



English Lecturers' Perception of Learning Model In Merdeka Belajar Kampus Merdeka (MBKM) Curriculum Implementation

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Abstract

The learning model in the MBKM curriculum includes its own provisions that enable the MBKM curriculum's aims such as student-centered learning and fostering 21st century skills. The goal of this study is to see if the provisions of the government's suggested learning model are consistent with its use in classroom English instruction, as well as English lecturers' perceptions of the learning model's application in the MBKM curriculum. This is a qualitative research method. Observation and interviews are two methods for gathering data. The instruments to be utilized include observation checklists and semi-structured interviews. The researcher discovered that the government's suggested learning model is consistent with its implementation in the classroom, allowing lecturers to be more effective in their teaching and adapt to the needs of their pupils. Furthermore, English lecturers from both Tadris Bahasa Inggris (TBI) and Pusat Pengembangan Bahasa (PPB) applauded the incorporation of the MBKM curriculum into the learning paradigm.

Keywords: *Learning model, Perception, MBKM, Curriculum, Teaching English*

A. Introduction

The MBKM curriculum's learning model has its own provisions that enable the MBKM curriculum's aims such as student-centered learning and fostering 21st century skills. The purpose of this research is to determine whether the provisions of the learning model proposed by the government are consistent with its application in teaching English in the classroom, as well as English lecturers' perceptions of the learning model's application in the MBKM curriculum. This research method is qualitative. Interviews and observation are two methods for gathering data. Observation checklists and semi-structured interviews will be utilized as instruments. The researcher discovered that the government's suggested learning model is consistent with its implementation in the classroom, which allows lecturers to be more flexible in their teaching and adjust to the needs of their pupils. English lecturers from *Tadris Bahasa Inggris* (TBI) and *Pusat Pengembangan Bahasa* (PPB) also commended the MBKM curriculum's implementation into the learning paradigm.

The Ministry of Education and Culture launched the MBKM Curriculum in 2021 as a new step in constructing and altering education to realize the superb of Indonesian human resources that has Pancasila Profil Student. "Merdeka" means "independence," hence the goal of this program is to prepare children to be autonomous learners. According to Tohir (2020), students in the MBKM Curriculum, which is connected with 21st-century learning, are expected to become fully strong and autonomous individuals. The idea is that there is a paradigm shift in

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education that will lead to greater independence and an innovative learning culture (Rohiyatussakinah, 2021).

Since 2022, TBI has been implementing the MBKM Curriculum as part of the Ministry of Education, Culture, Research, and Technology's MBKM Curriculum Big Program. TBI is a curriculum implementation pilot project. Implementing the MBKM curriculum is critical in the context of post-covid 19 pandemic learning recovery, where one of the therapies is student-centered learning. 97 (Aprima & Sari, 2022).

One of the learning concepts in the MBKM curriculum is that learning supports the holistic development of students' competence and character; one point addresses the usage of learning methods or models. According to one point, the MBKM curriculum directs lecturers to employ a number of different learning models and to help students build competencies such as inquiry-based, project-based, problem-based, and differentiated learning when carrying out learning in the classroom (Kemendikbud, 2022).

As a result, the researcher seeks to learn about the learning models employed by English lecturers who teach English in the MBKM curriculum in Cirebon. The researcher also hopes to learn about the perceptions of English lecturers as curriculum executors in adopting learning models in the MBKM curriculum in this study.

B. Methods

This research is structured as a case study. Creswell, as described in (Habib 2021), defined a case study as "a research approach utilized to thoroughly investigate something by gathering complete information through various data collection procedures." A case study is a method for examining and studying occurrences or phenomena. According to (Yuna, 2006), A case study research project consists of numerous steps, as follows: Identify and define questions, select a design and research instrument, data collection, select a data analysis technique then prepare for a case study report. As a result, the purpose of this study is to examine the use of learning models at TBI and PPB, both of which use the MBKM curriculum.

The information or facts in the data are those that are used to discuss or decide on the response to a research topic. The study's data source is the people from whom data can be acquired for research purposes (Arikunto, 2010). The data for this study came from English lecturers at TBI and PPB that has been implementing the MBKM Curriculum since 2023. As a result, the research here also attempts to determine the implementation from the relevant collage. The key sources of data in this study are observations of the English teaching process and interviews with English lecturers. The lecturers here have been using the MBKM Curriculum to teach English. Furthermore, the secondary materials for this research came from a variety of reading sources such as journals, articles, essays, research, books, and syllabus for English topics. As a result, the reading materials are relevant to the researcher's research topic.

The data for this study was gathered using an observational checklist and an interview. The researcher chose to gather information through interviews. Interviews are a frequent data gathering tool in qualitative research. They are a frequent research approach for acquiring data about participants' experiences, attitudes, and views concerning a given research issue or phenomenon of interest (Lambert and Loiselle, 2007 as cited in (Ryan et al., 2009). According to (Sandelowski 2002), one-on-one interviews are the most often utilized data collection approach in qualitative research. As a result, in this qualitative study, the researcher used an interview as an instrument.

A good conclusion will result from using the proper data analysis procedure. To evaluate qualitative data, the researcher use the Miles and Huberman model (Wandi et al., 2013). During the data collection process; at this point, this will also occur via summarizing and generating activity divisions (parts). This transformation process will continue until the final report for the entire study is completed. The final phase in data collection is drawing and verifying conclusions. The research compiles and records the problems encountered in the field from the start of data gathering in order to reach a conclusion. Typically, initial assessments are hypothetical and subject to alter during the data collection process. The conclusion, on the other hand, can be believable if it is supported by valid and consistent evidence.

C. Finding and Discussion

The learning model relates to the learning style employed, as well as the teaching objectives, activity stages, learning environment, and classroom management. Furthermore, one of the reasons for the relevance of designing learning models is to aid the learning process and make it easier to accomplish learning outcomes. The learning model can therefore provide important information for students, generate enthusiasm for student learning, minimize boredom, and have implications for participants' interest and motivation in engaging in the learning process. (Asyafah 2019)

The Provisions of The Government's Suggested Learning Model Consistency with Its Use In Classroom English Instruction. In this subtopic, the researcher discusses the implementation of the learning model recommended by the government in TBI and PPB, along with a discussion on its consistency.

Table 1. The Application of Learning Model in MBKM at TBI

Learning Model	Steps (Sintak)	Activities	Y	N
Discovery Learning	Stimulation	<ul style="list-style-type: none"> - Students are faced with confusing questions - The lecturer initiates learning activities by asking questions or engaging in other learning activities that prepare students for problem solving. 	✓	
	Problem Statement	<ul style="list-style-type: none"> - After identifying problems, the lecturer allows students to identify problems that are pertinent to the instructional topic. - The hypothesis is then directed by the lecturer. 		✓
	Data Collection	<ul style="list-style-type: none"> - The lecturer allows students to get as much important knowledge as feasible. This stage also assists to demonstrate 	✓	

Learning Model	Steps (<i>Sintak</i>)	Activities	Y	N
	Data Processing	<ul style="list-style-type: none"> - whether or not the hypothesis is correct. - The lecturer instructs pupils on how to process the data and information they have gathered. 	✓	
	Verification	<ul style="list-style-type: none"> - The lecturer instructs students to do meticulous exams to determine whether or not the hypothesis set is correct using alternate data finds. 	✓	
	Generalization	<ul style="list-style-type: none"> - The lecturer instructs students to develop conclusions about how to solve the challenge. - The lecturer then communicates the learning material's findings. 	✓	✓

The learning model used in the TBI was Discovery Learning. The first is Stimulation, in which pupils are presented with perplexing questions in order to encourage their desire to research the subject. As a facilitator, the lecturer at the time asked questions, directed reading of the text, and led learning exercises. Second, the problem statement (problem identification) stage allows students to identify as many episodes of the problem as feasible that are relevant to the instructional material and to formulate hypotheses. Third, data gathering connects existing questions so that students can collect varied appropriate information, see items connected to difficulties, interview informants, and conduct independent experiments. Fourth, data processing is an activity in which pupils process previously collected data and information. Fifth, there is verification, which is the process of determining whether or not an existing statement is true. Sixth, generalization, is the stage at which conclusions are derived from the search procedure carried out by pupils, taking into account the verification results.

Sulfemi (2019) research also examines the Discovery Learning model, stating that the Discovery Learning model can increase student learning results by up to 50%. The Discovery Learning paradigm also delivers genuine experience, high-level thinking, student-centered, critical and creative understanding in life, near to real life, changes in behavior and knowledge, and improved student learning outcomes.

Tabel 2. The Application of Learning Model in MBKM at (PPB)

Learning Model	Steps (<i>Sintak</i>)	Activities	Y	N
Problem Based Learning	Orientation	<ul style="list-style-type: none"> - The lecturer describes the learning objectives, follows up by outlining the necessary logistics, suggests phenomena, demonstrations, or 	✓	

Learning Model	Steps (<i>Sintak</i>)	Activities	Y	N
	arranging students' study time	- Lecturers assist students in organizing and defining learning assignments associated with these issues.	✓	
	directing both individual and group investigations	- The lecturer encourages pupils to gather relevant knowledge, conduct experiments, seek explanations, and solve problems.	✓	
	Create and present work outcomes	- The lecturer assists students in the completion of acceptable output works such as reports, videos, and models, as well as in the sharing of assignments with their peers.	✓	
	Analyze and assess the problem-solving procedure.	- The lecturer assists students in reflecting on or evaluating the outcomes of their research and the results they employ.	✓	

The learning model employed in the PPB, according to the results, was Problem-Based Learning. The steps in the Problem-Based Learning paradigm allow lecturers to continue motivating students during learning and to provoke them to maintain their original drive to solve issues. This methodology also enables the lecturer to boost students' independence in taking out independent assignments based on the challenges to be solved (Hartatik, 2023, p.338). The syntax or steps of Problem-Based Learning used by the researcher during observation were taken from (Trianto 2011), as cited in (Hakim 2016). Some of the steps are as follows: 1) students orientation, 2) organizing students to study; 3) directing in individual or group research; 4) generating and communicating outcomes; and 5) assessing and evaluating problem-solving process. Based on the observations, the English lecturer at PPB employs the Problem-Based Learning methodology without missing any of the preceding processes.

The adoption of PBL in conjunction with the MBKM policy is a viable solution to contemporary educational difficulties. Students will be given an issue to solve as well as a solution so that it might have a positive impact on students' ability to think critically and address challenges they will face (Khairani & Safitri, 2017 as cited in Saputri & Trihantoyo, 2022).

Suitability of the MBKM Curriculum Learning Model with Its Application

In a book titled *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar dan Menengah*, the Ministry of Education and Culture states that educators must use various learning models to help students develop competencies such as inquiry-based learning, project-based, problem-based, and differentiated instruction.

To satisfy the demands of pupils in the twenty-first century, the MBKM curriculum learning was established. The lecturer-centric learning technique (lecturer centered learning) in the curriculum that collage has established today needs to be replaced with a student-centered learning method (student focused learning). This is in line with the world's expectations for future pupils, who must be capable of thinking and learning. Furthermore, lecturers must be inventive by expanding and updating their knowledge and abilities in order for learning to be exciting and interactive (Puspitarini, 2022). Thus, based on observations of the learning model used by lecturers in both departments with the assistance of teaching media and the placement of students as subjects in accordance with the Ministry of Education and Culture's provisions, it makes learning more interesting and interactive, allowing students to gain understanding more easily. As a result, the Ministry of Education and Culture believes it is appropriate.

Furthermore, based on observations, lecturers in both departments not only utilize learning models but also learning media to support learning. Students can better understand the learning process when certain learning media are used. Both instructors additionally use a variety of learning resources, both traditional and technological, to encourage more meaningful learning, as expected by the MBKM curriculum.

Lecturer Perception Towards the Learning Model in the MBKM Curriculum

As previously stated, the MBKM Learning Curriculum is a varied learning; therefore, the instructor must also present a varied model of learning in order for the students to understand the notion of learning. "Have you utilized a variety of learning models in teaching English?" inquired the researcher. The English Lecturer at TBI then responded:

LP 1:

"I like to adopt a spontaneous learning model rather than stick to one learning model theory." I also integrate one paradigm with another to aid in learning."

LP 2:

"For me, I often see the results of the diagnostic assessments, then I choose which one is the most relevant one to the students"

LP3:

"The MBKM Learning curriculum's learning model is more adaptable."

According to the replies above, English lecturers at PPB approached the learning module in a unique way. LP 1 contended that she was more concerned with the state of the class than with adhering to a specific learning model theory. Furthermore, LP 2 claimed that he frequently observes the results of diagnostic assessments conducted by guidance and counseling lecturers. LP 3 argued that the learning approach in the MBKM learning curriculum is more adaptable. English lecturers of PPB also gave their responses as follows:

LP 1:

"I understand the learning model in this curriculum, however I'm still adapting it from the 2013 curriculum for the time being."

LP 2:

"I've been attempting to implement the learning model and integrate it with individualized instruction so that we can choose which model is appropriate for students."

Lecturer 1 claimed that she had already used a variety of learning methods, although not completely. She also said that she continued to use scientific 5M, inquiry, and discovery. She is still adapting from the old curriculum, the 2013 curriculum, due to the new age of liberated learning curriculum.

Lecturer 2 reasoned in the same way as Lecturer 1, but in the MBKM learning curriculum, she emphasizes on differentiated instruction. Differentiated education allows lecturers to choose differentiated material, process, and product. Nonetheless, she claimed that the technique of learning in an MBKM learning curriculum is genuinely free, depending on the learning material.

According to the interview results, English lecturers at TBI and PPB have applied learning related to the MBKM curriculum. Lecturers in both TBI and PPB have used at least two learning models that are relevant to the learning principles of the MBKM curriculum, namely Problem-Based Learning and Project-Based Learning. However, because the MBKM curriculum has only been in existence for a short time, English lecturer in both departments is still getting used to it.

Lecturers of English in Indonesia typically have worked through numerous iterations of the country's educational framework. In this study, the researcher aimed to determine if the new curriculum's learning approach offers any benefits over its predecessor. The lecturers were polled with questions like, "What are the benefits and drawbacks of the learning model in the MBKM Learning curriculum?" to help the researcher draw conclusions. The following are the comments made by lecturers:

LP 1:

"This course load allows us to practice the learning model without feeling as though we need to meet any predetermined goals. For the disadvantage, perhaps since it is novel, we still need to modify it."

LP 2:

"The learning in this curriculum is always centered on assessment, which is a huge plus. One potential downside is that instructors may not be able to use the assessment's findings to inform their own teaching strategies and classroom activities."

LP 3:

"Students benefit because they are more engaged, feel less depression, and have more fun since instruction is tailored to their own interests. As a new curriculum, there is a learning curve."

According to the replies above, LP 1 feels more independent because there is no pressured specified aim, allowing her to choose a more comfortable learning style. According to her, the disadvantage is mainly because the curriculum is new. LP 2 said that the curriculum is advantageous because learning is always based on assessment, whereas the downside for him was the lecturer's inability to use a learning model and approach based on assessment. Furthermore, LP 3 suggested that the advantage of the learning model and technique in the implementation of the MBKM learning curriculum was student-centered learning. However, he must work harder in the classroom, which is a disadvantage for him. Meanwhile, TBI English lecturers' answers were:

TNP 1:

“The benefit may be that it is more contextual, which means that students, if the learning is relevant to their everyday lives, will find it much simpler to understand, much simpler to follow, and much simpler to complete their tasks. I believe that the reason for this curriculum's disadvantage is that it is still relatively new, and as a result, we often find ourselves puzzled.”

TNP 2:

“In point of fact, the issue with this model and method has been present ever since the 2013 Curriculum; consequently, there is not a big shift in the advantages and disadvantages; rather, it is more like an upgrade. However, the primary focus of this curriculum is on the development of abilities relevant to the 21st century.”

Lecturer 1 argued that the MBKM Learning curriculum is more contextual due to the fact that the learning should be suited to the students' everyday lives. This, in her opinion, makes the learning easier to understand, easier to follow, and easier to assign the necessary work. As a potential drawback, she cited the fact that the program is still in its infancy and that it occasionally leaves her perplexed.

Lecturer 2 is of the opinion, in contrast to Lecturer 1, that the learning models and methods that are included in the MBKM Learning curriculum have been in use ever since the 2013 curriculum. According to Lecturer 2, this means that there are no significant advantages or disadvantages and that they are merely upgraded. The most essential thing for her is figuring out how to implement a teaching strategy that can help students develop abilities appropriate for the 21st century.

According to the Ministry of Education and Culture, lecturers are required to use a variety of learning models, including inquiry-based learning, project-based learning, problem-based learning, and differentiated learning, when implementing learning models in the MBKM curriculum. These learning models vary and help students develop competencies in a variety of subject areas. In addition, the MBKM learning curriculum's learning model is tailored to meet 21st-century learning objectives, which can be summed up as education that equips students with skills necessary to succeed in the modern world, such as effective communication, teamwork, critical and creative thinking, and the ability to solve complex problems

The learning paradigm employed by the MBKM Learning curriculum is aimed to steer education in a way that is student-centric. The introduction of High Order Thinking Skills into the curriculum in 2013 marked the beginning of this trend. In order to fully grasp what they are being taught, students in student-centered classrooms are given ample time and tools to study on their own. Earlier research by (Pertiwi 2022), titled *Menerapkan Metode Pembelajaran Berorientasi Student Centered Menuju Masalah Transisi Kurikulum Merdeka*, identified Project-Based Learning and Active Learning as two potential learning models to be used in student-centered education. The interview data suggests that MBKM Learning has been effectively implemented by both TBI and PPB English Lecturers. At least two pedagogical approaches, Problem-Based Learning and Project-Based Learning, crucial to the tenets of the MBKM Learning curriculum have been adopted by Lecturers at both Departments. The English Lecturers at both Department are still using the old curriculum as they adjust to the new MBKM Learning curriculum.

D. Conclusion

It can be concluded that to implementing learning models, it is shown that lecturers in both TBI and PPB departments also incorporate various learning media to enhance the learning experience. By utilizing specific learning media, the lecturers aim to facilitate better understanding of the learning process among students. This indicates their commitment to

creating an engaging and effective learning environment as prescribed by the MBKM curriculum.

Furthermore, the lecturers demonstrate a diverse range of learning resources, encompassing both traditional and technological tools, to foster more meaningful learning. By leveraging a combination of traditional resources such as books, handouts, and classroom discussions, along with technological resources like online platforms, educational software, and multimedia materials, the lecturers ensure a comprehensive approach to meet the learning objectives set forth by the MBKM curriculum.

By incorporating these varied learning media and resources, the lecturers are effectively addressing the different learning styles and preferences of students while aligning with the expectations of the MBKM curriculum. This approach not only enhances student engagement but also promotes a deeper understanding of the subject matter, ultimately leading to more impactful learning outcomes. In addition, English lecturers at TBI and PPB have started implementing learning methods aligned with the MBKM curriculum. They have specifically utilized two learning models, namely Problem-Based Learning and Project-Based Learning, which are in line with the principles of the MBKM curriculum. However, since the MBKM curriculum is relatively new, the English lecturers in both departments are still adapting to it and becoming familiar with its requirements and guidelines. This suggests that they are in a learning phase and are likely to further refine their teaching approaches as they gain more experience and understanding of the MBKM curriculum.

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