

## An Analysis of Freedom to Learn Curriculum Implementation at Jakarta's English Primary School Teachers

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### ABSTRACT

Freedom to Learn Curriculum (Kurikulum Merdeka) is a new curriculum issued by the ministry of education as one of the innovation in improving the quality of education in Indonesia. The rise of freedom to learn curriculum as one of the strategic decision in pandemic Covid-19 era. Challenges in implementing new curriculum come with various complaints from majority of teachers and it happen also for primary school teacher in Jakarta. The most element factors that make the implementation of new curriculum deals with narrow understanding of meaning and function in new curriculum. The research focus on analyzing the implementation of freedom to learn curriculum for primary school teacher in Jakarta. The research uses qualitative approach with case study to know the challenge and difficulties of primary school teacher in Jakarta in implementing freedom to learn curriculum (Kurikulum Merdeka). Finding of the study indicating teachers feel difficult to use various kind of teaching tools and aid in making interactive teaching and learning. Based on teacher's and student's perspectives, freedom to learn curriculum need to have a clear and comprehensive guidance in order to make the teacher improve their teaching skills in order to bring new transformation for the students.

**Keywords:** *Freedom to Learn Curriculum (Kumer), English Primary School Teachers.*

### ABSTRAK

Kurikulum Merdeka merupakan kurikulum baru yang dikeluarkan oleh kementerian pendidikan sebagai salah satu inovasi dalam meningkatkan kualitas pendidikan di Indonesia. Kurikulum ini menjadi salah satu keputusan strategis pada masa pandemic covid-19. Tantangan implementasi kurikulum baru berasal dari berbagai macam keluhan mayoritas guru dan dialami juga oleh Guru-guru di Jakarta. Faktor paling dominan yang membuat implementasi kurikulum merdeka terkait dengan pemahaman makna dan tata cara implementasi kurikulum baru. Penelitian ini focus pada analisis implementasi kurikulum merdeka pada pada Sekolah Dasar DKI Jakarta. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang menjelaskan bagaimana implementasi kurikulum merdeka oleh guru-guru Sekolah Dasar di DKI Jakarta. Temuan hasil penelitian menunjukkan para guru masih merasa kesulitan dalam menggunakan kurikulum merdeka beserta perangkat pembelajaran yang digunakan dalam rangka membuat pembelajaran interaktif. Berdasarkan pandangan dan masukan dari guru dan peserta didik, kurikulum merdeka harus mempunyai petunjuk yang komprehensif dan jelas sehingga guru-guru dapat meningkatkan keterampilan mengajar mereka untuk melakukan transformasi baru bagi bara peserta didik.

**Kata kunci:** Kurikulum Merdeka, Guru Bahasa Inggris di Sekolah Dasar

## INTRODUCTION

Indonesia is one of the country that still struggling in improving the quality of education. Majority of the Indonesia society lack of their awareness in pursuing education. No wonder the score of PISA (Program for International Students Assessment) mention that quality of education in Indonesia left far behind international standard of education. The problem of education quality become main concern for new ministry of education Nadiem makariem in Making Educational transformation in order to bring Indonesia to be one step ahead of education in the region.

Several program like Merdeka Belajar, Merdeka Mengajar, Kurikulum Merdeka are the key factors to have a better quality of education in Indonesia. Merdeka belajar deals with the freedom for teachers to build a certain kind of teaching practice in giving a meaningful learning for the students. While merdeka mengajar focusing on delivering various ways of teaching for teachers in achieving their teaching goals. Last one is Kurikulum Merdeka (Freedom to Learn Curriculum) the curriculum that concern on making the regulation, guidance, program for teachers and students to have a breakthrough kind of innovation in teaching and learning (Sumarsih et al., 2022).

In kurikulum Merdeka (Freedom to learn curriculum) there are many new policy that engaging innovation to create an various, interactive, joyful and meaningful learning process for the students. This curriculum giving the opportunity for the teachers and student in learning the way that they love to learn (Susilo, & Sihite, 2022).

The main purpose of kurikulum merdeka (Freedom to learn Curriculum) is to gain the teacher and students well-being in pursuing the journey of education and become a well-aware of how importance the education for the future.

The classical problems while implementing new curriculum starting with several factors namely the comprehension of basic concept, teaching tools and aids, shifting paradigm and challenges in giving best practice to be imitate for all stakeholders of the education.

There are many types of complaints and questions from teachers in implementing freedom to learn curriculum, starting with their lack of comprehension in understanding the meaning, confuse in using teaching tools, missing the innovative teaching resources and etc (Alimuddin, 2023).

The problems also appears in English Primary School teacher in Jakarta. Based on the observation and several interview conducted by the researchers in several primary school located in Jakarta, majority of the teachers need help and real example of how to implement freedom to learn curriculum. This result indicating that new curriculum need more blow up by the media and also all education stakeholder to make sure every teacher in Jakarta can implement new curriculum on on point and match the purpose of freedom to learn curriculum.

Some fact and data also describe the use of freedom to learn curriculum is still need to be improved, this finding can be shown with the data of primary school teachers that still trying to be the one that implementing freedom to learn curriculum in Jakarta.

Implementation of freedom to learn curriculum is the ultimate way to learn if learning is not only the routine activity but consist of meaningful process. (Anggraeni & Priyoadmiko, 2022 p. 76). When the students and also teachers aware if the learning process is more then a routine activity, it will lead to the serious kind of learning process.

More challenges come with the students characters and teachers readiness in

implementing freedom to learn curriculum in Jakarta, students have the gap in joining new type of learning after long way of pandemics. While for the teachers they have low of motivation in delivering new distinguish kind of teaching and learning for the students. The challenges need to be solved with clear and various types of best practice in implementing freedom to learn curriculum as the best example for teachers and students to open up their insight about how well and great new freedom curriculum for their education.

Thus, creating a study about the implementation for new curriculum is the best way to measure how was the impact and benefit of freedom to learn curriculum in changing the learning habit and teaching motivation for primary school teacher in Jakarta. Jakarta as the main focus of all province in Indonesia have the huge power in giving the influence to bring a better experience and meaningful learning for all Indonesian students. This research focusing on interactive teaching and learning as the response to the various challenges in implementing freedom to learn curriculum for primary school in Jakarta. The purpose of this research is to provide the solution on developing the quality of education especially in Jakarta as the role models of education in Indonesia.

## RESEARCH METHODOLOGY

### *Research Method and Procedure*

The purpose of this study is to analyse the implementation of freedom to learn curriculum at primary school Jakarta. The study uses qualitative approach using case study. The stages in dividing the case consist of.

1. What to research (deals with the focus of the study)
2. What Data to be gathered (All data need to be analyse)

3. How to gather the data (Instruments used in data collection)?
4. How to analyse the data (step in data analysis)?

The analysis process of the study consist of several discussion part below.

1. Freedom to learn curriculum Understanding
2. Teachers and Students perspectives of new curriculum
3. Transformational learning in Freedom to learn curriculum

The researcher conduct the analysis process through data reduction, classifying, verifying, data validation, and factual conclusion (Creswell, 2019). In conclusion, the finding based on analysis of implementation for freedom to learn curriculum can be drawn as the main focus for the research.

### *Data Collection Technique*

Data Collecting technique for this research consist of.

1. Observation (The researcher conduct the observation to gather data of school policy in implementing freedom to learn curriculum and collect teachers and student's awareness of using new curriculum)
2. Interview (researcher conduct the structured Interview to collect information about teacher and student's comprehension in using freedom to learn curriculum)
3. Documentation (Documentation describe the process of conducting the research starting from the beginning of research process until the end of the study)

### **Data Analysis Technique**

To analyse data, the study used an interactive group discussion model with three sections: data reduction, data presentation, and conclusion.

- a) Data reduction involves the process of compiling, prioritizing, consolidating, streamlining, and abstracting data from field notes to make it easier to understand and access.
- b) Data classification involve the process of dividing the data that really needs for the research and eliminating irrelevant data
- c) Data verification a process to verify all data collection to make sure match with the need for analysis
- d) Data validation is a process in making real data that support the analysis process and relevant for the study
- e) Factual conclusion is a process of making the conclusion based of valid and clear data that already collected.

## **FINDING AND DISCUSSION**

### **Findings**

This finding provides a detailed overview of the research process, focusing on three aspect as the main analysis for the study.

### **Freedom to Learn Curriculum Understanding**

Freedom to learn curriculum understanding at primary school DKI Jakarta can be describe below:

1. Based on result of interview with teachers and students, majority of them still need some explanation to know more about freedom to learn curriculum.
2. The need for workshop and training in implementing freedom to learn

curriculum is top priority for the school to be held.

3. Teacher tend to be more comfort in using the previous curriculum than using a new one.
4. Students suggest to have a various kind of activities that can lead them to have fun and joyful learning.
5. Majority of the students confuse in using teaching document refer to freedom to learn curriculum.

In conclusion, teacher and students understanding of freedom to learn curriculum is still need more attention to be upgraded in order to provide the proper implementation of freedom to learn curriculum. The principal need to send all teachers to join a workshop, seminar and FGD in order to gain clear comprehension of freedom to learn curriculum.

### **Teachers and Students Perspectives of New Curriculum**

Based on the interview and observation for teachers and students perspective can be drawn below.

#### **From Teacher :**

1. Freedom to learn is difficult and need more time in preparing the lesson
2. Need more resources and various activities for teaching session
3. Its difficult to move on from the previous curriculum
4. Stop changing curriculum all the time
5. Too many administrative task for the teacher

#### **From Students:**

1. Freedom to learn curriculum is fun Curriculum
2. Various Joyful activities
3. Active interaction in classroom

4. The students have the right to choose any type of learning that they love to learn
5. Less pressure in attending classroom.

### **Transformational Learning in Freedom to Learn Curriculum**

Transformational Learning in Freedom to learn curriculum can be describe as follows.

1. Freedom to learn curriculum shifting the mind to achieve lesson
2. Catching up the learning objective with unique ways and fun process
3. Learning become more enjoyable and students have the ability to develop their own ways of learning
4. Innovative design of teaching and learning
5. Achieving teacher and students Well-being

Based on the transformational learning in freedom to learn curriculum it can be conclude that implementing freedom to learn curriculum bring the new experience for the teacher and student in making a fun, enjoyable and active teaching and learning process. The main goals, the curriculum lead to a better setting and content of delivering an education.

### **CONCLUSION**

The following research conclusions can be drawn from the presentation of the research results and the researcher's observations, field notes, observations, interviews and reflections on learning using freedom to learn curriculum, as well as the discussion of the research results.

After analysing implementation of freedom to learn curriculum at primary school DKI Jakarta it can be conclude several things below.

1. Freedom to learn curriculum is a curriculum that really need support

from the school in making the teacher ready to use it.

2. Shifting the teacher paradigm of using new curriculum is difficult must be top priority of the school
3. Inviting best practice and held various event in promoting freedom to learn curriculum consider the best ways to introduce and stimulate teacher in using it for their classroom.
4. The collaborative action from principal to enhance the comprehension of the teacher is one one the solution to solve teacher understanding of freedom to learn curriculum.
5. Nonstop guidance, inspiring teachers and rewards can be the key factors of implementing freedom to learn curriculum.

The results of the analysis describing the problems, challenges and solution that can be applied to all primary school at DKI Jakarta. Using new curriculum is a way to make sure the learning process that happen in a classroom watch with the government policy and contribute to the movement of improving the quality for a better Indonesian education.

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