



The Position and Prospects of English Program in Applying *Merdeka* Curriculum Context

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Abstrak

Penelitian ini bertujuan untuk memahami secara menyeluruh berbagai pengalaman, perasaan, dan tindakan yang dilakukan oleh pengajar dalam program Bahasa Inggris di perguruan tinggi Islam dalam konteks penerapan Kurikulum Merdeka. Tujuan dari penelitian ini adalah untuk mengetahui keadaan dan masa depan program Bahasa Inggris dalam konteks penerapan Kurikulum Merdeka. Penelitian ini menggunakan metodologi kualitatif, khususnya pendekatan studi kasus tunggal. Untuk mendapatkan informasi yang menyeluruh, diskusi kelompok terfokus dilakukan dengan melibatkan para instruktur bahasa Inggris secara aktif, dikombinasikan dengan wawancara semi-terstruktur dengan mereka yang tidak dapat berpartisipasi. Wawancara ini mengeksplorasi pemikiran, perasaan, niat, perilaku, dan tanggapan peserta, dengan penekanan khusus pada tantangan yang dihadapi dalam penerapan Kurikulum Merdeka pada pendidikan bahasa Inggris. Kurikulum bebas telah mengubah pendidikan secara signifikan, terutama dalam pendidikan bahasa Inggris. Di tengah perubahan ini, sangat penting untuk memahami kondisi saat ini dan prospek program bahasa Inggris yang didasarkan pada kerangka kurikulum ini. Penelitian ini menekankan hal-hal yang perlu diperbaiki dan dikembangkan dalam penerapan kurikulum dengan mengutamakan pengalaman dan pandangan para pengajar bahasa Inggris.

Kata Kunci: Program bahasa Inggris, kurikulum, prospek.

Abstract

This study explores the status and future trajectory of the English program within the context of implementing the Merdeka Curriculum. The purpose of this study is to investigate the status and future trajectory of the English program within an Islamic college under the Merdeka Curriculum framework. Employing a qualitative methodology, precisely a single case study approach, it aims to comprehensively understand the diverse experiences, sentiments, and actions of stakeholders regarding the Merdeka Curriculum. Through a case study design, the investigation zeroes in on the process of implementing the curriculum in the English department. To ensure a thorough exploration, focused group discussions were organized with actively engaged English instructors, supplemented by semi-structured interviews with those unable to participate. These interviews delve into participants' thoughts, feelings, intentions, behaviors, and responses, with a specific emphasis on challenges encountered in applying the Merdeka Curriculum to English language education. The primary participants are instructors from the English department whose insights shed light on the present status and prospects of the English program within the Merdeka Curriculum. The Merdeka Curriculum has introduced significant changes in educational practices, particularly in the realm of English language education. Amidst these changes, understanding the current status and potential future of English programs under this curriculum framework is imperative. Therefore, this study seeks to address this gap By shedding light on the experiences and perspectives of English instructors; the research highlights areas for improvement and development in implementing the curriculum..

Keywords: English programme, Curriculum, prospect

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DOI : <https://doi.org/10.31004/edukatif.v6i3.6574>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

INTRODUCTION

The *merdeka* curriculum is an educational initiative that aims to develop more inclusive, creative, and adaptive education in Indonesia. This initiative focuses on developing individual potential and integrating various disciplines in learning. In order to improve quality and competency, English language education study programs must refer to a quality educational process in the variables of teaching materials, methodology, infrastructure, and other resources, as well as creating a conducive atmosphere. Thus, the program functions to synchronize and synergize all components of the teaching and learning interaction. With the presence of the *merdeka* curriculum, enthusiasm for English-based education began to grow. Therefore, educators must strive for continuous professional development, so that it does not overwhelm and hinder learning. Professional development activities are meant to help lecturers improve their classroom practices, teaching beliefs and attitudes, and students achieve positive learning outcome (Guskey, 2002). According to current empirical study, lecturers' professional development can positively influence classroom practices and student achievement (Fischer et al., 2018). An increasing body of studies has demonstrated the value of professional development for teachers (Noben et al., 2021). Furthermore, while scholars in the field agree that all teachers will require professional development throughout their careers (Guskey, 2000), ensuring high-quality professional development (Brown, 2013) is a critical issue for practitioners, policymakers, and governments around the world (Darling-Hammond, 2017).

Many individuals feel that practicing teachers must continue to learn and improve in order to meet the profession's everyday difficulties and changes. Furthermore, instructors' knowledge bases and academic fields should continue to grow (Guskey, 2000). According to (Mizell, 2010), even the most experienced and skilled educators may face significant hurdles each year, such as changes in topic content, new instructional methods, technological breakthroughs, updated regulations and procedures, and student learning demands (p. 6). Thus, educators must seek ongoing professional development to avoid falling behind and impeding students' learning.

However, not all campuses can implement freely an *merdeka* curriculum, considering several existing challenges experienced by English language education study programs. Not only that, the initial challenge that occurred was that the trend in selecting educational programs based on English or foreign languages tended to decline. In response to this policy, opportunities and challenges are focused on regulations, platforms, and English-based educational institutions, at least known through the episode levels of implementing the *merdeka* curriculum and *merdeka* campuses. Context is essential for SWOT analysis and applying this technique to it. This study aims to foster a deeper appreciation of the internal and external factors that shape the situation of academic libraries and inform their strategic positioning to implement *merdeka* curriculum.

Many studies have revealed that SWOT analysis helps organizations solve strategic challenges and make effective strategic decisions (Kapoor & Kaur, 2017). SWOT analysis helps structure various elements of an organization's strategic decision-making processes (Almawarni, 2020). SWOT analysis is believed to provide a practical and valuable structural description of any situation. Many organizations in various fields still use SWOT theory to analyze program development, including in the academic field, using the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis technique. In doing this, the Campus seeks to improve its situation by exploiting strengths, overcoming weaknesses, seizing opportunities, and mitigating threats. The current research aims to explore and guide the strategy development, decision-making, and progress of positioning of English language education study programs by identifying and analyzing their main strengths, weaknesses, opportunities, and threats.

In order to improve quality and competency, English language education study programs must refer to a quality educational process in the variables of teaching materials, methodology, infrastructure, and other resources, as well as creating a conducive atmosphere. Therefore, the program functions to synchronize and

synergize all components of the teaching and learning interaction (process). The current research aims to guide strategy development, decision-making, and advancement of positioning by educators in English teaching by identifying and analyzing their key strengths, weaknesses, opportunities, and threats. Its premise is that understanding these elements, their overlap, and their interplay is essential to developing academic library strategy effectively. The study aims to cultivate a deeper understanding of the internal and external factors shaping the situation of academic decision positioning. Applying the SWOT analysis methodology to academic decisions builds on a previous literature review that examined their positioning and analyzed how the higher education environment influences library strategy (Cox, 2023).

The presented article aims to bridge several gaps in the existing literature related to the implementation of the Merdeka Curriculum, particularly within English language education study programs. Despite the growing enthusiasm for English-based education spurred by the Merdeka Curriculum initiative, challenges persist in effectively implementing this curriculum, especially within the context of continuous professional development for educators. While previous studies (Fischer et al., 2018; Guskey, 2002; Noben et al., 2021) have highlighted the positive impact of professional development on classroom practices and student achievement, there remains a dearth of research specifically addressing the challenges faced by English language education study programs in aligning with the Merdeka Curriculum. Furthermore, the article identifies a gap in the literature concerning the application of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to understand and address the challenges and opportunities associated with implementing the Merdeka Curriculum in English language education study programs. Although SWOT analysis has been widely used in various organizational contexts (Almawarni, 2020; Kapoor & Kaur, 2017) its application within the specific domain of academic decision-making and strategic positioning, particularly in English language education study programs, remains underexplored.

METHOD

This study's selected methodology was qualitative, particularly a single case study. The choice was made to acquire a thorough understanding of the participants' varied experiences, as well as their emotions and actions (Brown, 2013). The present study employed a case study design to examine the experiences and views of teachers at an Islamic college. This was achieved through their active involvement in a targeted group discussion. Using the case study approach allowed for the investigation of a particular event. The study was carried out at English department. In order to carry out a comprehensive inquiry, we employed targeted group discussions and artifacts to obtain perspectives from English lecturers tasked with implementing the curriculum. Furthermore, researchers conducted semi-structured interviews with lecturers who could not participate in the FGD forum. This interview aims to examine research participants' ideas, emotions, intentions, actions, and reactions, addressing the difficulties faced in implementing the *merdeka* curriculum in the English language education. The individuals involved were lecturers from the English department.

RESULT AND DISCUSSION

The researcher outlines the limitations and challenges encountered while implementing the *merdeka* curriculum in this section. This autonomous curriculum was first unexpected for all stakeholders, as it was seen as introducing new requirements for the school curriculum across Indonesia. The introduction of the autonomous curriculum faced numerous hurdles during its initial deployment as a new educational framework.

Lecturers' Position

Based on the outcomes of the focused group discussion (FGD), it can be concluded that, overall, PBI lecturers still need to adhere to the *Merdeka* Curriculum. The preparedness of lecturers to implement the *merdeka* learning curriculum indicates that lecturers still need to gain a greater understanding of the structure of the *merdeka* curriculum. They also require further training in developing teaching modules and conducting learning assessments. Additionally, they need to ensure that the necessary facilities and infrastructure are in place to support the successful implementation of the *merdeka* curriculum. Given these circumstances, study programs should promptly address lecturers' concerns to ensure that the *merdeka* curriculum receives quick attention. This will enable academics to actively contribute to the learning process inside and outside the classroom.

The curriculum implementation process necessitates the crucial involvement of lecturers and academic staff. They have to comprehend alterations in the curriculum, create suitable educational resources, and assist students (Tang et al., 2024; Wahidah et al., 2023). Furthermore, it is crucial to comprehend the concept of this curriculum and all components of educational institutions to ensure its implementation is optimal, effective, and efficient and accomplishes the objectives of this curriculum. In order to fulfill the spirit of learning from the autonomous curriculum, the study program must continue to maximize potential and demonstrate a solid determination to implement the curriculum as required by the Ministry of Education and Culture.

The Lecturers at English Program encounters multiple challenges in implementing the *merdeka* Curriculum. The study program encounters several problems, including the need for more comprehension among lecturers and students regarding the execution of the *merdeka* Curriculum. This is evidenced by testimonies from lecturers who reported that they were only informed about implementing the *merdeka* curriculum during teaching practicum practices on campus rather than during the instructional sessions with the lecturers. Currently, the main challenge frequently faced is the need for more understanding among lecturers regarding the implementation process of the autonomous curriculum, particularly in the context of the PBI study program on campus. Furthermore, up to this point, lecturers have yet to be involved in providing advice, resulting in their incomplete understanding of the objectives and methodologies for implementing the *merdeka* curriculum.

As part of curriculum renewal, the English Education study program must revise its curriculum to align with the present curriculum. This action is necessary to ensure that the English study program on the *Merdeka* campus is caught up to the English study program. In order to ensure that the study program curriculum aligns with the National Standards, English Education study programs must consistently ensure their curriculum meets national education requirements. This is the set of skills and knowledge that study program graduates possess. The process of implementing the curriculum does not just conclude at that point. As one of the esteemed campuses in Langsa, the program has a well-equipped physical infrastructure. Several classes are adequate to support the *merdeka* curriculum process during lectures. Additionally, the program already possesses a fully equipped laboratory designed explicitly for lectures incorporating digital media. This laboratory includes a computer room that is seamlessly connected to internet resources. Nevertheless, they need more LCD projectors for every lecture room. If the *Merdeka* Curriculum is fully implemented, the English language study program will not have a better program in establishing English language education study programs. Every lecturers addressed the issues above when confronted with implementing the autonomous curriculum.

However, all indications suggest that this study program should include higher-quality academic activities, serving as an initial step in adopting the *merdeka* curriculum. The study program faces issues related to leadership's lack of specific accommodation, limited accessibility, communication hurdles, job responsibilities, and fulfillment of administrative needs. However, due to Islamic institute being under the

jurisdiction of the Ministry of Religion, implementing an *merdeka* curriculum in universities is less widespread. It needs to be clarified in many aspects, thus hindering its effectiveness. This is particularly problematic as study programs can only operate *Merdeka* curriculum if the top-down approach functions optimally.

Difficulties in Enforcing the Merdeka Curriculum

Implementing the *merdeka* curriculum may encounter distinctive obstacles associated with its specific attributes and objectives (Yunitasari et al., 2023). Certain issues may develop in this particular setting. Adherence to Islamic principles and doctrines, Islamic institutions often prioritize promoting and disseminating Islamic principles and doctrines. An obstacle that may occur is developing a curriculum that effectively integrates Islamic beliefs with the *merdeka* curriculum method. It is vital to contemplate methods of guaranteeing the alignment of learning materials with religious principles. Implementing an *Merdeka* Curriculum that prioritizes a more proactive and self-reliant approach from students may necessitate further expenditure in educating teaching professionals and providing supplementary materials (Fajri et al., 2023).

Creating a curriculum that emphasizes individual learning necessitates the creation of novel and distinct learning resources. This may necessitate a heightened level of cooperation between academics and staff to assist students. The *Merdeka* Curriculum promotes self-reliance in students' learning management (Marlina et al., 2023). This might be a challenge for students, particularly those needing more prior self-directed learning exposure. Institutions should offer supplementary assistance, such as academic guidance and availability of educational materials. The *merdeka* curriculum has the potential to alter the methods of evaluating and assessing students. Institutions should consider evaluation approaches compatible with self-directed learning and provide fair and unbiased assessments. Technology integration is a crucial component of the *merdeka* curriculum, as it incorporates technology into the learning process. The program may encounter difficulties incorporating technology into their education, mainly if the technical infrastructure needs to be improved. They are securing comprehension and backing from all relevant parties, such as lecturers, students, administrative personnel, and other stakeholders. Effective communication and active participation of all stakeholders in curriculum preparation and execution will be crucial.

To successfully implement the *merdeka* curriculum at the program, it is essential to approach the task with thorough deliberation, foster strong collaboration, and possess a profound comprehension of Islamic values and objectives. Despite the obstacles, with adequate assistance, these institutions can effectively incorporate the concepts of the *Merdeka* Curriculum. When implementing the *Merdeka* Curriculum at the State Islamic Institute, various flaws typically need to be considered. Here are a few drawbacks that may occur in this particular situation. Study programs possess finite resources, encompassing financial, infrastructural, and instructional personnel limitations. Implementing the *Merdeka* Curriculum, which prioritizes active and *merdeka* student learning, may necessitate increased investment in training, technology, and supporting resources. Crafting educational resources that align with the *Merdeka* Curriculum approach necessitates much work and dedication. Faculty and staff may be required to provide novel, highly interactive educational material centered around the students' needs. Typically, lecturers at islamic institute assume a dual responsibility as educators and religious leaders. Implementing the *merdeka* Curriculum, which highlights the lecturers' role as facilitators of student-centered learning, may necessitate significant adaptations to their conventional responsibilities.

Students needing prior exposure to this instructional method may have challenges in effectively managing more autonomy in their learning. The absence of assistance for pupils in the form of academic guidance and supplementary educational materials is a drawback. The *merdeka* Curriculum can alter the methods and procedures used for evaluations and assessments. Institutions must guarantee that the evaluation methods are congruent with a more autonomous learning approach and facilitate impartial assessment.

Utilizing technology in education is crucial in the *Merdeka* Curriculum. However, islamic institute may need help incorporating technology into their teaching methods, particularly if the technological infrastructure needs improvement. The *Merdeka* Curriculum frequently allows students to select topics and establish timetables. This might lead to ambiguity in organizing and allocating resources for administrative purposes. Institutions may need help overseeing and assessing student achievement within the more flexible *merdeka* Curriculum setting. This can impede the evaluation of student performance and progress. Implementing the *merdeka* Curriculum at islamic institute may necessitate substantial cultural shifts that may only be readily embraced by some stakeholders, including lecturers, staff, and students.

Although there may be inherent vulnerabilities in implementing the *Merdeka* Curriculum at islamic institute, it is crucial to remember that careful strategizing, comprehensive training, sufficient assistance, and efficient communication can help surmount most of these obstacles. The successful implementation of the *Merdeka* Curriculum at islamic institute will rely significantly on the dedication and collaborative endeavors of all parties involved. The process of creating an English education program entails the careful organization, creation, and execution of a curriculum that is successful in enabling students to comprehend, communicate, interpret, and compose written and spoken English.

The objective of implementing the *merdeka* Curriculum is to establish its autonomy in order to facilitate innovative learning. The curriculum allows students to break *merdeka* from learning limitations and empowers them to choose additional courses according to their preferences (Thamrin & Wahyu, 2017). Participating in *merdeka* curriculum will enhance students' proficiency in hard and soft skills as they can select supplementary courses to develop themselves further. In addition, this curriculum offers students the chance to cultivate a creative mindset, foster collaboration, and develop a strong work ethic. This enables students to enhance their abilities and contribute positively to the community around them. In addition, *merdeka* curriculum offers students the chance to enhance their competencies by developing their attitudes, knowledge, and abilities, providing holistic benefits for their lives.

In order to effectively implement the *Merdeka* Curriculum, it is crucial to provide a harmonious integration with the teaching staff's innovative learning approach. This can be achieved by using various learning models and utilizing educational videos from YouTube (Prasetyo et al., 2021). During the observation and interview phase in the field, all the lecturers showed familiarity with the *Merdeka* Curriculum. However, they needed more responsiveness to adhere to it. Upon investigation, it was discovered that the primary cause for lecturers' diminished enthusiasm for engaging in *Merdeka* Curriculum activities was the insufficient acquisition of comprehensive knowledge.

Study program lecturers require appropriate training and professional development to equip them to implement the *Merdeka* Curriculum adequately. This course encompasses instruction on designing learning programs that adhere to the *Merdeka* Curriculum approach, guiding students in their learning planning, and integrating technology and contextual learning. In addition, instructors must possess robust mentoring abilities to aid pupils in strategizing and overseeing their educational endeavors. This encompasses the capacity to actively listen, offer valuable criticism, and assist students in discerning their objectives and the essential resources needed to achieve them.

Technological media is sometimes necessary for learning in the *Merdeka* Curriculum. Consequently, educators must be ready to incorporate technology into the educational process and instruct pupils on its use. Lecturers must possess a considerable degree of adaptability and preparedness to accommodate change. The *Merdeka* curriculum may necessitate a transition from the conventional role of a teacher to that of a facilitator of learning. Lecturers must comprehensively understand how to conduct assessments and evaluations in alignment with the *Merdeka* curriculum approach. This could include additional methods for evaluating student proficiency and advancement that do not rely on external factors. Lecturers must demonstrate a

willingness to accept input from students regarding their learning experiences and use this feedback to make ongoing changes.

Effective collaboration among lecturers, students, and other stakeholders is crucial in the *Merdeka* curriculum learning process (Wardani et al., 2023). Lecturers must possess proficient collaborative skills. Lecturers must actively monitor student progress in implementing the *merdeka* curriculum. This enables them to offer assistance and aid when required. In addition, lecturers must provide instructional materials that align with the *merdeka* curriculum approach and guarantee the accessibility of the required supplementary resources. Implementing the *Merdeka* curriculum program can enhance student quality and lecturer capacity as educators. Lecturers can enhance social networking and foster partnerships between higher education institutions and industry. They can also promote creativity in research, community service, education, and teaching. Additionally, they can enhance their proficiency in utilizing information technology and further develop their professionalism. According to the research findings and debates outlined, adopting the *merdeka* curriculum has been effectively executed, as evidenced by the positive impressions of both lecturers and students. Multiple indicators demonstrate that instructors involved in the preparation activities for the *merdeka* curriculum have made significant contributions and display a genuine interest in the program.

Implementing the *Merdeka* Curriculum policy in the English Language Education Study Programme may encounter many challenges that must be addressed to achieve successful implementation. Here are several potential issues that may develop. The lecturer's inquiry regarding the system for collaborating with different study programs was particularly intriguing. In line with the results of research found by Meutia in IAIN Langsa that most academics still need to comprehend the policy for collaboration properly (Meutia et al., 2020). Lecturers' comprehension of conducting flexible learning is still restricted. In contrast, their comprehension of collaborative opportunities within the study program still needs to be completed despite implementing the Merpati application in the current semester. However, because of a lack of comprehension among lecturers, it cannot offer a novel approach for implementing an autonomous curriculum across several campuses. Practically speaking, one of the needs necessitates cooperation with other universities. Moreover, a primary challenge in implementing curriculum policies is the need for more resources, particularly financial resources. Financial limits remain the primary concern in this situation, as the institution operates under the authority of the Ministry of Religion. For instance, dedicated funding is not allotted for creating a self-contained curriculum.

Prospects of Educators in English Teaching Context as Opportunities

Lecturers' perspectives about the *Merdeka* Curriculum or other curricula can differ based on various characteristics, such as their background, experience, and curriculum comprehension. Here are some perspectives that lecturers may have regarding the *Merdeka* Curriculum. Confident educators may view the *Merdeka* Curriculum as a chance to incorporate additional inventive and imaginative teaching methods. They may perceive it as a favorable measure in emancipating education from the limitations imposed by the conventional curriculum (Ocampo et al., 2020). The role of internship participation and conscientiousness in developing career adaptability: A five-wave growth mixture model analysis. *Journal of Vocational Behavior*, 120, 103426. The research findings indicate that the successful implementation of the *Merdeka* Curriculum in the English language education study program at Islamic Institute Langsa necessitates a high level of ongoing sensitivity from all campus stakeholders, particularly the instructors. Many instructors on campus need to comprehend the *Merdeka* Curriculum better (Krishnapatria, 2021).

According to one of the instructors, the curriculum plays a crucial role in the effectiveness of the education process on campus. Hence, offering lecturers training on applying the *merdeka* learning curriculum is crucial. This is because editing and upprofessional development documents requires thorough comprehension to establish a high-quality training and learning process.

Typically, these individuals acquire this information autonomously and from the faculty. Several lecturers who participated in the Focus Group Discussion (FGD) at the Faculty of Tarbiyah knew the concept of an *merdeka* curriculum. However, they needed to learn the practical implementation of the *merdeka* curriculum policy, particularly in higher education. Particularly the campus of islamic institute Langsa. Two speakers participated in the *Merdeka* Curriculum workshop. Both teachers participated in the *Merdeka* Curriculum workshop for campuses and the *Merdeka* Curriculum for higher-level lecturers. The workshop they participated in was not organized by the campus but by external entities. Additionally, they voluntarily participated in the program, not as official delegates or school representatives.

In addition, the training they received on the *Merdeka* Curriculum needed to be completed. Implementing the *Merdeka* Curriculum may need to be clarified for the training participants and the lecturers. This occurrence can arise because their training is limited to a single day and needs more continuity. The *Merdeka* Curriculum training can only partially assimilate to its maximum potential. In addition, the Ministry of Religion, responsible for educational policy on the islamic institute campus, could have organized the socialization of this *merdeka* curriculum. In addition, some individual instructors are interested in introducing the autonomous curriculum in the English language education program. However, they are unsure about the best approach and have yet to receive a thorough response regarding its implementation from other institutions. The reason for this is the need for other entities to implement the *Merdeka* Curriculum more.

Higher education teachers must constantly adapt to address the difficulties of the current day. The advent of the Fourth Industrial Revolution compels us to adjust and reevaluate the significance of the vital work we undertake to enhance our nation's intelligence (Floridi, 2014). As an educational institution, we must relinquish pragmatic and materialist pedagogical methods. We are called upon to reconsider the fundamental nature of education to provide the upcoming generations of our nation with proficiency in data, technology, and humanity, along with virtuous ethics. Higher education institutions must facilitate continuous, integrated, progressive education by promoting lifelong learning. This is achieved by integrating foreign scientific and technological advancements with the distinctive cultural values of Indonesian society.

As an institution that implements the *Merdeka* Curriculum, higher education naturally engages in collaboration and cooperation with other entities to assist the curriculum's implementation. One type of collaboration is partnering with educational institutions, such as primary and secondary schools, as well as non-formal education organizations that are officially recognized by the Ministry of Education and Culture of the Republic of Indonesia or other government ministries. Naturally, this collaboration includes coaching, monitoring, and other related activities. This is because higher education institutions, such as universities, play a crucial role in cultivating and shaping the successive generations of the Indonesian country.

Given its status as the premier educational institution in Indonesia, it is fitting for this institution to offer support, guidance, help, and training to instructors on campus about implementing the *Merdeka* curriculum. While this may be true in principle, the empirical evidence in the field presents a contrasting reality. It needs to be clarified that the teaching staff in higher education, who are responsible for training lecturers on applying the *Merdeka* Curriculum, cannot deliver practical training to lecturers on campus. As previously mentioned, this is attributed to lecturers' inadequate comprehension of implementing the *Merdeka* Curriculum.

The training offered to lecturers by different government organizations, corporate sector entities, and higher education institutions for implementing the *Merdeka* Curriculum needs to be revised. The training is conducted via Zoom Meeting or offline training, lasting for a single day. The attendees alone observed while the resource person delivered a presentation on the implementation. This program aims to enhance the comprehension of lecturers and equip participants with the skills to develop tailored learning experiences based on the specific subject matter and students' capacities. But, the previous curriculum and the *Merdeka* curriculum have distinct dissimilarities.

Given the description of the findings in the field, the author believes it is imperative to assess the collaboration formed and executed by both sides. Universities and the government should not only despatch trainers to deliver speeches and offer expertise but also provide training and assess the trainers' performance outcomes. This is done to ensure the effective implementation of the *Merdeka Curriculum*, which has been in operation for the past few years, and to ensure that students experience its benefits.

CONCLUSION

Overall, the role and future of educators in implementing the *Merdeka Curriculum* in the educational context are significant and encouraging. Educators play a crucial part in successfully implementing this unique curriculum, taking on many responsibilities such as adapting the curriculum, innovating teaching methods, fostering character development, assessing student progress, and engaging in professional development. Despite hurdles such as limited resources and resistance to change, educators can overcome them by working together, advocating for their cause, and continuously improving their professional skills. By garnering the essential backing and dedication from educational authorities and stakeholders, educators have the potential to spearhead the transformation of Indonesia's education system into a more inclusive, pertinent, and empowering one for all learners. The success of the *Merdeka Curriculum* ultimately hinges on the commitment and proficiency of educators in wholeheartedly adopting its ideas and skillfully implementing them in their educational environments.

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