

ANALYSIS OF STUDENTS' PERSPECTIVES OF THE KURIKULUM MERDEKA IMPLEMENTATION AT SMP SWASTA KRISTEN TOMOSA 1

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis perspektif siswa di SMP Swasta Kristen Tomosa 1 terhadap implementasi Kurikulum Merdeka. Penelitian ini berfokus pada bagaimana siswa memandang kurikulum dalam hal pemahaman, pengalaman belajar, respon emosional, dan harapan. Untuk mengeksplorasi perspektif ini secara komprehensif, diperlukan pendekatan penelitian yang tepat. Oleh karena itu, metode deskriptif kualitatif digunakan dengan menggunakan wawancara sebagai instrumen utama dan observasi kelas sebagai instrumen kedua. Data dianalisis dengan menggunakan model Miles dkk. (2014) yang meliputi kondensasi data, display data, dan penarikan kesimpulan. Penelitian ini melibatkan 25 siswa kelas tujuh sebagai responden. Hasil penelitian menunjukkan bahwa sebagian besar siswa memandang Kurikulum Merdeka secara positif. Mereka menganggap kurikulum ini lebih praktis, menyenangkan, dan menarik dibandingkan dengan kurikulum sebelumnya. Siswa mengungkapkan apresiasi mereka terhadap kegiatan praktik, pembelajaran berbasis proyek, dan proses pembelajaran yang lebih fleksibel. Penelitian ini juga menemukan bahwa siswa mengharapkan metode pengajaran yang lebih kreatif dan interaktif untuk mendukung minat dan gaya belajar mereka. Penelitian ini memberikan wawasan tentang bagaimana Kurikulum Merdeka diterima oleh siswa dan menyoroti harapan mereka terhadap lingkungan belajar.

Kata kunci: *perspektif siswa, kurikulum Merdeka.*

ABSTRACT

This study aims to analyze the perspectives of students at SMP Swasta Kristen Tomosa 1 on the implementation of the Kurikulum Merdeka. This research focuses on how students view the curriculum in terms of understanding, learning experiences, emotional responses, and expectations. To comprehensively explore these perspectives, an appropriate research approach is needed. Therefore, a qualitative descriptive method was used using interviews as the main instrument and classroom observation as the second instrument. Data were analyzed using the Miles et al. (2014) model which includes data condensation, data display, and

conclusion drawing. This study involved 25 seventh-grade students as respondents. The results showed that most students viewed Kurikulum Merdeka positively. They consider this curriculum to be more practical, fun, and interesting compared to the previous curriculum. Students expressed their appreciation for hands-on activities, project-based learning, and a more flexible learning process. This research also found that students expect more creative and interactive teaching methods to support their interests and learning styles. This research provides insights into how Kurikulum Merdeka is received by students and highlights their expectations for the learning environment.

Keywords: *students' perspectives, kurikulum merdeka.*

INTRODUCTION

In recent years, education in Indonesia has undergone major reforms, most notable is the implementation of the Kurikulum Merdeka, which is designed to meet the changing needs of students in a rapidly changing world. According to (Di et al., 2022), curriculum changes always need to be made and adjusted to the needs and principles. A curriculum that does not meet the demands of the times causes educational failure, according to Plate (Baharullah et al., 2022). Therefore, in order to produce a new curriculum that is expected to match the government's expectations for education, the curriculum must constantly be examined and then modified in response to knowledge, advancement, and market demands. Before the Kurikulum Merdeka was established on December 10, 2019, the Indonesian education system still used the 2013 Curriculum, which emphasized a competency-based approach and the integration of character values in learning (Hartoyo 2022). However, Indonesia's education system faced an unprecedented challenge when the Covid-19 pandemic hit in late 2019. This transition period is characterized by a significant decline in the quality of education due to sudden changes in teaching and learning methods that disrupt the smooth running of the teaching and learning process.

The gap in access to education is widening as some

students do not have adequate technological means, such as digital devices and stable internet networks. On the other hand, many students struggle to maintain their focus and motivation in various learning situations, while teachers also experience obstacles in adjusting teaching strategies for online learning. These conditions prompted the birth of Kurikulum Merdeka, which is designed to bring a more relevant and contextualized education system to the needs of students and their learning environment. Teachers are given the freedom to create learning procedures that meet the demands of their students and the local environment thanks to this curriculum. It encourages students to become more self-reliant and actively engaged in the learning process, which should aid in the development of their critical thinking, creativity, and teamwork abilities. In the regulation of the minister of education, culture, research, and technology of the republic of Indonesia, the Kurikulum Merdeka is expected to provide a foundation of knowledge, skills, and ethics to respond to the realities of the industrial revolution 4.0 and society 5.0. The skills intended are skills that are relevant in the 21st century. The era of the industrial revolution 4.0 and society 5.0 requires an interconnected learning environment that inspires imagination, sparks creativity, and motivates Learners.

The main principles of the Kurikulum Merdeka are flexibility, personalisation, and inclusiveness, where each student is given the opportunity to learn according to their interests and talents (Wijayanti, 2023). Conceptually, the Kurikulum Merdeka is designed to empower students to be more independent in their learning, but the success of this goal depends heavily on the readiness of students and teachers to take on more active and participatory roles in the classroom.

At SMP Swasta Kristen Tomosa 1, the Kurikulum Merdeka is implemented with the hope that students will be actively involved in the learning process, dare to express their opinions, be able to work together effectively, and be able to relate the subject matter to real-life contexts. However, initial observations and discussions with teachers show that although some students are enthusiastic about this new method, others still maintain passive learning habits formed from previous learning patterns. Previously, teachers often served as the primary source of knowledge, guiding and controlling the learning process. In this context, students tended to merely listen, take notes, and complete tasks based on teacher instructions, with limited opportunities for exploration, initiative, and collaboration with peers. This high level of dependence on teachers has the potential to hinder the development of critical thinking skills, creativity, and innovation.

This is certainly contrary to the principles of the Kurikulum Merdeka itself. Therefore, this issue prompted research to analyze students' perspectives on the implementation of the Kurikulum Merdeka, with the aim of determining the extent to which this curriculum achieves its intended goals.

In analyzing students' perspectives of the implementation of the Kurikulum Merdeka, there are several important factors that need to be considered. The first factor is how well students comprehend the curriculum, specifically how well they comprehend its goals, organization, and advantages. Students' attitudes and involvement in the learning process might be influenced by a clear knowledge (Zainuddin, 2018). The second factor is the students' readiness and capacity for learning, which includes autonomous abilities like time management, critical thinking, and technological proficiency. Students with autonomous learning abilities are better equipped to adjust to modifications in the educational system that require active engagement, claim (Zimmerman, 2013). Teachers' assistance as facilitators is the third factor. Instructors are responsible for giving students direction, criticism, and encouragement, all of which can boost their desire to continue studying (Hattie, 2018). The fourth factor is student motivation and engagement, which affects their acceptance of novel teaching

strategies. This includes both intrinsic and extrinsic incentive. According to (Ryan, 2020), contextualized learning combined with intrinsic motivation can improve students' favorable opinions of project-based learning. Access to educational resources, including teaching materials and technology, is the fifth factor. According to (Ajam et al., 2018), the availability of resources such as textbooks, technology and adequate learning facilities influence students' perspectives of curriculum quality. The final element is the learning environment, which supports children's learning process and is present in both the home and the school. According to Bronfenbrenner (2019), fostering students' academic growth requires a supportive learning environment in both the home and the classroom. By taking those factors into account, research on how students view the Kurikulum Merdeka can offer deep insights into what motivates students' answers, allowing for the development of practical methods to enhance the curriculum's execution.

Based on the results of previous research conducted by (Rahma et al., 2024) about student Perspectives of the implementation of the merdeka kurikulum said that the Kurikulum Merdeka is flexible and able to increase student motivation and help students develop student interests and talents from existing policies. Students find it helpful in preparing knowledge for students'

future. The use of the Kurikulum Merdeka also provides challenges for students to keep up with the times, which are all technology-based.

Previous research on the implementation of the Kurikulum Merdeka have generally focused more on students' positive perceptions, such as freedom of learning, increased creativity, and ease of understanding the material. Although these findings are important, these studies tend not to discuss in depth the challenges or obstacles faced by students in adapting to this curriculum. There are still few studies that specifically explore the obstacles students experience and their expectations for more engaging and meaningful learning. This situation creates a research gap in comprehensively understanding students' perceptions, not only in terms of what is working well but also in terms of what still needs to be improved from the students' perspective.

Understanding students' perspectives, especially regarding the challenges they face and their expectations, is crucial to the success of educational reform. If teachers and policymakers are aware of students' honest views, they can design more targeted strategies and support. For example, by identifying areas of difficulty faced by students, teachers can adjust their teaching methods, and by understanding students' preferences, teachers can create more relevant and enjoyable learning activities.

Therefore, researching the perspectives and expectations of students at SMP Swasta Kristen Tomosa 1 regarding the implementation of the Kurikulum Merdeka is expected to provide valuable insights, both for improving teaching practices at the school and for broader curriculum development.

For this reason, the researcher conducted a study entitled "Analysis of Students' Perspectives of the Kurikulum Merdeka Implementation at SMP Swasta Kristen Tomosa 1", to explore more deeply their perspectives of the implementation of Kurikulum Merdeka.

METHOD

The approach used in this research is the qualitative method, which aims to deeply understand social phenomena through the exploration and interpretation of meanings assigned by individuals or groups to their experiences. This approach was chosen because of its relevance in capturing students' perspectives on the implementation of the Kurikulum Merdeka at SMP Swasta Kristen Tomosa 1. As stated by (Creswell, 2018) qualitative research is designed to understand how individuals or groups make sense of a social phenomenon or issue by employing in-depth data collection methods such as interviews, observations, and document analysis. In this case, the qualitative approach enables the researcher to explore students'

subjective experiences, which cannot be measured quantitatively.

The type of research used is a descriptive case study, which focuses on providing a detailed and in-depth depiction of a phenomenon within its real-life context. Yin (2018) explains that descriptive case studies are highly effective for analyzing complex phenomena in real-life environments, especially when the boundaries between the phenomenon and its context are not clearly defined. In this study, the descriptive case study approach is employed to understand how students at SMP Swasta Kristen Tomosa 1 respond to the implementation of the Kurikulum Merdeka.

Descriptive case studies also allow researchers to observe the interactions between students, teachers, and the school environment holistically, thus producing a rich and comprehensive depiction. This aligns with Stake's (1995) perspectives, which emphasizes that case studies facilitate an in-depth exploration of a specific case to understand its nuances and dynamics. Through this approach, researchers can explore key elements influencing students' perspectives, such as their readiness to learn, support from teachers, availability of resources, and learning environment.

Variables of the research

In this research, traditional variables as understood in

quantitative research are not used. Instead, the central phenomenon under investigation is students' perspectives on the implementation of the *Kurikulum Merdeka* in English learning at SMP Swasta Kristen Tomosa 1. This translates into a single core "construct" or conceptual variable that encompasses multiple dimensions including students' understanding of the new curriculum, their learning experiences, emotional responses, and expectations for learning.

Thus, this single construct students' perspectives serves as the focus of the study. The data collection (interviews and observations) are designed to explore diverse aspects of this perspective without imposing predetermined variables. This approach aligns with the characteristics of qualitative research where the "variable" is a concept grounded in lived experiences as opposed to a measurable numeric entity.

Setting and Schedule of the Research

The research will be conducted at SMP Swasta Kristen Tomosa 1, a private junior high school in Indonesia that has recently implemented the *Kurikulum Merdeka*. This school was chosen because it provides an ideal setting for understanding how students perceive the implementation of the new curriculum, focusing on their learning experiences, challenges,

and benefits. The research will be carried out over a period of two months, from May 2025 to June 2025. The condensed timeline will ensure that the data collection and analysis are conducted efficiently.

Source of Data

In research, data can be categorized into primary data and secondary data. Primary data refers to the information directly collected from original sources through methods such as interviews, surveys, and experiments, specifically designed to address the research questions (Creswell, 2014). In this study, the primary data were collected through interviews with students involved in the implementation of the *Kurikulum Merdeka* at SMP Swasta Kristen Tomosa 1. Secondary data referred to information that supported and complemented the primary data, which came from indirect sources or methods not aimed as the main data collection technique (Babbie, 2010). In this study, the secondary data were obtained from classroom observations, which were used to validate and enrich the findings from the interviews.

Instrument of the research

In qualitative research, the researcher acts as the main instrument in the data collection process. The researcher is directly involved in understanding the research situation, establishing

communication with participants, and interpreting data in depth by considering the context and emerging meanings. This research relies on qualitative methods such as interviews and observations, which provide space for researchers to comprehensively explore the views, experiences, and attitudes of the participants. However, to collect the necessary information from the participants, a structured interview sheet was used as the supporting instrument. The interview sheet in this study contains a number of open-ended questions designed to explore students' understanding of the implementation of the Kurikulum Merdeka at SMP Swasta Kristen Tomosa 1. The questions are organized based on relevant theories and aligned with the research objectives, to ensure direct relevance to the focus of the study. Interview sheets are distributed directly to students, allowing them to provide written answers that reflect personal experiences and views. This approach gives respondents the opportunity to think deeply before responding, so that the data obtained is authentic and reflective. Furthermore, the researcher collected, compiled, and analyzed the answers systematically through a qualitative analysis approach to find recurring themes, patterns, and meanings in the data.

Data Collecting Technique

The data collection techniques employed in this

research are designed to gather comprehensive and relevant information about students' perspectives of the implementation of the Kurikulum Merdeka at SMP Swasta Kristen Tomosa 1.

a. Interviews

Interviews were used to collect data directly from the students regarding their perspectives and expectations on the implementation of the Kurikulum Merdeka. Adhabi, (2017) provided the idea that, interviewing is a process in which the researcher asks various questions to the person participating in the interview and tries to get information from the interviewer about a particular subject. In this research, the interview was conducted in the form of an open-ended written questionnaire. The questions were designed based on semi-structured interview guidelines and given to 25 students at SMP Swasta Kristen Tomosa 1. Students were asked to answer each question, allowing them time to reflect and express their views freely.

b. Observations

In this study, researchers conducted classroom observations to understand how the implementation of the Kurikulum Merdekatakes place at SMP Swasta Kristen Tomosa 1. Yeradkar, (2020) stated that Observation is a data collection tool which is used by the researcher for collecting live data with the help of his/her senses of observation in the controlled or

naturalistic situations of the occurrence of events. Observation is carried out by directly observing the learning process, the interaction between teachers and students, and how the learning methods are applied in accordance with the principles of the Kurikulum Merdeka.

Data Analysis Technique

In this research, the researcher applied the Miles et al. (2014) data analysis technique, which consists of three main stages: data condensation, data display, and conclusion drawing and verification. Each stage was systematically conducted to process raw data into meaningful insights regarding students' perspectives of the Kurikulum Merdeka implementation.

a. Data Condensation

Data condensation refers to the process of selecting, simplifying, and organizing the raw data collected from the open-ended questionnaires. In this stage, the researcher carefully read all student responses, identified significant statements, and grouped similar ideas into categories or emerging patterns. This process helped reduce the large volume of text while focusing on key themes related to students' perspectives and expectations of the Kurikulum Merdeka. Data that were irrelevant or repetitive were excluded to sharpen the focus of the analysis.

b. Data Display

After the data were condensed, the next step was to present the organized information in a visual or structured format. In this research, the data display was done through thematic tables that grouped student responses under relevant categories such as: understanding of the curriculum, learning experiences, emotional reactions, and suggestions for improvement. These displays made it easier for the researcher to interpret relationships between responses and draw insights. Data displays also helped maintain clarity and consistency during the analysis process.

c. Conclusion Drawing and Verification

In the final stage, the researcher interpreted the displayed data to draw conclusions regarding the research questions. This included identifying the main findings about how students perceive the implementation of the Kurikulum Merdeka and what kind of learning experiences they expect. The conclusions were not taken at face value but were verified by returning to the raw data to ensure consistency. Triangulation with documentation (such as photos of classroom activity) was also used to strengthen the validity of the conclusions.

RESULTS AND DISCUSSION

The results of the interviews conducted with 25 students reveal a rich and multi-dimensional view of their experiences and perspectives on the

implementation of the Kurikulum Merdeka. This section presents a deeper interpretation of the data without yet introducing theoretical analysis, focusing on the natural patterns and tendencies found in the students' responses.

Most students expressed a clear recognition of the Kurikulum Merdeka as a new learning system. Their understanding of the curriculum was based not only on its structure but also on how it shaped their daily learning experiences. Several students clearly identified new aspects such as P5 (Projek Penguatan Profil Pelajar Pancasila), the emphasis on practical learning, and the reduced reliance on lectures. However, some students admitted being unsure or unaware of the actual definition or objectives of the curriculum, indicating inconsistencies in how information about the curriculum was delivered or absorbed.

Students' experiences with learning activities reflected a shift from teacher-centered instruction to student-centered exploration. They described various forms of engagement: working in groups, practicing cooking, participating in discussions, and presenting in front of the class. Many found these approaches more enjoyable and meaningful, stating that learning became more interactive and relevant to real life. A number of students specifically mentioned how projects and hands-on activities helped them to understand lessons more effectively and enjoy school more. Nonetheless, a few students

reported that in some subjects, traditional methods were still dominant, highlighting a gap in implementation between teachers or subject areas.

From an emotional perspective, the responses indicated that students were generally motivated and happy to participate in classroom activities under the Kurikulum Merdeka. They appreciated the less rigid structure, which allowed them to express themselves and work collaboratively. For many, the shift created a sense of excitement and pride. Yet, some students also mentioned difficulties in keeping up with certain subjects or feeling burdened by the volume of assignments. This variety of emotional responses suggests that while the curriculum aims to support diverse learning styles, it must also address individual learning challenges.

The perspectives shared on personal preference showed that most students favored the new curriculum. They perceived it as more dynamic, supportive of their confidence, and aligned with their desire to be more active in learning. However, a few remained neutral or critical, feeling that the curriculum lacked clear structure or placed too much responsibility on students without sufficient guidance. This feedback demonstrates that student preference is shaped not only by the content of the curriculum but also by how it is facilitated in practice.

The most memorable experiences recounted by students were

largely associated with hands-on and collaborative learning moments. Activities like group cooking, art projects, or class presentations were seen as enjoyable and impactful. These activities were remembered not only because they were fun, but because they encouraged teamwork, creativity, and personal expression — elements students felt were previously lacking in their learning journey.

Participation also emerged as a significant theme in the students' perspectives. Many of them noted increased confidence in speaking, asking questions, and contributing to class discussions. They credited the curriculum for making the classroom more open and comfortable. However, some students admitted they were still hesitant or lacked the self-confidence to be fully engaged, underscoring the importance of supportive classroom environments and teacher encouragement.

Students' suggestions and critiques were thoughtful and constructive. They emphasized the need for more practical activities, clearer instructions from teachers, and a balance in task load. These responses show that students are capable of evaluating their own educational experiences and expressing their needs. Their voices offer valuable insight into how the curriculum can be adjusted to better fit the realities of student learning.

In summary, the description of interview results reflects that students at SMP

Swasta Kristen Tomosa 1 perceive the Kurikulum Merdeka as an opportunity for more engaging, meaningful, and empowering learning. Their perspectives reveal both the strengths of the curriculum — such as increased interactivity and student agency — as well as its limitations, including inconsistent implementation and the need for stronger instructional support. These findings form a foundation for the following section, which will further analyze these perspectives in relation to existing theories and research.

Discussion

What are the perspectives of students at SMP Swasta Kristen Tomosa 1 towards the implementation of the Kurikulum Merdeka?

The findings of this study reveal how students at SMP Swasta Kristen Tomosa 1 perceive and experience the implementation of Kurikulum Merdeka. Their responses can be analyzed through cognitive, affective, and behavioral dimensions of student perspectives, as well as within the broader theoretical frameworks of student engagement, intrinsic motivation, and constructivist learning.

First, regarding cognitive understanding, many students demonstrated awareness of the differences between Kurikulum Merdeka and the previous curriculum. They identified that Kurikulum Merdeka places greater

emphasis on practice, project-based activities, and collaborative learning. This finding supports Wijnen et al. (2021), who argue that student perspectives involve how learners make sense of their educational environment through both prior knowledge and current experiences. The ability of students to compare and contrast curricula shows their cognitive engagement with educational change. Similar findings were reported by Rahma et al. (2024), where students expressed clearer awareness of learning approaches under the new curriculum, suggesting that cognitive adaptation is an important indicator of successful curriculum implementation.

Second, in the affective dimension, students frequently described positive emotions such as enjoyment, interest, and enthusiasm in their learning experiences with Kurikulum Merdeka. These feelings align with Pekrun's (2006) control-value theory of achievement emotions, which emphasizes that enjoyment fosters motivation and learning outcomes. Ryan and Deci's Self-Determination Theory (2020) also supports this perspective, as positive emotions emerge when students' psychological needs for autonomy and competence are met. The responses from students at SMP Swasta Kristen Tomosa 1 indicate that Kurikulum Merdeka encourages autonomy by allowing them to engage in projects aligned with their interests, thus promoting intrinsic motivation. This corresponds with the study of

Sutrisno et al. (2023), which also found that Kurikulum Merdeka increased students' motivation through enjoyable and meaningful activities.

Third, with respect to experiential learning, the findings highlight the importance of P5 (Projek Penguatan Profil Pelajar Pancasila). Students reported active participation in projects such as cooking, entrepreneurship, and environmental activities, which they considered meaningful and enjoyable. These responses are consistent with Vygotsky's (1978) constructivist theory, which emphasizes learning through social interaction and authentic tasks. Abdel (2022) also argues that student-centered learning is best captured through real experiences, such as those offered by project-based activities. The students' experiences reflect the curriculum's alignment with 21st-century skills, as emphasized by Kemendikbudristek (2022). Similar results were documented by Syarif Sumantri et al. (2023), who found that P5 projects improved collaboration and creativity among students. Thus, the P5 activities not only serve as tools of knowledge acquisition but also contribute to character development and life skills.

Fourth, the findings reveal that students perceived themselves as more active participants in classroom learning. They reported being more willing to express opinions, participate in discussions, and engage in collaborative tasks. Connert

(2020) emphasizes that student perspectives can be observed in their level of participation, especially in interactive learning environments. The increased participation observed in this study indicates a shift towards active learning, one of the core principles of Kurikulum Merdeka. This finding resonates with Rahma et al. (2024), who reported that students under Kurikulum Merdeka demonstrated higher engagement compared to the previous curriculum.

What are the students' expectations for more engaging and meaningful learning experiences?

Students at SMP Swasta Kristen Tomosa 1 expressed a range of expectations regarding how their learning experiences could be improved. These expectations offer valuable insights not only for classroom practice but also for the ongoing development of student-centered curricula. Many students hope for more opportunities to learn through hands-on activities and real-world applications. They emphasized that learning becomes more meaningful when they are allowed to create, experiment, and collaborate with their peers. One student noted, "I hope we do more practice like cooking or making things. That helps me understand better than reading a textbook" (S14). Another student shared, "It would be great if learning could happen outside the classroom sometimes, like in nature or in places related

to the lesson" (S5). These expectations reflect a strong desire for learning to be both active and contextual.

From an educational standpoint, these expectations align with Kolb's experiential learning theory, which advocates for learning that involves concrete experiences, reflection, and active experimentation. They also support constructivist views that see learners as co-creators of knowledge, not merely recipients. The students' comments suggest that they want learning to be relevant to their lives, connected to their interests, and delivered through a variety of engaging formats. This calls for teachers to be innovative and adaptive in their instructional strategies.

Additionally, students expressed a need for clarity and guidance in their learning journey. While they enjoy the freedom that comes with Kurikulum Merdeka, some students mentioned that too much independence without clear direction can be confusing. As one student put it, "Sometimes I don't understand what to do. The task is fun, but I don't know the goal" (S9). This highlights the importance of balancing autonomy with scaffolding. Teachers must remain active facilitators who help students make connections between activities and learning objectives.

Perhaps most importantly, students wish to feel heard and respected in their learning process. Their suggestions often carried implicit calls for more open communication and feedback

between teachers and students. For example, one student said, "It would help if the teacher explained the material more clearly, and maybe asked us how we like to learn" (S6). This echoes the growing advocacy for incorporating student voice into curriculum development. In conclusion, the expectations of students at SMP Swasta Kristen Tomosa 1 reveal that they are not merely passive participants but reflective and observant learners who can offer meaningful input for educational development. Their desire for more engaging, relevant, and guided learning experiences should be taken seriously by educators and curriculum developers alike.

CONCLUSION

This study explored the perspectives and expectations of students at SMP Swasta Kristen Tomosa 1 regarding the implementation of the Kurikulum Merdeka. The findings show that most students viewed the curriculum positively, appreciating its practical, interactive, and student-centered approach. Activities such as group projects and hands-on learning made lessons more enjoyable and easier to understand. However, some students also experienced confusion and stress when given unclear instructions or excessive tasks, indicating a need for better support from teachers. Additionally, students expressed clear expectations for more engaging learning, including more real-life activities, outdoor

learning, and opportunities to express their ideas. Their feedback highlights the importance of student voice in improving classroom practices. In conclusion, the Kurikulum Merdeka holds promise for creating meaningful learning experiences, but its effectiveness depends on consistent teacher guidance and active student involvement.

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