JUNIOR HIGH SCHOOL ENGLISH TEACHERS' PLANNING ON *MERDEKA* CURRICULUM

Helmia Latifa
Master of English Education Department
Universitas Muhammadiyah Surakarta, Indonesia
Email: helmia2000@gmail.com

Koesoemo Ratih
Master of English Education Department
Universitas Muhammadiyah Surakarta, Indonesia
Email: kr263@ums.ac.id

Maryadi
Master of English Education Department
Universitas Muhammadiyah Surakarta, Indonesia
Email: mar243@ums.ac.id

Abstract: The purpose of this study was to determine teachers' planning for implementing Merdeka curriculum in teaching English. This research is phenomenological research. Researchers used observation, interviews, and documentation to obtain data. The research data are statements from English teachers, principal, and deputy principals in the field of curriculum, pictures from observations, and documentation. The results of this study showed that the teacher made four plannings` for the implementation of Merdeka curriculum. These plannings are assessment, teaching device, flow of learning objectives, and teaching modules. Therefore, these plannings are carried out by the teachers so that the implementation of Merdeka curriculum in learning English is successful. School needs to develop professionalism for teachers to increase understanding of Merdeka curriculum, especially in English language learning.
Keywords: *Merdeka curriculum; planning; teaching English.*

INTRODUCTION

The curriculum is the guideline in education. Many changes have taken place in educational programs around the world. One of them is in Indonesia. The school curriculum in Indonesia has experienced multiple revisions. In the previous year, Indonesia implemented Curriculum 13. A few years later, the government replaced Curriculum 13 with *Merdeka* curriculum. This curriculum change occurs during the COVID-19 pandemic. Indonesian education is replacing online learning with offline learning. Since COVID-19 passed, the government has changed the curriculum in schools. These changes have caused confusion among teachers in implementing *Merdeka* curriculum at all levels, in which specialist teachers are put to work in areas that require special expertise. As a professional educator, a teacher's primary mission is to educate, train, lead, guide, and evaluate students to plan the upcoming generation will confront the fresh obstacles of the 21st century. (E W Abbas et al.,

2021).

Merdeka learning is defined as a program of study that provides opportunities for students to relax, learn without stress, have fun without stress, and focus on their natural talents. The essence of *Merdeka* learning is the freedom to think creatively. The role of the teacher as the central agent should be to take steps to provide something positive to the students (Ainia, 2020). The results of the learning philosophy are reflected in the reorganization of the country's education system. We welcome the changes and development of the country as it adjusts to the changing times (Yamin & Syahrir, 2020).

There are changes in learning in this *Merdeka* curriculum. These changes are indirectly felt by the teacher. Teachers experience changes in learning in schools. Starting from school programs, learning processes, learning materials, and others. In fact, many teachers have not implemented these curriculum changes. This is because teachers feel they do not have sufficient

experience using learning tools in the teaching and the learning process in the Merdeka curriculum is an important aspect to consider. This is essentially a form of planning and professionalism training for teachers through experience to renew their quality and professional abilities (Rahayu, 2018).

Apart from that, this has Affects the learning conducted by teachers in the classroom. English learning consists of many materials and is a new subject for some students. This makes the teacher feel the difference. So, teachers should carefully strategize the execution of the Merdeka curriculum with utmost precision. so that learning runs smoothly and in accordance with government decisions.

The 21st century is a time when the application and utilization of information technology were almost fully used during the COVID-19 pandemic, namely the implementation of all activities online. As a result, many changes occurred in various fields. One of them is education (Ersis Warmansyah Abbas et al., 2021). With these changes, schools that use *Merdeka* curriculum must plan various kinds of plannings for the implementation of *Merdeka* curriculum in teaching and learning. The plannings were carried out by the principal, assistance director of curriculum, and teachers. The plannings made in planning for learning are assessment, teaching devices, the learning goal flow, and teaching modules.

Assessment in learning is a main activity to monitor students' abilities in learning. Teaching devices are employed to provide direction in the process of teaching and learning, ensuring that teaching and learning can progress according to a predetermined learning plan. In changing the curriculum, the government has prepared regulations or decisions regarding the Merdeka curriculum. The Merdeka Curriculum has been addressed by the government through the issuance of the Minister of Education and Culture's Decree. This decision serves as a guide for schools and teachers in planning the use of the Merdeka curriculum in the schools. In this decision there are several points belonging to the *Merdeka* curriculum. One of the tasks involves strategizing the execution of the Merdeka curriculum. There are multiple options available that have the potential to be carried out by teachers, including assessment, teaching modules, learning goal flow, teaching devices. With a decision regarding the *Merdeka* curriculum, teachers can plan according to that decision.

Many previous research explained the implementation of the Merdeka curriculum. Previous research from (Nugraheny et al., 2023) who found that learning planning in *Merdeka* Curriculum used teaching modules, project system, and diagnostic assessment. Another research from (Muhafid & Retnawati, 2022) that explains implementing *Merdeka* curriculum, the teachers' planning are teaching devices and teaching modules.

Previous studies on *Merdeka* curriculum have been conducted. These studies investigate the application of the Merdeka curriculum, *Merdeka* curriculum successfully implemented in schools (Rosadi & Andriyani, 2020; Rokhyani, 2022; Aranggere, 2022; Usman et al., 2022; Jannah et al., 2022; Yaelasari et al., 2022; Aprima & Sari, 2022; Sumarsi et al., 2022; Maghfiroh & Sholeh, 2022), *Merdeka* curriculum cannot be implemented in schools (Jatmiko & Putra, 2022; Arifa, 2022; Angga et al., 2022; Khusni et al., 2022; Susilowati, 2022; Hutabarat et al., 2022), Differences and similarities between *Merdeka* curriculum and curriculum 13 (Nugroho & Narawaty, 2022; Rohimajaya et al., 2022; Astini, 2022). Teachers' planning (Juliani, 2022; Muhafid & Retnawati, 2023; Nugraheny et al., 2023). All these research problems are related to *Merdeka* curriculum.

There are several changes to *Merdeka* program, one of which is related to implementation in learning. The implementation being referred to is the instructional process or the sequence of learning activities conducted by the instructor within the classroom. In the event of a curriculum change, it is necessary to make plans for the implementation of the Merdeka curriculum. This occurred due to the implementation of the Merdeka curriculum being distinct from previous methods.

Even though there has been a lot of research regarding the Merdeka curriculum, researcher can provide valuable insights on its implementation and preparation. There is still a need to research how English teachers plan for *Merdeka* curriculum. The novelty and difference in this research are in the participants and the theory. Many studies have participants who are elementary school teachers and non-English teachers. This study examines the strategic planning of English teachers in junior high schools who are implementing the Merdeka curriculum, following the guidelines provided by the *Permendikbudristek*. Thus, the objective of this study is to elucidate the process of adopting the Merdeka curriculum in English language instruction.

METHOD

This research is qualitative. The design of this research is phenomenological. Researchers used phenomenology as an approach to exploring qualitative data. The objective of this research is to analyze the fundamental nature or organization of human consciousness experiences (Tuffour, 2017). Phenomenology is also defined as a view of thinking that emphasizes the focus on human experiences and subjective stories and interpretations of activities in the world (Moleong, 2007).

Qualitative methods are research that has the aim of understanding what phenomena are Research subjects often encounter a wide range of factors, such as behavior, perception, motivation, behaviors, and more, from a holistic perspective. Typically, qualitative methods involve using words and language to describe things in a natural setting, using natural techniques. (Moleong, 2004).

This research uses qualitative methods as the researcher's explanation for studying teacher planning in implementing the Merdeka curriculum into English language education. This qualitative method produces descriptive data that can be presented in more detail. One of the uses of qualitative research is by researchers who want to carry out research on everything in terms of the process.

Phenomenological studies were used in conducting this research. The researcher's motivation stems from a genuine curiosity to delve deeper into the experiences reported by key informants. Qualitative research methods do not depend on evidence derived from mathematical logic, numerical concepts, or statistical approaches. Qualitative research aims to preserve the form and content of human behavior while assessing its qualities; some experts even convert it into qualitative entities (Mulyana, 2003).

The participants are one principal, one head of curriculum, and two English teachers. They were selected through purposive sampling. Purposive sampling involves selecting samples based on certain criteria in order to meet desired objectives and identify the appropriate sample size. (Sugiyono, 2018). Purposive sampling also means that the researcher selects individuals and places to research because they can certainly provide a comprehensive analysis of the research challenge and the phenomenon being studied. (Creswell, 2015).

Researchers used observation, interviews, and documentation. Observations were carried out in class 7. In their observations, researchers examined the teachers' plan in class. Researchers observe in the class to discover the strategic approach taken by the school principal, assistant director of curriculum, and English instructors in implementing the Merdeka curriculum. In interview, researchers used semi-structured interview to find out the planning for implementing *Merdeka* curriculum carried out by principal, assistant director of curriculum, and English teachers. There are eight question points in interview. The interview was conducted for 15–30 minutes. The researchers recorded all conversations during the interview. Researchers review the document related to teachers' plan of Merdeka curriculum. Document review is a valuable method for gathering information about instructors' strategies for implementing the Merdeka curriculum. The documentations are teaching materials, semester program, annual program, and teaching modules used by teachers in learning. Researchers looked at the teaching materials and promissory notes used in accordance with classroom learning.

In this research, researchers used phenomenological analysis techniques. Phenomenological analysis is an approach to qualitative data analysis that aims to understand individuals' subjective experiences in dealing with certain phenomena or events. In this technique, qualitative data is collected through interviews, observation, and documentation to identify elements of individual experiences and associated meanings. So, the researcher carried out observations, interviews, and documentation to collect data, then carried out analysis using phenomenological analysis to identify teacher planning to effectively utilize the Merdeka curriculum in English language instruction.

RESULTS AND DISCUSSION

Teachers' planning of *Merdeka* curriculum in English language instruction. Teachers' plannings include assessment, teaching device, learning goal flow, and teaching modules.

Assessment

First, teacher must understand assessment. The assessments used by English teachers are summative and formative assessments. The techniques used to evaluate written examinations, oral tests, and assignments. Assessment can be done daily, weekly, or semesterly. Assessment can also be done orally and in writing. The following was figure evidence from the assessment

Fill the blank with "there is" or "there are"

1. We see it, _____ a whiteboard in front of the classroom

2. I want to watch movies this weekend, _____ many movie that I interested for.

3. My mother buys many fruits, but _____ one of my favourite fruit. It call Dragon Fruit.

4. Look! _____ two cats under the car!

5. _____ so many foods, they all look so delicious.

6. _____ a teacher that teaches students in the classroom.

7. I find so many colour of cars, but _____ one colour that I like.

8. My brother is happy, _____ so many people people wishing him happy birthday.

9. _____ lots of delicious foods that I can find in restaurant.

10. I put books on my table, _____ some English book, Dictionary, and many more.

11. I see _____ some choice of white clothes that you can choose.

12. This cake is delicious, I think _____ a lot of milk in it.

13. _____ only 1 black bag left.

14. _____ more than ten glasses in my kitchen.

Figure 1. *Assessment*

The picture above is an example of an assignment given by the teacher to students. The questions are derived from the content that the teacher has covered during class. In these questions, students are asked to fill in the blank space in the middle of the sentence. Students choose answers from the command sentences above the questions. From the picture above, the teacher uses the essay question technique for summative and formative assessments.

Figure 2. *Diagnostic cognitive assessment*

The picture above is figure evidence of diagnostic cognitive assessment given by the teacher to students. The questions are derived from the content that the teacher has covered during class. In these questions, students are asked to fill in the blank space in the middle of the sentence and answer the questions. Students choose answers from the command sentences above the questions. From the picture above, the teacher uses the essay question technique for summative and formative assessments.

"I evaluate it based on the value of daily assignments, daily tests, UTS, and UAS. The way to judge it, for example in the daily, when I will finally give you feedback. Later, in UAS and UTS, I will give separate points to assess the final average to enter the report card. I use rubric like that, which is from 0 to 100. My holistic rubric uses a holistic rubric. Compared to another rubric, this one is clearer and easier to implement." (Teacher 1)

The same statement was also conveyed by teacher 2. Teacher 2 said that he evaluates students with daily tests, midterm tests, and final semester tests. One might observe and gather insights from the observations and interviews conducted by the researcher. When observing, the researcher found that Teacher 2 did an evaluation with daily tests and a question-and-answer session at the end of the lesson.

"The first is the daily formative evaluation. So, after I convey it, I will give you an assignment as an evaluation. In fact, evaluation is a form of the teacher's lack of trust in students. So, these children. Then there is also the middle of the semester, and then there is also the end of the semester. The form of the questions is usually formative, mostly essay or oral. Oral is more contextual and real. So, if students cannot do it, it really cannot be done. But for mid test, there are mostly multiple-choice questions and essays. This is at the end of the semester, usually an essay with multiple choices too." (Teacher 2)

So, from the data above, what are understood by the teachers in the assessments are formative assessment, summative assessment, and diagnostic assessment.

Teaching device
Second, the teachers explained that the planning of teaching device in *Merdeka* curriculum was quite good, the teacher had planned carefully and well. Principal said that the planning through MGMP activities at the district level and working group level. Apart from that, teachers also have *Merdeka* PNM training.

"Since the beginning, we have had several ways to provide readiness to teachers regarding ATP, teaching modules. The first is that we facilitate teachers' development of all these tools through MGMP activities at the district level and working group level. Second is in PMM in Merdeka training, teachers can download it in full there." (Principal)

The same statement from assistance director of curriculum about planning teaching device. She said that planning of teaching device has been carried out by the teacher with the MGMP.

> "In the workshop, we gave an example, in fact, we gave an example from the centre. There was an example of how to make this teaching module. Merdeka curriculum already has an example of a teaching model. The beginning of the year we started to make it even though we did not include all the material. We learn to make one or two lessons, and we do all of that together in a maple group at school. It is called MGMP." (Principal)

Besides that, there were plannings from English teachers. Planning of teaching modules by English teachers. The plannings made by the English teachers included participating in MGMP activities, searching for information on the internet, and asking teachers from fellow study programs. The plannings made by the English teachers are also proven by the evidence of the teaching module that they have made. The following was table of teaching module that has been created by the English teacher.

Initial Competency	Students observe pictures of objects shown by the teacher.
Class/Achievement Phase/Semester	VII/Phase D/1
Element/Topic	Listening-Speaking Reading- Viewing Writing- Presenting Prepositions, There is and There are
Time Allocation	2 hours of lessons
Meeting to	2
Pancasila Student Profile	Cooperation Independent
Facilities and Infrastructure	1. Laptop/Computer/HP 2. Package Book
Target Students	Regular/typical
Learning Model	Project Based Learning

Figure 3. *Example of teaching module*

The table above is a teaching module made by English teachers are currently in the process of planning how to effectively apply the *Merdeka* curriculum into their English teaching. The teaching modules made by the teachers are in accordance with the guidelines or criteria for *Merdeka* curriculum teaching module. So, based on the teaching module, which aligns with the criteria, the learning in class is according to plan. The teaching module is made as a guide in the pursuit of each class meeting. So that teachers know what they must do in class. Besides figure evidence, there are evidence from teacher 1 and teacher 2's statement. The following was statement from Teacher 1 and Teacher 2 regarding the planning of teaching module used in *Merdeka* curriculum.

> ''The teaching modules are already ready. For Prota, Promes and ATP are also ready and made with various reference sources, so it can be from the internet, friends, another teacher. Yes, it has been planned since the beginning of learning. To understand this Merdeka curriculum, I joined the English MGMP in the Regency so the English teachers would gather.'' (Teacher 1)

> ''If you say it is different, it is different, especially the term earlier, for example, before there was such a thing as KI KD now ATP, then if the previous RPP was determined like that, now we decide it ourselves, we just decide it ourselves. So, you are more flexible and more flexible. Yesterday at the beginning of the school year we and our friends could MGMP formulate which was the material for the first semester and which was for the second semester.'' (Teacher 2)

Furthermore, they also planning books that are used for learning. They said that they used the book Bright an English in their lessons.
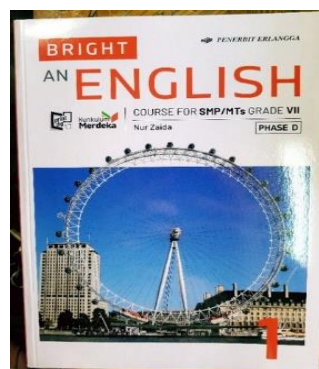

Figure 4. *Bright an English for grade VII*

The fgure above is a figure of the Bright an English package used by Teacher 1 and Teacher 2 in delivering English material to students in *Merdeka* curriculum.

> ''I am looking for books in bright an English. I am also looking for references from other sources or websites on the internet.'' (Teacher 1).

> ''I usually use books that are recommended from the Ministry, if this is the one from the Ministry, it is called English for Nusantara, so there is another one, what do I forget, then one of them is bright, so out of all of them, they were not all available, so in the end, I just took that.'' (Teacher 2).

From the data above, it can be concluded that the principal, assistance director of curriculum, and English teachers planned to develop teaching modules and teaching materials. The teaching

materials used are Bright an English books.

Learning goal flow
Third planning involved the careful analysis of the learning goal flow. The teachers provided an explanation regarding learning goal flow in the Merdeka curriculum was quite good, the teacher had planned carefully and well. The plannings were making learning objectives, making a learning goal flow, and determining the material to be delivered.

Followed by a statement from the principal about how the teacher was planning in planning learning outcomes in *Merdeka* curriculum. Teachers making learning objectives, making a learning goal flow, determining the material through MGMP activities at the district level and working group level. Apart from that, teachers also have *Merdeka* PMM training that can be done by every teacher.

> ''Since the beginning, we have had several ways to provide readiness to teachers regarding ATP, teaching modules. The first is that we facilitate teachers' development of all these tools through MGMP activities at the district level and working group level. Second, pnm in independent training teachers can download it completely there.'' (Principal)

The same statement assistance director of curriculum about learning outcome. She said that the planning of learning goal flow was carried out in workshops with maple teachers. In addition, there is also an MGMP for all teachers for each subject. This means that the planning of learning outcomes in *Merdeka* curriculum has been carried out by all teachers.

> ''In the workshop, we gave an example. Merdeka curriculum already has an example of a teaching model. We have been given an example, so at the beginning of the year we started to make it even though we did not include all the material. We learn to make one or two lessons, and we do all of that together in MGMP.'' (assistance director of curriculum)

On the other hand, there are planning of learning goal flow by English teachers. The plannings made by the English teachers included participating in MGMP activities, searching for information on the internet, and asking teachers from fellow study programs. The plannings made by the English teachers are also proven by the evidence of the schema learning objective that they have made. The following was table evidence of schema learning objective that have been made by the English teacher.

| Element: |
| Scrutinize – Speaking |

Learning Outcomes:
Students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers, and other people in a variety of formal and informal familiar contexts. By repeating and replacing vocabulary, students understand the main ideas and relevant details from discussions or presentations on various familiar topics and in the context of life at school and at home. They are involved in discussions, for example giving opinions, making comparisons, and expressing preferences. They explain and clarify their answers using simple sentence structures and verbs.

Material*	Learning Objectives	Teaching Module**	JP
1	Students can greet other people.	1	1
1	Students can introduce themselves and others.	1	2
1	Students can recognize numbers, days, and months in English.	1	1

Figure 5. *Example of learning goal flow*

The figure above was a learning goal flow made by an English teacher in preparation to successfully apply the Merdeka curriculum in teaching English. The learning goal flow made by the teacher are in accordance with the guidelines or criteria for *Merdeka* curriculum schema learning objective. So, from the learning goal flow that is in accordance with guidelines, the learning in class is according to plan. The learning goal flow is made as a guide in the pursuit of each class meeting. So that teachers know what they must do in class. Besides documentation, there were evidence from teacher 1 and teacher 2's statement.

> The teaching modules are already ready. For Prota, Promes and ATP are also ready and made with various reference sources. To understand this Merdeka curriculum or what was the start of this Merdeka curriculum like? Initially, I joined the English MGMP in the Regency.'' (Teacher 1)

> ''If you say it is different, it is different, especially the term earlier, for example, before there was such a thing as KI KD now ATP, then if the previous RPP was determined like that, now we decide it ourselves, we just decide it ourselves, so in the past the term already had points, now we decide for yourself so you are more flexible and more flexible.'' (Teacher 2)

From the data above, the teacher has analyzed the making a learning goal flow.

Teaching module
Fourth, the teachers explained that the planning of teaching module in *Merdeka* curriculum was quite

good, the teacher had planned carefully and well. Principal said that the planning through MGMP activities at the district level and working group level. Apart from that, teachers also have *Merdeka* PNM training.

> ''Since the beginning, we have had several ways to provide readiness to teachers regarding ATP, teaching modules. The first is that we facilitate teachers' development of all these tools through MGMP activities at the district level and working group level. The second is in PMM in independent training, ladies and gentlemen, teachers can download it in full there.'' (Principal)

The same statement from assistance director of curriculum about planning teaching module. She said that planning of teaching device has been carried out by the teacher with the MGMP.

> ''In the workshop, we gave an example, in fact, we gave an example from the centre. There was an example of how to make this teaching module. Merdeka curriculum already has an example of a teaching model. We have been given an example, so at the beginning of the year we started to make it even though we did not include all the material. We learn to make one or two lessons, and we do all of that together in a maple group at school. It is called MGMP.'' (assistance director of curriculum)

Besides that, there were plannings from English teachers. Planning of teaching modules by English teachers. The plannings made by the English teachers included participating in MGMP activities, searching for information on the internet, and asking teachers from fellow study programs. The plannings made by the English teacher are also proven by the evidence of the teaching module that they have made. Here are some examples of teaching modules that have been created by the English teacher.

Figure 6. *Example of teaching module*

The figure above is a teaching module made by English teachers are tasked with planning for the implementation of the Merdeka curriculum in their English instruction. The teaching modules made by the teachers are in accordance with the guidelines or criteria for *Merdeka* curriculum teaching module. So, based on the Teaching Module, which aligns with the criteria, the learning in class is according to plan. The teaching module is made as a guide in the pursuit of each class meeting. So that teachers know what they must do in class.

> ''The teaching modules are already ready. For Prota, Promes and ATP are also ready and made with various reference sources, so it can be from the internet, friends, another subject. Yes, it has been planned since the beginning of learning to understand this Merdeka curriculum or what was the start of this Merdeka curriculum like? Initially, I joined the English MGMP in the Regency so the English teachers would gather. So, I was taught about Merdeka curriculum.'' (Teacher 1)

The English teacher 2 explained about the planning of teaching modules in *Merdeka* curriculum as follows. If you say it is different, it is different, especially the term earlier, for example, before there was such a thing as KI KD now ATP, then if the previous RPP was determined like that, now we decide it ourselves, we just decide it ourselves, so in the past the term already had points, now we decide for yourself so you are more flexible (Teacher 2).

In implementing *Merdeka* curriculum, teachers must plan assessment, teaching devices, learning goal flow, teaching modules. This finding is related to *Permendikbudristek* Nomor 262/M/2022 Point III.B. In the *Permendikbudristek*, it is explained about the planning and implementation of learning regarding the planning for the actualization of the Merdeka curriculum. There are six planning, but in the results, there are only four planning, namely planning in terms of assessment, teaching devices, learning goal flow, teaching modules. Recently, Nugraheny et al., (2023) found that learning planning in *Merdeka* curriculum used teaching modules, project system, and diagnostic assessment. The teachers outline three strategies employed in designing the actualization of the Merdeka curriculum. In other study from Muhafid & Retnawati (2023) found that in implementing *Merdeka* curriculum, the teachers' planning are teaching devices and teaching modules. They explain that there are two plans in planning the implementation of *Merdeka* curriculum.

Based on finding the teachers use formative and summative assessments. However, in *Permendikbudristek* Number 262/M/2022 Point II.B Number 1 explained about assessment, there is a diagnostic assessment before learning. Based on the above, the teacher has not implemented *Merdeka* curriculum fully, as indicated by the teacher not having carried out a diagnostic assessment. In other study from Alimuddin (2023) who found that teachers use diagnostic assessment in teaching and learning. Diagnostic assessment uses previous values as a reference for further learning. In this research, teachers used formative and summative assessment.

For teacher, teachers' plan in implementing *Merdeka* curriculum, teachers can take part in workshops, online and offline training so that the preparationmade by the teacher is good. For school administrator can provide facilities such as media, books for implementing independent curriculum. For policy makers prepare all aspects that support the introduction of the new curriculum, known as the Merdeka Curriculum, has been put into effect. The inclusion of a Merdeka curriculum in the formulation and implementation of education policy by teachers and the government is highly beneficial for achieving success in the classroom.

When it comes to preparing the implementation of the Merdeka curriculum, it is important to acknowledge that instructors and schools may encounter some problems. Teachers or schools can pursue innovative planning strategies, the application of technology in teaching, or new approaches to teacher training and professional development. So that planning in implementing *Merdeka* curriculum can be optimal or satisfactory.

CONCLUSION

Teachers' plannings include assessment, teaching devices, learning goal flow, teaching modules. First assessment, teachers use formative assessment, summative assessment, and diagnostic assessment. Second teaching devices, teachers develop teaching module, teaching material. Third learning goal flow, teachers develop learning objectives, develop a learning goal flow, determine the material to be delivered. Fourth teaching modules, teachers develop teaching modules presented to students. Teachers are expected to improve their ability to plan for the *Merdeka* curriculum learning. In addition, this research might serve as a valuable resource for earlier studies on the implementation of the *Merdeka* curriculum.

There are certain limitations to this research.

Firstly, the number of schools selected. Researchers only chose one school in Central Java. Many studies use elementary school teachers and non-English language teachers as data sources, while research that uses English teachers as data sources is rare. Therefore, the researcher hopes that future researchers can choose more school levels and teachers in future research. So that we can compare teacher planning in implementing *Merdeka* curriculum at each school and teacher level.

REFERENCES

Abbas, E. W., Jumriani, & Mutiani. (2021). Banua Anyar culinary tourism area : Study Of economic activities as a learning resource on social studies. *IOP Conference Series : Earth and Environmental Science*. https://doi.org/10.1088/1755-1315/747/1/012019

Abbas, Ersis Warmansyah, Jumriani, J., Handy, M. R. N., Syaharuddin, S., & Izmi, N. (2021). Actualization of religious values through religious tourism on the river as a source of social studies learning. *AL-ISHLAH: Jurnal Pendidikan*, *13*(3), 1663–1669. https://doi.org/10.35445/alishlah.v13i3.1013

Ainia, D. K. (2020). Merdeka belajar dalam pandangan Ki Hadjar Dewantara dan relevansinya bagi pengembangan pendidikan karakter. *Jurnal Filsafat Indonesia*, *3*(3). https://doi.org/10.23887/jfi.v3i3.24525

Alimuddin, J. (2023). Implementasi kurikulum merdeka di sekolah dasar implementation of kurikulum merdeka in elementary school. *Jurnal Ilmiah Kontekstual*, *4*(02), 67–75.

Angga, Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini. (2022). Komparasi implementasi kurikulum 2013 dan kurikulum merdeka di sekolah dasar. *Jurnal Basicedu*, *5*(5), 5879–5889. http://dx.doi.org/10.31004/basicedu.v6i4.3149

Aprima, D., & Sari, S. (2022). Analisis Penerapan pembelajaran berdiferensiasi dalam implementasi kurikulum merdeka pada pelajaran matematika SD. *Cendikia : Media Jurnal Ilmiah Pendidikan*, *13*(1), 95–101. https://doi.org/10.35335/cendikia.v13i1.2960

Aranggere, W. S. (2022). Implementasi program merdeka belajar pada pembelajaran aqidah akhlak dalam mengembangkan kreativitas peserta didik di MTs Hidayatul Mubtadiin Tasikmadu Malang. *Repository Unisma*. http://riset.unisma.ac.id/index.php/fai/article/download/17108/12871

Arifa, F. N. (2022). Implementasi kurikulum merdeka belajar kampus merdeka pasca pandemi. *Jurnal Basicedu*, *14*(4), 5863–5873. https://doi.org/10.31004/edukatif.v4i4.3531

Astini, N. K. S. (2022). Tantangan implementasi merdeka belajar pada era new normal covid-19 dan era society 5.0. *Lampuhyang*, *13*(1), 164–180. https://doi.org/10.47730/jurnallampuhyang.v13i1.298

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New York: Pearson.

Hutabarat, H., Elindra, R., Harahap, M. S., Pendidikan, F., Dan, M., & Pengetahuan, I. (2022). Analisis penerapan kurikulum merdeka belajar di sma negeri sekota padangsidimpuan. *Jurnal MathEdu (Mathematic Education Journal)*, *5*(3), 58–69. https://doi.org/10.47730/jurnallampuhyang.v13i1.298

Jannah, F., Irtifa, T., & Fatimattus Az Zahra, P. (2022). Problematika penerapan kurikulum merdeka belajar 2022. *Al YAZIDIY: Ilmu Sosial, Humaniora, Dan Pendidikan*, *4*(2), 55–65. https://doi.org/10.47730/jurnallampuhyang.v13i1.298

Jatmiko, H. T. P., & Putra, R. S. (2022). Refleksi diri guru bahasa Indonesia dalam pembelajaran berdiferensiasi di sekolah penggerak. *Lingua Franca:Jurnal Bahasa, Sastra, Dan Pengajarannya*, *6*(2), 224. https://doi.org/10.30651/lf.v6i2.14701

Juliani, D. D. (2022). English teachers' preparations toward merdeka belajar curriculum of Sekolah Penggerak in Palembang. *Repository Unsri*. http://repository.unsri.ac.id/id/eprint/84206

Khusni, M. F., Munadi, M., & Matin, A. (2022). Implementasi kurikulum merdeka belajar di MIN 1 Wonosobo. *Jurnal Kependidikan Islam*, *12*(2020), 60–71. https://doi.org/10.1016/j.ijedudev.2018.02.006

Maghfiroh, N., & Sholeh, M. (2022). Implementasi kurikulum merdeka belajar kampus merdeka dalam menghadapi era disrupsi dan era society 5.0. *Jurnal Inspirasi Manajemen Pendidikan*, *09*(05), 1185–1196. https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/44137

Moleong, L. J. (2004). *Metodologi penelitian kualitatif*. Remaja Rosdakarya.

Moleong, L. J. (2007). *Metodologi penelitian kualitatif*. Remaja Rosdakarya.

Muhafid, E. A., & Retnawati, H. (2022). Persiapan guru SD untuk menerapkan kurikulum merdeka tahun 2022: Sebuah Studi Fenomenologi. *CERMIN: Jurnal Penelitian*, *6*(2), 637. https://doi.org/10.36841/cermin_unars.v6i2.2566

Mulyana, D. (2003). *Metodologi penelitian kualitatif*. Remaja Rosdakarya.

Nugraheny, D. C., Syukrilah, Z., Haliza, F., & Zahroh, F. (2023). Kurikulum merdeka di sekolah menengah pertama. *PUSAKA: Journal of Educational Review*, *1*, 1–11.

Nugroho, T., & Narawaty, D. (2022). Kurikulum 2013 , kurikulum darurat (2020-2021), dan kurikulum prototipe atau kurikulum merdeka (2022) mata pelajaran Bahasa Inggris : Suatu kajian bandingan. *Sinastra*, *1*(1), 373–382. https://proceeding.unindra.ac.id/index.php/sinastra/article/viewFile/6099/1673 %0A%0A

Rahayu, R. S. (2018). Studi literatur : Peranan Bahasa Iggris untuk tujuan bisnis dan pemasaran. *Jurnal Pemasaran Kompetitif*, *1*(4), 149–158. https://doi.org/10.32493/jpkpk.v1i3.1148

Rohimajaya, N. A., Hartono, R., Yuliasri, I., & Fitriati, W. (2022). Kurikulum 2013 dan Kurikulum Merdeka dalam perkembangan bahasa inggris untuk SMA di era digital: Sebuah analisis konten. *Prosiding Seminar Nasional Pascasarjana*, 825–829. https://proceeding.unnes.ac.id/index.php/snpasca/article/view/1570

Rokhyani, E. (2022). Penguatan praksis bimbingan konseling dalam implementasi kebijakan merdeka belajar. *Prosiding Seminar & Lokakarya Nasional Bimbingan Dan Konseling*, 26–38. https://doi.org/10.1234/pdabkin.v3i1.130

Rosadi, H. Y., & Andriyani, D. F. (2020). Tantangan menjadi guru BK dengan kurikulum merdeka belajar di masa pandemi covid-19. *Prosiding Konferensi Ilmiah Mahasiswa Unissula (KIMU) 4*, *1*(69), 5–24. http://jurnal.unissula.ac.id/index.php/kimuhum/article/view/13011

Sugiyono. (2018). *Metode penelitian kuantitatif, Kualitatif, R&D*. Alfabeta.

Sumarsi, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini. (2022). Analisis implementasi kurikulum merdeka belajar di sekolah Penggerak. *Jurnal Basicedu*, *6*(5), 8248–8258. https://media.neliti.com/media/publications/444639-none-ee780f83.pdf

Susilowati, E. (2022). Implementasi kurikulum merdeka belajar dalam pembentukan karakter siswa pada mata pelajaran pendidikan agama Islam. *Al Miskawaih: Journal of Science Education*, *I*, 115–132. https://doi.org/10.56436/mijose.v1i1.85

Tuffour, I. (2017). A critical overview of interpretative phenomenological analysis: A contemporary qualitative research approach. *Journal of Healthcare Communications*, *02*(04), 1–5. https://doi.org/10.4172/2472-1654.100093

Usman, Lestari, L. D., Rahmah, R. A., Handayani, P., Yuliasari, A., Lukmansyah, U., Aliyah, H. S., Hartati, T., & Widiya, Y. (2022). Proses pembelajaran biologi dalam pelaksanaan kurikulum merdeka di SMAN 7 Tangerang. *Jurnal Inovasi Pendidikan Dan Sains*, *3*(2), 1–23. https://doi.org/10.51673/jips.v3i2.1044

Yaelasari, M., Astuti, V. Y., & Indraprasta, U. (2022). Implementasi kurikulum merdeka pada cara belajar siswa untuk semua mata pelajaran (studi kasus pembelajaran tatap muka di SMK Infokom Bogor. *Jurnal Pendidikan Indonesia*, *3*(7), 584–590. https://doi.org/10.36418/japendi.v3i7.1041

Yamin, M., & Syahrir. (2020). Pembangunan pendidikan merdeka belajar. *Jurnal Ilmiah Mandala Education*, *6*(1), 126–136. https://doi.org/10.58258/jime.v6i1.1121