



Teachers' and Students' Perception towards the Implementation of Independent Curriculum in English Learning

Meniati Zebua¹, Agustin Ceria Zebua², Puspa Triyani Waruwu³, Juni For Enjelina Bate'e⁴, Julvin Oryentika Waruwu⁵, Friska Putri Waruwu⁶

^{1,2,3,4,5,6} Pendidikan Bahasa Inggris, Universitas Nias

DOI:

<https://doi.org/10.47134/jpbi.v2i2.1368>

*Correspondence: Meniati Zebua
Email: meizebua323@gmail.com

Received: 11-11-2024

Accepted: 18-12-2024

Published: 10-01-2025



Copyright: © 2025 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Abstract: This study aims to investigate teachers' and students' perceptions of the implementation of the independent curriculum in English language learning. Conducted across six different schools (two elementary schools, two junior high schools, and two senior high schools), the research use the qualitative approach using a descriptive phenomenological design. The data were collected through interviews and questionnaires. The findings reveal that teachers perceive the independent curriculum as providing greater flexibility and creativity in teaching, enabling them to implement student-centered approaches and innovative methods such as using visual media, learning modules and technology. Teachers also value the variety of assessments, including diagnostic, formative, and summative evaluations. However, challenges such as administrative burdens and gaps in students' abilities remain significant. From the students' perspective, the curriculum is seen as engaging and interactive, with project-based tasks enhancing motivation and skill development. Nevertheless, students face difficulties in mastering vocabulary and grammar and building self-confidence, often exacerbated by unequal access to learning resources. This study concludes that the Independent Curriculum has significant potential to enhance English language learning by fostering active student engagement and teacher innovation. To maximize its effectiveness, recommendations include providing adequate resources, reducing administrative burdens, and enhancing teacher training to address implementation challenges.

Keywords: Teachers, Students, Perceptions, Independent Curriculum

Introduction

Indonesians' perceptions of the Independent Curriculum reflect the viewpoints and interactions of educators and learners regarding the introduction of the new curriculum. The effectiveness of the curriculum's implementation is significantly impacted by these attitudes, according to study. Perception, according to KBBI (2016), is the direct reaction (receipt) of something; absorption; and the process by which a person learns certain things through their senses. According to Leavit (1978), cited in Faradina, Triska (2007: 8), perception can refer to both specific and general concepts. Perception can be widely understood as a view or understanding, or how someone views or interprets something,

and narrowly as vision, or how someone sees something. So it can be concluded that perception is

While teachers' perception, according to Desmita (2015: 35), is the method by which people arrange and decipher patterns of stimuli in their surroundings. According to this concept, perception can be achieved by integrating sensory information gathered through observation, enabling people to become aware of, comprehend, and know everything in their surroundings that is the subject of observation. And (Saputra, 2022), claimed that the establishment of a new curriculum that is prepared for use with students at all educational levels is supported in large part by the opinions of teachers. Teachers' perceptions have an impact on how they facilitate students' learning. By spotting the teacher as the implementer of the curriculum, the implementation strategy must clearly state the practical changes and actions that are expected of the teacher (Fullan, 2007).

Then according to (Shidu, 2003) in (DESY F. ANSOW, 2022) Students' perceptions are their opinions about anything that occurred during class and are used to provide arguments or recommendations for teachers or fellow students to enhance their learning process. It means that students have their own opinion toward something that get from teaching learning process and how they reach toward it. We should know also the use of English is not able to be hindered in daily work, which makes it difficult for us to learn the language Rahmatilah (2021). The importance of teaching English to children, especially those who are primarily enrolled in school is important, that stated in (Rachmat, 2010).

According to (Zakso, 2022), independent curriculum is a new curriculum developed by Kemdikbudristek following a teaching crisis caused by the COVID-19 virus that first appeared in 2019. This independent curriculum focuses on the use of technology that is difficult to understand because we have already experienced the digital age, which is quite advanced—that is, era 5.0. This merdeka curriculum is being implemented in the classrooms of the schools that precede the penggerak schools that begin implementing it. In 2022, Datadikdasmen, stated that merdeka curriculum has several standards, including: (1) Standard Kompetensi Lulusan (SKL) is a minimal requirement that outlines the skills, knowledge, and abilities that students must possess at the completion of their education. (2) Standar isi, standard Isi outlines the lingkup material that must be taught, which is determined by the wajib, keilmuan, jalur, and jenjang of education. (3) Standard Procedures. According to Permendikbudristek No. 16 Tahun 2022, educational materials must be clear, concise, and easy to understand. The educational process is designed to give students high-quality learning experiences. (4) Penilaian Standard. Penilaian dalam Kurikulum Merdeka focuses on enhancing students' learning abilities in a more comprehensive and varied manner, including sumatif and formatif penilaian. Five (5) The Principles of Education outline are three types of educational activities: intracurricular, kokurikuler, and ekstrakurikuler. (6) Pembelajaran Capaian. Capaian Pembelajaran summarizes the learning objectives that students must meet in each lesson and educational activity.

However, when it comes to implementing the curriculum, Independent Curriculum has a few advantages, like the freedom for teachers to create more creative and original teaching methods (Wahyuddin, 2024). Because every student has distinct needs during the teaching-learning process, teachers may adjust their teaching strategies to suit their preferred learning styles. Teachers can design more interesting and relevant learning experiences by introducing regional elements into English lessons, such as folklore or cultural treasures. As a result, students find the material more meaningful and become more involved in the learning process. (Solihin, 2024) Independent curriculum is an educational program designed to provide flexibility in Indonesian education, with an emphasis on the development of students' character and skills.

The teacher's opinion of the independent learning curriculum's implementation in his English class was the subject of a previous study by Ubay (2023), which came to the conclusion that the teacher's opinion of the curriculum at SMP Negeri 39 Padang City was rated as very good. 21 teachers (100%) in the very good category attest to this. Similarly, research carried out by Wijaya Saputra et al. (n.d., 2022) found that elementary school teachers' perceptions of the independent curriculum are favorable and receive high praise from teachers in North Jakarta and Kepulauan Seribu, and that their comprehension directly affects how they teach students. Additionally, (Hulu, 2024) used objects from five different schools to conduct research on how students perceive the implementation of the independent learning curriculum. Overall, the findings indicated that students have positive opinions about the program's implementation.

Despite this, there are numerous studies that address how students and teachers view the Independent curriculum. Few, though, address both teachers' and students' opinions of the Independent curriculum in English courses at the same time. This study was carried out in conjunction with the autonomous curriculum's implementation, which has been going on for a number of years, to find out how instructors and students felt about it, particularly with regard to English language instruction in the classroom. Given the foregoing context, the researcher carried out a study titled "Teachers' and Students' Perception towards the Implementation of Independent Curriculum in English Learning".

One of the primary fields of this study is how teachers feel about the autonomous curriculum's implementation, which has been pushed by the education ministry for around two years. When it comes to promoting the adoption of a new curriculum that is prepared for students, teacher perceptions are crucial. Then students' perspectives of the autonomous curriculum's implementation in their classes for English language acquisition are the next area of focus. Perceptions among students are also crucial for understanding the outcomes or effects of the current autonomous curriculum's implementation. This research is hopefully it can be utilized as a source of reference for further research as additional information about the implementation of Independent Curriculum.

Methodology

This research uses a qualitative approach with a descriptive phenomenological design. Bryman in (Hooley, Wellens, & Marriott, 2012) qualitative research is a research

strategy that usually emphasizes words rather than quantification in the collection and analysis of data. Students and instructors from six different schools—two elementary schools, two junior high schools, and two senior high schools—were the study's subjects. Questionnaires and interviews served as the study's instruments. This research paradigm gathers participants' perceptions, experiences and behavior that were outlined by Moser and Korstjens in (Oranga & Matere, 2023) were followed in the data analysis process. Following the collection of information via surveys and interviews, the data was examined to find important themes and insights about how instructors and students evaluate English language instruction in the Independent Curriculum.

Result and Discussion

Results

Below is a presentation of the data from the interviews and questionnaires that have been given to the English teacher as well as their students' in the English learning from six different schools.

Table 1. Teacher interviews

No.	Questions
1.	Have you implemented Independent Curriculum in your English class?
2.	For how long?
3.	How does it differ from K-13 for English lessons?
4.	Do you have any preparation for implementing Independent Curriculum in your English class?
5.	What kind of preparation?
6.	Was there any training? Seminar? Socialization? Webinars? Focus group discussion?
7.	What type of training? Seminar? Socialization? Webinar? Focus group discussion?
8.	How did any of these (training, etc.) help you implement Independent Curriculum in your English class?
9.	If never or rarely, how do you implement Independent Curriculum in your English classroom?
10.	Does implementing Independent Curriculum make it easier for you to teach English to your students?
11.	How do students respond when implementing Independent Curriculum in your English class?
12.	Do you find any difficulties in implementing Independent Curriculum in your English class?
13.	Do your students find it difficult to implement Independent Curriculum in your English class?
14.	Is there any positive or negative impact while implementing Independent

No.	Questions
	Curriculum in your English class?
15.	Did you find anything different with your students in your English class after implementing Independent Curriculum? What is it?
16.	Is there an improvement in students' performance and ability?
17.	Do all English teachers face the same challenges in implementing Independent Curriculum in the English classroom?
18.	What are these challenges?
19.	Do you think Independent Curriculum is the most appropriate for teaching English lessons? Or should it be replaced with a new one or go back to the previous curriculum?
20.	What interesting things have you experienced when implementing Independent Curriculum in your school?
21.	Do you have any suggestions to make Independent Curriculum better to implement in your English class?

Based on the interview questions above, the researcher has been found the data, such as: from the first question above teachers have included Independent Curriculum into English language instruction in their classes, according to the information. According to the second questions, five of the six teachers have been using Independent Curriculum for the past two years. Five of the six teachers who responded to the third question stated that Independent Curriculum and K13, which use a theme framework, are inversely proportionate. A learning strategy known as a "thematic system" integrates multiple subjects into a single theme or discussion point. Additionally, K13 places more emphasis on learning outcomes and only administers assessments at the conclusion of the learning process. In addition to allowing teachers to create learning materials that are as creatively tailored to each student's ability in each subject, KMB also emphasizes the Student-Center system, which allows students to further their understanding of the material by consulting other sources. Lastly, Independent Curriculum uses three different forms of assessment: diagnostic assessment, which is done at the start of the learning process to determine each student's knowledge base, formative assessment, which is done during the learning process to track student progress, and summative assessment, which is done at the end of a learning unit or a specific time to evaluate students' attainment of predetermined learning objectives.

Since teachers are expected to create instructional materials and create a classroom that is as creative as possible based on the requirements of the children, one teacher does, however, think that Independent Curriculum is teacher-centered. Teachers are ready to include Independent Curriculum into English language instruction in their classrooms, according to the fourth question. According to the fifth point, practically all teachers create learning resources for applying ETC in their classes, including worksheets based on the

material covered, teaching modules—the content that students will be given—and visualization using projectors. On the other hand, one teacher prepares learning in greater detail by mentally preparing before teaching, creating instructional videos about the material that will be presented to students, creating learning-supporting apps like Quizzes, and creating student-appropriate approaches. All teachers have received training, including webinars, socializing, training, and group tests, according to the sixth item above. According to the seventh question, four teachers took part in Independent Curriculum -related webinars and socialization, went to school-provided training, and attended the junior high school-specific Subject Teacher Conference (MGMP). On the other hand, one teacher spent a day participating in specialized training via Zoom that covered Primary and Secondary Language (PSL) and how teachers organize their classes. Regarding the eighth question, all of the webinars, socializations, and trainings that teachers have participated in have been very beneficial in helping them comprehend the Independent Curriculum system, how to create engaging and interesting classes for students, and how the Independent Curriculum assessment is used. Additionally, some teachers find that they understand how to group students' skills in Independent Curriculum and feel aided by the administrative ideas that must be completed.

The majority of instructors said in the tenth question that Independent Curriculum facilitates their teaching because, generally speaking, it places a greater emphasis on the students and allows both teachers and students the opportunity to choose their own resources and create as innovative a lesson plan as they like. However, other educators contend that because Independent Curriculum relies on the teacher's creativity in creating the lessons, its effects are identical to those of the old curriculum. Additionally, teachers contended in the eleventh question that this Independent Curriculum encourages students to participate more actively in the learning process by granting them autonomy and fostering their creativity. However, because Independent Curriculum was so different from the prior curriculum and because there were so few books and other resources available, pupils first felt bewildered when it was implemented. Nearly all teachers reported no problems implementing Independent Curriculum in response to the twelfth question; nonetheless, because to the flexibility granted to students, teachers found themselves overburdened with helping kids. Teachers claimed in the thirteenth statement 4 that pupils did not struggle since there were more visual aids and that they were not required to explore the content as long as they were successful. Among them were two teachers.

Teachers responded to the fourteenth question by saying that Independent Curriculum has a beneficial effect on students' engagement in the learning process and their ability to think critically when solving problems in the classroom. Teachers also said that Independent Curriculum has increased their creativity in designing the classroom's learning system. Two teachers said that another negative effect of Independent Curriculum is that it is too focused on character development, which is reversed because teachers are only able to punish students and are a little overwhelmed in finding reference books for each material. Four teachers said that Independent Curriculum has the negative

effect of making students unruly with the freedom granted and a little burdened with the weight of more assignments. However, because Independent Curriculum was so different from the prior curriculum and because there were so few books and other resources available, pupils first felt bewildered when it was implemented. Nearly all teachers reported no problems implementing Independent Curriculum in response to the twelfth question; nonetheless, because to the flexibility granted to students, teachers found themselves overburdened with helping kids. Teachers claimed in the thirteenth statement 4 that pupils did not struggle since there were more visual aids and that they were not required to explore the content as long as they were successful. Among them were two teachers.

Teachers responded to the fourteenth question by saying that Independent Curriculum has a beneficial effect on students' engagement in the learning process and their ability to think critically when solving problems in the classroom. Teachers also said that Independent Curriculum has increased their creativity in designing the classroom's learning system. Two teachers said that another negative effect of Independent Curriculum is that it is too focused on character development, which is reversed because teachers are only able to punish students and are a little overwhelmed in finding reference books for each material. Four teachers said that Independent Curriculum has the negative effect of making students unruly with the freedom granted and a little burdened with the weight of more assignments. Some teachers recommended in the twenty-first question that the curriculum should expand theory, create specialized modules for English teaching, and do away with onerous administration. Teachers also recommended that, in line with achievement or national standards, the curriculum provide the same theory as practice.

The following the description of the data from the questionnaire that has been given to students and has been generated by the researcher's to facilitate the reader's understanding of the description.

Table 2. Students' questionnaire

No	Questions
1.	What do you think about learning English now?
2.	Is it easier for you to learn English now?
3.	What do you like most about learning English now?
4.	What is the most difficult thing about learning English now?
5.	Is learning English now more fun?
6.	Are you more motivated to learn English after the implementation of Independent Curriculum?
7.	Do you use English more often in your daily life?
8.	Do you do more real-life tasks in English lessons?
9.	Do you feel more confident using English now?

No	Questions
10.	What are your suggestions to make English lessons better?

After give questionnaire to the students' with several question, the research got the data as in the table above and we could know that in the first question, almost all students said that learning English is fun and motivating. This is because teachers play an active role in providing easy to understand explanations, providing motivation, and using interesting teaching methods. Furthermore, in the second question, all the students said that learning English is very easy to understand, but there were also some students who felt challenged because they did not understand the vocabulary. In the third question, the students expressed their interest in learning different aspects of English such as new vocabulary, conversation, and different types of texts such as descriptive text, report text, narrative text, passive and active voice. In the fourth question, all the students answered that the difficulties in learning English are in translating texts, pronouncing words correctly, memorizing vocabulary, direct and indirect speech and tenses, and using grammar to form a sentence. In the fifth question, all the students liked the presentation method because it was not boring. Then in the sixth question, it was found that some students liked quizzes and ice breaking held by the subject teacher, students also like teachers who are more active in providing explanations and direct practice.

Furthermore, in the seventh question, it was found that some students do not use English in their daily life because they have difficulties in mastering the vocabulary. However, there are also some students who like to use English because they are comfortable with the methods used by the teacher. In question eight, it was found that some students liked the exercises given by the teacher and memorized vocabulary to help their creativity and fluency in English. Then in question nine, some students are motivated to speak English and practice more such as singing, dialogues to practice their fluency. And in the last question, it was found that some students should be encouraged to speak in English more often so that they get used to it and become more confident. In addition, teachers should be able to provide more effective and creative learning so that students do not get bored easily, support students in learning English, and provide projects after explaining the material so that students can explore the material provided.

Discussion

Sub-Result and Discussion 1

Based on the results above, it can be compared that the research conducted by Nur Ubay & Anugrah (n.d.), sorted the data on teacher perceptions by categories of standards in the independent curriculum itself, and limited perceptions by giving standards to the responses given to teachers. The next research conducted by Wijaya Saputra et al. (n.d., 2022) discusses that teachers' perceptions of the implementation of independent curriculum is positive but does not explain in detail what positive things are assessed by these teachers towards the implementation of independent curriculum. While this study

used more objects and with three different levels so that researchers obtained more optimal and varied perceptions from teachers towards the implementation of independent curriculum.

There are positive perceptions, namely: (1) More optimal teacher readiness. Where in the implementation of Independent curriculum in their classes these teachers have prepared learning tools and materials that they will convey to students in the form of student worksheets, visual media and creative videos, this is also supported by the statement The direction of this change in the independent curriculum is a more flexible curriculum structure that emphasizes essential content and gives teachers the freedom to use different teaching tools based on the needs and characteristics of their students. It also includes applications that give teachers access to a variety of references in Kemendikbud (2022), (2) Increased student engagement. Teachers feel that their students become more active in the learning process as described by Nita Isaeni (2022), The educational process can be facilitated by educators using technology as a tool. The use of technology-driven learning innovations can enhance the enjoyment of classroom instruction after the implementation of independent curriculum in their English classes. (3) The variety of assessments used. Teachers feel more systematic with the application of three types of assessments which are also described in Tanisa (2022) the different tests in the independent curriculum, which include formative, summative, and diagnostic tests which have their respective functions and really help them to find out students' understanding.

Next are the negative perceptions, namely (1) Administrative burden. Teachers feel overwhelmed by having to complete the administration required in the implementation of Independent curriculum in their English classes, as found in Kumparan (2024) all planning, organizing, carrying out, and evaluating activities done by teachers to guarantee a well-organized and productive learning process are included in the Independent Curriculum teacher management. (2) The gap in students' abilities. Teachers also face considerable challenges in the implementation of independent curriculum, because independent curriculum gives freedom to students, there is a gap in students' abilities. Students who already understand can significantly improve their abilities and take advantage of the freedom given to them, but students who cannot take advantage of the freedom given to them, will instead be complacent with the existing freedom. But then we discover new perception from one of those teachers', where one of the teacher, think that Independent Curriculum is teacher-centered, because the implementation of the independent curriculum force teachers to explored wider information or sources related to the material they give to the students'.

Sub-Result and Discussion 2

Discussion of the data results from students' perceptions of the implementation of independent curriculum in their classes, especially in English language learning. Based on the data contained in the results above, students have diverse perceptions in the implementation of independent curriculum.

There are positive perceptions, namely: (1) Fun and Interactive Learning. The freedom given in the implementation of Independent curriculum allows students to learn according to their needs, they can find the information they need more easily as explained in Kemendikbud (2022) superior human resources in a variety of sectors are anticipated to be produced in the future by the Independent Curriculum, which has started to be applied for all Indonesian educational units. Allowing students to select the science subjects they wish to study is one way to achieve this, students also feel more motivated and interested in the learning provided by teachers because they use interesting and creative learning methods such as presentations, use of technology, quizzes and ice breaking an activity called "ice breaking" is intended to prevent boredom or foster a joyful and laid-back environment in classroom groups as explained in Vivi Eka Erviana, Didik Tri Setiyoko, & Moh. Toharudin (2023) (2) Ease of understanding the material. As explained earlier that the implementation of independent curriculum supports student participation in learning, of course this is because students find it easier to understand the material given to them by the teacher (3) Skill development. With the implementation of project assignments, group presentations, encouragement to speak English, students' abilities and skills become more improved than when they were still learning with K-13 as explained in Kemendikbud (2022), Independent curriculum implementation is more dynamic and relevant, and project-based learning will give students more opportunities to actively investigate real-world problems.

There are also negative perceptions of students towards the implementation of independent curriculum such as: (1) The challenge of mastering vocabulary and grammar. With the encouragement to speak English, not a few students feel overwhelmed to master vocabulary and correct grammar is also found in Machfudi, Mukarromah, Pd, & Ul Afidah (n.d.) discovered that pupils had trouble learning new words. For example, some pupils struggled to recall the lexicon of certain verbs. The language in the sentence pattern was hard for them to understand. (2) Low self-confidence. Because there are still students who lack vocabulary, they still do not have the confidence to speak English directly, this is also supported by Anggraeni, Yulia Harmayanthi, & Kharisma Nusantara (n.d.), self-confidence is a psychological trait that all people possess. Even though everyone has it, some people are unable to recognize it or express it. (3) Gaps in resource availability. In the implementation of Independent curriculum, of course students are given the freedom to explore material from various sources, but with different economic levels, many students still do not have technological tools to access or explore the material more broadly, as said by Fauzan (2023) In Indonesia, economic disparity may have a detrimental effect on educational standards and could eventually harm the country's progress.

Conclusion

This research shows that the implementation of Independent curriculum in English language learning has a significant impact on teachers and students at various levels of education. For teachers, the flexibility of this curriculum provides an opportunity to

design more creative, relevant and student-centered learning. The use of innovative teaching methods, such as visual media, learning modules and technology, is a key advantage that increases student engagement in learning. However, complex administrative challenges and gaps in student abilities are issues that need more serious attention. However on of the teacher assume that Independent Curriculum is teacher-centered, because the implementation of the independent curriculum force teachers to explored wider information or sources related to the material they give to the students’.

From the student perspective, independent curriculum creates a more engaging and interactive learning experience. The freedom to explore materials and project-based assignments encourage skills development, including the courage to use English actively. However, students also face difficulties in mastering vocabulary, grammar, and building confidence, largely due to limited access to learning resources. In conclusion, independent curriculum has great potential to improve the quality of English language learning. However, for this potential to be fully realized, more optimal support is needed, including the provision of adequate resources, more intensive teacher training, and simplification of administrative burdens.

References

- Akrimah Nur Hulu. (2024). Students’ Perception On The Application Of Merdeka Curriculum. *Jurnal Yudistira : Publikasi Riset Ilmu Pendidikan Dan Bahasa*, 2(4), 251–267. <https://doi.org/10.61132/Yudistira.V2i4.1173>
- Abdurrahman, K. H., & Pekalongan, W. (2024). Teachers’ Perception Toward The Implementation Of The Merdeka Curriculum In Vocational School: A Study At Smk Syafi’i Akrom Pekalongan English Education Department Faculty Of Education And Teacher Training Universitas Islam Negeri.
- Anggraeni, R., Yulia Harmayanthi, V., & Kharisma Nusantara, S. (N.D.). Prosiding Seminar Nasional Pendidikan Stkip Kusuma Negara Iii Hubungan Kepercayaan Diri Dengan Kemampuan Berbicara Bahasa Inggris.
- Cibadak, J. (N.D.). Cv. Harfa Creative.
- Datadikdasmen. (2022). Permendikbudristek No 16 Tahun 2022 Tentang Standar Proses Kurikulum Merdeka Untuk PAUD, SD, SMP, SMA dan SMK. Retrieved Desember 13, 2024, from Informasi dan Data Pendidikan Dasar dan Menengah: <https://www.datadikdasmen.com/2022/05/permendikbudristek-16-tahun-2022.html>
- Desy F. Ansow, S. T. (2022). A Study On Students’ Perception Toward English Learning. (Jotell) *Journal Of Teaching English, Linguistics, And Literature*, 375-386.
- Divan, S., & Adam, G. (N.D.). Persepsi Guru Terhadap Implementasi Kurikulum Merdeka Di Sekolah Dasar. *Jurnal Elementaria Edukasia*, 6(4), 1580–1596.
- Fauzan, M. (2023, Desember 14). Kesenjangan Ekonomi Yang Berdampak Pada Pendidikan Di Indonesia. Retrieved Desember 15, 2024, From Kompasiana:

- <https://www.kompasiana.com/miftahul84924/657a175312d50f51b84b3c62/Kesenjangan-Ekonomi-Yang-Berdampak-Pada-Pendidikan-Di-Indonesia>
- Gita Anggraini, W. (2023). Problematika Penggunaan Platform Merdeka Mengajar (Pmm) Pada Daerah Tanpa Jaringan Listrik (Studi Di Smpn Satu Atap 2 Mentaya Hulu). *Jurnal Pendidikan Teknologi Informasi*, 103-113.
- Hafrizal, H., Kasim, U., & Samad, I. A. (2021). Students' Perception Toward English Subject And Their Learning Outcome. *English Education Journal*, 12(3), 476–494. <https://doi.org/10.24815/eej.v12i3.19251>
- Hooley, Tristram., Wellens, Jane., & Marriott, John. (2012). *What Is Online Research?: Using The Internet For Social Science Research*. Bloomsbury Publishing.
- Kamus Besar Bahasa Indonesia. (2016). Retrieved Desember 13, 2024, From Badan Pengembangan Dan Pembinaan Bahasa : <https://kbbi.kemdikbud.go.id/entri/persepsi>
- Kemendikbud. (2022, Agustus 04). Kementrian Pendidikan Dan Kebudayaan. Retrieved Desember 15, 2024, From Kurikulum Merdeka Beri Kebebasan Siswa Memilih Materi Pembelajaran: <https://www.kemdikbud.go.id/main/blog/2022/08/kurikulum-merdeka-beri-kebebasan-siswa-memilih-materi-pembelajaran>
- Kemendikbud. (2022, Februari 11). Kementrian Pendidikan Dan Kebudayaan. Retrieved Desember 15, 2024, From Kurikulum Merdeka Ciptakan Kreativitas Dan Fleksibilitas Bagi Guru: <https://www.kemdikbud.go.id/main/blog/2022/02/kurikulum-merdeka-ciptakan-kreativitas-dan-fleksibilitas-bagi-guru>
- Kumparan. (2024, Juli 12). 7 Komponen Administrasi Guru Kurikulum Merdeka. Retrieved Desember 15, 2024, From Berita Hari Ini: <https://kumparan.com/berita-hari-ini/7-komponen-administrasi-guru-kurikulum-merdeka-236l8gdlcgs>
- Machfudi, M. I., Mukarromah, I., Pd, M., & Ul Afidah, A. '. (N.D.). Kesulitan Siswa Dalam Penguasaan Kosakata.
- Mutamimah, D. H., Fadhilah, D., & Pratiwi, D. G. (2023). Identifikasi Standar Kurikulum Merdeka Belajar 2022
- Nita Isaeni, A. N. (2022, Agustus 10). Direktorat Guru Pendidikan Dasar. Retrieved Desember 15, 2024, From Teknologi Dalam Transformasi Pembelajaran Kurikulum Merdeka: <https://gurudikdas.kemdikbud.go.id/news/teknologi-dalam-transformasi-pembelajaran-kurikulum-merdeka>
- Nur Ubay, S., & Anugrah, S. (N.D.). Teachers' Perceptions On The Merdeka Curriculum At Smp Negeri 39 Padang City. *Jurnal Ilmiah Mandala Education (Jime)*, 9(4). <https://doi.org/10.58258/jime.v9i1.5869/http>
- Oranga, J., & Matere, A. (2023). Qualitative Research: Essence, Types And Advantages. *Oalib*, 10(12), 1–9. <https://doi.org/10.4236/oalib.1111001>

- Rahmatillah, K. (2021). Learning English Through Communicative Language Teaching (Clt) Approach. *Journal Of Character Education Society*, 4(2), 1–10. <https://doi.org/10.31764/jces.V3i1.2865>
- Riska Anggraeni, V. Y. (2021). Hubungan Kepercayaan Diri Dengan Kemampuan Berbicara . *Prosiding Seminar Nasional Pendidikan Stkip Kusuma Negara Iii*, 268-275.
- Saputra, D. W. (2022). Persepsi Guru Sekolah Dasar Jakarta Utara Dan . *Holistika Jurnal Ilmiah Pgsd*, 28-34.
- Standar, B., Asesmen Pendidikan Kementerian Pendidikan, Dan, & Teknologi Republik Indonesia, Dan. (N.D.). *K A J I A N A K A D E M I K Kurikulum Merdeka*.
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analisis Implementasi Kurikulum Merdeka Di Sekolah Penggerak Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8248–8258. Retrieved From <https://doi.org/10.31004/basicedu.V6i5.3216>
- Tanisa, R. (2022, November 12). Naik Pangkat.Com. Retrieved Desember 15, 2024, From *Macam-Macam Asesmen Dalam Pembelajaran Kurikulum Merdeka*: <https://naikpangkat.com/macam-macam-asesmen-dalam-pembelajaran-kurikulum-merdeka/>
- Teacher's And Students' Perceptions In The Implementation Of Independent Learning Curriculum At Sma N 1 Weleri A Final Project. (2023).
- Vivi Eka Erviana, Didik Tri Setiyoko, & Moh. Toharudin. (2023). Analisis Penerapan Ice Breaking Dalam Pembelajaran Kurikulum Merdeka Peserta Didik Di Sekolah Dasar. *Concept: Journal Of Social Humanities And Education*, 2(3), 57–64. <https://doi.org/10.55606/concept.V2i3.529>
- Widya Pebriananda Wahyuda, A. T. (2023). Persepsi Siswa Sma/Ma Negeri Di Kecamatan Tanah Grogot Tentang Kurikulum Merdeka. *Geogrpahy Science Education Journal*, 57-63.
- Wijaya Saputra, D., Sofian Hadi, M., Guru Sekolah Dasar, P., Ilmu Pendidikan, F., Muhammadiyah Jakarta, U., & Kh Ahmad Dahlan Cirendeu Ciputat Tangerang Selatan, J. (N.D.). Persepsi Guru Sekolah Dasar Jakarta Utara Dan Kepulauan Seribu Tentang Kurikulum Merdeka.
- Zakso, A. (2023). Implementasi Kurikulum Merdeka Belajar Di Indonesia. *Jurnal Pendidikan Sosiologi Dan Humaniora*, 13(2), 916. <https://doi.org/10.26418/j-psh.V13i2.65142>