Learning Objectives in Lesson Plans based on Kurikulum Merdeka Designed by PPG Students of Bengkulu University

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Abstract

This study analyzes the quality of learning objectives in lesson plans based on the Kurikulum Merdeka, as designed by students in the English Teacher Professional Education Program (PPG) at the University of Bengkulu. Employing an explanatory sequential mixed methods design, the research involves the quantitative analysis of 25 lesson plans comprising a total of 65 learning objectives created by pre-service English teachers. The quantitative phase uses a 10-item evaluative checklist to assess the quality of each objective in terms of clarity, measurability, and alignment with the core principles of Kurikulum Merdeka, including student-centeredness, competency orientation, and differentiated instruction. Following this, qualitative data were gathered through semi-structured interviews with three randomly selected participants to gain deeper insights into the challenges encountered during the formulation of learning objectives. Findings reveal that, overall, the learning objectives are of good quality, with a majority reflecting satisfactory alignment with curriculum demands. However, some challenges persist, such as inadequate skills in conducting needs analysis, difficulty in translating learning outcomes into specific and measurable objectives, and limited access to supporting materials and references. The study highlights the need for more structured training in curriculum implementation and concludes with suggestions for future research exploring effective strategies and models for developing high-quality learning objectives within the context of Kurikulum Merdeka.

Keywords: *Kurikulum Merdeka; Learning objectives; Lesson plans*

Introduction

The newest curriculum in Indonesia, Kurikulum Merdeka, marks the most fundamental curriculum change in the last two decades. As stated by the Ministry of Education and Culture (Kemendikbud), "Kurikulum Merdeka marks the largest overhaul of the national curriculum in over twenty years" (Kemendikbud, 2022, p.1). This curriculum allows 60% of subject matter to be tailored based on regional needs, compared to only 10% flexibility in the previous curriculum (Djalante et al., 2022). This

decentralized approach provides greater autonomy to schools and teachers in developing localized content. Djalante et al. (2022) call it "the most radical curriculum reform attempted in Indonesia in recent history" that aims to "respond better to local priorities and contexts" (p. 201).

The curriculum seeks to streamline material, reduce content overload, and focus on essential concepts that support deeper learning. Curriculum theorist Peterson (2023) states, "When curriculums become over-encumbered with excessive content, it impedes true student understanding." Identifying essential knowledge helps students gain a deeper grasp of key ideas.

Former Minister of Education and Culture, Nuh (2020), supports Kurikulum Merdeka as aligning with the demands of the industrial revolution 4.0. Teachers are encouraged to shift their teaching mindset by paying attention to students' interests and talents. According to education observer Koesoema (2022), this transition must be supported with an assessment system that accommodates soft skills and 21st-century competencies. To achieve this, intensive assistance and teacher training are necessary.

Deputy Chairperson of Commission X DPR RI, Sjaifudian (2021), acknowledges that the transition is burdensome for teachers. Extensive training is required to help them design learning independently. Meanwhile, curriculum researcher Masturi (2023) observed that many teachers are still confused about core concepts of Kurikulum Merdeka, especially in mapping learning outcomes and applying authentic assessments. This hinders optimal implementation of the curriculum.

Supriatna (2022) emphasizes the need for improvements in teacher training and supervision. While the curriculum provides autonomy, the central government must continue monitoring learning quality to maintain national standards. Without evaluation, flexibility could lead to uneven educational quality.

One of the key challenges teachers face lies in formulating appropriate learning objectives. Research shows that many pre-service and early-career teachers struggle with this due to limited preparation in teacher education programs (Sudarman & Jalinus, 2021). Learning objectives are crucial because they reflect pedagogical and content mastery (Mardapi & Kartini, 2020) and influence the quality of instruction and assessment. However, research on learning objectives in lesson plans remains scarce, especially within the context of the new curriculum.

To explore this issue further, the researcher conducted an initial interview via WhatsApp call with an alumnus from the first cohort of the PPG UNIB program. The alumnus highlighted several early challenges in designing lesson plans under Kurikulum Merdeka. First, they struggled to adjust to new terminology, such as the transition from KI (Core Competencies) to CP (Learning Outcomes) and from KD (Basic Competencies) to TP (Threshold Profiles). This shift caused confusion when creating lesson plans. Second, determining suitable learning methods became harder as students are now expected to engage more actively. Lastly, the alumnus pointed out the lack of socialization from the government, resulting in misunderstandings about lesson plan components. They received most of their Kurikulum Merdeka training during the PPG program.

Based on the researcher's observations during an internship (Teaching Practice/Internship II) at a public junior high school in Bengkulu, several English teachers still misunderstand key aspects of Kurikulum Merdeka. They tend to rely on traditional methods and teaching modules from the previous curriculum. English learning in classrooms remains conventional, and teachers have yet to take advantage of the flexibility offered by the new system. Most English teachers still rely on government-issued textbooks and LKS (student worksheets) as their sole materials and have not developed independent modules that reflect students' interests or creativity.

In lesson planning, many still use the old formats without significant adaptation. One senior English teacher admitted that many of her peers are still learning how to create lesson plans under Kurikulum Merdeka. She emphasized the need for intensive training and assistance to understand the new curriculum's concepts and to implement them effectively. According to her, shifting long-held teaching habits and mindsets takes time and effort.

As such, training and mentoring are essential to help teachers design quality lesson plans under Kurikulum Merdeka. Susilo (2022) supports the flexibility offered to teachers to create creative and context-relevant lesson plans. However, he reminds teachers to maintain alignment with process standards and learning goals. English teachers are now free to design their own detailed lesson plans, unlike in the previous curriculum where standardized templates were binding. This freedom opens space for creativity, provided teachers maintain consistency with curriculum goals.

Nonetheless, creating effective learning objectives remains a core challenge. As noted by an English teacher in Bengkulu, changing long-ingrained teaching culture takes time. Richards and Renandya (2019) state that clearly defined objectives are vital to effective instruction. Kurikulum Merdeka encourages teacher creativity (Susilo, 2022), but this must be balanced with alignment to standards and measurable goals (Badan Standar Nasional Pendidikan, 2020). Curriculum experts Ornstein and Hunkins (2018) stress that learning objectives should align with instruction and assessment methods. Marzano (2017) adds that objectives should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound) to enhance learning effectiveness.

As the next generation of English teachers, the PPG UNIB students' lesson plans serve as an important indicator of how well new teachers can apply Kurikulum Merdeka principles. Their ability to design learning objectives that follow curriculum guidelines and best practices is vital for the success of the new curriculum. Therefore, the researcher is interested in analyzing the learning objectives in their lesson plans and raises the title: "The Analysis of Learning Objectives in Lesson Plans Based on Kurikulum Merdeka by Students of English Teacher Professional Education Program (PPG) of Bengkulu University."

Research Methodology

This research will use a mixed methods approach, specifically, an explanatory sequential design beginning with quantitative data collection and analysis followed by qualitative data to elaborate on the quantitative results. This enables answering complex educational research questions that a single research approach may not fully address, as well as overcoming potential weaknesses of quantitative and qualitative methods alone (Creswell & Creswell, 2018).

The rationale is that the quantitative findings provide a general understanding of the research problem while the qualitative data explain statistical results by exploring participants' views in greater depth (Ivankova et al., 2006). Data triangulation also facilitates deeper insight into the problem than available through a single method. This mixed methods design capitalizes on the complementary strengths of quantitative and qualitative approaches for an enriched, comprehensive analysis.

Table 1: *The number of Learning Objectives*

No.	Name	Number of LO
1.	Student 1, 2, 9, 11, 15, 16, 23, and 25	1
2.	Student 4, 7, 10, 12, and 19	2
3.	Student 3, 8, 13, 18, and 22	3
4.	Student 5, 6, 14, 17, and 21	4
5.	Student 20 and 24	6
	Total	**65**

The subjects of this research are 25 pre-service teachers studying in the second wave of The Teacher Professional Education (PPG) program at the University of Bengkulu. These subjects are taking a microteaching course as part of the PPG curriculum. In this course, the pre-service teachers are required to develop lesson plans and deliver microteaching sessions based on their plans. The 25 pre-service teacher subjects were selected by total sampling of the class. The lesson plans developed by these subjects serve as the main data source for this study. In total, 25 lesson plans were collected for quantitative content analysis of the 65 learning objectives.

Using lesson plans developed by pre-service teachers as the subject of research is appropriate for this study because it represents an authentic sample of how learning objectives are designed in the context of Kurikulum Merdeka implementation. The data generates real examples of opportunities and challenges faced by teachers in applying learner-centered objectives aligned with national curriculum goals. Hence, the subject selection enables answering the research questions in a meaningful, relevant manner.

Data analysis integrates quantitative and qualitative techniques aligned with the mixed methods approach. The quantitative checklist ratings are tallied to generate descriptive statistics gauging learning objectives' quality and alignment with Kurikulum Merdeka. The Checklist used in this study with a Likert scale rated 1-4. Total scores categorize objectives as Excellent, Good, Fair, or Poor based on predefined ranges. Each criterion in the checklist is rated on a 1-4 Likert scale. Using this scaled scoring allows for a more detailed assessment of the extent to which each checklist criterion is met in the stated learning objectives. This approach ensures an objective and measurable evaluation of the quality and alignment of the learning objectives with the principles of the Kurikulum Merdeka. Statistical analysis

determines the distribution of quality in the sample. Inferential statistics may examine differences by subject area if sample sizes allow.

Qualitative data from interview transcripts underwent thematic analysis involving iterative coding to reveal the problems and challenges faced by PPG students in formulating learning objectives based on the Kurikulum Merdeka. Codes capture major recurring ideas and salient participant quotes. Qualitative findings help explain the statistical results by providing details and context regarding the opportunities and challenges teachers face in applying Kurikulum Merdeka principles when formulating objectives. Researchers employed thematic analysis when analyzing interview data. According to Boyatzis (1998) in Braun & Clarke (2006: 6), thematic analysis is a method for identifying, analyzing, and reporting themes within phenomena.

Findings and Discussion

Findings

This mixed-method study investigated the quality of learning objectives formulated by PPG of Bengkulu University English students and the challenges they encountered in implementing the Kurikulum Merdeka. The quantitative analysis revealed that the majority of learning objectives achieved a satisfactory quality level, while the qualitative findings identified three primary challenges that impacted their implementation effectiveness.

Table 2: *The data assessment result*

Statement	1	2	3	4	5	6	7	8	9	10	Total
Poor	-	1	-	-	-	5	1	-	-	3	10
Fair	22	16	-	24	4	10	22	40	10	12	160
Good	33	42	54	12	69	15	18	12	36	15	306
Excellent	12	8	28	36	-	40	28	4	32	44	232
Total	67	67	82	72	73	70	69	56	78	74	708
Average	70.80%										
Category	Good										

The checklist assessment of 25 lesson plans demonstrated that PPG students generally produced learning objectives of acceptable quality, with an overall average score of 70.80% categorized as "Good." This finding indicates that the majority of students possessed adequate foundational skills in formulating learning

objectives that met the established criteria. The distribution analysis revealed that no students fell into the "Poor" category, suggesting that all participants demonstrated at least basic competency in learning objective formulation.

The assessment across ten evaluation criteria revealed significant variations in performance quality. Items 3 and 5 showed the strongest performance, with 100% of learning objectives achieving either "Good" or "Excellent" ratings. Specifically, for item 3, 72% of learning objectives were rated as "Good" and 28% as "Excellent," while item 5 demonstrated 92% "Good" ratings with no "Excellent" classifications. These results suggest that students excelled in specific aspects of learning objective formulation, particularly in areas related to clarity and measurability.

Conversely, items 6 and 8 presented the most significant challenges for students. Item 6 displayed the most varied distribution, with 20% of learning objectives rated as "Poor," equal proportions (20% each) in "Fair" and "Good" categories, and 40% achieving "Excellent" ratings. This bimodal distribution was unexpected and suggests that students either mastered this criterion completely or struggled significantly with it. Item 8 showed concerning results, with 80% of learning objectives rated as "Fair," indicating that the majority of students only partially met the criteria for this particular aspect.

The aggregated student performance data revealed that 52% of students (13 out of 25) achieved "Good" ratings, while 40% (10 students) attained "Excellent" ratings. Only 8% (2 students) received "Fair" ratings, with no students in the "Poor" category. This distribution demonstrates that 92% of PPG students successfully formulated learning objectives that met or exceeded the established standards, suggesting that the program effectively developed students' competencies in this area.

However, the distribution of ratings varies across each item, with some items performing better than others. Thus, there is still room for improvement in the quality of learning objectives, especially for items that have many learning objectives rated in the "Fair" or even "Poor" categories.

The following is a data table explaining the overall category of each number of lesson plans made by PPG students at Bengkulu University:

Table 3: *Overall category of the data*

Category	Number of Students
Poor	0
Fair	2
Good	13
Excellent	10
Total	25

Based on the data table presented, we can see a summary of the assessment of the categories of learning objectives created by 25 students in the Teacher Professional Education (PPG) program at Bengkulu University. The table provides an overview of the distribution of the number of students in each assessment category, namely "Poor," "Fair," "Good," and "Excellent."

Overall, this data shows that most PPG students at Bengkulu University, precisely 23 out of 25 students or 92%, were able to create learning objectives that were rated as good to very good. Only 2 students, or 8%, still require further improvement in formulating learning objectives that better meet the criteria.

Thus, it can be concluded that the PPG program at Bengkulu University has provided adequate skills to most of its students in formulating quality learning objectives. However, there is still room for improvement and refinement, especially for students whose learning objectives were rated in the "Fair" category, so that they can achieve a higher category in the future.

Based on the thematic analysis of the interview data, several challenges and problems faced by PPG students in formulating learning objectives based on the Kurikulum Merdeka (Independent Curriculum) were identified. These findings can be grouped into three main themes: (1) Difficulty in identifying and analyzing student needs, (2) Challenges in deriving Learning Objectives from Learning Outcomes (CP), and (3) Limited access to supporting resources and facilities.

Theme 1: Difficulty in Identifying and Analyzing Student Needs.

One of the main principles of the Kurikulum Merdeka is student-centered learning. Therefore, it is crucial for teachers to be able to identify and analyze students' needs, interests, learning styles, and ability levels before formulating learning objectives. However, this posed a significant challenge for PPG students, as expressed by Student C:

"Nah kalau tantangan ya, Ketika mengumpulkan data. Jadi kami tuh diajarin semacam pengumpulan data awal gitu saat mau merumuskan tujuan pembelajaran. Misalnya kita lakukan dulu Asessment diagnostic kepada siswa. Nah pengumpulan data tersebut kebetulan kami masih mahasiswa waktu itu, jadi pengumpulan datanya dilakukan ketika kami PPL nah itu agak sulit, karena sebelumnya itu bukan kita yang mengajar itukan dulu guru mereka masing- masing." (Student C)

Furthermore, Student C mentioned the difficulties in the initial stages of data collection necessary for setting learning objectives:

*"Ketika mengumpulkan data... melakukan assessment diagnostic ulang untuk menentukan di fase mana mereka ini. Nah itu sih kalau kesulitan kakak itu diawal di pengumpulan data awal"_*Student C

These quotes illustrate that PPG students faced challenges in gathering initial data about students' needs and abilities because they had limited teaching practice time. This made it difficult for them to fully understand the characteristics of their students.

Theme 2: Challenges in Deriving Learning Objectives from Learning Outcomes (CP).

In the Kurikulum Merdeka, Learning Outcomes (CP) serve as the primary reference for formulating learning objectives. However, translating the complex CPs into specific and measurable learning objectives became a distinct challenge for PPG students. This was expressed by Student B:

"Yang pertama itu, bagaimana mengintrepetasi atau memahami isi dari capaian pembelajarannya. Jadi CP itukan kayak paragraph panjang gitu kan, jadi kita emang bener bener harus pahami itu jadi arah pembelajaran kayak dimensi atau elemennya itu mau dibawa kemana." (Student B)

Additionally, Student C mentioned the challenge of analyzing the cognitive levels of CPs based on the revised Bloom's Taxonomy:

"Ada juga ketika menurukan tujuan pembelajaran dari capaian pemebelajaran (CP). Kan kalau di CP itu kita tuh melihat dulu tuh ini CPnya bloom taksonominya C berapa P berapa atau A berapa yakan? Nah misalnya di CP nya itu C3 terus kita turunin ke TP nah disitu ada sedikit kesulitan juga." (Student C)

These findings indicate that PPG students struggled to comprehend the complex CPs and translate them into specific learning objectives by analyzing the appropriate cognitive levels.

Theme 3: Limited Access to Supporting Resources and Facilities.

In implementing the Kurikulum Merdeka, which emphasizes contextual learning and the use of technology, PPG students faced challenges related to

limited access to adequate supporting resources and facilities, which would also influence their TPACK (Technological Pedagogical Content Knowledge) implementation. This was expressed by Student B:

> "*Nah ini yang tantangannya adalah harus kita melihat lingkungan sekolahnya, karenakan ga semua sekolah punya fasilitas yang memadai. Karena KuMer ini kan sangat erat ya kaitannya dengan teknologi. Nah ini tantangannya si, juga kan di luar kuasa kita ya.*" (Student B)

This quote indicates that not all schools have sufficient facilities to support learning based on the Kurikulum Merdeka, particularly regarding the use of technology. This limitation posed a challenge for PPG students in designing and implementing learning objectives that align with the principles of the Kurikulum Merdeka.

Overall, these findings provide an overview of the challenges faced by PPG students in optimally implementing the Kurikulum Merdeka, particularly in formulating learning objectives. The difficulties in identifying student needs, translating CPs into specific learning objectives, and limited access to supporting resources and facilities are issues that need to be addressed for effective implementation of the Kurikulum Merdeka.

Discussion

Based on the findings from the checklist assessment and interviews, severall key points can be discussed regarding the quality of learning objectives formulated by PPG students at Bengkulu University and the challenges they faced in aligning their lesson plans with the Kurikulum Merdeka (Independent Curriculum).

The checklist data revealed that most of the learning objectives were rated as "Good" overall, with an average score of 70.80%. However, there were variations in the distribution of ratings across different assessment criteria. While some items, such as "Contains competency, content, and variety" (item 3) and "Covers ABCD" (item 9), had a significant proportion of learning objectives rated as "Excellent," others, like "Integrates content, pedagogy, and technology" (item 8), had a majority of learning objectives rated as "Fair." This variation suggests that PPG students excelled in certain aspects of learning objective formulation but struggled with others.

The interview findings provide insights into the challenges that may have contributed to these variations in the checklist assessment. The three main themes identified from the interviews were: (1) Difficulty in identifying and analyzing student

needs, (2) Challenges in deriving Learning Objectives from Learning Outcomes (CP), and (3) Limited access to supporting resources and facilities.

Firstly, the difficulty in identifying and analyzing student needs, as expressed by Student C, could have impacted the alignment of learning objectives with the Pancasila Student Profile (item 1) and their achievability for students (item 4). The Kurikulum Merdeka emphasizes student-centered learning, which requires teachers to tailor their learning objectives to the specific needs, interests, and abilities of their students. However, PPG students faced challenges in gathering this initial data due to their limited teaching practice time. Consequently, some learning objectives may not have been as well-aligned with student needs as desired.

Secondly, the challenges in deriving Learning Objectives from Learning Outcomes (CP) could have contributed to the variations in ratings for items related to clarity and measurability (item 2), alignment with learning outcomes (item 6), and the development of higher-order thinking skills (item 10). As expressed by Students B and C, PPG students struggled to comprehend the complex CPs and translate them into specific, measurable learning objectives that targeted the appropriate cognitive levels. This difficulty may have led to some learning objectives being less clear, measurable, or aligned with the intended learning outcomes.

Thirdly, the limited access to supporting resources and facilities, as mentioned by Student B, could have impacted the integration of content, pedagogy, and technology (TPACK) (item 8) and the development of 21st-century competencies (item 7). The Kurikulum Merdeka emphasizes the use of technology and contextual learning, which requires adequate facilities and resources.

However, not all schools had sufficient infrastructure to support this approach, posing a challenge for PPG students in designing learning objectives that effectively integrated technology and fostered 21st-century competencies. Despite these challenges, the overall "Good" rating for most learning objectives suggests that PPG students at Bengkulu University demonstrated a reasonably good grasp of formulating quality learning objectives, particularly in terms of incorporating competencies, content, and variety (item 3), as well as covering the ABCD aspects (item 9). Additionally, the data table showing the overall category of lesson plans revealed that 92% of PPG students were able to create learning objectives rated as "Good" or "Excellent."

However, the findings also highlight areas for improvement, particularly in addressing the challenges related to identifying student needs, comprehending and

translating CPs, and overcoming resource limitations. By addressing these challenges, PPG students can enhance their ability to formulate learning objectives that are more aligned with student needs, better reflect the intended learning outcomes, and effectively integrate technology and 21st-century competencies.

Overall, the combination of the checklist assessment and interview findings provides valuable insights into the strengths and areas for improvement in the formulation of learning objectives by PPG students at Bengkulu University. By addressing the identified challenges and providing targeted support, the PPG program can better equip its students to design high-quality learning objectives that effectively align with the principles and goals of the Kurikulum Merdeka.

Based on a review of the previous studies discussed, it can be identified that there are gaps or gaps that have not been fully met regarding the implementation of the Kurikulum Merdeka at the secondary school level. However, there are also some similarities between the findings of this research and the previous studies.

In line with research conducted by D. Wahyuni and S. Fatimah (2023) and A.R. Arifah, N.Y.B Sinaga, S. Suwandi, et al. (2023), the results of this study also found that teachers have understood the basic competencies and learning objectives in the Kurikulum Merdeka well. They are able to formulate learning objectives that are in line with the principles of the curriculum. However, there are still challenges in transforming the principles of the Kurikulum Merdeka into learning activities that are truly student-centered, contextual, and encourage creativity.

Similar findings to the studies conducted by D. Wahyuni and S. Fatimah (2023) and T. Iriani, SS. Handoyo, and A. Anisah (2023) were also found in this study, where teachers still need to improve their ability to integrate higher-order thinking skills (HOTS), cross-disciplinary literacy, 21st century skills, as well as the use of technology and authentic assessments in their learning designs. In addition, the application of collaborative learning strategies and cross-subject links are still not optimal, in line with the results of previous studies.

Although efforts have been made to improve teachers' capacity in designing lesson plans based on Kurikulum merdeka, as done in the studies by Emas Marlina (2023) and T. Iriani, SS. Handoyo, and A. Anisah (2023), there is still a gap in implementing them optimally. Therefore, this research seeks to fill this gap by examining in more depth the challenges and solutions in implementing the Independent Learning Curriculum at the secondary school level, particularly in terms

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of instructional planning that is in line with the transformational vision of education promoted by the curriculum.

In general, this research and previous studies complement each other in providing a more comprehensive understanding of the challenges and efforts needed to effectively implement the Independent Learning Curriculum. This research contributes a unique perspective by exploring certain aspects that may not have been extensively discussed before, while previous studies offer a broader perspective on strategies and approaches to improve teachers' capacity in designing learning activities aligned with the curriculum.

Conclusion and Suggestion

Conclusion

The research findings on the analysis of learning objectives in lesson plans based on the Kurikulum Merdeka by students of the English Teacher Professional Education Program at Bengkulu University provide valuable insights and implications for the development of effective and well-aligned learning objectives.

The assessment results, indicate that a majority of the students were able to formulate learning objectives that demonstrated a satisfactory level of quality and adherence to the Kurikulum Merdeka principles. This achievement is noteworthy and reflects the students' understanding of the curriculum's goals and their ability to translate these principles into well-crafted learning objectives.

However, it is essential to acknowledge that a portion of the students received ratings in the "Fair" category, indicating room for improvement in their ability to formulate learning objectives that fully align with the Kurikulum Merdeka principles. This finding highlights the need for continued support, training, and guidance to enhance the students' skills and knowledge in crafting well-articulated and aligned learning objectives.

The interview results shed light on the specific challenges faced by the students in formulating learning objectives based on the Kurikulum Merdeka. These challenges encompass aspects such as understanding and interpreting the curriculum's learning outcomes, determining appropriate operational verbs, conducting diagnostic assessments, ensuring realistic and achievable objectives, analyzing Bloom's taxonomy, and integrating the principles of the Pancasila Learner Profile.

By addressing these challenges through targeted training programs, comprehensive resources, and practical examples, the students will be better equipped to develop learning objectives that not only align with the Kurikulum Merdeka principles but also reflect a deep understanding of the curriculum's nuances and objectives.

Aspects such as the integration of the Pancasila Student Profile, the formulation of clear and measurable objectives, the inclusion of competency, content, and variety, the achievability for students, the coverage of the three domains (psychomotor, affective, and cognitive), the alignment with learning outcomes, the development of 21st-century competencies, the integration of technological pedagogical content knowledge (TPACK), the application of the ABCD concept, and the development of higher-order thinking skills (HOTS) are thoroughly examined.

By addressing these various aspects and incorporating the recommendations and insights derived from this research, educators and curriculum developers can enhance the quality and effectiveness of the learning objectives, ensuring a more comprehensive and well-rounded learning experience for students.

Overall, the findings of this research contribute to the body of knowledge surrounding the implementation of the Kurikulum Merdeka and provide valuable guidance for educators, curriculum developers, and policymakers in their efforts to optimize the formulation of learning objectives that align with the principles of this innovative curriculum.

Based on the first research question; What is the Quality of Learning Objectives in Lesson Plans Based on Kurikulum Merdeka Design by Students of English Teacher Professional Education Program (PPG) of Bengkulu University?, researchers found that overall the quality of learning objectives in lesson plans based on Kurikulum Merdeka by Students of English Teacher Professional Education Program (PPG) of Bengkulu University is Good.

As the second of the research questions; What are the students' problems in formulating learning objectives in lesson plans Based on Kurikulum Merdeka Design by Students of English Teacher Professional Education Program (PPG) Second Wave of Bengkulu University, Based on the findings, the researcher found that the problems faced by Students of English Teacher Professional Education Program (PPG) Second Wave of Bengkulu University in formulating learning objectives in lesson plans based on Kurikulum Merdeka, these problems included difficulty in identifying and

analyzing students' needs, interests, learning styles, and ability levels, which is crucial for designing student-centered learning as required by the curriculum. Additionally, the students faced challenges in translating and deriving specific, measurable learning objectives from the complex Learning Outcome (Capaian Pembelajaran or CP) statements based on the revised Bloom's Taxonomy. Another problem was limited access to adequate supporting resources and facilities, particularly related to technology integration for contextual learning.

Suggestion

The researcher would like to give some suggestions based on the conclusion, the following suggestions can be offered:

1. For fellow researchers interested in examining the formulation of learning objectives aligned with the Kurikulum Merdeka, it is recommended to further explore best practices and strategies for effectively translating broad learning outcomes into specific, measurable, and achievable objectives. Conducting a comprehensive review of relevant literature, case studies, and exemplary lesson plans can provide valuable insights and guidance in this area.

2. Researchers intrigued by curriculum development and implementation should consider expanding their scope beyond lesson plans to investigate other aspects of the Kurikulum Merdeka, such as assessment methods, instructional approaches, and integration of technology. Additionally, analyzing the implementation of the curriculum across various subject areas or educational levels could yield valuable comparative insights.

3. For students interested in curriculum design and effective pedagogy, it is advisable to deepen their understanding of the principles and goals of the Kurikulum Merdeka, as well as best practices in formulating learner- centered objectives. Engaging with real-world examples, Participating in workshops or seminars, and seeking mentorship from experienced educators can enhance their knowledge and skills in this area.

By suggestions, researchers and students alike can contribute to the ongoing improvement and effective implementation of the Kurikulum Merdeka, fostering a learning environment that prioritizes student-centered objectives, independent learning, and the development of 21st-century competencies.

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