

ABSTRACT

Agustin, Esih (2024). The Actualization of the Merdeka Curriculum in the English Lesson Plan Components: Challenges and Opportunities (A Case Study of the Teacher in Eighth Grade of Junior High School in Bandung)

The actualization of the Merdeka Curriculum in Indonesia brings significant changes in teaching, especially in English. The curriculum allows teachers to develop teaching modules supporting meaningful learning and students' core competencies. However, limited training, resources, and time are challenges in understanding and actualizing the curriculum. This case study focuses on how teachers learn the Merdeka Curriculum and the challenges and opportunities that arise while actualizing the Merdeka Curriculum in the teaching module.

The research used a qualitative approach with a case study method. The data were collected through in-depth interviews with grade VIII English teachers at selected junior high schools in Bandung, complemented by document analysis of their teaching module. The interviews were designed to deeply understand teachers' experiences, perspectives, and strategies in aligning their lesson plans with Merdeka Curriculum components. Data analysis was carried out using a thematic analysis approach to identify patterns and themes related to challenges and opportunities in the curriculum.

The results of this study reveal that teachers actualize the Merdeka Curriculum in the lesson plan component for grade VIII English learning by aligning learning objectives with Core Competencies while designing activities that support student-centered learning and the development of critical thinking skills. However, the actualization of the Merdeka Curriculum is inseparable from various challenges. Teachers often face difficulties in understanding and aligning learning objectives with Core Competencies. Other challenges include limited access to adequate teaching resources and a lack of clear guidelines for creating meaningful and interactive learning activities. However, the Merdeka Curriculum also provides great opportunities for teachers to innovate in lesson planning. With the flexibility offered, this curriculum allows the development of more creative, relevant, and interactive learning experiences, which can be tailored to students' interests and needs.

In conclusion, actualizing the Merdeka Curriculum in English language learning presents challenges and opportunities. Teachers need targeted training and adequate support to integrate core competencies and meaningful learning into the teaching module. It is recommended that policymakers provide clear guidelines, sufficient resources, and ongoing training. In addition, schools need to encourage teacher collaboration to share best practices and innovations, to support the successful actualization of this curriculum at the junior secondary level.

Keywords: Merdeka Curriculum, lesson plans, challenges, opportunities, English language education.