ANALYSIS OF STUDENTS' LEARNING DIFFICULTIES IN ENGLISH SUBJECTS USING KURIKULUM MERDEKA IN ELEMENTARY SCHOOLS

Achmad Marzuqi Al Maslukhi[1], Ahmad Fikri Aulia Rahman[2], Wildan Fakhri Rosyadi[3]
Universitas Islam Negri Maulana Malik Ibrahim Malang[1,2,3]
Corresponding email: wildanfr94@gmail.com

ARTICLE INFO

ABSTRACT

Learning English in elementary schools often still experiences various obstacles. For this reason, the author conducted this research to find out students' learning difficulties as well as solutions that can be taken in learning English at the elementary school level with the ikurikulum merdeka as the curriculum. The method used in this research is a literature review approach in the form of a description of theories and findings obtained from various sources which are used as study material. This student's learning difficulties are characterized by not achieving the learning objectives that have been set. The causes of these difficulties include internal and external factors. Then, from the analysis carried out, researchers obtained solutions that could be taken to overcome these problems. Considering the importance of knowledge of English as an international language in the modern technological era like today.

Introduction

Education is life. Education is all learning experiences that take place in all environments and throughout life. Education is all life situations that influence individual growth. Lifelong education means that education is part of one's life. Learning experiences can take place in all environments and throughout life (Soyomukti, 2015:22). In order to find effective and efficient curriculum frameworks, education systems, and teaching techniques, education is continually undergoing renewal. These initiatives include upgrading the infrastructure and facilities, raising the level of teachers and students, and updating and enhancing the curriculum. In addition to producing good people, national education in Indonesia also has the duty of teaching the country continuously, especially for the benefit of the country's youth. In UUD 1945 pasal 31 states that every citizen has the right to education and that no political party may forbid any person from obtaining an education. A national education system has been developed by the government, and its execution is governed by legislation.

English is a language whose use is very necessary in modern times like today. In this modern era, everyone in the international world can communicate with one another. Communication between individuals from different places is what makes the existence of English important. For this reason, English language teaching is needed in the world of Indonesian education, especially from the basic level, namely elementary school. This is because elementary school age is between 6 and 12 years old, children's thinking abilities are in their development period so this is good for providing understanding and information about learning English. (Meisani, 2021) In general, to achieve appropriate learning objectives, English language learning is designed to suit students' level of understanding so that it is more meaningful and does not make things difficult for students. If we discuss achieving appropriate English learning goals, this certainly cannot be separated from the curriculum used, in this research the connection is with the independent curriculum..

Dr. Nadim Makarim (2021) explains that the independent curriculum can prepare students to face a world of work that is increasingly competitive and requires creative and innovative skills. The independent curriculum is a curriculum where the learning structure is divided into two main activities, namely intracurricular learning which refers to the learning outcomes that must be achieved by students in each subject, and the project to strengthen the Pancasila student profile which refers to the graduate competency standards that students must have. This curriculum is considered necessary to overcome the learning crisis in Indonesia, which based on various study results shows that most students in Indonesia are unable to master basic literacy skills such as understanding simple reading and are unable to master basic English language skills. Through the various changes included, this curriculum is expected to be able to overcome problems such as improving literacy and numeracy skills for Indonesian children.

This analysis of English learning difficulties has been carried out in previous studies. One of them is research conducted by (Sri Lena et al., 2023) entitled "Analysis of Student Difficulties in Learning English in Elementary Schools". This research analyzes the learning difficulties faced by elementary school students in English subjects using the independent curriculum. The analysis of learning difficulties is taken from the perspective of the teacher as a teacher and companion for student learning activities in the classroom.

Then the second research, research conducted by (Fitriawan, Budiman, and Rofian 2021) entitled "Analysis of Students' Difficulties in Learning English at SD Negeri 1 Boja, Kendal Regency, Academic Year 2020/2021". This research analyzes students' difficulties in learning English subjects. In this research, apart from analyzing students' learning difficulties, researchers also find out about the factors that influence students' difficulties in learning English.

In this article the researcher will discuss several difficulties and problems experienced by students in learning English in elementary school and also discuss solutions to the difficulties and problems experienced by students based on several research sources that have been conducted by several experts.

Method

This article was written using qualitative descriptive with a literature review approach in the form of a description of theories and findings obtained from various sources which were used as study material. Literature reviews can provide information about findings that are relevant to the research being conducted, link research with existing literature, and fill in gaps in previous research.

The author analyzes and examines the main difficulties in the learning process and analyzes solutions to the difficulties experienced by these students, especially in learning English in the independent curriculum. So this makes it easier for teachers to find the right steps in applying and improving English language learning in the independent curriculum.

Results and Discussion

Analysis of Student Learning Difficulties

In the learning process, obstacles or difficulties in understanding the material are normal. This is a problem that is often experienced by students, especially when studying a foreign language, namely English. Difficulties in learning usually lead students to failure in school achievement (Hamalik and Oemar, 2012). Of course, this must be a concern for education administrators, especially those in the curriculum as learning designers and also teachers as direct English teachers.

If we discuss the curriculum, it certainly cannot be separated from the development and renewal process. In Indonesia itself, we know that the curriculum often changes every time the minister of education changes. Such as the change from the education unit level curriculum or KTSP to the 2013 Curriculum or K13 and now to the Kurikulum Merdeka. The Kurikulum Merdeka is a curriculum designed as extensive intracurricular learning and aims to improve students' abilities in improving skills and solving problems. In the independent curriculum, teachers are given the freedom to choose teaching methods that are adapted to the needs of students (Kemendikbud, 2023).

However, in its application, of course, there are still obstacles or difficulties, especially on the part of students, in understanding the material presented. For this reason, this is of particular concern for educational designers, that in designing English language learning, it is important to know students' difficulties and obstacles in accepting the material being taught. So that later this will help them to improve their English learning to be more effective and of better quality. In connection with this, from the research we conducted, namely by reviewing several sources as a reference in analyzing student learning difficulties, it was found that student learning difficulties were classified into two factors, namely internal factors and external factors.

If we look at internal factors, students' learning difficulties arise from within themselves, which usually include physiological and psychological factors. From a physiological perspective, students' difficulties are caused by physical factors such as health

problems, body defects, and so on. Then from a psychological perspective, learning difficulties are caused by low levels of intelligence such as a lack of interest in learning, low motivation to learn, poor mental health conditions, etc. Meanwhile, if we look at external factors, students' learning difficulties arise because there is intervention from external parties such as the environment and influences outside the student. These external factors are then divided into two aspects, namely social and non-social aspects. Viewed from the social aspect, students' learning difficulties are caused by inter-social relationships, namely between students and friends, teachers, family, and society. Then in the non-social aspect, students' learning difficulties are more directed toward supporting facilities for students in learning, such as stationery, learning media, and others (Sri Lena et al., 2023).

Learning Difficulties Based on Previous Research Results

The results of the first analysis studied by Sri Lena et al. entitled "Analysis of Students' Difficulties in Learning English in Elementary Schools". From the results of this analysis, it can be seen that the factors that influence children's difficulties in learning are influenced by external and internal factors. External factors are usually influenced by the environment outside a person, with internal factors influenced by the student's psychology and motivation in carrying out learning. The difficulties faced by children in learning English from a teacher's perspective are: first, there is still a lack of media that supports English language learning at school. Second, students' low physical health. Third, English is still foreign to children because it is only used in elementary school. fourth, many students have difficulty mastering the 4 basic skills, namely listening, speaking, reading, and writing. Fifth, children still have difficulty using an English dictionary. Sixth, friend factors reduce interest and motivation when children are developing their ability to speak English. Lastly, student motivation decreases because of the thought that "English is not important".

From the results of another analysis researched by Fitriawan, Budiman, and Rofian entitled "Analysis of Students' Difficulties in Learning English at SD Negeri 1 Boja, Kendal Regency, Academic Year 2020/2021". It is known that there are still difficulties experienced by students in learning English, these difficulties are in memorizing and interpreting the meaning of English words and sentences into Indonesian. This can be seen from the results of student interviews and teacher interviews. These internal factors are students' health when participating in English learning and students' motivation in learning English, while external factors that influence students in learning English are the teacher's readiness in providing English language materials and supporting facilities in carrying out English learning.

From the two studies, it can be seen that both of them have similarities in that they both analyze students' difficulties in learning English and find the factors that cause them, such as internal factors and external factors. Both also explain that supporting facilities and student motivation have an important role in causing students to have difficulties. in learning English. What differentiates the two studies is that the object of the first researcher was to collect responses from 150 English teachers in West Sumatra Province and throughout

Indonesia. Meanwhile, the second researcher collected data from grade 5 students at SD Negeri 1 Boja, Kendal Regency.

Learning Difficulties Solutions

Based on the research we have conducted, we found several solutions that teachers can use to break the deadlock in English learning activities using the independent curriculum, including the following:

1. Utilization of Online Learning Resources:
   - Take advantage of online learning resources such as learning videos, applications and online learning platforms to make learning more interesting.
   - Teachers can create and share online-based learning modules that students can access at home.
2. Collaborative Projects:
   - Encourage collaborative projects that allow students to work together in groups to complete specific assignments or projects using English.
   - This project may involve creative aspects, such as creating a video presentation, podcast, or blog in English.
3. Use of Local Materials:
   - Include local content in English learning. For example, using local folklore or connecting learning materials with local culture.
4. Thematic Approach:
   - Apply a thematic approach that allows integration of English subjects with other subjects. For example, students can learn English while understanding science or history concepts.
5. Use of educational games:
   - Integrate educational games that can improve English understanding. For example, board games or role plays that challenge students to communicate in English.
6. Monitoring Student Progress:
   - Adopt monitoring methods that focus on individual student progress. Teachers can provide specific feedback and help students overcome their difficulties.
7. Flexibility in Evaluation:
   - Provide flexibility in evaluation methods. In addition to written exams, consider assigning projects, presentations, or portfolios as part of the assessment.
8. Parental Involvement:
   - Involving parents in the learning process. Provide information to parents about the Merdeka curriculum and how they can support English learning at home.
9. Teacher Training:
   - Provide training to teachers to develop skills in implementing the Merdeka curriculum, especially in teaching English in a more creative and interactive way.

10. Psychological Support:
- It is important to provide psychological support to students who may face difficulties in learning English. Creating a supportive and motivating environment can help them overcome obstacles.

It is important to remember that effective approaches may vary depending on the needs and characteristics of students at each school. Flexibility and adaptation to students' specific needs are key to designing successful learning.

Conclusion

Based on the results and discussions that we explained previously, as well as citing sources from previous articles, we found that the independent curriculum is quite good in theory, but in its implementation there are still many obstacles found in the field. Teachers are able to overcome these things, but there are several technical obstacles such as teachers who are still not proficient in operating computer technology. This is one of the obstacles that can hinder the implementation of the independent curriculum.

Some of the solutions we have formulated are also related to the implementation of an independent curriculum in English language teaching. Such as involving parents in the learning process. Parents here can play an active role in monitoring the child's growth and development and the activities carried out by their children while at home. Collaboration between teachers and parents in learning can create success in implementing the independent curriculum.

References

Fitriawan, Muhammad Dhandi, Muhammad Arief Budiman, and Rofian Rofian. 2021. "Analisis Kesulitan Siswa Dalam Mempelajari Bahasa Inggris Di Sd Negeri 1 Boja Kabupaten Kendal." ARYA SATYA: Jurnal Pendidikan Dan Pembelajaran 1 (1): 95–102.

Hamalik, Oemar. (2012). Proses Belajar Mengajar. Jakarta: Bumi Aksara.

Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi. Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran. Indonesia, 2022.

Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan,, Riset, dan Teknologi. Buku Saku Tanya Jawab Kurikulum Merdeka. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022.

Meisani, R, H. (2021). Persepsi Siswa terhadap Penerapan Bahsa Inggris sebagai Muatan Lokal di Sekolah Dasar . DIDAKTIKA, 1(2), 243-253.

Sri Lena, Mai, Sartono Sartono, Tiara Emilia, and Sania Khairanis. 2023. "Analisis Kesulitan Siswa Dalam Pembelajaran Bahasa Inggris Di Sekolah Dasar." Jurnal Bintang Pendidikan Dan Bahasa 1 (3). https://doi.org/10.59024/bhinneka.v1i3.175.

Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. Indonesia, 2022.

Kemendikbud. (2023). Kurikulum Merdeka. retrieved from https://ditpsd.kemdikbud.go.id/hal/ku rikulum-merdeka (December, 2023).

K. Schildkamp, F. M. Van Der Kleij, M. C. Heitink, W. B. Kippers, and B. P. Veldkamp, "Formative Assessment: a Systematic Review of Critical Teacher Prerequisites for Classroom Practice," International Journal of Educational Research, vol. 103, p. 101602, 2020.

Soyomukti, N. (2015) Teori-teori Pendidikan: Tradisional, (Neo)liberal , Marxis- sosialis, Postmodern. Jogjakarta: Ar-Ruz Media.