

## PERSPECTIVES OF VOCATIONAL HIGH SCHOOL ENGLISH TEACHERS REGARDING KURIKULUM MERDEKA

Idah Purwanti <sup>1\*</sup>, Happy Kusuma Wardani <sup>1</sup>

<sup>1</sup> Pendidikan Bahasa Inggris, Universitas Qomaruddin Gresik

email: [indhapurwanti09@gmail.com](mailto:indhapurwanti09@gmail.com)

**Abstract:** This article explores the perspectives of English teachers in a vocational high school regarding the implementation of Kurikulum Merdeka. This study investigates various aspects of Kurikulum Merdeka through questionnaires and interviews, including its basic concept, teaching modules, learning processes, and assessment methods. The findings reveal that teachers perceived Kurikulum Merdeka positively. They considered it an improvement over the previous curriculum. Moreover, teachers appreciated the flexibility of Kurikulum Merdeka, although they also emphasized the importance of adequate training and collaboration among teachers for successful implementation. Regarding the learning process, teachers recognized the potential of Kurikulum Merdeka to foster student creativity and social responsibility, mainly through integrating the Pancasila Student Profile Enhancement Project (P5). In terms of assessment, teachers emphasized the importance of diagnostic, formative, and summative assessments in providing continuous feedback. This study provides valuable insights into English teachers' perceptions of Kurikulum Merdeka regarding educational practice in Indonesia's vocational high schools.

**Keywords:** English teachers' perspectives; Kurikulum Merdeka; vocational high school.

### INTRODUCTION

One of the fundamental elements in education is the curriculum, which educational institutions commonly use as the foundation for conducting the teaching and learning process. Indonesia has experienced some changes and improvements in the curriculum (Sumarsih et al., 2022; Yunita & Widodo, 2023). These changes occurred as a response to the evolving trends in society and the progress in knowledge. Therefore, it is expected that the curriculum is designed to prepare students to become skilled individuals who can contribute effectively as human resources (Yamin et al., 2021).

The curriculum that has been the subject of recent heated discussions in Indonesia is *Kurikulum Merdeka*. It substituted K-13 (*Kurikulum* 2013) as the previously implemented curriculum. The replacement was preceded by the outbreak of COVID-19, which has brought a new challenge for teachers to ensure the ongoing progress of the teaching and learning process through new methods and strategies (Barlian & Iriantara, 2021; Wardani & Zakiyah, 2021). Moreover, this global pandemic has given developing countries such as Indonesia a chance to improve their education systems despite the trials that may arise (Jamaluddin et al., 2023). Therefore, curriculum improvement is a



necessity that must be undertaken to support the quality requirements of education. Notably, replacing K–13 with the current curriculum addressed the learning gaps and loss issues that emerged during the global pandemic of COVID-19 (Ferdous & Novita, 2023).

*Kurikulum Merdeka* was introduced by the Ministry of Education and Culture in early 2022 (Asrifan et al., 2023). It is implemented according to the unique conditions of each school (Angga & Iskandar, 2022). The framework of this curriculum represents a shift toward a more adaptable educational approach. It promotes the idea of diverse learning and independent thinking in education by giving freedom for both teachers and students to select the best methods for the teaching and learning process as well as take responsibility for their learning in a positive environment (Afida et al., 2021; Sukmawati, 2023). Therefore, it is expected that in *Kurikulum Merdeka*, teachers should focus more on essential subjects and help students build character and skills. This lets students explore concepts more deeply and strengthen their learning tools, making the learning process match their desires and needs.

The transition from the K-13 to *Kurikulum Merdeka* has brought about numerous alterations at the planning, implementation, and evaluation stages. One notable change is the introduction of new concepts like *Alur Tujuan Pembelajaran* (ATP), *Modul Ajar* (MA), *Capaian Pembelajaran* (CP), *Kriteria Ketercapaian Tujuan Pembelajaran* (KKTP), *Proyek Penguatan Profil Pelajar Pancasila* (P5), diagnostic assessments, and student and teacher reflections (Hardanie et al., 2022). These changes are intended to enhance the competencies of both students and teachers.

Given the differences from the previous curriculum, teachers may need help adapting to the new curriculum, mainly due to introducing new terms in the current curriculum. Some teachers, particularly English teachers, struggled to adapt to this transition. Thus, through this study, the researchers aim to investigate teachers' points of view on implementing *Kurikulum Merdeka*.

Several previous studies explored teachers' perceptions of *Kurikulum Merdeka*. Lestari et al. (2024) confirmed that despite the diverse perceptions among English teachers at SMP 6 Semarang regarding various aspects of *Kurikulum Merdeka*, there is a consensus that it has had a significant impact on the English teaching-learning process, particularly in improving students' learning outcomes. In another study, Samsudduha (2023) found out that the SMAN 1 Tanjung Jabung teachers expressed discomfort with the introduction of *Kurikulum Merdeka*. Teachers also encountered challenges in adapting to new assessment formats.

This research examines English teachers' perceptions of implementing *Kurikulum Merdeka*, explicitly focusing on SMK Assa'adah Bungah. The novelty of this research lies in its concentration on English teachers within the vocational high school setting. Thus, this research aims to explore the perspectives of Vocational High School English Teachers on the employment of *Kurikulum Merdeka* at SMK Assa'adah Bungah Gresik.

## METHOD

This study utilized a descriptive qualitative approach to determine the perspectives of vocational high school

English teachers on *Kurikulum Merdeka*. This approach utilizes natural settings to interpret phenomena related to attitudes, motivation, and perspectives (Hermawan, 2019; Solong, 2020; Subandi, 2011). The perspective of teachers encompasses the viewpoint of teachers, which is influenced by factors like their educational background and experience in facilitating the teaching and learning process (Maili & Sondari, 2020).

The subjects of this study were four English teachers of SMK Assa'adah Bungah Gresik, who were kindly requested to complete the questionnaire and participate in the interview section by providing their responses. The questionnaire utilized the Likert scale with four options: SD (strongly disagree), D (disagree), A (agree), and SA (strongly agree). Moreover, the questionnaire comprised 20 questions organized into four distinct sections, as seen in Table 1.

**Table 1. Specification of Questionnaire**

Section Number	Description
1	1 – 5 Basic principle
2	6 - 10 Teaching module
3	11 - 15 Learning process
4	16 - 20 Assessment

Additionally, the data gathered through the interview section aims to enrich the information collected from the questionnaire. The results from the questionnaire and interviews were then analyzed and interpreted qualitatively. The Miles and Huberman model was utilized to analyze the data, which involves data reduction, display, and concluding (Jayusman & Savab, 2020; Rijali, 2019).

## RESULT AND DISCUSSION

Based on the results obtained from the questionnaire and interviews, the researchers presented information below.

### Teachers' Perspectives on The Basic Principles of Kurikulum Merdeka

The table below covers the teachers' perspectives on the basic principles of *Kurikulum Merdeka* and its distinctive feature, namely *Proyek Penguatan Profil Pelajar Pancasila (P5)*.

**Table 2. Basic Principles of Kurikulum Merdeka (KM)**

Statement	Response	Total
KM surpasses the previous curriculum	SD	-
	D	-
	A	2
	SA	2
KM aligns with the objectives of the national education	SD	-
	D	-
	A	1
	SA	3
P5 can shape students' characters	SD	-
	D	-
	A	2
	SA	2
P5 encourages students to be more audacious in their actions	SD	-
	D	-
	A	3
	SA	1
P5 makes students more active and responsive	SD	-
	D	-
	A	2
	SA	2

Table 2 summarizes English teachers' views on the *Kurikulum Merdeka*. Among 4 respondents, they all noted that it surpassed the previous curriculum. Additionally, they agreed that *Kurikulum Merdeka* aligned better with national education objectives, had the potential to shape student character

through P5, and could foster an active learning atmosphere. Furthermore, they all also believed that P5 was able to encourage students and enhance their awareness by emphasizing their active role in its implementation. This result is in line with Fatma & Ratmanida (2023) who state that the English teachers of Junior High Schools in Koto Tangah, Padang come to an agreement that integrating P5 in the differentiated learning of *Kurikulum Merdeka* can bring positive outcomes for the students.

During interviews, teachers expressed optimism about transitioning to *Kurikulum Merdeka*, especially for vocational students. They saw it as aligning vocational learning with workforce needs by fostering applicable skills. They also believed that the curriculum changes aim to ensure education remains adaptable and produces competent, innovative graduates, adept in *Pancasila's* values and global competition.

One of the teachers stated her opinion that *Kurikulum Merdeka* offers an opportunity to improve the relevance of learning in vocational high schools (SMK) to meet the demands of the workforce. She noted that this change allows vocational students, particularly students at SMK Assa'adah Bungah to enhance their contextual and applicable skills. Her opinion implied that the implementation of *Kurikulum Merdeka* is aligning education more closely with real-world needs that could significantly contribute to the development of student's skills in vocational high schools.

Moreover, teachers perceived *Kurikulum Merdeka* as offering flexibility that empowers them to enhance learning and instill values. Designed to elevate education quality, it adopted a student-centered approach that

fosters students' creativity and motivation. In addition, teachers felt adequately trained to implement it, particularly in teaching English. They also felt that they had been adequately equipped with new approaches and effective strategies.

### Teachers' Perspectives on The Teaching Module of *Kurikulum Merdeka*

The table presented below highlights the teachers' perspectives on the teaching module of *Kurikulum Merdeka* which is known as *Modul Ajar* (MA).

**Table 3. Teaching Module of *Kurikulum Merdeka* (KM)**

Statement	Response	Total
MA supports teachers in the learning process	SD	-
	D	-
	A	3
	SA	1
MA increases administrative burden on teachers.	SD	-
	D	3
	A	1
	SA	-
Components of MA are clear, comprehensible and feasible	SD	-
	D	-
	A	3
	SA	1
Components are thorough and detailed.	SD	-
	D	1
	A	3
	SA	-
MA emphasize six dimensions of P5 (Devotion to the Almighty One; Global diversity; Collaboration; Independence; Critical thinking; and Creativity).	SD	-
	D	1
	A	2
	SA	1

Table 3 above highlights the perspectives of English teachers

regarding the *Modul Ajar* (teaching modules) in "*Kurikulum Merdeka*" Among respondents, 25% strongly agreed, and 75% agreed that these modules greatly aid English learning. However, 25% disagreed that they add to teachers' administrative burden. Similarly, 25% strongly agreed, and 75% agreed that these modules are easy to create and implement. Regarding their comprehensiveness, 75% agreed, while 25% disagreed, that the modules' components are detailed. Additionally, opinions varied on whether the modules should focus on the six dimensions of the P5 project.

The results above showed that most teachers positively viewed *Modul Ajar* (the teaching module) in *Kurikulum Merdeka*. They do not consider the obligation to create the teaching module a burden. They perceive the teaching modules as an aid in conducting the teaching-learning process due to their detailed components and ease of creation and implementation. Anggaira (2023) supports this perspective by stating that the teaching module aims to reduce teachers' administrative burdens in providing teaching materials and enable them to support and empower their students to develop their potential.

During interviews, teachers outlined the process of preparing teaching modules by emphasizing identifying learning objectives as the most superficial aspect and designing comprehensive learning activities as the most challenging. Despite some challenges, teachers perceive the teaching module's effectiveness at SMK Assa'adah Bungah as relatively high, although its novelty poses implementation difficulties. They noted that additional time and resources are required for module development,

stressing teacher collaboration for diverse and influential module creation. While teaching modules and resources are vital, collaboration and continuous evaluation are essential for optimal learning outcomes. Moreover, one of the teachers admitted that she typically engages a team of teachers to ensure the teaching modules and resources are diverse and beneficial. It emphasizes the importance of collaboration among teachers to ensure the effectiveness and utility of teaching modules and resources.

### **Teachers' Perspectives on The Learning Process of *Kurikulum Merdeka***

The table below outlines the teachers' perspectives on *Kurikulum Merdeka*'s learning process. Table 4 above outlines the learning process in *Kurikulum Merdeka*. Regarding Statement 11, opinions varied, with 25% strongly agreeing, 50% agreeing, and 25% disagreeing with *Kurikulum Merdeka*'s learning process. Statement 12 saw an equal split, with 50% strongly agreeing and 50% agreeing that it makes students more active. Similarly, in Statement 13, 50% strongly agreed, and 50% agreed that learning in *Kurikulum Merdeka* can occur inside or outside the classroom. Statement 14 revealed another equal split, with 50% agreeing and 50% agreeing that teachers and students can achieve maximum results. Finally, in Statement 15, 50% strongly agreed, and 50% agreed that students can excel entirely due to unlimited learning resources. It strengthens the statement from Zamista & Deswita (2023) that *Kurikulum Merdeka* offers students opportunities to engage in learning according to their characteristics; thereby, this occasion will enhance the possibility of students achieving the

learning objectives effectively.

**Table 4. Learning Process of**

***Kurikulum Merdeka (KM)***

Statement	Response	Total
Learning starts with inquiries students' comprehension of prior material	SD	-
	D	1
	A	2
Learning is emphasized on students, with teachers only as facilitators	SA	1
	SD	-
	D	-
Learning extends beyond the confines of the classroom	A	2
	SA	2
	SD	-
Teachers and students cultivate a conducive learning environment through diverse techniques like group discussions, problem-solving, and peer teaching	D	-
	A	2
	SA	2
Students have the liberty to select reference sources according to their preferences	SD	-
	D	-
	A	2
	SA	2

During interviews, teachers were asked about the impact of the *Kurikulum Merdeka*'s learning process on fostering students' creativity. They believed that integrating P5 into learning enhanced students' understanding of *Pancasila* values, stimulating creativity and social responsibility. Furthermore, teachers perceive differentiated learning positively, as it allows for personalized learning created to meet students' needs

and preferences to ensure they reach their full potential.

One of the teachers also expressed her support for Differentiated Learning because of its positive impact in tailoring instruction to accommodate students' diverse needs and learning preferences. She stated that differentiated learning enables each student to achieve their maximum potential. The statement underscores the importance of differentiated learning approaches in maximizing student potential and fostering inclusive education environments.

**Teachers' Perspectives on the Assessment of *Kurikulum Merdeka***

[Table 5](#), presented below, covers the teachers' perspectives on the assessment of *Kurikulum Merdeka*. [Table 5](#) above outlines teachers' perspectives on the assessment within the *Kurikulum Merdeka*. In Statement 16, opinions varied, with 25% strongly agreeing, 50% agreeing, and 25% disagreeing using various assessments. Statement 17 showed an equal split, with 50% strongly agreeing and 50% agreeing that *Kurikulum Merdeka* incorporates diagnostic, formative, and summative assessments. Similarly, in Statement 18, there was a 50-50 split, with half strongly agreeing and the other half agreeing that individual schools should determine graduation standards. Lastly, Statement 20 revealed another equal split, with 50% strongly agreeing and 50% agreeing that student skills are considered in the graduation standards of *Kurikulum Merdeka*.

During interviews, teachers highlighted the frequent use of diagnostic, formative, and summative assessments within the *Kurikulum Merdeka*. This statement is in line

with [Lestari et al. \(2024\)](#), who argued that the diverse range of assessments within the *Kurikulum Merdeka* aids in formulating a learning framework that corresponds to the diverse competencies and circumstances of the students. Moreover, another teacher emphasized the importance of formative assessment in providing continuous feedback to students and refining the learning process.

**Table 5. Assessment of *Kurikulum Merdeka* (KM)**

Statement	Response	Total
Teachers have the flexibility to use diverse assessment	SD	-
	D	1
	A	2
	SA	1
Diagnostic, formative, and summative assessments are fit to assess students in English subject	SD	-
	D	-
	A	2
	SA	2
Teachers have to complete a teacher reflection form at the end of lesson to assess the conducted learning process	SD	-
	D	-
	A	2
	SA	2
Graduation standards should be determined by each individual school	SD	-
	D	-
	A	2
	SA	2
Graduation standards should not be decided only with written exams	SD	-
	D	-
	A	2
	SA	2

In addition, the teachers mentioned that the assessment could be adapted to align with the intended learning objectives. Additionally, they emphasized that assessments not only assign grades but also offer valuable insights for students to enhance their understanding and performance. Furthermore, they noted that formative assessment is frequently employed to offer continuous feedback to students and enhance the learning process. In conclusion, the English teachers highlighted the importance of assessments in guiding student learning and improvement.

From the findings of the questionnaire and interviews with English teachers at SMK Ass'adah, several key points emerge. Firstly, there is agreement among teachers that the concept of "*Kurikulum Merdeka*" surpasses its predecessor, aligning better with national educational goals and standards. Additionally, some teachers acknowledge that P5 within the "*Kurikulum Merdeka*" fosters student engagement. This finding was in line with the prior research from [Alfina & Hasanah \(2024\)](#), who stated that integrating P5 into the learning process provides students of SMKN 2 Buduran with the opportunity to develop their talents and interests more broadly and openly by the principle of individual differences.

Secondly, regarding teaching modules in the *Kurikulum Merdeka*, some teachers express concerns about increased administrative burdens. In contrast, others advocate for alignment with the six dimensions of the Pancasila profile, albeit with adaptability to specific subjects. Most teachers assume that the most superficial aspect of creating a teaching module is identifying the learning objectives, while the most

challenging aspect is designing learning activities that comprehensively address all facets of the curriculum and cater to the diverse needs of students. These results differ from (Aulia, 2021), who found that the teachers have chosen the 3 components a lot, which are indicators of Competence Achievement, Learning Activities, and Assessment.

Thirdly, most teachers concur that learning under the "*Kurikulum Merdeka*" can extend beyond classroom confines. However, there needs to be more disagreement regarding whether learning should commence without assessing students' understanding of previous material, emphasizing the importance of diagnostic assessment. *Kurikulum Merdeka* focuses on essential content and the development of student competencies at each phase, allowing students to learn more deeply, meaningfully, and enjoyably. Thus, learning becomes much more relevant and interactive through project-based activities, providing students with broader opportunities to explore current issues, such as environmental and health issues, actively (Handayani et al., 2022). Moreover, *Kurikulum Merdeka* cultivates a supportive learning atmosphere by incorporating enjoyable learning and offering options to allow students to have the freedom to develop their diverse intelligence and talents (Azzahra & Muhajir, 2023).

Lastly, concerning assessment in the *Kurikulum Merdeka*, teachers favor a balanced approach encompassing diagnostic, formative, and summative assessments, with the recognition that graduation standards should not rely solely on written exams but also incorporate students' skills. The prior study conducted by Wardani & Zakiyah (2021) also highlighted the teachers'

agreement on the necessity of diverse assessment methods beyond written exams to evaluate competencies and skills.

Generally, the vocational English teachers at SMK Assa'adah hold a positive perspective toward implementing *Kurikulum Merdeka* and the transformative potential of the current curriculum in shaping the educational landscape. This curriculum fosters a positive and inclusive learning environment by prioritizing joyful learning methods and allowing students to choose them based on their diverse intelligence and talents. This approach alleviates the burden on students and empowers them to explore and develop their unique talents and intelligence. Integrating such principles into education underscores a shift towards student-centered approaches prioritizing individual growth and diversity. As teachers continue to embrace and implement *Kurikulum Merdeka*, it is anticipated that its positive impact on student engagement and achievement will further solidify its place as a cornerstone of modern education in Indonesia.

## CONCLUSION

In conclusion, the insights gleaned from the investigation of the *Kurikulum Merdeka* at SMK Assa'adah offer valuable perspectives on its implementation and effectiveness. While teachers generally endorse its conceptual framework as an improvement over previous curricula, they also highlight challenges, such as administrative burdens associated with teaching modules and the need for thoughtful adaptation to the *Pancasila* Student Profile Enhancement Project. Addi-

tionally, there is consensus on the flexibility and student-centered nature of learning under the *Kurikulum Merdeka*, though debates persist regarding initiating lessons without prior assessment. Moreover, the approach to assessment garners support for its comprehensive nature, emphasizing the inclusion of diagnostic, formative, and summative evaluations to gauge student progress accurately. While the *Kurikulum Merdeka* demonstrates promise in enhancing education quality and fostering student engagement, ongoing refinement and adaptation are crucial to addressing challenges and maximizing its potential for facilitating meaningful learning experiences.

## REFERENCE

- Aulia, R. W. (2021). Teachers' perception on the new policy called Merdeka Belajar; *A page of Lesson Plan. Fikrotuna*, 14(02), 1966 – 1980
- Afida, I., Diana, E., & Agus Puspita, D. M. 2021. Merdeka Belajar dan Pendidikan Kritis Paulo Friere dalam pembelajaran Pendidikan Agama Islam. *FALASIFA: Jurnal Studi Keislaman*, 12(02), 45–61.
- Alfina, I., & Hasanah, N. F. (2024). Analisis implementasi Kurikulum Merdeka dalam proses pembelajaran kegiatan P5 berbasis teknologi informasi dan komunikasi di SMK Negeri 2 Buduran. 1. 14.
- Angga & Iskandar, S. (2022). Kepemimpinan kepala sekolah dalam mewujudkan Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6 (3), 5295–5301.
- Anggaira, A.S. (2023). Perceptions of English teachers in Metro – Lampung on the implementation of the “Kurikulum Merdeka”. *Jurnal Al – Qiyam*, 4(1), 126 – 131.
- Asrifan, A., Seraj, M.I., Sadapotto, A., Nurhumairah, & Vargheese, K.J. (2023). The implementation of Kurikulum Merdeka as the newest curriculum applied at Sekolah Penggerak in Indonesia. *International Journal Of Education And Humanities* 2(1), 62-74
- Azzahra, T. A., & Muhajir, M. (2023). Implementation of the Kurikulum Merdeka in Arabic Language learning. *Inovasi Kurikulum*, 20(2), 261-274
- Barlian, U. C., & Iriantara, Y. (2021). Penerapan Kurikulum 2013 revisi di masa pandemi pada SMK IBS Tathmainul Quluub Indramayu. *Jurnal Pendidikan Indonesia*, 2(01), 118-126.
- Fatma & Ratmanida (2023). English teachers' perception toward the implementation of Merdeka curriculum at junior high schools in Koto Tangah, Padang. *Journal of English Language Teaching*, 12 (4), 1089 - 1095
- Ferdaus, S. A., & Novita, D. (2023). The implementation of the Merdeka Curriculum in English subject at a vocational high school in Indonesia. *BRILIANT: Jurnal Riset dan Konseptual*, 8(2), 297 – 310
- Handayani, S. D, Irawan, A., Febriyanti, C., & Kencanawaty, G. (2022). Mewujudkan Pelajar Pancasila dengan mengintegrasikan kearifan budaya lokal dalam Kurikulum Merdeka. *Ilma Jurnal Pendidikan Islam*, 1, 76-81.
- Hermawan, I. (2019). *Metodologi*

- penelitian pendidikan (kualitatif, kuantitatif, dan mixed method). Kuningan: Hidayatul Qur'an Kuningan.
- Hardanie, B. D. 2022. *Evaluasi kurikulum pelatihan guru Merdeka Belajar: Studi deskriptif evaluatif di program pelatihan kolaborasi literasi bermakna*. Universitas Pendidikan Indonesia.
- Jayusman, I., & Savab, O. A. K. (2020). Aktivitas belajar mahasiswa dengan menggunakan media pembelajaran Learning Management System (LMS) berbasis Edmodo dalam pembelajaran Sejarah. *Jurnal Artefak*, 7(1), 13.
- Jamaluddin, M., Mustaji, M., Bachri, B. S., & Sutarto, A. P. (2023). The role of gender and self-efficacy on the relationship between flipped and flex blended learning and Mathematics abilities. *International Journal of Information and Education Technology*, 13(5).
- Lestari, D., Lestari, S., & Nularsih, N. (2024). English teacher perception of implementation Kurikulum Merdeka in english teaching learning process. *Bahtera: Jurnal Pendidikan Bahasa dan Sastra*, 23, 1-15.
- Maili, S.N.P., & Sondari, E. (2020). English teacher perspective on learning english at SMA Kartika VIII-1 South Jakarta. *Journal Basis*, 7(1). 199 – 206.
- Rijali, A. (2019). Analisis data kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81–95.
- Solong, N. P. (2020). Kompetensi Pedagogik Guru dalam Pengembangan Kurikulum Masa Pembelajaran Online. *Al-Minhaj: Jurnal Pendidikan Islam*, 2(2), 12-20
- Subandi. (2011). Deskripsi kualitatif sebagai satu metode dalam penelitian pertunjukan. *Harmonia*, 11(19), 173–179.
- Sumarsih, Ineu, Marliyani, T., Hadiyansah, Y., Hernawan, A.H., and Pri-hantini. (2022). Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8248-58.
- Samsudduha, A. (2023). Implementasi Kurikulum Merdeka Belajar di SMA Negeri 1 Tanjung Jabung Timur. Un-published Undergraduate Thesis Universitas Jambi.
- Sukmawati, S., Syam, N. I., Ibrahim, M., Amaliah, N., & Sujarwo, S. (2023). THE Lecturers' and Students' response On Independent Learning-Independent Campus (Mbkm) In Teaching And Learning English. *Jurnal Scientia*, 12(01), 10-16.
- Wardani, H. K., & Zakiyah, N. (2021). Investigating online speaking class for seventh graders of UPT SMPN 25 Gresik during covid-19 pandemic. *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, 5(2), 281–293.
- Wardani, H. K., Fanani, M. A. T., & Hidayah, B. (2024). English teachers' perceptions towards the implementation of "Kurikulum Merdeka" at SMA Assa'adah Bungah Gresik. *JEELL (Journal of English Education, Linguistics and Literature)* Vol 10, No 2.
- Yamin, E. S., Rasyid, M., & Aziz, H. 2021. Implementasi Kurikulum

pada masa pandemi Covid-19 di SMK Negeri Rajapolah. *TaDib: Jurnal Pendidikan Islam*, 10(2), 321–329.  
Yunita, L., & Widodo, H. (2023). The Implementation of Merdeka

Curriculum In Islamic Education Learning at SMK Muhammadiyah Lumajang. *Ta dib Jurnal Pendidikan Islam*, 12(1), 103-112.