



Analysis of the Use of Learning Media in English Learning in the Kurikulum Merdeka at SMA Negeri 1 Idanogawo

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Abstract

This study investigates the use of learning media in English learning media under the *Kurikulum Merdeka* at SMA Negeri 1 Idanogawo using a descriptive qualitative method. Data were collected through observations and interviews with English teachers, alongside observations of 11th grade students. The findings reveal that the employment of both digital and conventional media effectively boosts student engagement, motivation, and comprehension. This media utilization is crucial for adapting to the diverse characteristics and needs of the students. However, teachers face notable challenges, including limited technological facilities, inadequate school infrastructure, and insufficient time for designing and implementing innovative media. The choice of learning media is influenced by factors such as facility availability, ease of use, relevance to the material, and suitability for students' characteristics. The study underscores the critical need for support from both the school and the government, specifically in the form of training, infrastructure provision, and professional development, to optimize media usage. Furthermore, it highlights the essential role of teacher creativity in selecting and developing media appropriate for the *Kurikulum Merdeka*, making learning more effective and adaptive to 21st century demands. Ultimately, the appropriate and innovative use of learning media can significantly improve the quality of English learning and enhance student competencies at SMA Negeri 1 Idanogawo.

Keywords: *English Learning; Kurikulum Merdeka; Learning Media*

1. Introduction

Twenty-first-century societies have constructed significant and progressive changes. These numerous developments have swung human history in the direction of the modern era, which is predicted to bring about a profound shift. One of the most important skills in the modern period for adjusting to this quickly changing world is learning English [1]. The learning process really needs learning media as a tool to help the teaching and learning process become more interesting. Something that can be used to stimulate thinking, emotions, attention, learning skills, or the learning process. One of the key elements influencing learning achievement is media. Learning media can help sustain, enhance, and even improve the quality of the continuous learning process [3]. Learning media is also an important indicator in implementing the curriculum in learning. It is crucial that the curriculum keep evolving, adjust to the requirements of educational units and regional potential, and be evaluated for implementation efficacy in order to raise the standard of education in Indonesia. Reading proficiency is simply one aspect of literacy; another is the capacity to comprehend the ideas presented in the reading and to evaluate its contents. Students' aptitude for applying real-world numerical concepts is evaluated rather than their mathematical knowledge [5].

Learning media play a significant role in classroom instruction. In addition to assisting teachers in explaining complex concepts, some forms of media, including learning modules or films tailored to the needs of the students, also facilitate autonomous learning [7]. At SMA Negeri 1 Idanogawo, the transition to *Kurikulum Merdeka* presents both opportunities and challenges for educators. While teachers are encouraged to innovate and adapt their teaching media, many face difficulties in integrating new media into their lessons effectively. Media use is therefore not at its best. There are a number of factors that contribute to suboptimal media use, including the perception that using technology is problematic, the wastefulness of using sophisticated media, the lack of technology in the classroom, the low level of technological proficiency among teachers, and a lack of recognition from superiors. By investigating these issues, this research aims to provide insight into current practices surrounding the use of learning media, identify challenges faced by teachers and what are the factors that influence the choice of learning media by English teachers to improve learning strategies which is in line with the objectives of the *Kurikulum Merdeka*. Ultimately, this analysis seeks to contribute to improving student educational outcomes at SMA Negeri 1 Idanogawo.

2. Research Methodology

In essence, research is an effort to forecast, find or confirm the truth, every study must employ the appropriate methodology in order to accomplish these objectives as the methodology truly dictates the whole course of the investigation [6]. This study's methodology was descriptive research, which sought to characterize or depict current phenomena, including both naturally occurring phenomena and systems that were created by humans. Through direct interviews, descriptive research was carried out to explain previous studies without offering trading data variables [2]. The method used was descriptive qualitative, with data collection techniques through observations and interviews with English teachers and observations of 11th-grade students.

2.1. Instrument of the Research

In order to make the process of gathering data easier, the researcher employed a number of tools. This study used documentation, interviews, and observation techniques. Thus, an interview guide, an observation guide, cameras, recording equipment, and stationery were required. In qualitative research, the research instrument is the researcher himself or herself. In this case, humans as researchers, acts as a tool itself to collect the data needed in study. Humans are the main instrument in qualitative research. It means every new finding depends greatly on the researcher himself. Research data will continue develop according to the situation in the field. So any data collected is of a nature temporary. Data continues to develop as researcher discover facts [10].

2.2. Participant of the Research

Teachers as well as students may be pertinent research subjects in this study. As the ones who employ learning material in the teaching process directly, teachers play a crucial role. They can offer information about the kinds of media that are used, the teaching strategies that are employed, and the difficulties encountered while putting the *Kurikulum Merdeka* into practice. However, students are also a significant research topic because they are the primary recipients of learning. Regarding their motivation and learning outcomes, their degree of involvement in the learning process, and their reactions to the usage of learning media, they can offer insights.

2.3. Data Collecting Technique

These techniques allow researcher to delve deeper into participants' views, experiences, and perceptions. The important to use multiple data sources is to increase the validity and credibility of research results so that researcher can gain a deeper understanding of the phenomenon being studied. The following are several data collection techniques that will be used in this research are;

1. Observations were conducted to track student interactions in learning activities during English learning sessions in the *Kurikulum Merdeka*. The data obtained from these findings will provide a clear picture of how learning media affects students in the classroom. Students' emotional reactions to group work, perceived behavioral changes, and the abilities they believe they have acquired through English learning media in the *Kurikulum Merdeka*.
2. Interviews were conducted with teachers to gain a better understanding of their experiences in using learning media. Open-ended questions were used to find out how this method contributes to the development of student character, as well as the challenges and benefits felt during the learning process. The purpose of this interview was also to find out the difficulties in the teaching and learning process. In addition, the researcher also revealed indications of increased student cooperation, empathy, and communication.

2.4. Data Analysis Technique

Data analysis process in qualitative research includes five important stages to gain an understanding of the data collected: data reduction, data display, data analysis and interpretation, drawing and verifying conclusions, reporting.

2.5. Research Setting

This research conducted from 5th May 2025 to 5th June 2025. In May 2025, the researcher conducted the research by collecting data in the form of observations and interviews, followed by working on the results of field surveys. The location of this research was conducted at SMA Negeri 1 Idanogawo and the researcher took class 11 Afoda as the class studied.

3. Result and Discussion

3.1. Observation Result

Integration of media into the learning flow is also a focus of assessment. Teachers are expected to be able to combine media smoothly without disrupting the learning process. The teacher's ability to adjust or modify media according to the needs and responses of students is a very important added value, because each class has different characteristics and needs. In addition, providing guidance and feedback by teachers during the use of media greatly helps students in maximizing the benefits of the media. In conclusion, the use of media in learning has reflected the principles of independent and student-centered learning as mandated by the *Kurikulum Merdeka*. Students are given space to actively explore materials, learn according to their interests and abilities, and develop critical and creative thinking skills. Thus, the application of media in learning not only improves the quality of the teaching and learning process, but also forms the character of students who are independent, creative, and responsible for their own learning process.

3.2. Interview Result

Based on the teacher's interview sheet, it can be concluded that the table is an important tool to explore teachers' experiences, challenges, and needs in using learning media in English classes. Through structured questions, this table helps identify the extent to which teachers are able to integrate media in accordance with the principles of *Kurikulum Merdeka*, adapt media to students' needs and learning styles, and assess the effectiveness of media in supporting learning outcomes. In addition, this table also provides an overview of the support and resources needed by teachers so that the use of learning media is increasingly optimal. Thus, the results of the Teacher's Interview Sheet can be the basis for designing teacher professional development strategies, improving learning facilities, and creating a more innovative, effective, and student-centered learning environment.

3.3. Discussion about Formulation of the Problem

What challenges are faced in using learning media in English learning in the *Kurikulum Merdeka* at SMA Negeri 1 Idanogawo?

1. Limited facilities and supporting infrastructure, such as the quantity of projectors and erratic or nonexistent internet networks in some parts of the school, are among the primary challenges. The *Kurikulum Merdeka* highly recommended digital learning tools are difficult for teachers and students to access because of this problem. Learning becomes less participatory and falls short of curricular requirements, which are to promote autonomous and creative learning, when digital media is not utilized to its full potential.
2. Every student has a unique learning style; some learn best through visual, auditory, or kinesthetic means. It can be challenging for teachers to modify learning materials to accommodate all of these learning preferences, particularly when resources like time, infrastructure, and facilities are limited. Teachers must also plan their lesson times so that students who require additional time to comprehend the subject can still learn as much as possible without feeling hurried. For certain students, this challenge occasionally reduces the effectiveness of the media employed.
3. Particularly when utilizing educational materials, not every student is equally motivated to learn English. While some students are highly engaged and passionate, others are less engaged or soon get disinterested. This may be the result of instructional strategies that are less engaging for certain students or a lack of variety in the media. For all students to actively participate in the learning process, teachers must figure out how to make learning materials more captivating and capable of igniting students' interest and passion for learning.
4. Having access to teacher training is crucial for assisting SMA Negeri 1 Idanogawo in implementing the *Kurikulum Merdeka* since it enables teachers to comprehend the fundamentals of student-centered learning and hone their abilities in the use of instructional media. However, there are still barriers that keep all teachers from regularly and effectively participating in training, such as inadequate facilities and internet networks. For teachers to continue to advance their skills, easily accessible online and in-person training programs are therefore required, along with assistance from the government and educational establishments. In order to make the teaching and learning process more engaging, relevant, and capable of motivating students to learn on their own and actively, teachers who receive the proper training will be more equipped and more innovative in their application of the *Kurikulum Merdeka*.

What are the factors that influence the choice of learning media by English teachers at SMA Negeri 1 Idanogawo?

1. Teachers' decisions about employing learning media are heavily influenced by the resources and media available in schools. Teachers are more likely to employ technology like projectors, computers, and digital learning resources to make learning more engaging and dynamic if schools make them available. Teachers must adapt to utilize straightforward and easily accessible media, like printed pictures or textbooks, if facilities are scarce. In order to maintain effective learning and adhere to the *Kurikulum Merdeka*'s tenets of autonomous and student-centered learning, this condition compels educators to make innovative use of already-existing resources.
2. Every student has unique needs and learning styles. Teachers must be aware of their students' traits, including their hobbies, level of English proficiency, and preferred method of learning. Images, films, or infographics, for instance, will be more beneficial to students who learn best visually, but audio or recorded discussions will be more useful for students who learn best by listening. Teachers can improve student engagement and comprehension in learning English by tailoring instructional materials to each student's needs.
3. When selecting material, limited learning time is another crucial factor. To ensure that the primary content is presented effectively, teachers must select media that may be used effectively without consuming excessive amounts of time. If the learning time is limited, media that need complex setup or use might not be as appropriate. To ensure that the learning process continues to proceed smoothly and successfully, teachers typically select media that is simple to use and may directly support learning objectives.
4. The selected media must complement the goals of the *Kurikulum Merdeka* and be relevant to the subject matter. This curriculum promotes independent learning and places a strong emphasis on student-centered learning. As a result, the medium that is utilized ought to support students' exploration of the subject matter, interaction, and creativity. Media that facilitates group discussions or projects, for instance, will be more suitable than one-way media. Instructors must also make sure that the media is pertinent to the fundamental skills that students need to acquire.
5. Teachers also keep an eye on how students react to the instructional medium. Teachers frequently re-use or create comparable variations of a certain medium if students demonstrate a high level of interest and positive learning outcomes. On the other hand, if the media is less well-liked or fails to aid students in understanding the subject matter, educators will seek for other options that better suit the needs of the pupils. Teachers use student feedback as a valuable source of information to keep refining and modifying learning materials to make them more engaging and successful.

3.4. The Research Findings VS the Latest Related Research

1. First, research with the title, "Utilization of English Interactive Learning Media in the *Kurikulum Merdeka* for the Tenth Grade Students of the Senior High School" [9]. This research explores the application of interactive learning media in the context of the *Kurikulum Merdeka* in secondary schools. Research using the Qualitative descriptive method shows that the use of interactive media,

such as digital applications and online learning platforms, significantly increases student involvement in the English learning process. Through a more engaging and participatory approach, students become more active in interacting with the course material, which in turn helps them develop English language competence more effectively. The research results show the importance of interactive media intervention in the curriculum to create a more dynamic learning experience that suits students' needs in the digital era. Graphs and other numbered figures should appear throughout the text as close to their mention as possible.

2. The second research is research with the title, "Using English Digital Learning Media to Support the Implementation of the *Kurikulum Merdeka*" [11]. This research shows that digital-based learning media plays an important role in increasing the effectiveness of English language teaching under the *Kurikulum Merdeka*. The study results show that the use of digital media not only makes it easier for teachers to convey material, but also increases students' understanding and involvement in the learning process. By utilizing various applications and digital platforms, students feel more motivated and actively participate in learning. Despite challenges, such as limited resources and training needs for teachers, this research confirms that the integration of technology in education is critical to creating interactive and relevant learning experiences in the digital era.
3. The third is research with the title, "Substantial Feasibility of Implementing the *Kurikulum Merdeka*: Analysis of Teachers' Teaching Perspectives in Elementary School" [8]. This research uses qualitative methods, shows that the use of effective learning media is very important in supporting the successful implementation of the *Kurikulum Merdeka*. The research results identified various challenges faced by teachers, including limited access to technology and lack of training in the use of innovative learning media. Nevertheless, this research emphasizes that technological readiness and support from stakeholders, such as schools and government, can increase the effectiveness of media use. By utilizing learning media optimally, teachers can create a more interesting and interactive learning experience for students, which in turn will increase students' understanding and involvement in the learning process.
4. Fourth, there is research with the title, "Description of the Use of Learning Media in the *Kurikulum Merdeka* Class V Elementary School 35 South Pontianak" [4]. This research shows that the use of learning media, especially audio-visual media such as videos and PowerPoint presentations, has a positive impact on students' understanding in the teaching and learning process. The research results indicate that this media helps students understand English subject matter more easily, because it can present information in a more interesting and interactive way. However, this research also notes that there are challenges in adapting the material taught and the media used, as well as the need for training for teachers to maximize the use of this media.

4. Conclusion

This research demonstrates that the implementation of the *Kurikulum Merdeka* plays a crucial role in enhancing student involvement, motivation, and understanding in English learning at SMA Negeri 1 Idanogawo. The use of various learning media, ranging from digital to conventional forms, not only assists teachers in delivering material more attractively and effectively but also encourages students to be more active during the learning process. Nevertheless, the study also identifies several challenges faced by teachers, such as limited technological facilities, infrastructure, and time constraints in designing and applying innovative learning media. The selection of learning media is influenced by factors such as the availability of facilities, ease of use, relevance to the material, and alignment with student needs and characteristics.

Therefore, support from schools and the government in the form of training, infrastructure provision, and professional development is essential to optimize the use of learning media. In conclusion, the appropriate and innovative use of learning media within the *Kurikulum Merdeka* can significantly contribute to improving the quality of English learning and help students develop competencies that meet 21st-century demands, provided that teacher readiness, facility availability, and multi-stakeholder.

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