



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 5 Tahun 2024 Page 6938-6951

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## The Effect of Using Audio-Visual in Implementation Curriculum *Merdeka* on Speaking Skill on Eighth Grade at SMP N 5 Limbur Lubuk Mengkuang

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### Abstrak

Komunikasi yang efektif dalam bahasa asing sangat penting untuk perkembangan seorang siswa. Namun, banyak siswa yang merasa kesulitan berbicara karena keterbatasan kosakata, takut salah pengucapan, atau tidak tertarik dengan kelas bahasa Inggris. Untuk mengatasi tantangan tersebut, peneliti menggunakan media audiovisual sebagai alat pengajaran untuk meningkatkan keterampilan berbicara siswa. Penelitian ini dilaksanakan pada semester II Kelas VIII SMPN 5 Limbur Lubuk Mengkuang tahun 2024 dengan menggunakan metode pra-eksperimental dan group pre-test-post-test design. Hasil analisis menunjukkan adanya peningkatan yang signifikan, dengan rata-rata skor pre-test meningkat dari 43,20 menjadi 75,40 post-test setelah menggunakan alat bantu audiovisual. Uji hipotesis menggunakan uji Wilcoxon diperoleh nilai signifikansi dua sisi sebesar 0,00 yang menunjukkan adanya perbedaan yang signifikan antara hasil perlakuan sebelum dan sesudah audiovisual. Dapat disimpulkan bahwa integrasi media audiovisual meningkatkan kemampuan berbicara siswa kelas VIII SMPN 5 Limbur Lubuk Mengkuang secara positif dan signifikan.

Kata Kunci: *Media Audio-Visual, Berbicara, Kurikulum Merdeka*

## Abstract

Effective communication in a foreign language is essential for a student's development. However, many students find it difficult to speak due to limited vocabulary, fear of mispronunciation, or lack of interest in English classes. To overcome these challenges, researchers used audiovisual media as a teaching tool to improve students' speaking skills. This study was conducted in the second semester of Class VIII of SMPN 5 Limbur Lubuk Mengkuang in 2024 using the pre-experimental method and group pre-test-post-test design. The results of the analysis showed a significant increase, with the average pre-test score increasing from 43.20 to 75.40 post-test after using audiovisual aids. Hypothesis testing using the Wilcoxon test obtained a two-sided significance value of 0.00 which indicated a significant difference between the results of the treatment before and after audiovisual. It can be concluded that the integration of audiovisual media improves the speaking skills of class VIII students of SMPN 5 Limbur Lubuk Mengkuang positively and significantly.

Keywords: *Audio-Visual Media, Speakig Skill, Merdeka Curriculum*

## INTRODUCTION

English has an important role in the education system in Indonesia, starting from elementary school to university level. Many Indonesians study English to improve their communication skills, advance their careers, and interact with the global community. In the context of the school scope, English has an important and diverse role. English is not only taught as a subject, but is also used in various aspects of school life to prepare students to become competent individuals in an increasingly connected global environment. English subjects are an integral part of writing, listening, reading, and speaking in English. English teachers are responsible for teaching and evaluating students' abilities in the language with curriculum guidance.

A curriculum is a set of plans and rules that discuss the content, learning materials, and methods that can be used as instructions and guidelines in carrying out the learning process. Moreover, a syllabus is also an important part as it represents the overall plan or blueprint of a subject. According to Richards (2013), a curriculum is an important part as it represents the overall plan or blueprint of a subject and describes how the content of the subject is transformed into a general description of the teaching and learning process. It is a set of plans and rules that discuss the content, learning materials, and methods that can be used as instructions and guidelines in carrying out the learning process . Therefore, a curriculum has a very important role and influence in achieving the educational goals.

The curriculum is a collection of plans and regulations that discuss content, learning materials and methods that can be used as instructions or guidelines in carrying out the learning process. In addition, the curriculum is also an important part because there is an

overall plan or design for a subject. Meanwhile, according to Richards (2013), the curriculum is an important part because it is the overall plan or design of a subject and how the content of the subject is transformed into a general description of the teaching and learning process that allows the desired learning to occur. Therefore, the curriculum has a very important role and influence in achieving education goals.

English language development may involve the formulation of policies and strategies at national or organizational levels to promote English language learning and proficiency, especially in educational institutions. Curriculum development is driven by students' needs and the country's goals of making its citizens live smarter and succeeding in national development programs. English language proficiency development includes a wide range of activities and processes related to the learning, teaching, and development of English in various contexts. It cannot be denied that over time, Indonesia has undergone frequent curriculum changes, starting with the 1947 curriculum and ending with the recent and highly debated "Merdeka Curriculum".

Launched by Nadiem Makarim as Minister of Education and Culture, the Merdeka Curriculum aims to build a more open educational ecosystem with independence in the learning process in line with social, environmental and geographical conditions. The Merdeka Curriculum is a learning program policy to restore the country's education system, giving schools, teachers, students and all school resources the freedom to innovate and learn independently and creatively, and can be initiated by teachers as education promoters (Faiz & Kurniawaty, 2020). Learning tailored to the learning needs of students is based on the perspective that each person has different characteristics and intelligence, so the Merdeka Curriculum generates new ideas that maintain the principle of diversity (differentiation) of each student..

Therefore, one of the learning methods promoted in *Merdeka* Curriculum that respects the different characteristics of students is to apply differentiated learning. According to Nurdini (2021) differentiated learning is learning that accommodates the needs of each individual to gain learning experience and mastery of the concepts that have been studied. In differentiated learning (Ningrum et al., 2023) there are three aspects that teachers can differentiate so that students can understand the subject matter they are studying. These three aspects are the content aspect that will be taught, and the process aspect or meaningful activity that students will carry out in the learning class and the assessment aspect in the form of product creation which is carried out at the end which can measure the achievement of the learning objectives.

Differentiated learning is diverse from individualized learning, which is utilized when educating children with uncommon needs. In separated learning, instructors don't conversation to understudies separately to guarantee they get it what is being instructed. Understudies can learn in expansive, little, or free bunches. In separated learning, instructors must get it and recognize that there's not fair one way, strategy, or technique for learning materials. Instructors must arrange learning materials, exercises, in-class and domestic schedules, and last exams concurring to students' learning status, interface, or learning inclinations. How learning and instruction is conveyed to understudies agreeing to their learning profile.

According to the Merdeka Mengajar Application, the Merdeka Curriculum, the general achievement level of Level D in English Language Education, students use spoken, written and visual English texts to interact and communicate in a variety of situations and in formal and informal contexts. Students use English to discuss and convey ideas and opinions. As implicit information is received, comprehension of written texts continues to develop and inference skills begin to emerge. Students produce sentences and diverse vocabulary. Enable students to comprehend the meaning of written and visual texts in English. However, in practice this remains difficult to achieve, and if this situation continues, the desired learning goals will fall far short.

Based on observations and teaching taking place in class VIII of SMP N 5 Limbur Lubuk Mengkuang, when observing the school regarding the implementation of the *Merdeka* curriculum, there were still several problems in various aspects. First, Vocabulary Limitations: Students may have comprehension limitations that make it difficult for them to understand texts or conversations in English. Second, Lack of Confidence: Some students may not feel confident in speaking or writing in English, which can hinder their ability to communicate fluently. Last, there is still a lack of motivation to learn English can be a serious obstacle. Factors such as an uninteresting curriculum, monotonous teaching, or lack of clarity about the benefits of learning English can reduce student motivation.

For this reason, researchers use audio-visual media in English language learning. It is hoped that students will be more enthusiastic and motivated in learning. Audio-visual media is very useful for students, because students can understand the material during the learning process. According to Yudhi (2013), audio-visual media is a medium for conveying messages using the senses of hearing and sight.

Audio-visual media are media that can be seen and heard. This means that audiovisual media are an intermediate medium to create the conditions in which students can acquire knowledge, skills, or attitudes, that is, the use of materials and their reception through sight

and hearing. Febliza and Zul (2015) state that learning through audiovisual media is a learning method that uses media that contain elements of sound and images, and the process of absorbing material involves sight and hearing. Examples of audiovisual media include television, videos, movies, and live broadcasts.

The use of audio-visual media audio visuals that can help us improve our speaking skills in English. One example is watching films or television shows in English using subtitles in the original language or English. In this way, we can listen to authentic conversations and see how words and phrases are used in different contexts. This helps us to apply what we have learned from audio-visual media to real conversational contexts. By utilizing audio-visual media effectively, we can improve our English speaking skills quickly and pleasantly.

The use of audio-visual media in English learning can help students gain a better understanding of English language and culture, as well as improve their listening, speaking, reading and writing skills. It can also make learning more interesting and challenging for students, as well as facilitating a more interactive and enjoyable learning experience. Based on these symptoms, researchers are trying in conducting further research with the title "The Effect of Using Audio-Visual In Implementation Curriculum *Merdeka* on Eighth Grade SMPN 5 Limbur Lubuk Mengkuang", both in planning, implementing learning, skills in using it, obstacles experienced and learning outcomes obtained.

## RESEARCH METHOD

This study uses a pre-experimental design. This type of pre-experimental study is often considered to not yet be a full-fledged experiment since there are still external variables that influence the formation of the dependent variable. This pre-experimental design research method was conducted on one group, the experimental group that received the audiovisual media treatment. The design form used by the researchers is a one-group pre-test post-test design where participants are first tested before the treatment (pre-test) and then again after the treatment with the same test questions as the final test (post-test). The research design is shown in the table below.

Table 1 One Group Pre-test Post-test Design

Pre-test	Treatment	Post-Test
$O_1$	X	$O_2$

Information:

X : Treatment (Audio Visual)

$O_1$  : Experiment group before treatment

$O_2$  : Experiment group after treatment

The researchers' location was carried out at SMPN 5 Limbur Lubuk Mengkuang. It was December 12th. Tuo Limbur District. Limbur Lubuk Mengkuang, Bungo, Jambi. This study will be conducted on the 8th grade students of SMPN 5 Limbur Lubuk Mengkuang in the second semester of the 2023/2024 academic year. According to Sugaoyo (2019), a population is an area that consists of objects and subjects with certain characteristics that are determined by the researcher and from which conclusions are drawn. Based on the above opinions, the population of this study will consist of 8th grade students of SMPN 5 Limbur Lubuk Mengkuang, a total of 20 students, all of whom were used as subjects in the study.

One of the most important activities in conducting a research is obtaining and collecting the required data. researchers tried to use some appropriate research tools. According to Arikunto (2006), a research instrument is a tool that the researcher uses to collect data in order to facilitate the work and produce better, more complete and systematic results and make the data easier to process. In this study, the researchers used an oral test using visual media as a medium. Students are asked to give their opinion on the images that are shown to them as test material.

The test was administered before the use of audiovisual media. The posttest was administered after the use of audiovisual media. The researchers used these items as pretest and posttest. It involves three steps: pretest, treatment, and posttest. Data analysis in quantitative research is an activity that is carried out after collecting data from any source. Data analysis activities include grouping data based on variables and performing calculations to test proposed hypotheses. Data analysis techniques in quantitative research use statistics.

#### 1. Normality Test

According to (Jakni, 2016), normality test is used to check if the data is normally distributed. In this study, IBM SPSS 22 statistical application is used for normality test

analysis. The criterion for normality test is that if the normality value is less than 0.05, the data is not normally distributed.

## 2. Hypothesis Test

Hypothesis testing is used to analyse data in experimental research. Data analysis proves whether the proposed hypothesis is accepted or rejected. Hypothesis testing uses IBM SPSS 22 so that the test results can be declared statistically significant.

Ho: there is no significant effect of using audio-visual in implementation *Merdeka* curriculum on eighth grade SMP N5 Limbur Lubuk Mengkuang.

Ha: there is a significant effect of using audio-visual in implementation *Merdeka* curriculum on eighth grade SMPN 5 Limbur Lubuk Mengkuang.

## 3. N-Gain Score

The N-Gain Score aims to determine the effect of using treatment in research. The N-Gain Score test is carried out by calculating the difference between the pre-test and post-test.

The N-Gain formula used by Melzher is as follows (Latief, 2016):

$$N - Gain = \frac{\text{score Posttest} - \text{score pretest}}{\text{score ideal} - \text{score pretes}}$$

Table 2 Criteria of N-Gain Score.

Percentage %	Criteria
<40	In-effective
40-45	Less
56-75	Enough
>75	Effective

## RESULT AND DISCUSSION

The study was conducted at SMPN 5 Limbur Lubuk Mengkuang. The study sample consisted of 20 eighth grade students. The study used audiovisual media to assess speaking skills. The eighth grade students were given a pre-test to measure their basic skills before the treatment. After the pre-test, the students were exposed to the audiovisual media. The teaching materials were "Questions and Opinions" based on the syllabus of Grade 8, Term 2 of the Merdeka Curriculum. The treatment was administered in four sessions and at the end of the sessions, the researcher administered a post-test to the Grade 8 students to evaluate the impact of audiovisual media on their speaking skills.

### a. Pre-test

The pre-test for class VIII was administered on June 8, 2024, involving 20 students. The pre-test consisted of 8 pictures, with instructions for the students to choose one picture and provide their opinion about it. After the pre-test was conducted, the results of the pre-test were compared with the results of the post-test.

b. Treatment

The researcher administered the treatment using audio-visual media over four meetings. The steps for implementing the audio-visual media can be found in Appendix .....

c. Post-test

At the end of the meetings, the researcher conducted a post-test to assess the differences in results before and after the treatment. The post-test was administered on June 13, 2024.

After collecting data from the pre-test and post-test, the next step for the researcher is to analyse the results using SPSS 22.

Table 3 Pre-test result from the pre-test and post-test student

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre_test	20	32	62	43.20	8.764
post_test	20	64	80	75.40	5.236
Valid N (listwise)	20				

Based on Table 3, the results show the reading comprehension of students before and after the treatment. The pre-test results show a mean score of 43.20, a minimum score of 32, a maximum score of 60, and a standard deviation of 8.764. In comparison, the post-test results show a mean score of 75.40, a minimum score of 64, a maximum score of 80, and a standard deviation of 5.236. These results show that there is a significant difference between the pre-test and post-test scores, and the use of audiovisual media led to an improvement in the reading comprehension of students in the eighth grade.

1. Data Analysis

At the data analysis stage, the researcher used the SPSS22 application. The prerequisite tests in this study were the normality test and hypothesis test and N-gain to measure the effectiveness of a learning media.

a. Normality Test

Normality test to test whether the observed data has a normal distribution or not. The normality test in this study is the Shapiro-Wilk test because the data sample is less than 50 samples ( $N < 50$ ). The normality results are in the following table.

Table 4 Tests of Normality

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
preNpost	1	.142	20	.200*	.962	20	.592
	2	.264	20	.003	.812	20	.001

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

Based on table 4, the significance value is 0.001. The results show that  $\text{sig} < 0.05$ , this indicates that the distribution is not normal.

b. Hypothesis

Hypothesis testing is done after the normality test is carried out. The results of the normality test in table 4, show that the distribution is not normal. Therefore, this hypothesis test uses the nonparametric Wilcoxon analysis test. The results of the nonparametric Wilcoxon test can be seen in the following table.

Table 5 Tests of hypothesis

Test Statistics <sup>a</sup>	
posttest - pretest	
Z	-3.942 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test  
b. Based on negative ranks.

Based on the results of table 5, the significance value is 0.000 or  $\text{sig} < 0.005$ , so  $H_a$  is accepted and  $H_0$  is rejected. This shows that

$H_a$ : there is a significant influence of the use of audio-visual media in class VIII

$H_0$ : there is not significant influence of using audio-visual media in class VIII.

Based on the results of the hypothesis test, audio-visual media can be accepted in speaking skills in students in class VIII.

c. N-Gain Score

The N-Gain score results are used to determine the effectiveness of audio-visual media in teaching speaking. The N-Gain score is calculated using SPSS 22 and the results are shown in the table below:

Table 6 Tests of N-Gain

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	20	.47	.67	.5675	.05025
Ngain_persen	20	47.06	66.67	56.7464	5.02506
Valid N (listwise)	20				

Based on the table above, the average value of the N-Gain score category is 0.04859. The minimum category is 0.47 and the maximum category is 0.67. The score is interpreted for the effectiveness of N-Gain is 56 it is concluded that audio-video media is categorized as "Enough" in the effectiveness of speaking learning in class VIII of SMPN 5 Limbur Lubuk Mengkuang. Can be seen in table 2.

## Dicussion

The main objective of this study was to determine whether audiovisual media has an impact on students' speaking skills in the implementation of the Merdeka curriculum in Grade 8 of SMPN 5 Limbur Lubuk Mengkuang. The application of audiovisual media in the learning of speaking is one of the means to determine whether audiovisual media has had an impact on the learning of speaking skills. In this study, media was used in Grade 8 of SMPN 5 Limbur Lubuk Mengkuang in the even semester of the 2023/2024 academic year.

This study is a study on the use of audio-visual media in speaking learning. As is known, speaking ability is a very important skill for students because it allows them to understand and convey information. According to Khotimah (2014), speaking is an interactive process that builds meaning, creates, and obtains information. Therefore, improving students' speaking ability is very important. Based on the results of observations at SMPN 5 Limbur Lubuk Mengkuang, there are several obstacles in speaking ability, such as lack of vocabulary, lack of confidence in pronunciation, and lack of interest in English.

Therefore, to overcome these problems, researchers found a solution by utilizing audio-visual media in speaking learning. This approach aims to create a learning environment that supports students in expressing themselves and feeling more relaxed when learning English. Audio-visual media plays an important role in facilitating active interaction between students and learning materials. Aziz (2020) explains that active

interaction like this is important to improve students' speaking skills, so that they are more involved in the learning process. This approach is also in accordance with the Merdeka Curriculum implemented in Indonesia, where students are encouraged to develop themselves. Audio-visual media helps students to think critically when expressing their opinions on a topic. This allows students to formulate their own ideas more independently when expressing their opinions.

As part of this study, the researcher conducted four meetings with eighth grade students at SMPN 5 Limbur Lubuk Mengkuang. The first meeting started with a pre-test of a video test in which students were asked to give their opinion on a video projected on a projector. The purpose of this pre-test was to measure the students' initial comprehension before receiving the treatment. In the next meeting, the researcher provided the treatment using audiovisual media. The first material was about the importance of learning English, the second material was "asking for an opinion and giving it", and the third and fourth materials were simple present tenses. In the last meeting, a post-test was conducted in the same format with pictures. The purpose of this post-test is to determine the progress or change in students' comprehension and speaking skills after audiovisual treatment.

Once all the required data has been collected, the next phase is data analysis. The data analyzed by the researcher was analyzed using SPSS 22 and the following analysis results were obtained: The first step is to check whether the data of this study is normal or not. The data obtained by the researcher is normally distributed with a significance level of 0.592 and the significance level of the post-test result is 0.001. As the significance level is low, it can be concluded that the Class VIII post-test is not normally distributed. then the next is the N-Gain test, based on table 6 the N-Gain score category has an effectiveness of using audio-visual media in learning speaking skills of 56% or this category is included as "Enough" effective for class VIII students of SMPN 5 Liur Lubuk Mengkuang in the 2023/2024 academic year.

Then the next is the N-Gain test, based on table 2 the N-Gain score category has an effectiveness of using audio-visual media in learning speaking skills of 56% or this category is included in "quite" effective for class VIII students of SMPN 5 Liur Lubuk Mengkuang in the 2023/2024 academic year. Based on the analysis of the data in table 1, it can be seen that by using audio-visual media, the results in the pre-test were 43.20 and in the post-test were 75.40. It can be concluded that the use of audio-visual media in teaching speaking has high results, meaning that audio-video media can improve students' speaking skills and have a positive effect on students' speaking skills. There are several advantages to this audio-visual media. This audio-visual media not only improves students' speaking skills but

also to tell them how to communicate. According to him, there are many benefits to using audiovisual media in learning, be it daily conversation, education or other topics. In addition, students learn about data through structured transfer of knowledge and vocabulary.

## CONCLUSION

Based on the results of this research, it can be concluded that the use of audio-video learning media has a positive and significant influence in improving the speaking skills of class VIII students at SMPN 5 Limbur Lubuk Mengkuang. This research was carried out in five stages, namely preparation, presentation, practice, evaluation and expansion. Research shows that the post-test scores of students who use audio-video media have increased significantly compared to the pre-test scores, indicating the positive impact of using this media in learning English.

The results of data analysis show that the average student pre-test score is 43.30 and the average post-test score is 75.40. Hypothesis testing using the Independent Sample T-test shows a two-way significance of 0.00, smaller than the specified significance value (0.05). This shows that there is a significant difference between students' pre-test and post-test scores after being given treatment using audio-video media. Thus, this research confirms that the integration of audio-video learning media is an effective strategy in improving students' speaking skills, in accordance with the implementation of the Merdeka Curriculum at SMPN 5 Limbur Lubuk Mengkuang.

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