

STUDENTS' PERCEPTION TOWARD MERDEKA CURRICULUM IMPLEMENTATION THROUGH PROJECT BASED LEARNING IN SPEAKING CLASS

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ABSTRACT

This study aims to find out how the students perception toward the implementation of Merdeka curriculum through Project based Learning in speaking class. It is a descriptive qualitative designn by using close questionnaire as the instrument of collecting data. the subjects of this study is semester four students having joined speaking for academic purposes consisting of 48 students. The result of analyzing the data shows that most of the students gave positive responses. The highest response, 100% of the students stated "yes" to the question if their speaking competence was increased by being taught using Project based Learning. Then, 80% students gave response "helpful" on the questioin, if Project based Learning help them improve your speaking skill. It can be concluded that the use implementation of Merdeka curriculum through Project based Learning gained very positive perception from the students.

Keywords: merdeka curriculum, project based learning, speaking skill, students' perception.

Merdeka Curriculum was firstly launched by the Minister of Culture and education, Nadiem Makarim in 2019. Bahri (2017) stated that curriculum is a shared tool in the world of education to achieve the results we purpose and produce to apply together. Then, It is started from the results of the Program for International Student Assessment (PISA). This study was conducted in 2019 with the results of assessments of students in Indonesia which only occupies the sixth position from the bottom. Afida (2021) stated that with the results of the study, the Minister of Education and Culture launched a new curriculum concept, Merdeka

curriculum having the concept of independence for education in Indonesia to determine the best way or method that can be used during the learning process. Darise (2019) cited that education units in PAUD, Elementary school, and Secondary Education is designed and implemented according to the learning needs of Learners.

Andari (2022) explains that the implementation of Merdeka curriculum is carried out independently with three alternative choices, 1) the Independent Learning, 2) the Independent Change and 3) Independent Share. Besaides, Arifa (2022) stated that the implementation of the

Independent Curriculum offered is adjusted with the readiness of teachers and education staff. It means that, the curriculum of Merdeka focusses not only on the way of students learning but also on the teacher competences.

Mudhakomala (2022) noted that the purpose of Merdeka curriculum implementation is humanization carried out to provide freedom of opinion and deep thinking in learning process in which at this point, education must be able to take humans to inner and outer independence. One way to gain the purpose is by using a suitable method, Project based Learning.

Trianto (2014) stated that Project based learning model is an innovative learning that focusses more on students (student centered) and places the teacher as a motivator and facilitator, where students are given opportunities to work autonomously construct their learning. It can be said that Project based Learning gives the students latitude to decide how they learn and the objective of their learning process.

In accordance with the implementation of Project based Learning, there are some studies conducted with the similar issues in teaching English Speaking. Suhartik (2014) conducted a research by applying Project based Learning to improve students' English skills. It was found that the students could solve the problems given. It is similar to Ekawati (2017) who take a conclusion on her study that Project based Learning could enhance students' listening and speaking skills.

Moreover, Putri (2017) concluded that Implementation of Project based Learning give significant effect to students' productive skill in English. Besides, Poonpon (2011) stated that by implementing Project based Learning, it could develop the students' experiences in real context. Thus shows that the implementation of Project based Learning can really help students improve and develop their competences. In the end, Riswandi (2018) states that Project based learning is based on an idea of connecting students' experiences with school

life and encouraging them to learn new things. By having real experience, it can make students easier to promote their competences.

From the discussion, It can be concluded that Project based Learning is a suitable media for students to gain more real experience and to improve students' competences.

However, students may not be interested in the implementation of Project based learning, and it may not help them improve their competences. Then, this study aimed to find out the students' perception toward the implementation of Merdeka curriculum through Project based Learning in speaking class.

METHOD

This study is a descriptive qualitative research and the subject of this study was semester four students of English Education Departement, Universitas Islam Nahdlatul Ulama (UNISNU) Jepara. This study was conducted on the 2022/2023 academic year. The subject consisted of 48 students. The students had got Speaking class taught by using Project based Learning.

The data collection was carried out by questionnaire. A questionnaire is shared to identify the students' perception toward the implementation of Merdeka curriculum through Project based Learning in speaking class. The questionnaire is close-ended questions. The total of the questionnaire consisted of 10 questions.

Cohen et al. (2007, p. 245) state that questionnaire is a widely used and useful instrument for collecting survey information and data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

Each question represented various indicators. The indicators represent the aspects related to the students' perception toward the implementation of Merdeka curriculum through Project based Learning; 1) the students' perception on the use of

Project based Learning in the implementation of Merdeka curriculum, 2) the students' perception on the implementation of Project based Learning in speaking class, and 3) the students' perception on the use of Project based Learning improve students' motivation and speaking skill. While the responses available are strongly agree/ very good/ very helpful, agree/ good/ helpful, neutral, disagree/ bad/ unhelpful and strongly disagree/ very bad/ very unhelpful. Only does the question "does your skill improved?" have "yes and no" option. Besides, the students are also instructed to give the reason for some aspects.

Inayah (2021) stated that descriptive

qualitative method analyzes and give description of the data obtained from the result analysis of data interview, data questionnaire, and data documentation. Then, the data obtained in this study was analyzed as the needs then being described.

FINDINGS

This part discusses the data which were collected and analyzed in finding.

Students' responses to the questionnaire.

After distributing the questionnaire to the students of speaking class, the students' responses on all aspects given can be presented as follows:

Tabel 1. Percentage of Students' Responses on All Questionnaire Aspects

No	Questions	Responses
1	How's your opinion about the implementation of Merdeka curriculum through Project based Learning?	1. Strongly agree (20%) 2. Agree (73,3%) 3. Neutral (6,7%) 4. Disagree 5. Strongly Disagree
2	How's your opinion about the implementation of Project based Learning in speaking class?	1. Strongly agree (20%) 2. Agree (73,3%) 3. Neutral (6,7%) 4. Disagree 5. Strongly Disagree
3	In your opinion, does Project based Learning help you improve your speaking skill?	1. Very helpful (20%) 2. Helpful (80%) 3. Neutral 4. Unhelpful 5. Very unhelpful
4	Do you think that learning speaking by using Project based Learning is interesting?	1. Very interesting (20%) 2. Interesting (66,7%) 3. Neutral (13,3%) 4. Uninteresting 5. Very uninteresting
5	Was your speaking skill improved?	1. Yes (100%) 2. No

Based on the table above, it shows that most of the students of speaking class agree with the implementation of Merdeka curriculum by using Project based Learning. They also said that it can help them improve their speaking skill. The data also show that the students enjoy learning speaking by

using Project based learning. Then, for more detail data of the students' responses can be presented as follows.

Students' response on their opinion toward the implementation of Merdeka curriculum through Project based Learning

The students mostly gave “strongly agree” as response to the implementation of

Merdeka curriculum through Project based learning. It can be seen from the diagram bellow.

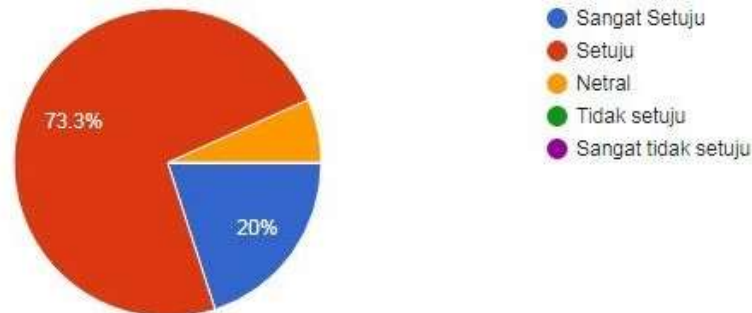


Diagram 1. Students’ response on the implementation of Merdeka curriculum through Project based Learning.

The diagram shows that most of the students have very positive perception on the implementation of Merdeka curriculum through Project based Learning. “Strongly agree” response gained 20% of total students. While, 73.3% of the students chose “agree” response and the rest of students, 6.7% decided to choose “neutral” response. Meanwhile, no student took “disagree or strongly disagree” respon to the question. It means that there was no student disagree with the implementation of Merdeka curriculum through Project based learning. it seems that Project based Learning is so appropriate with Merdeka curriculum.

Students’ response on their opinion toward the implementation of implementation of Project based Learning in speaking class.

The second question given to the students is “How’s your opinion about the implementation of Project based Learning in speaking class?”. This part of questionnaire gain as same as the first question in which most students strongly agree with the implementation of Project based Learning in speaking class. The data can be seen in the following diagram.

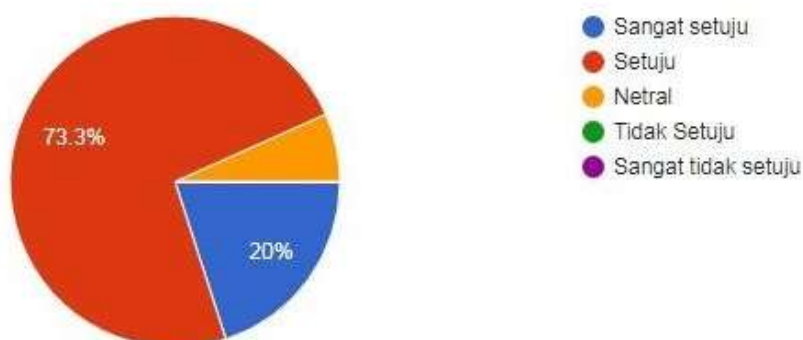


Diagram 2. Students’ response on their opinion toward the implementation of implementation of Project based Learning in speaking class.

The diagram shows that most of the students also have very positive perception on the implementation Project based Learning in speaking class. Then, “Strongly agree” response gained 20% of total students. While, 73.3% of the students chose “agree” response and the rest of students, 6.7% decided to choose “neutral” response. It is similar to the first point that no student took “disagree or strongly disagree” respon to the question. It means that there was no student disagree with the implementation of Project based learning in speaking class. It

can be concluded that the students enjoyed learning speaking through project based Learning.

Students’ response on their opinion toward Project based Learning can help them improve their speaking skill.

This third part of the questionnaire took almost the same place as the previous questions. The difference of this part is having no “neutral” response chosen by the students. In this part, only are the first and the second responses taken by the students.

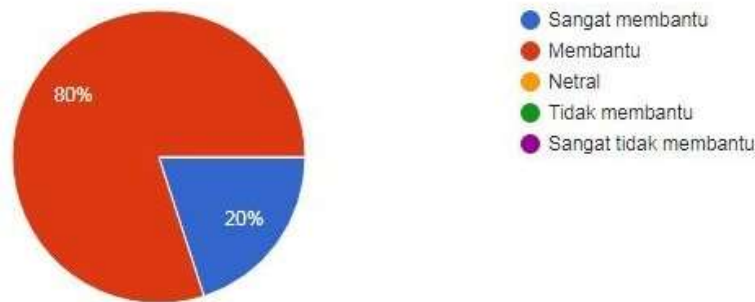


Diagram 3. Students’ response on their opinion toward Project based Learning can help them improve their speaking skill.

It can be seen from the diagram that the students only gave response of “very helpful” and “helpful” to this third question, “In your opinion, does Project based Learning help you improve your speaking skill?”. The most response taken by the students was “Helpful” which gained 80% of the whole students. While, the second or last place was given to the response of “very helpful”.

Students’ response on their opinion toward learning speaking by using Project based Learning is interesting.

The fourth question given to the students is “Do you think that learning speaking by using Project based Learning is interesting?”. This question is similar to the three previous questions that it gained positive perception from the students of speaking class.

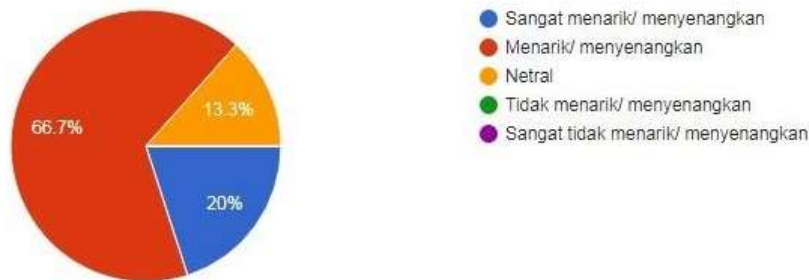


Diagram 4. Students’ response on their opinion toward learning speaking by using Project based Learning is interesting.

Based on the diagram above, it was known that the students enjoyed learning process of speaking by using Project based Learning. As the data show that 20% of students took “very insteresting” response. “interesting” response took the first place with 66.7% of students’ choice. It shows that most of the students showed that they are interested in using project based Learning in learning speaking. In addition, “neutral” response gained only 13.3% which show that the students had no opinion about their

interest on Project based Learning used to learn speaking.

Students’ response on their opinion if their speaking skill improved.

The last question is “was your speaking skill improved?”. The improvement means by the implementation of Project based Learning. This question is a kind of yes-no question having only two optional responses, those are “yes” and “no”. The result is as follows.



Diagram 5. Students’ response on their opinion if their speaking skill improved.

The diagram above showed that the whole or 100% students gave “yes” response to the question given if their speaking skill was improved because of learning speaking using Project based Learning. in this part, no student gave “no” response.

DISCUSSION

The result of this research showed that the students’ had positive perception toward the implementation of Merdeka curriculum through Project based Learning. From the result, no students gave a negative response to the implementation.

Based on the result of the students response analysis, most of the students gave positive responses and the rest only gave a neutral response. It can seen that the highest response, 100% of the students stated “yes” to the question if their speaking competence

was increased by being taught using Project based Learning. The second highest response given by the students was “helpful” on the question, “In your opinion, does Project based Learning help you improve your speaking skill?”. The response gained 80% responses from the students. It proved that, most students have perception that Project based Learning can help them improve their speaking skill. It can also stated that it is appropriate to teach speaking. Then, most students gave the third place as the highest response to the response, “agree” on two questions, ”How’s your opinion about the implementation of Merdeka curriculum through Project based Learning?” and “How’s your opinion about the implementation of Project based Learning in speaking class?”. The bosth responses gained 73.3% of the students. It also stated that most of the students agree or have positive

perception to the implementation of Merdeka curriculum through Project based Learning and the use of Project based Learning to teach speaking. Besides, the results show no student has negative perception on it.

In addition, beside the responses, the students were also asked to give their reason on the implementation of Merdeka curriculum in speaking class. Most of them noted that Projects based learning can make learning more effective, students can study independently and while the students can make their own choice in learning and conducting the project.

CONCLUSION

Based on the result of the findings, and discussion in above, it can be concluded that the use implementation of Merdeka curriculum through Project based Learning

gained very positive perception from the students. In the same case, the positive perception is also mostly given by the students to the implementation of Project based learning used to teach speaking. Meanwhile, in the students' opinion, it help them improve their speaking competence. It is because that the students though their speaking was improved by the implementation of Project based Learning.

This article suggests that the implementation of Merdeka curriculum a teacher may apply Project based Learning especially in speaking class because it is an interesting method and can help students improve their speaking skill. It means that it is an appropriate teaching method for speaking, especially.

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