



Persepsi Guru dan Siswa dalam Pembelajaran Bahasa Inggris Berbasis Kurikulum Merdeka di SMP

Perceptions of Junior High School Teachers and Students on English Language Instruction through the Merdeka Curriculum

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Abstrak

Kurikulum Merdeka mendorong pembelajaran intrakurikuler yang bervariasi, sehingga penyampaian materi dapat dilakukan secara lebih efektif. Hal ini memberikan kesempatan yang luas bagi peserta didik untuk mendalami konsep-konsep secara lebih mendalam dan meningkatkan kompetensi inti mereka. Pada saat yang sama, pendidik diberikan keleluasaan untuk menerapkan beragam strategi pembelajaran yang disesuaikan dengan minat dan kebutuhan belajar siswa. Penelitian ini bertujuan untuk mengkaji persepsi guru dan siswa terhadap implementasi Kurikulum Merdeka dalam pembelajaran Bahasa Indonesia di jenjang Sekolah Menengah Pertama. Penelitian ini juga mengeksplorasi tantangan yang dihadapi serta strategi yang digunakan untuk mengatasinya. Dengan menggunakan pendekatan deskriptif kualitatif, data diperoleh melalui wawancara dan observasi kelas. Partisipan dalam penelitian ini meliputi guru Bahasa Indonesia, siswa kelas VII dan VIII, serta kepala sekolah dan wakil kepala sekolah SMPN 1 Sumenep. Analisis data dilakukan melalui tiga tahap, yaitu reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) sebagian besar guru dan siswa memiliki pandangan positif terhadap pelaksanaan Kurikulum Merdeka serta menunjukkan pemahaman yang sejalan dengan prinsip-prinsipnya; (2) pembelajaran Bahasa Indonesia dilaksanakan berdasarkan modul ajar yang terstruktur dan menekankan pada penguatan Profil Pelajar Pancasila sebagai elemen utama dalam kurikulum. Guru cenderung menggunakan metode pembelajaran berbasis masalah dan proyek; serta (3) tantangan yang dihadapi meliputi keterbatasan kesiapan sumber daya manusia, kompleksitas pembelajaran berdiferensiasi, rendahnya literasi digital, kurangnya bahan ajar yang memadai, serta kurangnya keterlibatan siswa selama pembelajaran.

Kata kunci: *Persepsi Guru, Persepsi Siswa, Pembelajaran Bahasa Indonesia*

Abstract

The Independent Curriculum promotes varied intracurricular learning, allowing content to be delivered more effectively. This enables students to have ample opportunities to delve deeper into concepts and enhance their core competencies. At the same time, educators are given the autonomy to utilize a range of



instructional strategies tailored to students' interests and learning needs. This research investigates how teachers and students perceive the application of the Independent Curriculum in English language instruction at the junior high school level. It further explores the challenges encountered and the strategies employed to address these issues. Using a qualitative descriptive approach, data were gathered through interviews and classroom observations. Participants in this study included English language teachers, students from Grades 7 and 8, as well as the principal and vice principal of SMPN 1 Sumenep. Data analysis was conducted in three phases: reduction, display, and conclusion drawing. The findings indicate: (1) most teachers and students maintain a favourable view of the curriculum's implementation and demonstrate comprehension aligned with its principles; (2) English language teaching is guided by structured learning modules and emphasizes the development of the Pancasila Student Profile as a key element of the curriculum. Educators primarily implement problem-based and project-based learning methods; and (3) challenges faced by educators include insufficient human resource readiness, complexities of differentiated instruction, limited digital literacy, inadequate learning materials, and student disengagement during lessons.

Keywords: Teacher Perceptions, Student Perceptions, English Language Instruction

INTRODUCTION

The Independent Curriculum, which has now been officially adopted as the national curriculum, has become a widely discussed topic in the field of education. Although its primary goal is to provide greater creativity and flexibility in learning, its implementation often encounters numerous challenges. Teachers are required to shift their pedagogical paradigms to become more creative, as the core objective of education is to shape students' character in alignment with the Profile of Pancasila Students (Zulaiha et al., 2022). The Independent Curriculum represents a restructuring of Indonesia's national education system, as stated by Yamin and Syahrir (2020), to prepare the nation for change and progress in response to the evolving times. Through the adoption of this curriculum, schools are expected to produce graduates who are adaptive to the demands of the modern era (Anisimov et al., 2019).

One of the prominent features of the Independent Curriculum is the shift from teacher-centered to student-centered learning. Teachers now act as facilitators and motivators, encouraging students to learn actively and achieve meaningful outcomes (Lince, 2022). This approach enables students to take a more active role in their learning process while allowing them to explore their interests and talents. In practice, the Independent Curriculum offers several advantages: it is simpler and deeper, more autonomous, more relevant, and more interactive (Albar & Mastiah, 2022). As a result, the learning process becomes more enjoyable and engaging, providing both students and teachers with greater freedom in the teaching and learning process, and enhancing student interaction and relevance in classroom activities. These positive perceptions are not only evident in national curriculum implementation but also supported by previous findings in English education. For example, Ilahi et al. (2024) emphasized that both teachers and students perceived authentic reading materials as highly beneficial and engaging, indicating the importance of aligning materials with learners' needs and contexts.

However, despite its merits, the Independent Curriculum also raises several challenges and concerns. How can this approach be aligned with existing national education standards? How can the autonomy granted to schools be maintained without compromising educational quality? These are



critical questions that must be addressed to realize the curriculum's intended vision. In this transitional period toward a more competency-based and outcome-oriented curriculum, teachers face significant obstacles in its implementation due to insufficient knowledge and experience (Prihatini & Sugiarti, 2022). Hapsari (2014) notes that the primary issues in curriculum reform lie in implementation and the underlying rationale. While the Independent Curriculum is introduced with noble intentions, it is not without criticism. One major concern is that excessive focus on student freedom may compromise the depth of conceptual understanding and mastery of foundational skills.

During its initial implementation, the Independent Curriculum faced several key challenges: (1) the need for professional development and training for teachers to apply the new pedagogical paradigm; (2) the preparation of instructional documents in line with curriculum guidelines; (3) the synchronization of digital platforms such as the Learning Report Application for "Sekolah Penggerak" (Driving Schools); and (4) ensuring that all school stakeholders understand and embrace student-centered learning (Angga, 2022).

Further studies highlight the difficulties teachers face in applying the Independent Curriculum. Putri (2023) found that the main challenges include limited infrastructure, classroom heterogeneity, and underdeveloped soft skills among teachers, many of whom struggle to engage effectively as required by the curriculum. Time constraints also present a serious obstacle. Wantiana (2022) emphasized insufficient government socialization of the curriculum, inadequate teacher preparedness, and over-reliance on textbooks and teacher manuals as primary resources. Similarly, Sasmita and Darmansyah (2022) pointed out that teachers lack a comprehensive understanding of holistic and continuous learning assessments and face challenges in designing appropriate assessment instruments. In line with this, Ilahi and Hidayat (2023) proposed the use of context-clues-based strategies to improve students' comprehension skills, reinforcing the need for adaptive instructional methods that support deeper understanding and meaningful engagement—key goals of the Independent Curriculum.

Despite these various challenges, the implementation of the Independent Curriculum demands that teachers adopt a new mindset and deliver more innovative, student-centered instruction. This transformation benefits students in several ways: (1) students enjoy the learning process more; (2) students become more enthusiastic during in-person classes; and (3) the implementation of Pancasila Student Profile Projects, such as waste management initiatives, helps students apply their knowledge in real-life contexts and contributes to character education. Indarta (2022) states that the "Merdeka Belajar" (Freedom to Learn) movement fosters a more joyful learning atmosphere for students.

Given the information above, it is clear that diverse perceptions are likely to emerge. Perception refers to the process by which individuals organize and interpret sensory input, resulting in varying understandings of the same object or event depending on functional and structural factors (Sipayung et al., 2022). These are influenced by experiences, knowledge, values, and other elements that shape one's perspective. Thus, two individuals may interpret the same situation differently based on their own frameworks. Nevertheless, perception plays a vital role in helping individuals interact with their environment, make decisions, and construct their understanding of reality.



Research Problem and Objectives

Based on the background described, the research problem is formulated as: *"What are the perceptions of teachers and students toward the implementation of the Independent Curriculum in English language instruction at SMPN 1 Sumenep?"*

The objective of this study is to describe the perceptions of both teachers and students regarding the implementation of the Independent Curriculum in English language learning at the junior high school level. This research not only aims to explore the extent of understanding and responses from teachers and students toward the application of the new curriculum, but also to identify the instructional practices employed, the challenges encountered during the teaching and learning process, and the strategies used to overcome these obstacles.

The significance of this study lies in its potential contribution as a reflective and evaluative resource for junior high school English language teachers. The findings of this study are expected to serve as valuable input for improving the effectiveness of Independent Curriculum implementation, particularly within the context of English language instruction. Moreover, this research may provide practical insights for educators, education policymakers, and school administrators in developing more contextual, flexible, and student-centered teaching approaches. Ultimately, the study is intended to support the broader goals of the Independent Curriculum, especially in strengthening students' competencies, character development, and alignment with the Pancasila Student Profile.

METHOD

This study was conducted at SMP Negeri 1 Sumenep, East Java, employing a qualitative descriptive methodology with a case study approach to examine the perceptions of teachers and students regarding the implementation of the Independent Curriculum (*Kurikulum Merdeka*) in English language instruction at the junior high school level. The primary objective was to explore the extent to which this curriculum has been understood, accepted, and applied by educational stakeholders within authentic classroom settings.

Data were gathered through in-depth interviews and direct classroom observations involving teachers, students, and school administrators who were purposively selected based on their competence, experience, and active engagement in the curriculum implementation process. The purposive sampling technique was employed to ensure the relevance and depth of the data collected (Creswell & Poth, 2018).

The data analysis followed the interactive model developed by Miles, Huberman, and Saldaña (2014), which comprises three components: data condensation, data display, and conclusion drawing/verification. This analytical framework enabled the researcher to identify recurring themes, emerging patterns, and critical insights regarding the perceived challenges, benefits, and overall implementation of the curriculum.

The significance of this study lies in its potential to offer reflective input for English language educators, particularly at the junior high school level, as they adapt their pedagogical approaches to align with the principles of the Independent Curriculum. The findings are expected



to contribute to the ongoing evaluation and refinement of curriculum policy, particularly in enhancing instructional quality and learning outcomes in the context of English language education (Kemendikbudristek, 2022).

RESULTS AND DISCUSSIONS

Teachers' and Students' Perceptions of the Implementation of the Independent Curriculum in English Language Learning at SMPN 1 Sumenep

The implementation of the Independent Curriculum in English language instruction at SMPN 1 Sumenep has generated a variety of perceptions among teachers and students. These perceptions were categorized into five core areas: (1) initial views on the curriculum including its objectives and differences from the 2013 curriculum; (2) teachers' readiness; (3) strengths and weaknesses in implementation; (4) its impact on English learning; and (5) behavior and responses toward curriculum change. Interviews revealed that although the learning materials remained largely unchanged, teachers emphasized the importance of delivering content in more engaging and flexible ways. As one teacher explained, the key distinction lies in how the material is delivered and how students are treated, noting that the curriculum should be enjoyable for both teachers and students. Teachers also acknowledged the need to adapt instruction to students' individual differences, including interests, learning styles, and comprehension levels, which aligns with the spirit of differentiated instruction encouraged by the Independent Curriculum (Zulaiha et al., 2022; Ilahi et al., 2024).

Furthermore, the flexibility offered by the curriculum has been welcomed by both educators and learners. Students particularly appreciated the engaging, project-based learning environment, which they found more enjoyable compared to the previous curriculum. They highlighted that collaborative tasks and the freedom to choose project topics aligned with their interests increased their motivation to learn. Teachers also noted that planning instructional materials had become more manageable due to the simplified structure using CP (Capaian Pembelajaran) and ATP (Alur Tujuan Pembelajaran), replacing rigid RPP formats. This shift reduced the burden of lesson planning and allowed greater instructional autonomy, confirming findings by Anwar (2023). However, teachers initially faced confusion regarding policy implementation. To address this, SMPN 1 Sumenep organized IHT and PSP training sessions, and integrated the use of the *Platform Merdeka Mengajar* (PMM), which provides digital resources and teaching templates. According to Defa et al. (2023), PMM has become a valuable tool nationwide, enhancing teacher competency and access to instructional materials. Teachers at SMPN 1 Sumenep found the platform helpful, especially for modifying teaching materials based on student needs.

The implementation of Pancasila Student Profile (P5) projects also added a new dimension to English learning. These projects, conducted in dedicated time blocks, encouraged students to apply their knowledge in real-life contexts, though they also reduced the number of instructional topics covered. Assessment practices have also shifted to include diagnostic, formative, and summative tools. However, as Widawati (2024) found, teachers still face challenges in applying diagnostic data to tailor instructional approaches. At SMPN 1 Sumenep, teachers addressed this by identifying students' preferred learning styles and adapting methods accordingly. While there are



still challenges—especially in assessment and module development—the overall perception among teachers and students has been positive. As one teacher observed, student engagement increased when learning was personalized and connected to real-life experiences. These findings are consistent with Ilahi and Hidayat (2023), who emphasized that context-based strategies, such as using clues and authentic materials, significantly support students' reading comprehension and engagement in language learning. Mantra et al. (2022) also argued that sustained teacher training is key to ensuring successful curriculum implementation. Overall, the alignment between the curriculum's values and the school's educational practices has fostered a more relevant, student-centered English language learning environment at SMPN 1 Sumenep.

Implementation of the Independent Curriculum in English Language Instruction at SMPN 1 Sumenep

The implementation of the Independent Curriculum at SMPN 1 Sumenep commenced in early 2023, coinciding with the school's shift from online to offline (in-person) learning. This transition posed its own set of challenges for English teachers, particularly the issue of *learning loss*, which refers to the decline in students' academic knowledge and English language skills during the period of distance learning. To address this concern, English teachers were required to identify effective pedagogical strategies that could simultaneously recover lost learning and align with the principles of the Independent Curriculum.

English language classes at SMPN 1 Sumenep typically begin with greetings and opening prayers, followed by warm-up activities and student check-ins. For instance, one teacher initiates lessons by using informal conversations and engaging icebreakers to create a relaxed yet purposeful classroom atmosphere. The teacher activates students' background knowledge through brief introductions, connecting the lesson content to students' real-life experiences—an essential technique for increasing motivation and meaningful participation.

"I like to start with something light, like a short game or a fun dialogue related to the topic. It helps students relax and engage," said Teacher SS.

Interactive discussions play a pivotal role in the teaching of English. Rather than passively receiving information, students are encouraged to co-construct knowledge through questioning and peer interaction. At SMPN 1 Sumenep, English instruction primarily employs Project-Based Learning (PjBL) and Problem-Based Learning (PBL) models, both of which are integral to the Independent Curriculum's emphasis on student-centered approaches and real-world problem-solving. These models are particularly effective in encouraging students to communicate ideas, develop critical thinking, and collaborate with peers.

"For example, when teaching descriptive texts, I often ask students to create short videos or posters as projects. They work in groups and present their work at the end of the week," shared Teacher TH.

Recognizing the unique potential of each student, teachers frequently design project-based activities that relate to students' interests. The process usually begins with an introductory explanation using media such as PowerPoint. Students are then grouped (typically in teams of four or five) to plan and execute a project that reflects the lesson's objectives. The teacher provides



several project options to accommodate different learning preferences and ensures active supervision throughout the task.

Meanwhile, in Problem-Based Learning (PBL), teachers present real-world problems to trigger curiosity and discussion. Students collaborate in groups to analyze the problem, propose solutions, and present their findings to the class. These activities help enhance both language use and cognitive skills in English.

"I want my students to think critically. When we learn about argumentative texts, I give them a real issue to discuss, and they create a written response together," explained Teacher SS.

Student DR echoed this by stating, "In English class, we usually work in groups, then discuss and present our ideas together."

Interviews with several English teachers revealed that PjBL and PBL models are regularly used in combination with discussions, Q&A sessions, and digital learning resources. Most teachers rely on Ministry-provided e-books and PowerPoint slides but modify them creatively to better suit students' needs. While instruction still follows the Curriculum Achievement Indicators (CP) and Teaching Objectives Flow (ATP), the learning materials and delivery methods are adjusted for student relevance.

A core feature of the Independent Curriculum is differentiated instruction, which allows teachers to cater to students' varying readiness levels, interests, and learning styles. Teachers at SMPN 1 Sumenep recognized the importance of understanding individual learners to provide effective support and inclusive instruction.

"Each student has a different learning character. As teachers, we must identify those characteristics and adapt our approach accordingly," said Teacher Y.

Differentiated learning is implemented in three ways: process, content, and product differentiation. Teacher Y begins her classes with mapping questions to determine students' preferred learning styles (e.g., visual, auditory, or kinesthetic), which serve as the basis for lesson planning.

"I usually ask what kind of learning they enjoy. Some students prefer videos, others like group discussions, and some enjoy hands-on activities," said Y.

In addition, non-cognitive diagnostic assessments are administered at the beginning of the academic year through questionnaires. This helps teachers understand students' interests, emotional states, and learning profiles. Teachers then use this information to design appropriate modules and adjust their instructional strategies.

"Differentiated learning starts by identifying each student's characteristics. That's why we use diagnostic tests early in the year to tailor the lessons accordingly," explained Teacher EW.

Teacher TH shared her experience of applying all three types of differentiation in English language instruction—process, content, and product—emphasizing that it creates equal opportunities for students to learn and express their understanding in various ways.

"I differentiate all aspects. In terms of process, I guide students who struggle. In terms of content, advanced learners get extension tasks. For the product, students can choose to write an essay, make a video, or design a poster," said TH.



Similarly, Teacher Y shared that she sometimes brings students outside the classroom during lessons to accommodate kinesthetic learning styles, such as when teaching environmental topics in descriptive texts.

"After explaining the topic using a PowerPoint, I took students outside to observe the school garden. It helps kinesthetic learners feel more connected to the material," said Y.

Evaluation is an integral part of differentiated learning. Teachers need to assess whether their approach meets the needs of all students. Teacher SS explained that at the end of each lesson, she leads a reflection session with the class to gather feedback and improve the next session.

"It may not be perfect, but what matters is the effort. At the end of the class, I ask them how they feel, what they learned, and what they'd like to do differently next time," said SS.

Overall, the implementation of differentiated instruction in English language learning at SMPN 1 Sumenep reflects a strong commitment to student-centered education. By addressing individual differences and preferences, teachers enhance students' engagement, comprehension, and motivation. The success of this approach is evident not only in improved academic performance but also in students' enthusiasm for learning English in a meaningful and joyful environment.

Challenges Faced by Teachers and Students and Their Strategies to Overcome Them in the Implementation of the Independent Curriculum in English Language Instruction

The implementation of the Independent Curriculum in English language instruction at SMPN 1 Sumenep has presented several notable challenges for both teachers and students. These obstacles primarily stem from the process of adaptation to the newly introduced curriculum, which demands changes in mindset, teaching strategies, and classroom practices. Among the key challenges faced by English teachers is the lack of readiness in terms of professional capacity and supporting resources. Many teachers have expressed limited knowledge and insufficient training regarding the principles and strategies of the Independent Curriculum. This lack of preparation also extends to technological proficiency, as the curriculum encourages the use of digital tools for planning, instruction, and assessment—areas where some teachers still face considerable difficulties.

Another significant concern lies in the implementation of differentiated instruction. Teachers must respond to diverse learning styles and needs within a single classroom environment. Catering to visual, auditory, and kinesthetic learners simultaneously has proven difficult, particularly given the limited availability of time and teaching aids. Additionally, insufficient access to printed and digital learning materials, such as textbooks and e-books, has hindered effective lesson delivery. Some teachers have had to rely on e-books, which are not always easily accessible to all students. Compounding this issue is a lack of focus among students, especially during project-based or outdoor learning activities, where the flexible nature of instruction sometimes leads to reduced classroom control and diminished academic engagement.

Students, too, have faced their own set of difficulties during the transition. The shift to the Independent Curriculum has increased instructional hours, creating a sense of fatigue and time pressure. Furthermore, the reliance on digital learning resources poses a challenge for students with limited access to devices or stable internet connections. Many students reported difficulty accessing



e-books or learning applications, often depending on their peers for assistance. Project-based learning activities, while intended to foster creativity and collaboration, have at times caused confusion and stress among students, especially when such projects require additional time, energy, or even financial resources. Moreover, assignments involving the use of digital tools such as editing software are still unfamiliar to many students, further complicating the completion of tasks.

In response to these multifaceted challenges, teachers and students have adopted several strategies. Teachers have engaged in professional development activities, including in-house training and workshops, to enhance their understanding of curriculum implementation and digital pedagogy (Rahayu et al., 2022). Efforts have also been made to promote peer learning and mentoring among teachers, especially in navigating technological platforms. To address student disengagement, teachers have increased supervision and guidance during learning activities, especially in managing classroom dynamics during group work or project-based sessions. On the student side, time management and prioritization have become essential skills for coping with the curriculum's demands. Students are encouraged to develop schedules and manage their academic responsibilities more effectively.

Teachers have also provided more structured guidance for project-based learning, helping students understand the objectives, plan their steps, and manage their workload. They are also urged to optimize existing school facilities to support the implementation of the curriculum, especially in terms of IT infrastructure. Students who struggle with specific aspects of the curriculum, such as using digital tools or completing projects, are encouraged to ask for help from teachers. This collaborative approach between teachers and students helps ensure that the goals of the Independent Curriculum can be met despite the challenges faced.

In conclusion, while the implementation of the Independent Curriculum in English language instruction at SMPN 1 Sumenep has introduced several challenges—ranging from teacher preparedness and digital literacy to resource limitations and student engagement—various solutions have been actively pursued. Through a combination of training, mentoring, increased supervision, resource optimization, and supportive learning environments, both teachers and students are gradually adapting to the new curriculum. These efforts highlight the importance of flexibility, collaboration, and continuous professional growth in the successful realization of curriculum reform in Indonesia's junior high schools.

CONCLUSION AND SUGGESTIONS

Conclusion

The implementation of the Independent Curriculum in English language instruction at SMPN 1 Sumenep has generally been met with a positive response from both teachers and students. Teachers have shown favorable perceptions toward the curriculum due to their understanding of its underlying principles—namely, fostering student-centered, engaging, and liberating learning experiences. Despite initial confusion during the early stages of implementation, teachers have been supported by institutional efforts such as In-House Training (IHT), targeted workshops, and the



integration of the “Platform Merdeka Mengajar” (PMM), which has enhanced their preparedness and pedagogical flexibility.

Students, likewise, demonstrated encouraging attitudes toward the curriculum. They responded positively to the learning environment created by their teachers and showed their ability to adapt to the instructional shifts brought by the new approach. They appreciated the interactive and collaborative nature of the lessons, particularly those involving group work and project-based tasks. This indicates that the Independent Curriculum has succeeded in aligning the educational experience with students' interests and promoting meaningful engagement in the English language classroom.

During the implementation phase, teaching practices were generally aligned with the structured lesson plans guided by the teaching modules. The predominant instructional models utilized were Project-Based Learning (PjBL) and Problem-Based Learning (PBL). These approaches supported critical thinking, creativity, and collaboration, allowing students to construct their own understanding through real-world contexts. The use of digital tools and e-resources—although still limited—also contributed to more varied and flexible instructional delivery.

Nonetheless, several challenges emerged throughout the process. Teachers faced issues such as limited human resources and insufficient professional development, especially regarding technological proficiency and differentiated instruction. They also reported a lack of sufficient learning materials and difficulties managing student focus, particularly during outdoor or project-based activities. On the students' side, the challenges included a more demanding schedule, lack of access to learning resources (such as digital books or devices), confusion regarding project assignments, and inadequate skills in using digital tools required to complete their tasks.

To address these challenges, both teachers and students engaged in a variety of strategic efforts. Teachers sought to improve their competencies through continuous training and peer learning, while also leveraging the PMM platform to develop learning modules and access teaching resources. They also conducted frequent monitoring and guidance during student activities to prevent disengagement. Students were encouraged to apply time management strategies, set learning priorities, and seek help from teachers, particularly in managing project assignments and understanding technological tools. These collaborative efforts between educators and learners have helped foster a more adaptive and resilient learning environment.

In conclusion, the adoption of the Independent Curriculum in English language instruction at SMPN 1 Sumenep has shown promising results despite the initial difficulties. The commitment of teachers and students to adjust and innovate has played a crucial role in overcoming obstacles. It is essential for ongoing support in the form of digital infrastructure, teacher training, and instructional resources to be sustained and expanded.

Suggestions

To ensure the continued success and sustainability of the Independent Curriculum in English language instruction at SMPN 1 Sumenep, several key improvements are recommended. First, continuous professional development programs should be prioritized to strengthen teachers'



competencies, particularly in differentiated instruction, curriculum design, and digital literacy. These programs can be delivered through workshops, mentoring systems, and peer collaboration to encourage reflective teaching practices and curriculum adaptability. Second, equal access to learning resources must be guaranteed for all students, especially in terms of digital devices and internet connectivity, to minimize disparities in learning opportunities. Schools should actively collaborate with stakeholders—including parents, local government, and community organizations—to support the procurement of educational resources. Third, students need targeted support in developing digital skills, particularly for project-based learning and online assessments, through hands-on training and the integration of simple, accessible tools in daily lessons. Fourth, teachers are encouraged to provide consistent guidance during project implementation to help students manage their time, understand expectations, and complete tasks effectively. Finally, school leadership should establish systematic feedback mechanisms involving students and teachers to continuously assess curriculum implementation, adjust instructional strategies, and align teaching practices with students' needs and learning contexts. By addressing these areas, the implementation of the Independent Curriculum can be further strengthened to create a more engaging, equitable, and effective English learning environment for junior high school students.

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