The Implementation of Autonomy Learning in English Teaching Module of the *Merdeka Curriculum*

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Abstract

This research aims to find out how the application of Autonomy learning in English teaching modules. Participants of this study were seventh grade students at SMP Negeri 20 Padang which amounted to 276 students divided into 9 classes. In determining participants, researchers used purposive sampling technique because researchers only examined classes that applied learning independence so that participants were obtained in 1 class, namely class VII.4 which amounted to 29 people. Data collection techniques using video recording and observation checklist, then observed and analyzed based on the application of student learning independence in each class in the process of English learning activities, and the results showed that every student of the 29 students who had been studied had learning independence. Thus the researcher can conclude that there are several indicators of autonomy learning that are not implemeted during the learning process, namely not having high creativity and no students looking for teaching materials/other learning resources. Apart from these indicators, it can implement of autonomy learning in the English language learning process

Keywords: Autonomy Learning, Merdeka Curriculum, Teaching Module

Introduction

The Merdeka Curriculum is a national education standard in Indonesia that focuses on various intra-curricular learning methods to develop learners' potential and competencies. It is flexible, simple, and allows teachers to choose teaching tools that suit students' needs and interests. Each teacher must have a lesson plan contained in a teaching module, which are used to achieve the *Profil Pelajar Pancasila and Capaian Pembelajaran* (CP). These modules are designed according to learning objectives and are arranged according to the student's development stage.

The *Profil Pelajar Pancasila* is an initiative of the Ministry of Education and Culture to establish lifelong students with global competence and Pancasila values. It has five characteristics: piety to God Almighty and noble character, global diversity, critical reasoning, autonomy, and creativity. Autonomy learning in the Merdeka Curriculum allows students to be responsible for their learning process and results, increasing knowledge, skills, achievement, and self-development through their own initiative.

Students in the Merdeka Curriculum learn in an autonomy way, such as planning and conducting their own learning, realizing learning needs and goals, making learning strategies, and assessing learning outcomes. This can be applied in English teaching by encouraging students to read books and

articles in English independently, giving individual assignments, using self-directed learning techonolgy, and providing feedback. The teacher still plays a role as a facilitator and leader in the learning process.

According to Arditias & Endahati (2022) investigated the implementation of autonomy learning in teaching speaking at senior high schools, finding that it can be implemented through teacher-directed processes such as role-play, group discussion, debate, and group presentation. The implementation of autonomy learning in English teaching can provide significant benefits for students, especially in improving their ability to autonomy learn and increasing motivation to learn.

Autonomy learning is the willingness of students to learn independently, but teachers face challenges in implementing it in teaching modules and achieving it in Merdeka Curriculum. This research focuses on the implementation of autonomy learning in English teaching modules for grade VII students at SMP Negeri 20 Padang. The research question is "How is the Implementation of Independence Learning in the Merdeka Curriculum English Teaching Module for grade VII students?" The purpose of this study is to determine the effectiveness of independence learning in the English teaching module for grade VII students. This study aims to provide theoretical and practical insights for English teachers, enabling them to determine the effectiveness of independence learning in English teaching modules. Key terms used in this study include independent learning, teaching modules, and Merdeka Curriculum, which allows teachers to choose teaching tools tailored to students' learning needs and interests.

According to (Ndari et al., 2023) The Merdeka Curriculum is a diverse, inclusive, and flexible educational system in Indonesia, designed to enhance the human resources (HR) profile of Pancasila students. It offers optimal intra-curricular learning, allowing students to explore concepts and strengthen competencies. Teachers can choose teaching tools based on students' needs, and government-set projects strengthen Pancasila student profiles.

The Merdeka Curriculum is a flexibility for schools, allowing teachers to deliver learning based on infrastructure and input, and allowing students to choose their interests, promoting a more organized and effective education system (Yaelasari & Yuni Astuti, 2022).According to (Yunita & Widodo, 2023) The Merdeka Curriculum is an intracurriculer curriculum that offers diverse content, allowing students to deepen concepts and strengthen learning tools, promoting autonomy learning for schools, teachers, and students. Merdeka Curriculum optimizes intracurricular learning, allowing students to explore concepts and strengthen competencies, allowing teachers to choose teaching tools based on student needs.

Autonomy learning in the merdeka curriculum focuses on students' creativity, aiming to cultivate a Pancasila spirit. This approach aligns with the 2022 Ministry of Education and Culture's personality strengthening center, promoting noble character, autonomy, critical thinking, and global diversity. According to Lengkanawati (2017) Autonomy learning (AL) is the learner's ability to take charge of their own learning, making decisions about learning goals, content, progress, methods, and evaluations. Meanwhile, (Huang & Benson, 2013) defined autonomy learning by capacity and control, with capacity referring to a person's potential and control referring to the power to make choices and act based on these choices. Autonomy learning involves learners taking charge of their own learning, utilizing capacity and control to determine goals, content, and methods, and monitor progress.

According to The Australian Oxford Dictionary in (Uswatun, 2013), autonomy implies freedom and independence to manage one's own affairs, as opposed to dependency in which a person is subject to the decisions and control of others. Furthermore Little in (Sert, 2006) Autonomous learners are those who are responsible for their own learning, requiring insight, a positive attitude, capacity for reflection, and readiness to be proactive in self-management and interaction with others. This freedom to learn makes learners more positive, moral, and capable of reflecting on their environment and deciding how, when, and what they will learn in accordance with their learning responsibilities. Based on the definition above, Autonomy learning is the ultimate goal in the learning process, enabling learners to independently manage their lives, adapt their learning methods, and achieve success.

The Characteristic of Autonomy Learning, According to (Sundayana, 2018) suggests that there are five characteristics of autonomy learning, namely: 1) self-confindence, 2) able to work alone, 3) mastering skills in work, 4) respect time, and 5) responsible. Furthermore, according to Gea (2003) in (Suid et al., 2017) states that "the individual is said to be autonomy learning when five characteristics has as follows: 1) confident, 2) able to work alone, 3) mastering skills and skills appropriate to his

work, 4) appreciate time, and 5) responsibilty". In addition, (Tresnaningsih et al., 2019) state that the characteristics of individuals who have autonomy learning are: 1) Self-confidence, 2) Independent to work alone, 3) Having a desire to strive for progress, 4) Appreciating time, 5) Responsibility, 6) Being able to make decisions, 7) Active on learning.

From this opinion, it can be concluded that the characteristics of Autonomy learning involves self-confidence, independence, skill mastery, progress desire, time appreciation, responsibility, decision-making, and active learning, allowing students to independently and collaboratively complete the learning process.

According to (Maulinda, 2022) Teaching modules are learning tools based on the curriculum, designed to meet predetermined competency standards. They assist teachers in designing learning and developing pedagogical competence. According to (Setiawan, et al., 2022), teaching module are one form of teaching tools used by educators to carry out learning in an effort to achieve the *Profil Pelajar Pancasila and Capaian Pembelajaran*. as they are interesting, meaningful, and challenging, fostering student interest and active involvement. In addition, According (Siloto, 2023), Teaching module are learning tools or learning designs that are based on a curriculum that is applied with the aim of achieving predetermined competency standards. Curriculum and learning have a close relationship, as the curriculum aims to achieve quality education. Teaching modules are essential for educators to effectively manage student progress and develop pedagogical competency.

(Faridahtul Jannah & Thooriq Irtifa' Fathuddi, 2023) The teacher's teaching module should consist of a general information component, including module identity, initial competencies, and dimensions of *Profil Pelajar Pancasila*, followed by a core component with objectives, learning trigger questions, assessment, and evaluation from both teachers and students. Meanwhile, according to (Izzah Salsabilla et al., 2023) the teaching module in the Merdeka curriculum, there are three main components: general information, core components, and attachments. These components can be added by teachers according to the student's situation and needs.

Based on the opinion of the experts suggest a teacher teaching module should include module identity, initial competencies, *Profil Pelajar Pancasila* dimensions, objectives, learning trigger questions, assessment, and evaluation from teachers and students.

Methods

Research design is a framework used by researchers to efficiently address research problems by collecting accurate data. In this study, the researcher used descriptive research to analyze class VII teaching modules created by teachers in the Merdeka Curriculum. According to (Walliman, 2011) "this design relies on observation as a means of collecting data. Depending on the type information on the type of information sought, people can be observationchecklists, video records, field notes, and interviews. The research focused on the implementation of autonomy learning in students learning English at SMP Negeri 20 Padang, using observation checklists and video recorders to understand the student learning process. This descriptive research approach aimed to find answers and solutions to the problems raised.

According to (John W. Creswell, 2012:214), participant is a role adopt when the researcher take part in activities in the setting observe, participant are group of individual that participant in research project. In this research, the researcher chose the student SMP Negeri 20 Padang class VII which amounts to nine classes as the participant. For more details could be seen in the table below:

Table 3.1 Participant Student's Research Class VII at SMP Negeri 20 Padang

No	Kelas	Jumlah Siswa
1	VII. 1	32 siswa
2	VII. 2	32 siswa
3	VII. 3	30 siswa
4	VII. 4	29 siswa
5	VII. 5	32 siswa
6	VII. 6	30 siswa
7	VII.7	30 siswa
8	VII. 8	32 siswa

No	Kelas	Jumlah Siswa
9	VII.9	29 siswa
Total	9 Kelas	276 siswa

Sources: Office Administration SMP Negeri 20 Padang

The researcher used the Purpose Sampling technique to collect data on students learning English at class VII of SMP Negeri 20 Padang, which implemented autonomy learning. The selected participants were willing to provide desired information. The researcher used a video recorder and observation checklist as instruments to gather information. According to (John W. Creswell, 2012:213) Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The video recorder was used to document the activities of students in class in the implementation of autonomy learning in seventh grade at SMP Negeri 20 Padang. According to (Pahleviannur & Grave, 2022) checklist observation was used to determine if observed behavior appeared by giving a check mark (✓) or (✗). The researcher listed or wrote down behavioral indicators that may be raised by the research subject.

Data collection techniques are essential for researchers to gather data from sources like subjects and samples. These techniques are used to compile research instruments. In this study, a video recorder and observation checklist were used to observe student learning activities in the implementation of autonomy learning. The researcher recorded these processes and analyzed the data using techniques proposed by Gay and Airasian. The results helped describe the implementation of autonomy learning in English teaching modules of the Merdeka Curriculum for students class VII at SMP N 20 Padang.

The researcher analyzed data using document analysis instruments to determine if the teacher module aligns with student profiles in the Merdeka Curriculum in class VII. According to Miles & Huberman (1992:16) in (Faridahtul Jannah & Thooriq Irtifa' Fathuddi, 2023), The four steps to analyze research data are data reduction, data presentation, and conclusion/data verification. Data collection involves obtaining information from various sources, while data reduction simplifies the data by grouping it by date, characteristics, or research location. Data presentation systematically presents data organized and accurate information, focusing on autonomy learning indicators like self-confidence, independence, and decision-making. Finally, conclusion/data verification ensures that all data is simplified and compiled.

Result and Discussion

This research examines the implementation of autonomy learning in English teaching modules for students in class VII at SMP Negeri 20 Padang. The study used video recordings and observation checklists to gather data on students' learning experiences. The research was conducted from July 29th to August 2nd, 2024. The data was analyzed using purposive sampling, with participants chosen from class VII.4. The aim was to understand the Autonomy Learning content in the teaching material, which can enhance students' self-confidence, independence, desire to strive, appreciation of time, responsibility, decision-making, and active learning. The findings suggest that the use of autonomy learning in teaching modules can foster self-confidence, independence, and active learning.

Tabel 4.1 Observation Checklist

No	Indikator	Sub Indikator	✓	✗
1	Self-Confidence	refers to belief in oneself and his/her abilities, like being able to a. Confident to perform in front of the class b. Dare to ask	✓ ✓	
2	Independent	Able to work alone, a condition where the individual does not depend on other people, for example a. students finish their tasks on their own. b. have your own opinion	✓ ✓	

No	Indikator	Sub Indikator	✓	✗
3	Desire to strive for progress	Possessing the desire to reach their goals a. High curiosity b. Have high creativity	✓	✗
4	Appreciating Time	One of the individual attitudes that can use time with useful things. a. Collect assignments on time b. Utilize free time for useful activities	✓ ✓	
5	Responsibility	Have responsibility for making decisions related to the learning process and discipline towards tasks. a. Responsible for completing tasks b. study hard and take lessons seriously	✓ ✓	
6	Being able to make decision	Students who have the ability to choose the best action or solution a. students study hard in order to get high grades b. overcome conflicts with group friends (arguments)	✓ ✓	
7	Active	Learning activities that allow students to play an active role in the learning process, and involve students in doing something that the teacher. a. students often ask questions to the teacher, b. students look for other learning materials/resources	✓	✗

The research aimed to answer the question of "How is the implementation of autonomy learning in English teaching module class VII of the Merdeka Curriculum at SMP Negeri 20 Padang?" The findings showed that students used autonomy learning in English activities, meeting the seven indicators of autonomy learning: self-confidence, independent, desire to strive for progress, appreciating time, responsibility, being able to make decisions, and active in the learning process. Students demonstrated self-confidence, independence, desire to strive for progress, appreciating time, responsibility, decision-making, and active participation in the learning process.

The researcher concluded that autonomy learning in the classroom increased automatically with the implementation of autonomy learning. Students were found to be active in answering teacher questions and passive in the classroom. The research provides valuable information for improving students' autonomy in the English learning process at SMP Negeri 20 Padang. The seven characteristics of autonomy learning were identified, and the implementation of autonomy learning in English teaching module class VII was found to be effective.

Conclusion

The researcher conducted a descriptive study on autonomy learning in English teaching module class VII of the Merdeka Curriculum at SMP Negeri 20 Padang. This research is descriptive research, in this research used qualitative data in getting the data. The researcher has gotten one classes as participant, and researcher has done video record and observation checklist.

The results showed that students demonstrated self-confidence in learning English activities, were able to work independently, desire to strive for progress, appreciate time, have responsibility, make decisions, and were active in the learning process. Some students actively answered questions by the teacher, while others passively listened to the teacher. The study concluded that all students demonstrated autonomy learning in English teaching, and they could apply it in the English teaching module class VII of the Merdeka Curriculum at SMP Negeri 20 Padang.

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