

*Implementation of the Merdeka Curriculum in Javanese Language Learning in Pemalang Regency Middle Schools*

**Pelaksanaan Kurikulum Merdeka dalam Pembelajaran Bahasa Jawa di SMP Kabupaten Pemalang**

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**Abstract**

*Curriculum changes require adjustments to learning in schools, including Javanese language learning. The implementation of Javanese language learning as a local content subject has been implemented at the junior high school level in Pemalang Regency. In its implementation, there needs to be supervision from various related parties. Therefore, this research aims to describe the implementation of the independent curriculum in Javanese language learning in Pemalang Regency and the difficulties in implementing the independent curriculum. This research uses a qualitative descriptive method by collecting observation data and interviews with Javanese language teachers in Pemalang Regency. The research results show that the implementation of the independent curriculum in junior high school Javanese language learning in Pemalang Regency has been running since grade 7. The adjustments include changes in learning tools, implementation of student-centered learning, learning assessments carried out in diagnostic, formative, and summative assessments, and project activities (P5). Teachers' difficulties in implementing the independent curriculum, such as the teacher's understanding of the concept of the independent curriculum, which affects the teacher's ability to prepare learning tools, the lack of references or benchmarks in preparing teaching modules, the selection and use of media and learning methods, as well as the teacher's understanding of the concept of independent curriculum assessment.*

**Keywords:** *independent curriculum, Javanese, pemalang*

**Abstrak**

Perubahan kurikulum menyebabkan perlunya penyesuaian pembelajaran di sekolah, termasuk pada pembelajaran bahasa Jawa. Penerapan pembelajaran bahasa Jawa sebagai mata pelajaran muatan lokal sudah diterapkan pada tingkat SMP di Kabupaten Pemalang. Dalam pelaksanaannya perlu adanya pengawasan dari berbagai pihak terkait. Oleh karena itu tujuan penelitian ini yaitu untuk mendeskripsikan pelaksanaan kurikulum Merdeka dalam pembelajaran bahasa Jawa di Kabupaten Pemalang dan kesulitan dalam melaksanakan kurikulum Merdeka. Penelitian ini menggunakan metode deskriptif kualitatif dengan pengumpulan data observasi dan wawancara guru bahasa Jawa di Kabupaten Pemalang. Hasil penelitian yang didapatkan yaitu pelaksanaan kurikulum Merdeka pada pembelajaran bahasa Jawa SMP di Kabupaten Pemalang sudah berjalan pada kelas 7. Penyesuaian yang terjadi yaitu pada perubahan perangkat pembelajaran, pelaksanaan pembelajaran yang berpusat pada siswa, penilaian pembelajaran yang dilakukan berupa penilaian diagnostik, formatif dan sumatif serta kegiatan proyek (P5). Kesulitan guru dalam melaksanakan kurikulum Merdeka, seperti pemahaman guru mengenai konsep kurikulum Merdeka yang berpengaruh pada kemampuan guru dalam menyusun perangkat pembelajaran, kurangnya referensi atau acuan dalam penyusunan modul ajar, pemilihan dan penggunaan media dan metode pembelajaran, serta pemahaman guru mengenai konsep penilaian kurikulum Merdeka.

**Kata Kunci:** kurikulum merdeka, bahasa jawa, pemalang

## 1. Introduction

The Javanese language is included in local content subjects regulated in the Central Java Provincial regulation article 47 number 4. The regulation explains that local content is a competency development subject tailored to regional potential. The existence of local content in education units is adjusted based on the needs and characteristics of each region. Local content is determined based on the education unit or local government, which is flexible enough to manage local content flexibly.

Based on the Minister of education, culture, research and technology decree, 262 of 2022 stipulates that Javanese language learning in schools has an allocation of 72 JP per year. Javanese language learning in one week is only applied for 2 lesson hours. This significantly impacts time management on subjects that cannot be delivered optimally. The impact is to affect student learning achievement. This aligns with research (Bahra & Setiawan, 2019) explaining the relationship between time management and student achievement. Good time management with maximum time allocation will also positively affect student learning achievement. In addition, factors that affect learning achievement include globalization, which brings the influence of language, namely foreign languages that enter Indonesia. With the influence of this language, people prefer to learn foreign languages. Meanwhile, Indonesian is used as a means of communication in everyday life, so the use of Javanese is displaced.

The use of the Javanese language can fade because the existence of the Javanese language decreases and is replaced by other languages (Utami, S et al., 2020). In order to maintain its existence and not be replaced by foreign languages, preservation efforts are needed, one of which is by teaching Javanese in formal education. Teaching Javanese in formal education or schools aims to keep the language from extinction (Utami, S et al., 2020).

Javanese language learning has an essential role in shaping the personality or character of students in schools. In Javanese language learning, character and moral values such as *unggah-ungguh* and manners are used to communicate with the community (Nasution, 2022). Character education can be applied to students in learning activities through the use of the Javanese language (*unggah-ungguh*) (Handayani & Hangestingsih, 2018).

In addition to character education, the Javanese language is a cultural heritage that must be maintained and preserved. The preservation efforts made by the government are maintaining Javanese as local content in the curriculum that is still in effect. Currently, the applicable curriculum is the Merdeka curriculum. The declaration of the Merdeka curriculum as a program to optimize change (Siregar Moratus Gerald, 2021). The Merdeka curriculum is an effort to optimize educational programs by adjusting to the conditions of the development of an increasingly advanced era, improving quality human resources, and being able to compete (Aryanto et al., 2021). As it is today, the curriculum improvement carried out is the change from the 2013 curriculum to the Merdeka curriculum. The Merdeka curriculum aims to create higher-quality learning and improve the learning crisis.

In the Merdeka curriculum, students are directed to be more active in appreciating their talents, focusing on freedom and creativity (Rahayu et al., 2022). The concept of the Merdeka curriculum aims to provide independence to students (Ansari et al., 2022). In the Merdeka curriculum, students are given the opportunity or freedom to expand their knowledge in formal and informal education. Outside the classroom, students can instill character by discussing and arguing with others, which can increase students' competence. Apart from students, the role of teachers in the concept of the Merdeka curriculum is also significant, namely creating a more

exciting learning concept and being a supervisor when students are looking for new experiences inside and outside the classroom.

The implementation of the Merdeka curriculum in education units in Central Java Province in Javanese language learning is carried out at the Elementary School (SD) to Senior High School (SMA) levels according to the decision of the Head of the Central Java Provincial Office Number 423.5/14995. Therefore, the implementation of Javanese language learning at the elementary school to high school level is adjusted to the curriculum set by the government.

Changes in the Merdeka curriculum in Javanese language learning, of course, change the learning patterns that have been applied. This curriculum change requires teachers and students to adapt to new policies. In the process of adjusting to these curriculum changes, there are several challenges or problems experienced. Teachers must be able to apply the Merdeka curriculum in learning, especially Javanese. The current reality is that teachers do not fully understand the learning concept of the Merdeka curriculum. At the same time, students must be able to follow the new learning patterns provided by the teacher.

Based on preliminary interviews conducted in October 2023 with one of the Javanese language teachers in Pemalang Regency regarding the implementation of the Merdeka curriculum in Javanese language learning at the Junior High School (SMP) level in Pemalang Regency, there are difficulties experienced by teachers in adjusting the new curriculum to learning that is different from the previous curriculum, especially in Javanese language subjects. This has resulted in the implementation of the Merdeka curriculum not being able to be implemented optimally. Various studies on implementing learning using the Merdeka curriculum have been conducted previously. However, previous research focused on Arabic, Islamic Religious Education, and Mathematics subjects. The research on Islamic Religious Education was carried out by (Susilowati, 2022). The research discusses implementing the Merdeka curriculum in Islamic Religious Education (PAI) learning. The results of this study concluded that the implementation of the Merdeka curriculum was going well but was not maximized due to obstacles experienced by teachers, such as a lack of knowledge about the essence of Merdeka Belajar.

Research on Arabic language studies conducted by (Qomaruddin, 2022) discusses the problem of implementing the Merdeka curriculum at MA Nasyi'in Sidoarjo. The results of his research are problems in implementing the Merdeka curriculum, which cannot be implemented optimally, but the efforts made by the school and the Madrasah Head, namely by holding upgrading and training, procuring infrastructure, and supervising.

Another study was conducted (Lutfiana, 2022) on mathematics studies, examining the implementation of the Merdeka curriculum in mathematics learning. The result of his research is that the implementation of the Merdeka curriculum in mathematics lessons at SMK Diponegoro Banyuputih is well implemented. He was starting from planning implementation to evaluation.

Based on this background, this research must complement previous research, especially in local content subjects (Javanese language), and add references to further research. This is because research on Javanese language learning is lacking, especially in the curriculum. This study aims to describe the implementation of the Merdeka curriculum in Javanese language subjects and to find the difficulties experienced by Javanese Language Teachers in Junior High Schools (SMP) in Pemalang Regency.

## 2. Literature Review

### 2.1 Merdeka Curriculum

Merdeka Curriculum is a curriculum that uses varied learning, where subject matter will be optimized so that students have sufficient time to strengthen skills and explore concepts (Wahidin et al., 2022). The Merdeka Curriculum is one part of the effort to restore learning, especially the learning crisis during the pandemic (Kemendikbud, 2022). The Merdeka Curriculum is a learning design that provides opportunities for students to learn in a relaxed, fun, calm, and stress-free manner to show their talents (Rahayu et al., 2022). Curriculum development is carried out periodically by developing science, information, technology, and the needs of the times (Munir, 2009). Teachers can select several teaching tools to align learning with students' interests and learning needs (Arruti & Paños-Castro, 2020). The Merdeka Curriculum allows teachers to be more flexible in developing learning tools. It allows students to adjust their learning needs and interests (Yamin & Syahrir, 2020). The key to the success of implementing the Merdeka Curriculum is the willingness of principals and teachers to make changes. The principal, as a leader, must be able to change the mindset of human resources in the school to make changes to implement the Merdeka Curriculum (Warsidah et al., 2022). Based on the description above, it can be concluded that the Merdeka Curriculum provides opportunities for teachers to be more accessible in developing learning tools and provides freedom for students to adjust their learning needs and interests.

## 3. Research Methods

This research method uses descriptive qualitative. This is because, in descriptive qualitative research, researchers will describe the implementation of the Merdeka curriculum and teacher difficulties in learning Javanese. The research data collection techniques used are observation and interviews. The observation technique is used to observe the implementation of the learning process and to find out the difficulties Javanese language teachers face in implementing the Merdeka curriculum. The interview technique is carried out. This study uses data from observations and interviews. The data sources are ten junior high school Javanese language teachers in Pemalang Regency, including SMP N 2 Pemalang, SMP N 1 Bodeh, SMP N 2 Bodeh, SMP N 1 Comal, SMP N 5 Comal, SMP N 4 Taman, SMP N 1 Bantarbolang, SMP Islam Pemalang, SMP Islam Terpadu At Tawaazun Pemalang, SMP Satya Praja 2 Pemalang.

The data analysis technique used is the Miles and Huberman model: data collection, data reduction, data presentation, and conclusion drawing. The following are the steps of the Miles and Huberman model analysis:

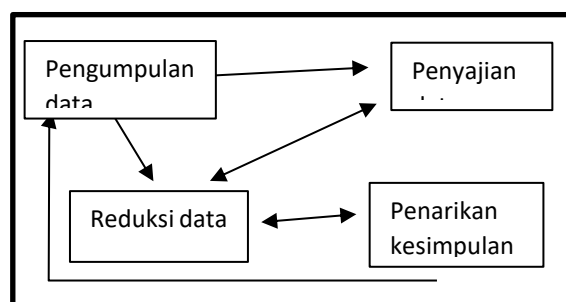


Figure. 1. Miles and Huberman model data analysis

## **4. Results and Discussion**

### **4.1 Research Results**

#### **4.1.1. Implementation of the Merdeka Curriculum**

The study results show that the Merdeka curriculum in Pematang Rejang junior high schools has been implemented in stages. The implementation starts with grade 7, while grade 8 and grade 9 are still implementing the previous curriculum, namely 2013. Implementing the Merdeka curriculum is flexible and focuses on developing students' character and skills. Implementing the Merdeka curriculum, a new policy, certainly raises problems and requires adjustments—the adjustment of the Merdeka curriculum, such as strengthening the Pancasila student profile (P5). The implementation of P5 has been implemented in junior high schools in Pematang Rejang. Some schools have included Javanese learning values in project activities.

Furthermore, the Merdeka curriculum was adjusted to prepare learning tools. The prepared learning tools are adjusted to the phase or level of student learning. There are also changes in the learning tools, namely the terms used, such as Learning Outcomes (CP), Learning Objectives (TP), Flow of Learning Objectives (ATP), and lesson plans, which are changed to teaching modules.

The implementation of the learning process and assessment at junior high schools in Pematang Rejang has also been adjusted to the Merdeka curriculum. The implementation of the learning process in the Merdeka curriculum is more learner-centered. Learning is carried out by creating a pleasant classroom atmosphere, using non-monotonous methods, and inviting students to be more active in learning. As for assessment or assessment, it is grouped into three parts, namely diagnostic, formative, and summative assessments. However, in its application, some schools still have not implemented the Merdeka curriculum assessment. This is known based on the results of an interview with one of the Javanese language teachers in Pematang Rejang Junior High School, who explained that "The form of assessment carried out is still the same as the previous curriculum such as knowledge and skills." So, the assessment was not carried out optimally.

#### **4.1.2. Difficulties in Implementing the Independent Curriculum**

The Merdeka Curriculum, which includes lesson planning, implementation, and assessment, has been implemented in Pematang Rejang Junior High Schools. In its implementation, there are still teachers who experience difficulties. The difficulties experienced by Javanese language teachers in Pematang Rejang Junior High School are regarding the ability to compile learning tools in the form of teaching modules. This is because teachers do not understand the concept of the Merdeka curriculum. In an interview with one of the Javanese language teachers at Pematang Rejang Junior High School, he explained that "Merdeka Curriculum is a new curriculum, so it feels like it is still carried over from the previous curriculum. Currently, it is still in the adjustment stage". In addition, references regarding Javanese teaching modules are still limited, so teachers have not been able to fully compile teaching modules independently. The teacher's lack of understanding of the concept of the Merdeka curriculum is also influenced by the absence of training on the Merdeka curriculum.

Difficulties in implementing the Merdeka curriculum in Pematang Rejang junior high schools are also experienced during learning implementation. Based on interviews, Javanese language teachers in Pematang Rejang junior high schools still experience difficulties in using media and learning methods. This is due to the limited school facilities and infrastructure so that all teachers do not use media in the learning process. In addition, in Merdeka curriculum learning,



differentiated learning is customized based on students' abilities or competencies. Meanwhile, each student's ability is different. It is also difficult for teachers to determine methods that can be used in learning.

Another difficulty experienced by Javanese language teachers in implementing the Merdeka curriculum in Pemalang Regency junior high schools is learning assessment. The assessment of the Merdeka curriculum in Pemalang Regency Junior High School has not been fully implemented to the maximum. This is because some teachers still do not fully understand the assessment of the Merdeka curriculum.

## **4.2 Discussion**

### **4.2.1. Implementation of the Merdeka Curriculum**

The Merdeka Curriculum is a Ministry of Education, Culture, Research, and Technology policy that was realized in 2021 and started from the driving school program (Aprima & Sari, 2022). Implementing the Merdeka curriculum initially applied to the driving school, has now been applied to other schools. The Merdeka curriculum provides a greater focus on developing students' character and life skills and flexibility for schools to determine curriculum content that better accommodates the needs and diversity of students. Implementing the Merdeka curriculum is still in the development and trial phase, as well as adjusting and improving local conditions in Indonesia. Teacher readiness and school facilities still need adjustments in implementing the Merdeka curriculum in Pemalang Regency Junior High School.

The implementation of the Merdeka curriculum in Pemalang Regency Junior High School has been running for one year. The implementation is carried out in stages, starting with grade 7. Until now, the Merdeka curriculum still needs adjustments due to several changes. The changes occur in lesson planning, implementation, learning process, and assessment. In preparation or lesson planning, namely regarding the teacher's ability to compile learning tools. The ability to compile learning tools is part of lesson planning, which aims to prepare learning to be maximized. The learning planning needs to be known regarding understanding the concept of the Merdeka curriculum, the ability to compile learning tools, such as teaching modules, teaching materials, learning media, and the preparation of learning methods and models.

Preparing learning tools in the Merdeka curriculum has changed the terms used. In the previous curriculum, there were indicators. However, they have changed Learning Outcomes (CP) and Learning Implementation Plans (RPP) into teaching modules. The preparation of teaching modules is carried out in several stages, such as the existence of learning outcomes (CP), which are analyzed into learning objectives (TP) and then compiled into a flow of learning objectives (ATP). These changes confuse teachers and affect teachers' ability to prepare learning tools. The preparation of teaching modules in Pemalang Regency Junior High School is done in groups by discussing Sub MGMP or Regency MGMP teachers. This is done to help teachers who do not understand the preparation of teaching modules understand and compile teaching modules independently.

The Merdeka curriculum has also been implemented in the learning process and assessment. The implementation of the Merdeka curriculum in Javanese language learning has not changed significantly. The changes that occur are only in the focus of learning, which is more accessible and flexible. Implementing Javanese language learning in Pemalang Regency junior high schools has invited students to be more active and student-centered learning. The implementation of learning that is carried out includes preliminary activities, namely, the teacher begins with prayer and apperception, then core activities such as conveying the students to the teacher.

The implementation of a learning assessment will follow the implementation of the Merdeka curriculum. Assessment is implementing learning, including student learning outcomes, by

considering specific criteria (Nasution, 2022). Assessment of the Merdeka curriculum, commonly called the Merdeka curriculum learning assessment, is used to determine learning needs, learning progress, and achievement of student learning outcomes. The implementation of the assessment has changed. There are three parts of the Merdeka curriculum assessment, namely diagnostic, formative, and summative assessments. Implementing the assessment in Pematang Jaya Regency junior high schools is still constrained because some teachers do not understand the assessment of the Merdeka curriculum, so they still use the previous curriculum assessment.

Regarding implementing and assessing the Merdeka curriculum, junior high schools in Pematang Jaya Regency have implemented project activities or P5 implementation by raising themes or issues determined according to student needs and school conditions. Implementing P5 is to improve literacy, numeracy, knowledge, and skills in each subject. Some schools in the Pematang Jaya district have included Javanese learning values in project activities, such as on the theme of local wisdom. One of them is SMP N 4 Taman, which holds a cultural performance and displays the results of learning that has been carried out. This performance also contains the results of students' products and work and the performance of local stories using language mixtures with local languages.

The implementation of the Merdeka curriculum that has been implemented in Pematang Jaya Regency junior high schools has not been fully maximized. However, each school tries to make changes or adjustments so that the Merdeka curriculum is expected to be achieved and can be appropriately realized.

#### **4.2.2. Difficulties in Implementing the Merdeka Curriculum**

The implementation of the Merdeka curriculum is an effort to create a more accessible and more flexible education. Several things still need to be improved in its implementation so that the Merdeka curriculum can be implemented optimally. Based on the interview results, several things become obstacles in implementing the Merdeka curriculum. The obstacles experienced by Javanese language teachers in Pematang Jaya Regency junior high schools in implementing the Merdeka curriculum include learning planning, which includes the teacher's ability to prepare learning tools, implementing the learning process, and assessing learning. The first difficulty is in lesson planning or the teacher's ability to compile learning tools.

The difficulty experienced by teachers in lesson planning is related to teachers' understanding of the concept of the Merdeka curriculum. The adjustment of the Merdeka curriculum currently requires teachers to understand the concept of the Merdeka curriculum. This is because understanding the Merdeka curriculum significantly affects the implementation or application of learning in schools. Based on the results of interviews regarding the concept of the Merdeka curriculum, there are still teachers who do not fully understand it in depth. In an interview with a junior high school Javanese language teacher in Pematang Jaya Regency, he explained, "The Merdeka curriculum is new, so it feels like it is still carried over from the previous one. Currently, it is still in the adjustment stage."

One of the factors influencing teachers' understanding of the concept of the Merdeka curriculum is the lack of training. This is known based on the results of interviews with Javanese language teachers: "There has been no special training. For MGMP, they have only held socialization. We only follow the Merdeka teaching platform for training but still lack real action." The following is the percentage of participation of Javanese language teachers in the Merdeka curriculum training for junior high schools in Pematang Jaya Regency:



**Figure. 1.** Percentage of Merdeka curriculum training

Based on the percentage above, it can be concluded that Javanese language teachers who have participated in the Merdeka curriculum training are 40%, and those who have not participated in the training are 60%. The Merdeka curriculum training, especially in Pemalang Regency, has not been officially implemented by the Subject Teacher Conference (MGMP) or the Education Office. Of the 40% of teachers who have participated in the training, it is not done officially but from webinars that are followed online. In addition, some teachers also participated in the Merdeka Mengajar platform.

Teachers' understanding of the Merdeka curriculum is essential to implement it optimally. Not only that, but the lack of understanding of Javanese language teachers in Pemalang Regency Junior High Schools also affects the teachers' ability to compile learning tools such as teaching modules, teaching materials, media, and the preparation of learning methods and models. In preparing teaching modules, Javanese language teachers in Pemalang Junior High School use a group discussion system or MGMP team at the Sub (District) District level. This is because it is related to the difficulties experienced by teachers in preparing teaching modules, namely analyzing Learning Outcomes (CP), which are adjusted based on the phase or level of students. Then, formulate Learning Objectives (TP), which are formed into a Flow of Learning Objectives (ATP).

The change in terms makes teachers even more confused in its application. In addition, the difficulty in compiling other teaching modules is due to the lack of existing references. The results of interviews with Javanese language teachers in junior high schools in Pemalang Regency support this. According to the Javanese language teacher, "The difficulties experienced are in planning teaching modules and teaching materials that still lack references." The preparation of the Javanese teaching module refers to other subjects, such as Indonesian, a family of language subjects. References regarding teaching modules and teaching materials are still lacking and difficult to find, both within the scope of the school and online. Some teachers who actively participate in activities on the Merdeka teaching platform also have difficulty finding teaching modules and materials for Javanese.

The preparation of Javanese teaching materials is not always carried out for each material. This is because teaching materials are already available as student handbooks compiled by MGMP. Teachers who cannot use technology are also constrained to compile learning media and prepare learning methods and models. Some Javanese language teachers in junior high schools in Pemalang Regency admit they still have difficulty preparing learning methods and models. Learning methods and models must be adjusted based on students' abilities. Sometimes, the planning that has been made does not always match the situation during the implementation of learning or change according to the situation as the results of an interview with one of the Javanese



language teachers in Pemalang Regency Junior High School explained that "Not always according to the methods that have been prepared, meaning that students are less able to accept the methods that the teacher has prepared. Finally, the method used is the same in each class with different evaluation results." The preparation of appropriate media, methods, and learning models will affect the learning process.

The second difficulty is in the implementation of the learning process. In implementing the learning process, some Javanese language teachers in Pemalang Regency experienced difficulties using media and learning methods. This is due to the limitations of school facilities and infrastructure, so some teachers have not fully used the media in learning. The use of less innovative learning media also affects students' learning motivation and activeness to participate in Javanese language learning. Both of these are related to student learning outcomes. Research by Tegeh and Pratiwi (2019) states that student learning outcomes significantly correlate with motivation and learning activeness. In line with research Wahyuningtyas & Sulasmono (2020) also explain that in addition to increasing student activeness, learning media and methods are also proven to improve student learning outcomes and the ability to understand the material presented. Teachers tend to have more difficulty determining the use of appropriate learning methods in learning methods. This is also related to differentiated learning in the Merdeka curriculum. Differentiated learning intends to carry out learning tailored to the needs and abilities of students. Therefore, the role of the teacher in choosing and using media and learning methods is needed to create impressive learning so that students can be more active in participating in learning.

The third difficulty is in learning assessment or assessment. In the Merdeka curriculum, the assessments used include diagnostic, formative, and summative assessments. The difficulties experienced by teachers in implementing the Merdeka curriculum assessment are the teacher's lack of understanding of the concept of the Merdeka curriculum assessment and the difficulty in determining assessments or assessments that are by the learning objectives.

## **5. Conclusion**

Based on the results and discussion of research on implementing the Merdeka curriculum in junior high school Javanese language learning in Pemalang Regency, it has been running in stages, starting with grade 7. The Merdeka curriculum implemented is a change in the lesson planning design (RPP), which is converted into a teaching module and contains several terms different from the previous curriculum. MGMP teacher groups compile teaching modules. This makes it easier for teachers to understand the preparation of learning tools. In addition, learning implementation is carried out with a focus on student learning and an assessment adapted to the Merdeka curriculum, such as diagnostic, formative, and summative assessments. While the project has been implemented in each school, some schools have included Javanese language learning in project activities.

Implementing the Merdeka curriculum in junior high schools in Pemalang Regency has experienced difficulties. The difficulties in implementation are the teacher's understanding of the concept of the Merdeka curriculum, which affects the teacher's ability to prepare learning tools, the lack of references or references in preparing teaching modules, the selection and use of media and learning methods that are constrained by technology in the form of unsupportive school facilities and infrastructure, and the teacher's understanding of the concept of Merdeka curriculum assessment.

Implementing the Merdeka Junior High School curriculum in Pemalang Regency in Javanese language learning still needs improvement. The continuation of the research can be carried out by further exploring the supervision of the implementation of the Merdeka curriculum

and efforts to overcome the difficulties experienced by Javanese language teachers in implementing the Merdeka curriculum so that the implementation of the Merdeka curriculum can be carried out maximally and become material for evaluation from related parties, especially in local content learning.

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