

**ANALYSIS OF IMPLEMENTATION OF *KURIKULUM MERDEKA* IN  
ENGLISH LEARNING PROCESS AT SMA NEGERI 1 PALEMBAYAN**

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B. Ed) in English Language Education*



**Written by:**

**Muthianiva Aulia Sukma**

**17018140**

**Advisors:**

**Dr. Edi Trisno, M.A**

**NIP: 19600305 198703 1 003**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND ART  
UNIVERSITAS NEGERI PADANG**

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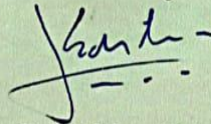
HALAMAN PERSETUJUAN SKRIPSI

Judul : Analysis of the Implementation of *Kurikulum Merdeka* in English Learning Process at SMA Negeri 1 Palembang  
Nama : Muthianiva Aulia Sukma  
NIM : 17018140  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, 9 November 2023

Disetujui oleh,

Pembimbing

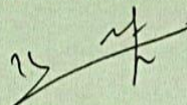


Dr. Edi Trisno, M.A.

NIP. 19600305 198703 1 003

Mengetahui

Kepala Departemen Bahasa dan Sastra Inggris



Dr. Yuli Tiarina, S.Pd, M.Pd.

NIP. 19770720.200212.2.002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang

Dengan judul

Analysis of the Implementation of *Kurikulum Merdeka* in English Learning Process at SMA Negeri 1 Palembayan

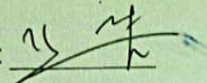

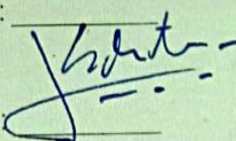
Nama : Muthianiva Aulia Sukma  
NIM : 17018140  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, 9 November 2023

Tim Penguji

Tanda Tangan

1. Ketua : Dr. Yuli Tiarina, S.Pd, M.Pd.
2. Sekretaris : Dr. Zul Amri, M. Ed.
3. Anggota : Dr. Edi Trisno, M.A.



KEMENTERIAN PENDIDIKAN KEBUDAYAAN  
RISET DAN TEKNOLOGI  
UNIVERSITAS NEGERI PADANG  
DEPARTEMEN BAHASA DAN SAstra INGGRIS  
Jl. Prof. Dr. Hamka Air Tawar, Padang 25131 Tlp. (0751) 447347  
Web: <http://english.fbs.unp.ac.id>



### SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Muthianiva Aulia Sukma  
NIM/ TM : 17018140 / 2017  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S.Pd, M.Pd.  
NIP. 19770720.200212.2.002

Saya yang menyatakan,

Muthianiva Aulia Sukma  
NIM. 17018140

## **ABSTRACT**

Sukma, Muthianiva Aulia (2023). Analysis of Implementation of *Kurikulum Merdeka* in English Learning Process at SMA Negeri 1 Palembang

This research analyzed the implementation of the *Kurikulum Merdeka* in the process of differentiated learning in English subjects at SMA Negeri 1 Palembang. This research focuses on the implementation of the *Kurikulum Merdeka* in the differentiated learning process in English subjects at SMA Negeri 1 Palembang. The design of this research is descriptive. The indicators for this research are divided into three categories based on Tomlinson (2001), namely readiness to learn, interest of learning and student learning profile. Data collection was carried out using interviews. The participants in this research were English teacher at SMA Negeri 1 Palembang. The research results showed that the implementation of the *Kurikulum Merdeka* in the first year at SMA Negeri 1 Palembang is an initial stage in accordance with the stages outlined by the Ministry of Education and Culture. The process of differentiated learning has not been implemented optimally due to several challenges faced by teachers in implementing the differentiated learning.

*Keywords: Kurikulum Merdeka, differentiated learning.*

## **ABSTRAK**

Sukma, Muthianiva Aulia (2023). Analysis of Implementation of *Kurikulum Merdeka* in English Learning Process at SMA Negeri 1 Palembang

Penelitian ini menganalisis implementasi Kurikulum Merdeka dalam proses pembelajaran berdiferensiasi pada mata pelajaran bahasa Inggris di SMA Negeri 1 Palembang. Penelitian ini berfokus pada implementasi Kurikulum Merdeka dalam proses pembelajaran berdiferensiasi pada mata pelajaran bahasa Inggris di SMA Negeri 1 Palembang. Desain penelitian ini adalah deskriptif. Indikator penelitian ini dibagi menjadi tiga kategori berdasarkan Tomlinson (2001), tiga aspek penting kebutuhan belajar siswa dalam pembelajaran berdiferensiasi adalah kesiapan belajar, minat belajar dan profil belajar siswa. Pengumpulan data dilakukan dengan menggunakan wawancara. Partisipan dalam penelitian ini adalah guru bahasa Inggris di SMA Negeri 1 Palembang. Hasil penelitian menunjukkan bahwa pelaksanaan Kurikulum Merdeka tahun pertama di SMA Negeri 1 Palembang merupakan tahap awal sesuai dengan tahapan yang telah digariskan oleh Kementerian Pendidikan dan Kebudayaan. Proses pembelajaran berdiferensiasi belum terlaksana secara maksimal karena adanya beberapa tantangan yang dihadapi guru dalam melaksanakan pembelajaran berdiferensiasi.

*Keywords : Kurikulum Merdeka, pembelajaran berdiferensiasi.*

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The Researcher

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Curriculum is essential to the learning process due to how it brings students a plan of action for what to learn and how to learn in an educational environment (Thompson et al., 2013). The curriculum is an objective, context and strategy of education. Therefore the curriculum is designed as the foundation or foothold of the flow of education. Each curriculum designed has its own goals and as an improvement from the previous curriculum. Indonesian education has undergone curriculum changes eleven times, starting from 1947 with a very simple curriculum, until now there have been changes to the curriculum adapted to its era which is called the *Kurikulum Merdeka*. Every change that occurs becomes the duty of those who have responsibility and good experience in the world of education. The Indonesian Ministry of Education, Culture, Research and Technology is the body responsible for the world of education in Indonesia. The party that regulates how the education system in Indonesia runs in accordance with the goals of education itself.

A new policy called *Merdeka Belajar* has been released by Nadiem Makarim, Minister of Education, Culture, Research, and Technology. The goal of *Merdeka Belajar* is to provide educational components the freedom of thought and autonomy they need to help students reach their full potential. Another goal of this curriculum is to foster a joyful and engaging learning environment. The Minister of Education and Culture claims that *Merdeka Belajar* is founded on the goal of improving the quality of education output by producing students who are not only adept at memorization but also

possess keen analytical skills, reasoning, and a thorough understanding of how to learn how to develop themselves and their abilities.

The *Merdeka Belajar* concept serves as the foundation for various educational initiatives, as indicated in the Ministry of Education and Culture's 2020–2024 Strategic Plans (Permendikbud Number 22 of 2020). According to Permendikbud, *Merdeka Belajar* is a driving force behind paradigm transformations in education, particularly in the areas of learning and curriculum. *Kurikulum Merdeka's* attributes include a flexible curriculum that is centered on student competences, emphasizing character development and soft skills, and catering to business demands, according to the Ministry of Education, Culture and industry.

According to the Ministry of Education and Culture (2021), the use of differentiated learning will be a flexible and non-rigid application of the curriculum which only believes in one way to achieve educational goals at school. Differentiated learning is a learning approach that focuses on the characteristics and individual differences of students. Tomlinson (2001) argues that in differentiated learning, teachers teach the material by taking into account the learners' readiness level, interests and learning styles. Teachers can also modify the content of the lesson, the learning process, the product or outcome of the learning taught, and the learning environment in which the learners learn. Through the application of this learning process teachers can serve learners according to their individual circumstances.

SMA Negeri 1 Palembang is one of the driven schools in Agam Regency. This school used the *Kurikulum Merdeka* for the first time in the 2022/2023 school year. However, this curriculum is only used in class X. Class X consists of 2 study rooms, namely E1 and E2 with a total of 57 students from the two classes. English subjects are included in subjects that use differentiated learning. SMA Negeri 1 Palembang only has one English

teacher. This is because the number of teaching hours is only enough for one teacher. Thus, one English teacher must be able to accommodate 57 students' demands while providing individualized attention to each student based on their unique qualities, interests, and learning profiles during the differentiated learning process.

In the methodology of differentiated instruction, English teachers need to be able to provide content using a variety of teaching techniques while taking into account each student's readiness, interests, and learning profile. English teachers should be able to assist students in discovering their learning profiles and areas of interest, as they are important for developing each student's character and comprehension. But because English is a foreign language, it's a challenging subject. It is not possible to compute or learn English as a science. The learning procedure for this subject will differ from that of other sciences because it is a language science. Since linguistics is a science that facilitates communication, educators must be able to design engaging learning experiences for students in order to meet the process' objectives.

Based on the findings of his investigation, Zidane's study "A Literature Study on The Implementation of The Merdeka Curriculum" seeks to clarify the structure and application of the Kurikulum Merdeka in the contemporary period. The study can distinguish between Kurikulum Merdeka and the 2013 curriculum, particularly with regard to the challenges that the latter would encounter as Indonesia's newest curriculum. Based on his research findings, Halim (2023) examines a case of teaching English with differentiated instruction at a junior high school in Eastern County, Taiwan, in his article A Case Study on Teaching English with Differentiated Instructions at a Junior High School in Taiwan. The author has utilized the interpretivism paradigm of case studies. Djatmika & Astutik (2023) in their research in title "Learning Profile Mapping for Differentiated Instruction Implementation" explains

how elementary school teachers map out their backgrounds of the pupils prior to using individualized instruction. Taking into account that aligning training with student characteristics is the aim of implementing differentiated instruction in order to make learning comfortable and enjoyable, mapping out the backgrounds of students is important. Based on research findings, Merliza (2023) describes the mentoring activities that were carried out in her study "Help of Differentiated Learning Workshop for Sekolah Penggerak in Independent Curriculum" in an attempt to assist the driving school program's batch 2 participants in completely understanding the concept of learning that is ingrained in students and the school ecosystem, which serves as a space for students to practice learning that strengthens students and inspires them to implement learning and ecosystems that contain students.

All the topics discussed by the researchers above have in common with the topics discussed by the researchers. However, the researchers above focus on discussing the implementation of the *Kurikulum Merdeka* at the school level. Only the accomplishments completed at the education unit level are the subject of the conversation. In the meantime, the researcher will talk about how the *Kurikulum Merdeka*, which emphasizes the differentiated learning process in English topics, was implemented at the Sekolah Penggerak. *Kurikulum Merdeka* employs differentiated instruction, which centers learning around the needs of the student. Thus, the use of *Kurikulum Merdeka* in a differentiated learning process that may meet students' demands in terms of readiness, interest, and learning profile in English topics is the main emphasis of this research.

On the basis of these problems the researcher wanted to examine "Analysis of Implementation of *Kurikulum Merdeka* in English Learning Process at SMA Negeri 1 Palembang".



**B. Focus of the Research**

Based on the background of these problems, this research is focused on the implementation of *Kurikulum Merdeka* in the process of differentiated learning in English subjects at SMA Negeri 1 Palembang.

**C. Research Questions**

How is the implementation of the *Kurikulum Merdeka* in the process of differentiated learning in English subjects at SMA Negeri 1 Palembang?

**D. Purpose of the Research**

To analyze how the implementation of the *Kurikulum Merdeka* in the process of differentiated learning in English subjects at SMA Negeri 1 Palembang.

**E. Significance of the Research**

The results of this research are expected to provide benefits to teachers and other researchers, as well as make a proper contribution to science in the process of teaching and learning English.

1. Teacher

Hopefully, with this research, teachers can improve their teaching methods and provide the best solutions for any problems encountered, and can make the atmosphere and perceptions about learning English better and more enjoyable.

2. School

For schools, it is hoped that the research results of this research can be useful as a reference for educational institutions to implement the *Kurikulum Merdeka* from year to year so that it continues to improve and develop

3. Researcher

Hopefully this research can provide some information about the implementation of the *Kurikulum Merdeka* in English subjects and as a reference for future researchers.

## **F. Definition of the Key Terms**

### 1. *Kurikulum Merdeka*

*Kurikulum Merdeka* is the newest curriculum with its breakthrough, namely wanting to make students independent and upholding the values of *Pancasila*. This curriculum comes by implementing a sophisticated learning system in accordance with the times and technological science.

### 2. Differentiated Learning

The learning approach known as differentiated learning puts the needs of the students first. It is determined by the learning profile, interest, and readiness of the students. Thus, the objective of this learning strategy is for students to be happy during the learning process.