series of knowledge, skills and attitudes as a continuous process that builds complete competence. Therefore, every learning assessment that will be developed by teachers must refer to the learning outcomes that have been determined.
- 3) When viewed from the number of lesson hours, the New Paradigm Curriculum does not determine the number of lesson hours per week as has been the case in KTSP 2013, but the number of lesson hours in the New Paradigm Curriculum is determined per year. So that each school has the convenience to organize the implementation of its learning activities.
- 4) For science and social studies subjects at the high school level, specialization or majors in science, social studies, and language will be re-implemented in grades XI and XII. In implementing the New Paradigm Curriculum, the Ministry of

Education and Culture provides a number of supports to schools. The Ministry of Education and Culture provides Teacher's Books, teaching modules, a variety of formative assessments, and examples of education unit curriculum development to assist and students in the implementation of learning. Modules are recommended to be prepared by the respective subject teachers. However, if at the initial stage teachers are not capable enough to prepare learning modules, then they can use modules that have been prepared by the Ministry of Education, Culture Research and Technology.²²

b. The planning and Implementation Merdeka Curriculum In Learning

Based on Ministerial Decree Number 262 / M / 2022 Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56 / M / 2022 concerning Guidelines for Implementing the Curriculum in the Framework of learning recovery there are several Planning and Implementation of Learning and Assessment, namely:

- 1) Assessment at the beginning of learning can be done to identify learners' learning needs, and the results are used to design learning that is appropriate to the learners' stage of

²² Barlian, U. C., Solekah, S., & Rahayu, P. (2022). *Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan*. 2120-2130.

achievement. In special education, diagnostic assessment is carried out prior to lesson planning as a reference for developing an Individual Learning Program (IEP).

2) educators use teaching modules provided by the government and/or make teaching modules referring to teaching modules provided by the government, then these educators can use teaching modules as learning planning documents, with components consisting of at least learning objectives, learning steps, and assessments used to monitor the achievement of learning objectives.²³

c. Learning Implementation Concepts Merdeka Curriculum

Learning in the classroom according to the characteristics of learners, in this case this learning can be called differentiated learning which is carried out with the aim that each child can achieve the expected learning objectives.

Based on Ministerial Decree Number 262 / M / 2022 Amendment to the Decree of the Minister of Education, Culture, Research and Technology Number 56 / M / 2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery, there are several learning principles, namely:

1) Learning is designed by considering the developmental stage and current achievement level of learners, in accordance with

²³ Decree of The Minister of Education and Culture of The Republic of Indonesia.

learning needs, and reflects the characteristics and development of participant.

2) Relevant learning, learning designed according to the context, environment and culture of learners, and involving parents and communities as partners and Sustainable future oriented learning.²⁴

d. Concept of Learning Evaluation in Merdeka

Implementation of formative and summative assessments. Formative assessment aims to monitor and improve the learning process and evaluate the achievement of learning objectives. This assessment is conducted to identify learners' learning needs, obstacles or difficulties they face, and also to obtain information on learners' development. The information is feedback for both learners and educators. Summative assessment at the primary and secondary education levels aims to assess the achievement of learning objectives and/or students' CP as the basis for determining grade promotion and/or graduation from the education unit.²⁵

METHOD

²⁴ Decree of The Minister of Education and Culture of The Republic of Indonesia.

²⁵ Anggraeni, P., & Akbar, A. (2018). Conformity of Learning Implementation Plan and Learning Process. *JOURNAL OF BASIC CHARM*, 6(2), 55-65.

In this study is according to Moleong states that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behaviour, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilising various natural methods.

The study using qualitative methods, using descriptive qualitative research methods because it aims to describe the problems that arise and describe the data in the form of words according to the facts during the research.

Qualitative research is about immersing oneself in a scene and trying to make sense of it whether at a company meeting in a community festival, or during an interview²⁶. Qualitative research is means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem²⁷. It means that qualitative research is a method that how can the researcher immersing themselves in anywhere for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

In accordance with the procedure, then the ways of collecting the data in this research will be carried out using three kinds of data collection techniques, namely :

²⁶ Sarah J. Tracy, “Qualitative Research Methods”, (United Kingdom, Wiley Blackwell 2013), 3, <https://www.pdfdrive.com/qualitative-research-methods-d18822833.html>

²⁷ John W. Creswell, “Research Design”, (Los Angeles, Sage 2009), 4, <https://www.pdfdrive.com/research-design-qualitative-quantitative-and-mixed-methods-approaches-e157877581.html>

Observation In this research, researcher will do use Observation, it is the systematic recording of observation and the element that appear in an object of symptoms in research.²⁸

In this study will researcher conduct observation activities with students in the learning proces of English and school are doing in support of the implementation merdeka curriculum at Mts Laboratorium Jambi Province.

1. Interview

The interview question is also use in this research. For the interviews it will be conducted with headmaster, division of curriculum, and English teachers at at Mts Laboratorium Jambi Province.

2. Documentation

This qualitative research will use the method of documentation. The researcher will use documentation method for take a pictures students' teaching learning process using merdeka curriculum, interviews headmaster, devision of curriculum, three English teacher's. Source of data involve, interviewing with headmaster, division curriculum, three English teachers, in selecting informants, researchers used purposive sampling techniques. Sugiono (2024) stated that the purposive sampling is a sampling technique with certain considerations. Researchers use this technique to select samples that have certain criteria or characterictics that are relevant to the research objectives. Teaching documents, natural teaching process, and learning evaluation are observed by the researcher.

The researcher must estabilish the validity of the setting findings,which means determining the credibilty of the fendings to ensure the accurasy of the findings and interpretations through various stratigeis such as triangulation.²⁹

²⁸Affifudin and Beni Ahmad Saebani, *Metodologi penelitian Qualitattif*, (Bandung: Pustaka setia 2009), fist edition, p.134

²⁹ Creswell, "Education Research". 32

RESULT AND DISCUSSION

The result of this study were obtained through observation, interviews, and documentation studies, with research sources, namely the principal and English Teachers of MTs Laboratorium Jambi Province. The data collection process was conducted through interviews and observations on all research data sources. Then the validity of the data is done by triangulation on data sources and data collection techniques.

The research questions to this study include (1) How is merdeka curriculum implemented at MTs Laboratorium Jambi, (2) What are the obstacle and challenges in implementing the merdeka curriculum at MTs Laboratorium Jambi.

1) How is merdeka curriculum implemented at MTs Laboratorium Jambi, Based on the interview with the MTs laboratorium Jambi Province, the implementation of merdeka is a new curriculum and its implementation has only been implemented this semester.

Based on the observation result above conducted by the researcher, English teachers conducted a number of activities for the students step by step in teaching learning process. They were observation, question, and communication. In each activity either observing, questioning, communicating, there are also several activities conducted by the teacher. For example in observation activity, the teacher demonstrated how to describe someone characteristics.

a. socialization

Various efforts have been made by educational units to develop and advance education and achieve the stated educational goals. according also at MTS Laboratorium Jambi province Based on this, of course the curriculum must have an important role as a guide in learning activities because in its implementation, learning activities always start and lead to the components of the lessons that have been

determined in the curriculum. Thus, teachers in designing learning programs and implementing the learning process will always be guided by the curriculum.

b. Project-Based Learning

Based on this, it can be understood that the existence of the Pancasila Student Profile is expected to run smoothly and be well realized so as to produce Indonesian students who are noble, have qualities that can compete nationally and globally, are able to cooperate with anyone and anywhere, are independent in carrying out their duties, have critical reasoning, and have creative ideas to develop. So that students can apply what they learn while in school in everyday life, so that they can benefit themselves and the surrounding environment.

In addition to P3 or the profile of Pancasila students, learning is also carried out by referring to several learning principles such as the PBP model (project-based learning) where the learning model in its implementation can teach students to master process skills and their application in everyday life so as to make the learning process meaningful. This project-based learning is known as P5 or the Pancasila Profile Strengthening Project. In this Merdeka curriculum, 20-30 percent of lesson hours (JP) are used for character development of the Pancasila Student Profile through Project-Based Learning. Project-based learning is a learning model that provides opportunities for teachers to manage classroom learning by involving project work. To facilitate education units, the government, in this case the Ministry of Education and Culture, provides seven themes in carrying out project-based learning, namely Build the Soul

and Body, Engineering and Technology to Build NKRI, Unity in Diversity, Sustainable Lifestyle, Local Wisdom, Entrepreneurship and Voice of Democracy.

The results of the interview with the head of the MTs Laboratorium Jambi Province and can be stated as follows:

“Project-based learning is a project-based curricular activity designed to strengthen efforts to achieve competence and character of learners, where students carry out simple but fun activities. but fun. P5 aims to make the education unit a learning organization that contributes to the environment and its surroundings. In P5 there are stages that teachers must do such as determining the theme to be chosen with the assistance of their respective subject teachers then designing a project that is in accordance with the chosen theme.”³⁰

In a follow-up interview session with the principal he also explained that, “For MTs Laboratorium has implemented several themes such as the theme of entrepreneurship. where there are classes that become sellers and some become buyers or we call it *harvesting results*, this is to represent the spirit of business for students.”³¹

Based on this, it can be understood that this Pancasila strengthening project is a co-curricular activity that is carried out in a simple but fun way. Where students can contribute to each other and work together with the teacher to produce real work. In the process of implementing P5, teachers and students must determine what theme to choose and then design the project model to be carried out.

In an interview session with an English teacher, Mrs. Helda Ningsih M.Pd, it can be stated as follows

“Regarding project assignments or Pancasila student projects, there are several things that can be applied, especially in driving schools. This project-based learning is a form of realization of learning values that occur between students and teachers and can be seen in a real and complete form of real work. and in this laboratory mts

³⁰ Interviewed with Informants AM, on September 2024

³¹ Interviewed with Informants AM, on September 2024

will begin to be implemented after the end of this semester for the harvest of its P5 results.”³²

2.) What are the obstacle and challenges in implementing the merdeka curriculum at MTs Laboratorium Jambi Province.

In the process of implementing an merdeka Curriculum, it does not necessarily run smoothly, especially considering that the curriculum is still in its early stages of implementation. In terms of planning, the problem that often arises when the implementation of the new curriculum is implemented is the difference in paradigms between curriculum developers and curriculum users. Where curriculum users, such as teachers, need a certain amount of time to understand the characteristics of the new curriculum and need time to design learning tools such as learning outcomes, objectives and teaching modules. Various responses given by teachers to the new curriculum. As implementers, educators must be able to understand, manage and run it. The problem is that there are still many educators who are considered to lack understanding and insight. In simple language, it can be said, how can an educator be able to implement it but still has minimal understanding of it.

In terms of implementation, there is still much that must be addressed in each education unit, such as infrastructure that must be adequate in order to help the implementation of the curriculum be carried out properly. Meanwhile, in terms of evaluation, educators are still minimal in using evaluation tools that are in accordance with learning. Initially, it was very difficult for the driving school to run the Merdeka Curriculum, because of the various things that must be understood, must be understood and must be able to carry out in activities as a Driving School. However, all stakeholders remain optimistic that they will be able to get through the existing problems, this is because there is a lot of support from the government, related agencies and equipped with instructors.

³² Interviewed with Informants HN, on Oktober 2024

With the results of interviews with the head of MTs, namely Mr. Dr. H. Amirul Mukminin, A.M. Pd.I can be stated as follows,

"Given that the curriculum is still at an early stage in its implementation, it has only been a few months, Mr. Hendri, so various obstacles have been found and it can be said that the limited competence of teachers related to the implementation of the merdeka Curriculum, for example, some teachers still do not fully understand what independent learning is, so that in the application of learning they still use old-fashioned learning styles. Some teachers still dominantly use the lecture method, and students listen. Learning is still teacher-focused. Teachers also have difficulty preparing learning administration in accordance with the merdeka Curriculum guidelines and the lack of use in learning, so God, in the future we will continue to guide and appeal to teachers and implement the merdeka Curriculum even though assistance from the government, especially tools, is already in the school."³³

From other interview sessions with head master, the following can be stated:

"The problem factor at MTs Labor is in terms of fulfilling facilities and infrastructure at school, although it is not significant because alhamdulillah our school has also begun to complete its facilities, because we are an Islamic school and of course under the auspices of FTIK UIN STS Jambi, of course receiving from its direction, so in the future there are things that need to be addressed and completed, in this case for the smooth process of implementing an merdeka Curriculum at school. but we will always continue to improve both school facilities, books and human resources."³⁴

Based on this, it can be understood that the various Initial Difficulties in implementing the Merdeka Curriculum are related to the limited competence of teachers related to the implementation of the merdeka Curriculum so that teachers need an in-depth understanding of the implementation of the merdeka Curriculum in this case the teacher still

³³ Interviewed with Informants AM, on September 2024

³⁴ Interviewed with Informants AM, on September 2024

does not fully understand what independent learning is, so that in the application of learning, they still use old-fashioned learning styles such as still cultivating the lecture method in the learning process.

CONCLUSION

Based on the findings and dicussion of this research, it can be conclude that :

1. The difficulties faced by the English teachers in implementing merdeka curriculum cause the students' can not active during teachng learning process. The teacher A said, In implementation is difficult because to implementing curriculum have a many problem, such as : students' is not active during teaching learning process, the students' can not traslate into Indonesia language make their not understand the material, lack of books for implemention merdeka curriculum.
2. English teachers in MTS Laboratorium have the same problem to implementation merdeka curriculum, such as : students' can not understand the material, the most of students' is not active during teaching learning process, teacher do not have media of learning for implementation especialy English teachers. English teachers explained the material like KTSP curriculum, teachers more active then students' to improve students' English skill.

Here, the researcher tries to give some suggestions related to his research, the researcher hopes that these suggestion will be usefull, especially for the teachers and for the students'.

1. For the teachers

Based on interview three English teachers in school, the researcher conclude three English teachers do not have problem in implementation merdeka curriculum because their have a training before implementing merdeka curriculum.

In this research, the writer hope this result research would be the usefull contribution for the teachers in teaching learning process should be more creative in implementation merdeka curriculum to improve characteristic students' especially for English lesson.

2. For the school

The school should help the teachers and the students in learning activity by providing the learning facilities.

3. For the students'

The students' should study hard and get information from outside the school like follow the course and should be active during teaching learning process.

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