

EFL Teachers of Junior High School Readiness in Applying “Merdeka Curriculum”

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ABSTRACT

Curriculum is the heart of schools’ activity. It influences what will the students learn, experience and what kinds of output will the schools have. Meanwhile, the students’ conditions are always change time after time. Therefore, the curriculum needs to be aligned with the students. In the pandemic situation which changes the way the teaching-learning process, there is a fact that the online learning caused “learning loss”. This condition threatens the students’ achievement. The government released “Merdeka curriculum” as a solution to overcome the problem. The teacher as the “main actor” in doing the curriculum must have good understanding about it. Therefore, the research was conducted to know the EFL teachers of Junior high school readiness in the application of “Merdeka curriculum” in their class. The respondents of this research were the EFL teachers of Junior high school in Purbalingga regency. A closed questionnaire was distributed through Whatsapp group to 60 EFL teachers. The result showed that 72, 08% EFL teachers were ready to apply “Merdeka curriculum”.

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1. INTRODUCTION

Covid-19 pandemic has changed the way the teaching-learning process. Previously it happened in the building called the classroom. However, as the pandemic attacked, the government closes the school to stop the Covid-19 spreading. The teaching-learning process changed from direct teaching to online teaching or distance learning.

There are many learning platforms that are utilized to support this. Hence, there are many obstacles faced either by the teacher or the learners. Digital literacy becomes an interesting issue in facing online learning in Indonesia. Both the teacher and also the learners feel surprised by using digital technology in online learning. The other problems are the material, the teaching methods, the learners’ well-being, and soon. Those problems influence not only the teaching-learning process but also the learners’ achievement. The result of Kemendikbud’s research showed that 50% or more of learners did not meet the expected competency standards during online learning [1]

Dealing with the learners’ achievement, the Indonesian Education Ministry stated that online learning creates a learning loss for students [1]. Research done by King (2020) in [2] also found that about 1.5 billion learners or 82.5% of learners around the world from 156 countries will experience learning loss because of the school closure.

What is learning loss? Learning loss is a term to define a condition where the learners lose their knowledge and skill [1]. According to Karismiaji in [1], the learning loss is not only due to the school closure

but also the wrong teaching concept, the geographical condition of Indonesia, and the infrastructure. He said that the wrong teaching concept made the student decrease their motivation. There is only one-way communication between the teacher and the learners due to the pandemic situation. The wide area of the Indonesian archipelago and the other infrastructure each area has made the learners unable to do online learning. Muhamad (2020) in [3] remark a survey conducted by the Ministry of Education, Culture, Sports, Science and Technology in April 2020 found that 86.6% of teachers' activities asked only questions, but less than 40% of online interactive learning.

[4] stated that if the learning condition is not being revealed immediately the learners will be in danger. The dangers of the learning loss are the disruption of the growth of learners, the occurrence of psychological and psychosocial pressures and domestic violence, and the threat of dropouts. In line with the previous statement, it was found that online courses have a higher dropout rate than face-to-face courses (Hartnett 2016, p. 1; Park and Choi, 2009 in [5]).

To overcome the learning loss problem and the result of the evaluation of the previous curriculum, the government has formulated a new curriculum. The curriculum is well-known for the term “Merdeka curriculum”. This curriculum is the development of the previous curriculum: curriculum 2013 and the emergency curriculum. The government gave three choices to each school regarding the application of the “Merdeka curriculum”. The school has the authority to decide the type of curriculum that will be implemented. To overcome the Covid-19 pandemic in the years 2020-2021, the government released a policy to the use of curriculum 2013 or the emergency curriculum. While in the years 2021-2022, the government released three curricula to be used: curriculum 2013, the emergency curriculum, and the “Merdeka curriculum” [6]. To recover the teaching-learning process in the years 2022-2024 the government released a new policy. The schools that are not ready in implementing the “Merdeka curriculum” can implement either curriculum 2013 or the emergency curriculum. Those who are ready can implement “Merdeka curriculum”.

Teacher as the “actor” who conducts the curriculum must prepare for the changes in the curriculum. Here, especially discuss the “Merdeka curriculum”. The teacher must know about the syllabus, the material, the learning activities that will be experienced by the learners, the learning hour, and soon. The changes in the curriculum also provoke the teacher to change their mindset and also update their skill.

These issues interest the researcher to study the teacher’s readiness deals with the application of “Merdeka curriculum”. Knowing about the teachers’ readiness will give insight to the policy maker about what the teacher has ready and not ready. The policy maker can help the teacher to find the solution to the field that they do not master yet. In summary, the application of the curriculum will run smoothly and give the best result to the learners.

Therefore, the researcher will find information on: (1) Do the EFL know the substance of the “Merdeka curriculum”? (2) Do the teachers know the challenge in applying the “Merdeka curriculum” in their English class? (3) Do the teachers have a plan in facing the application of the “Merdeka curriculum”?

The research aims are to know the teachers' knowledge about the “Merdeka curriculum”, to know the teachers' challenges in applying the “Merdeka curriculum” in the English class, and to know the teachers' preparation in applying the “Merdeka curriculum”.

2. LITERATURE REVIEW

Curriculum

Curriculum is one of interesting topic to be discussed in the education field. What kind of learning material, learning experience, teaching learning activities, learning hour and the other aspect are the part of curriculum. What is curriculum? There are many definitions from the experts about the term curriculum. According to Government Rule number 57 year 2021, a curriculum is a set of plan and rule about goal, content, and learning sources completed with the way to use it as a guide in doing the learning process to reach a certain education goal. There are two aspects of curriculum namely the curriculum framework and the curriculum structure. The curriculum framework functions as the basic plan in developing the curriculum structure. However, the curriculum structure is the organization of competence, learning material, and learning load.

While, [7] offers five definitions of curriculum: (1) curricula as a set of objective, (2) curricula as courses of study or content, (3) curricula as plans, (4) curricula as documents, and (5) curricula as experiences. Curricula as a set of objectives mean that curriculum as a mean to achieve the educational goal. The focus of this kind of curriculum is on the product. Curricula as courses of study mean that curriculum is a process of selecting the content (Beauchamp, 1977; Wood & Davis, 1978 in [7]). Curricula as plans mean that a curriculum is a blueprint for the implementation of educational activities. Curricula as documents mean that curriculum is an outline of course program which is written on a piece of paper (Brady, 1995 in [7]). Curricula as experiences mean that curriculum is an interrelated set of plans and experiences which the learners should complete under the schools' guidance (Marsh, 1997 in [7]). Based on the definitions above the term curriculum covers goal, content, learning experiences which is written on a piece of paper.

“Merdeka curriculum.” “Merdeka curriculum” was released by the government as a development of the previous curriculum. The curriculum change must be taken since there is a serious problem dealing with the pandemic situation. The learning loss and learning gap becomes a serious problem in Indonesia since the pandemic hits the nation and change the teaching-learning model.

The main characteristics of the “Merdeka curriculum” are project-based learning to develop learners’ soft skill with Pancasila learners profile (profile pelajar Pancasila) character building, focus on essential material which provides enough time to the basic competence learning (literation and numeration), and teachers’ flexibility in doing the learning process in line with the learners’ ability and adjustment in context and local content [6].

The government provides three options for schools in the application of the “Merdeka curriculum”: (1) start to learn; (2) start to change; (3) independent to share. The options have different consequences. If the school chooses to start to learn then the school may apply the curriculum 2013 with some application of the “Merdeka curriculum”. If the school chooses the option to start to change, the school will apply the “Merdeka curriculum” and use the provided example of the teaching-learning administration. The last choices give the school experience to develop their own teaching-learning administration and share with the others.

Recently, there are 2.449 schools institutions as the member of “Program Sekolah Penggerak and 901 Vocational School from the “Program SMK Pusat Keunggulan which have implemented the limited “Merdeka curriculum” [8]. There are three goals of the application of the limited “Merdeka curriculum”. First, it is part of the curriculum development process in order to have an optimal effect in decreasing the learning loss and increasing the education quality in Indonesia. The second, to create best practices not only for the teachers but also for headmasters deals with the experience of adopting the curriculum, and later on, it can be shared with another school. The last is to give a chance for the certain are in preparing the human resources in the adoption phase to strengthen the curriculum which will be used in the future [6].

The Structure of the “Merdeka curriculum.” Curriculum contains a basic curriculum framework and the structure of the curriculum [9]. The basic curriculum framework and the structure of the curriculum become the base for curriculum development. Subsequently, there is a separation between the curriculum framework and the curriculum which is developed by the school. Here, the school has the authority in developing the curriculum based on the basic curriculum framework provided by the government. This curriculum becomes the operated curriculum at school. It is in line with one of the “Merdeka curriculum” principles, the flexibility for the school institution, teachers, and learners. The schools can develop their own curriculum based on the learners' needs and context.

The structure of the “Merdeka curriculum” contains four characteristics: (1) the changing of the lesson status, (2) the authority of the school to develop the operational curriculum, (3) the learning process is divided into two sections (intra-curricular and co-curricular) in the form of Pancasila Learners Profile strengthen, and (4) the option which can be decided by the learners [8].

The changing of the lesson status. The obligate lesson turning into optional status is an example of the changing lesson status. The changing status of the lesson has two goals: a way to strengthen the competence development which is important for the learner in the present and also future times and to increase the harmony of the learning from one level to the others.

There are some examples of the changing lesson statute recently: the English lesson is suggested to be learned from the elementary level, the merging of social science and science in the level of elementary school, informatics technology becomes an obligation lesson at the level of junior high school, the development of local content [8].

The authority of the school to develop the operational curriculum. As mentioned above, one of the “Merdeka curriculum” principles is flexibility. Here, the school has the authority to develop the operational curriculum. The government only arranges the obligation content to be taught and the learning load. The school has the authority to allocate the learning schedule. Formerly, the learning hours is arranged weekly. However, in the “Merdeka curriculum”, the learning hours is accumulated in a year so that the school can arrange the learning schedule in a more flexible way.

The other schools’ authority is about the flexibility in the organization of learning. In curriculum 2013, the elementary school used a thematic approach but now the school has the freedom to structure the learning content by lesson or continue the thematic approach with the consideration of the learning achievement [8].

The learning process is divided into two sections (intra-curricular and co-curricular) in the form of Pancasila Learners Profile strengthen. “Merdeka curriculum” requires two main activities: intra-curricular, and co-curricular activities. Intra-curricular activity is a routine and scheduled activity based on the structured learning content while co-curricular activity is a learning activity in a form of a project to strengthen the Pancasila learners’ profile [8]. Those two activities are focused on the learners’ competence and character. To strengthen the learners’ character, the integration of the learning process which focused on the fundamental competence and character in the curriculum structure is a must.

Moreover, the strengthening of Pancasila learners' profile gives the learners the opportunity to develop their competence by exploring the recent world issues. The project is not taught as an independent lesson which takes extra learning hours but it is an inter-discipliner learning unit. It is also not bound to learning achievement. The project only takes about 20 to 30% of the total learning hours in a year [8].

The activity of the learning process is in the project form. The learners do not only listen to the teacher; explanation but also explore an issue, topic or problem without being limited by the lesson. This activity is in line with the development of 21st-century skill (OECD, 2018 in [8]). The project-based learning is usually held in a variation on time intervals. The activity can be held in either in a week or in a semester depending on the goal of the activity.

The project is arranged to strengthen the six dimensions of Pancasila learners' profile namely: belief, fear of God Al-Mighty and noble character, independence, global diversity, critical reasoning, and creativity. The target achievement for the project is that the Pancasila learners' profile is in line with the learners' development stage [8].

The government had released seven themes for the project: (1) sustainable lifestyle related to environmental issues and global warming; (2) Bhinneka Tunggal Ika which is related to spirituality, tolerance, and local community multiculturalism of Indonesia and the world; (3) related local wisdom with local culture and its' development; (4) entrepreneurship related to problem-solving ability (problem-solving); (5) build up the soul and body related to physical and mental health (welfare or well-being); (6) engineering and technology to build the NKRI; and (7) the voice of democracy related to the development of the ability to become citizens country and the world in a democracy [8]. The school may choose one theme and then adopt it based on the context and learners' character. It is possible that the one theme will be done with different activities by different schools. So, the project needs teachers' and schools' creativity at the execution level. The teacher must plan the activity well and also be supported by schools' facilities.

The option which can be decided by the learners. The lesson choice for school and learners is one way to reduce the curriculum density (OECD, 2020a in [8]). The choice will give the learners chance to control the learning process independently. It also gives them chance how to decide their personal goal, motivate themselves to learn, and plan a strategy and behavior in achieving the goal [8]. Therefore, the curriculum should give the learners chance to choose based on their interest, talent, and aspiration.

The optional or obligation lesson is decided based on its role in achieving the national educational goal, building up the nation's identity, and developing the fundamental competence to live productive as a citizen (Porter & Polikoff, 2008 in [8]).

There are some lessons that are obligate for every level of education while others become optional for a certain level. The optional level is especially for the Senior High School level. These four disciplines can be chosen by the learners: MIPA, IPS, Bahasa, and Prakarya & Vokasi [8].

The supplementary program starts at grade XI. The learners may choose four lessons from a minimum of two different disciplines. In other words, the learners do not choose the program but they only choose the lessons. It will give the learners a wide chance to develop their competence in two different disciplines. Each discipline has its own characteristic in developing competence and different thinking level.

In detail, the curriculum structure of Junior High School is only contained one phase and divided into two parts. The Junior High School level only has one phase namely "D" phase. The phase consists of three grades: grade 7, grade 8, and grade 9. The two parts of the curriculum structure are the intra-curricular and the strengthening of Pancasila learners' profiles [10]. The time allotment for grades seven and eight of Junior High School can be seen in Table 1.

Table 1. A time allotment of lessons in grades seven and eight of Junior High School

Lesson			Intra-curricular allotment per year	time	The strengthen of Pancasila learners profile time allotment per year	Total learnin g hour per year
Islamic Religion and Character			72 (2)		36	108
Christian Religion and Character			72 (2)		36	108
Catholic Religion and Character			72 (2)		36	108
Budha Religion and Character			72 (2)		36	108
Hind Religion and Character			72 (2)		36	108

Character			
Khonghucu Religion and Character	72 (2)	36	108
Pancasila	72 (2)	36	108
Indonesian Language	180 (5)	36	216
Science	144 (4)	36	180
Math	144 (4)	36	180
Social Science	108 (3)	36	108
English	108 (3)	36	108
Physical education	72 (2)	36	108
Information and Technology	72 (2)	36	108
Art and Craft	72 (2)	36	108
1. Music			
2. Art			
3. Theatre			
4. Dance			
5. Craft			
Local content	72 (2)	36	108
Total	1044 (29)	360	1404

The table is based on the assumption that there are 36 weeks in a year with the learning hour is 40 minutes in each meeting. The religion lesson is taken by students based on their religion. The school provides minimum one art lesson or craft. The students may choose one: art or craft to be studied. There is a slight difference between the time allotment for the seventh and eighth grade with the one of the ninth grade. The more detailed information can be seen in Table 2.

Table 2. Time allotment of lesson in grade nine of Junior High School

Lesson	Intra-curricular allotment per year	time	The strengthen of Pancasila learners profile time allotment per year	Total learnin g hour per year
Islamic Religion and Character	64 (2)		32	96
Christian Religion and Character	64 (2)		32	96
Catholic Religion and Character	64 (2)		32	96
Budha Religion and Character	64 (2)		32	96
Hind Religion and Character	64 (2)		32	96
Khonghucu Religion and Character	64 (2)		32	96
Pancasila	64 (2)		32	96
Indonesian Language	160 (5)		32	192
Science	128 (4)		32	160
Math	128 (4)		32	160
Social Science	96 (3)		32	128
English	96 (3)		32	128
Physical education	64 (2)		32	96
Information and Technology	64 (2)		32	96
Art and Craft	64 (2)		32	96
1. Music				
2. Art				
3. Theatre				
4. Dance				

5. Craft			
Local content	64 (2)	32	96
Total	928 (29)	320	1248

The table shows that the time allotment for the ninth grade is less than the previous grade. It is caused by the number of the week in the ninth grade being only 32.

2.2 Learning Principles and Assessment

“Merdeka curriculum” emphasizes the intertwined of the learning process with the assessment especially the formative ones as a learning cycle. According to Sadler (1989) in [11] formative assessment is an additional step following the overall assessment and requires feedback on the criteria or potential “gap” in meeting the required criteria. Black (2002) in [8] remarks formative assessment goals’ is to increase the learning process quality. It is in line with [11] formative assessment to improve education between teachers and learners and provide feedback to students.

The assessment principles in “Merdeka curriculum” do not emphasize on the concrete method but focus on the goal and function of the assessment as the feedback to increase the learning process. Based on that principal, the learning process emphasizes on the learning strategy development based on the learners’ achievement or it is popular with the terms “teaching at the right level”. Teaching at the right level uses the variance of learning material based on the learners’ understanding. The learning material difference is to make the learners achieve the desirable competence. The consideration for the learning material choices is the formative assessment. This assessment is also used as the instrument to monitor the learners’ development and a consideration whether or not the learners are ready to take more complex material.

2.3 Learning Achievement

Learning achievement is a minimum competence that must be achieved by the students in every lesson [8]. The learning achievement is broken down according to the level: Elementary, Junior High school, and Senior High school. Each level is broken down again into each lesson. The focus of the study is on the English lesson at Junior High School level. There are four goals of English lesson in Junior High school level. The first is to develop communicative competence in English by using multi modal text. The second is to develop the intercultural competence to understand and value the perspective, practices, and products of Indonesian and foreign cultures. The third is to develop self-confidence in expressing himself as an independent and responsible individual. The last is to develop critical and creative thinking [12].

3. RESEARCH METHODS

3.1 Design

The type of the study is a survey procedure since it is intended to know the readiness of the EFL Junior High School teacher to apply the “Merdeka curriculum” in their English class. The survey procedure was adopted from [13]. The study employs quantitative methods by making use of descriptive analysis. According to [14] descriptive analysis is used to analyze the data by describing or showing the collected data without making a generalization.

3.2 Population and Sample

The respondent is the EFL Junior High School teachers in Purbalingga Region. The total population is 144 based on the data from the EFL Junior High School Teachers’ Organization of Purbalingga region (MGMP Bahasa Inggris SMP Kabupaten Purbalingga). Convenient sampling was used because it is suitable for this pandemic situation. [13] explained that convenient sampling, also known as random sampling or opportunity sampling, is a sampling technique based on access restrictions and is included in probability sampling. In getting the respondents, the researcher used a simple random sampling. [15] said that simple random is a way to take the sample from the population randomly without considering the strata. The researcher used the EFL workgroup of the EFL Junior High School teachers’ organization and then randomized the respondents based on their workgroup. Each workgroup covers some schools from some regences in Purbalingga. There were 60 respondents who participated in the study and the percentage of the respondents is about 41,67% of the total population. They came from either state or private Junior High schools in the Purbalingga region.

3.3 Instrument

Since it is a survey procedure, the instrument used in the study is a questionnaire. The questionnaire is a list of questions or statements which are given to the respondents to be answered [15]. The closed-ended questionnaire types are utilized in this study. [13] remarked closed questionnaire is a list of questions or statements with some provided options to be chosen by the respondents. The benefits of using the closed-ended questionnaire are: (1) it is easier to be scored, and (2) it is easier to be done by the respondents since there are some options provided [13].

3.4 Data Collecting Techniques

There are twelve items in the questionnaire that must be answered by the respondents. The questionnaire is made by Google Form and delivered to them by the link in Whatsapp message.

The items are based on the three aspects: the teachers' knowledge about the "Merdeka curriculum", the teachers' challenges in applying the "Merdeka curriculum", and the teachers' plan to face the application of the "Merdeka curriculum". The detail of the outline of the questionnaire can be seen in Table 3.

Table 3. The outline of the questionnaire

Variable	Indicators	Number of items	Total
EFL teachers' readiness to the application of "Merdeka curriculum"	Teachers' knowledge about "Merdeka curriculum":	1-7	7
	The challenge in applying "Merdeka curriculum"	8-10	3
	Teachers' plan	11-12	2
Total			12

The outline then been developed into some questions or statements. The list of the questionnaire items can be seen in Table 4.

Table 4. List of questionnaire items

Indicators	Number of items	Statements
Teachers' knowledge about "Merdeka curriculum"	I1	You know about the substance of the "Merdeka curriculum".
	I 2	You know the English syllabus for the "Merdeka curriculum"
	I 3	You know what kind of English material in the "Merdeka curriculum"
	I 4	You know what kinds of learning activities do the learners will experience in the "Merdeka curriculum"
	I 5	You know the English lesson learning hour in the "Merdeka curriculum"
	I 6	You know how to evaluate the learners' competency in "Merdeka curriculum"
	I 7	You know the type of "Merdeka curriculum" that your school choose
The challenge in applying "Merdeka curriculum"	I 8	You know the consequence of the school choice to your English class
	I 9	You are ready to apply "Merdeka curriculum" in your English class
	I 10	You know the challenge in applying "Merdeka curriculum"

Teachers' plan	I 11	You have a plan to face the application of "Merdeka curriculum" in your school
	I 12	You have a solution for the challenge that you may face in applying "Merdeka curriculum"

3.5 Data Analysis Technique

Descriptive statistics was used in analyzing the data. By using descriptive analysis, the research was meant to analyze the data statistically and interpret it descriptively. Then, the collected data were counted and analyzed statistically. After that, a computation process is done to measure the percentage. This study utilized a five-point Likert scale for the questionnaire as it was recommended to accommodate the response. As [15] said Likert scale is used to measure someone's or group of persons' attitudes, opinion, and perceptions. The scoring of the Likert scale can be seen in Table 5.

No	Option	Description	Score
1	SA	Strongly agree	5
2	A	Agree	4
3	N	Neutral	3
4	D	Disagree	2
5	SD	Strongly disagree	1

To know the result of the EFL teachers' readiness in the application of the "Merdeka curriculum", the mean of the data were calculated by the means of Microsoft Excel. Finally, the data were categorized based on the criteria. The criteria can be seen in Table 6.

Table 6. Category for EFL teachers' readiness in the application of "Merdeka curriculum"

Range	Interpretation
0%-20%	Strongly not ready
21%-40%	Not ready
41%-60%	Not really ready
61%-80%	Ready
81%-100%	Strongly ready

While the criteria for the teachers' understanding of the "Merdeka curriculum" and also the challenge that may appear in applying it can be seen in Table 7.

Table 7. Category for EFL teachers' understanding of "Merdeka curriculum", the challenge, and plans.

Range	Interpretation
0%-20%	Very low
21%-40%	Low
41%-60%	Enough
61%-80%	Good
81%-100%	Very good

4. RESULT AND DISCUSSION

4.1 Result

The aim of the study is to (1) know the teachers' knowledge about the "Merdeka curriculum", (2) to know the teachers challenge in applying "Merdeka curriculum" in the English class, and (3) to know the teachers' preparation in applying the "Merdeka curriculum". The data was then calculated to get the percentage using Microsoft Excel. The formula was adopted from [16]. Here is the formula.

$$Mean = \frac{\text{the total scale}}{\text{the total score}} \times 100\% \quad [1]$$

The result of the EFL teachers of Senior High School readiness in applying "Merdeka curriculum" is as follows.

$$Mean = \frac{2595}{3600} \times 100\% = 72,08\% \quad [2]$$

Based on those calculations, the average score of the EFL teacher was 72, 08%. After the result was consulted Table 6, shows that the score was in the "ready" category. It means 72, 08% of the EFL teachers in Junior High School were ready to apply the "Merdeka curriculum" in their English class.

The mean of each indicator can be calculated as follows.

$$Mean \text{ indicator } 1 = \frac{1502}{2100} \times 100\% = 71,48\% \quad [3]$$

$$Mean \text{ indicator } 2 = \frac{665}{900} \times 100\% = 73,89\%$$

$$Mean \text{ indicator } 3 = \frac{429}{600} \times 100\% = 71,50\% \quad [4]$$

The result generally shows the EFL teachers have good understanding about "Merdeka curriculum" (71, 48%). The EFL teachers also understand the challenges they will face with the application of the "Merdeka curriculum" (73, 89%). The EFL teacher also has a plan to overcome the challenges or problems in applying the "Merdeka curriculum" (71, 50%).

In detail, the percentage for each item for the EFL teachers' understanding of the "Merdeka curriculum" can be seen in Table 8.

Table 8. The percentage of each item.

Indicators	Number of items	Percentage	Category
1. Teachers' knowledge about "Merdeka curriculum"	I1	72,67%	Good
	I 2	68%	Good
	I 3	68,33%	Good
	I 4	71,67%	Good
	I 5	72,33%	Good
	I 6	69,67%	Good
	I 7	77,67%	Good
2. The challenge in applying "Merdeka curriculum"	I 8	74%	Good
	I 9	74%	Good
	I 10	74,67%	Good
	I 11	72,67%	Good
3. Teachers' plan	I 12	70,33%	Good

The result was represented using a graph based on the preceding table. As a result, the chart was utilized to describe the percentage of each item, as shown in Figure 1 [1].

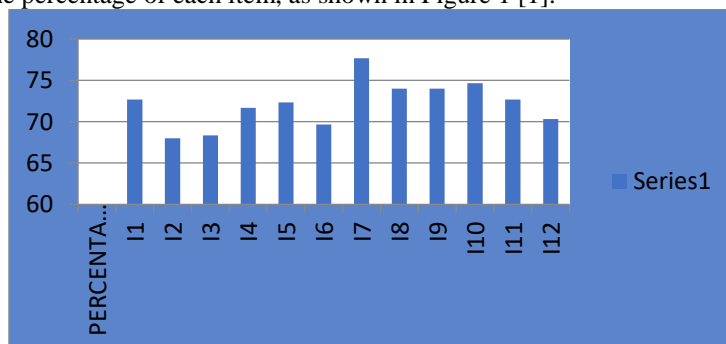


Fig1. Chart of each item's percentage

4.2 Discussion

The result of the research shows that the EFL teachers are ready to apply the “Merdeka curriculum” in their English class. They have a good understanding of what is “Merdeka curriculum” and the challenges they will face in their English class. They also have a plan to overcome challenges or problems that may appear.

The result also shows that the EFL teachers still need information dealing with the English syllabus and also English learning material. The EFL teachers also need information on how to evaluate the learners’ competence in the “Merdeka curriculum”.

Based on the aforementioned information, the EFL teachers still need a workshop about the “Merdeka curriculum”, especially in the syllabus, learning material, and evaluation. The previous research of [17] remarked that well-structured socialization, guidance, and freedom aligned with their capability are needed before the application of “Merdeka curriculum”.

The workshop will develop the EFL teachers’ knowledge of the detail of the “Merdeka curriculum”. On the other way, the EFL teachers can also use the provided application to learn individually about the “Merdeka curriculum”. The application is called “Merdeka Mengajar”. The teachers may install the application on their gadgets. There are many menus that can help the teacher deals with the “Merdeka curriculum”. They are the inspirational video, individual workshop, learners’ assessment, teaching administration, and the EFL teachers’ masterpiece.

The EFL teacher may join the individual workshop to develop their knowledge. The inspirational videos give insight into the curated teaching experience of the teachers around Indonesia. The EFL teachers also can use the teaching administration provided by the application as an example in making their own teaching administration

5. CONCLUSIONS

5.1 Conclusion

The goal of this study was to determine whether or not the EFL teachers at Junior High School were ready to implement the “Merdeka curriculum” in their English classes. The result of the EFL teachers’ readiness in the application of the “Merdeka curriculum” in their English class was in the percentage of 72,08%. It means that EFL teachers are ready to apply the “Merdeka curriculum”. Further, the highest percentage was in I7 (77,67%), which was included in the teachers’ knowledge about the “Merdeka curriculum” indicator. It stated that the EFL teachers had a good understanding of the “Merdeka curriculum”. Meanwhile, the lowest percentage was in I2 (68%), which was included in the teachers’ knowledge about the “Merdeka curriculum” indicator. It stated that the EFL teachers still need information English syllabus in the “Merdeka curriculum”.

5.2 Implication and Contribution to Knowledge

The result of the study can be used as a reflection for the EFL teachers on whether they are ready to apply the “Merdeka curriculum” in their classroom. The teachers’ readiness will give a significant influence on the success of the curriculum goal. Besides, the result can also be an insight for the policymaker. The policymaker can focus on the fields that have a low understanding percentage. It can be used to make a decision on making a suitable activity or workshop.

5.3 Limitation of the research

The research has the following limitations. First, the limited number of the research participant. The time limitation and also pandemic situation are the challenges in reaching the participant. Although, the survey utilized the Google Form which can be done online, but only some of the EFL teachers who were willing to contribute in the research. The second, some of the participants chose “neutral” as their response to some items. This condition can make a bias whether or not they know about “Merdeka curriculum”. Hopefully, in the future, the problems can be overcome to get a better result.

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