

THE IMPLEMENTATION OF WINDOW-SHOPPING LEARNING MODEL FOR EFL STUDENTS IN *MERDEKA* CURRICULUM

Awalu Geniusata Gestalt Farabi Nur Mahmudi; Muamaroh
Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Surakarta

Abstrak

Penelitian ini menekankan tentang implementasi model pembelajaran *Window-Shopping* yang ditujukan untuk siswa EFL (*English as Foreign Language*) dalam kurikulum merdeka belajar di SMK N 2 Surakarta. Penelitian ini merupakan penelitian deskriptif kualitatif. Objek dari penelitian ini merupakan implementasi dari model pembelajaran *window-shopping* yang dilaksanakan di kelas XI DPIB-B di SMKN 2 Surakarta, serta masalah yang ditemukan dalam model pembelajaran tersebut. Data dalam penelitian ini diperoleh melalui wawancara, observasi, dokumentasi, dan kuesioner. Hasil dari penelitian ini menunjukkan (1) Implementasi window shopping dan kaitannya dengan kurikulum Merdeka, (2) permasalahan yang dialami siswa dan guru seperti kesulitan dalam bertanya dan menjawab pertanyaan, kurangnya kerjasama antar anggota kelompok, kurangnya pengetahuan dan keterampilan siswa dalam Bahasa Inggris terutama *Speaking* dan *Listening*, dan situasi kelas yang kurang kondusif, (3) Solusi yang diberikan dari pendapat siswa adalah, menambah waktu untuk melakukan persiapan, membagi kelompok siswa secara acak, dan memilih penjual dari siswa yang memiliki kemampuan bahasa Inggris yang kuat. Guru juga menjelaskan solusi yang harus diterapkan untuk mengatasi masalah yang dihadapinya. Hal tersebut merupakan penerapan diferensiasi dalam kelas. Diferensiasi kelas dapat dijelaskan sebagai, membagi siswa menjadi tiga kelompok, yaitu kelompok kuat, tengah, dan bawah, yang dibagi menurut keahlian siswa dalam bahasa Inggris. Hal ini dilaksanakan untuk memberikan kesempatan kepada guru untuk memberikan perhatian khusus kepada kelompok bawah dan diharapkan dapat meningkatkan kemampuan mereka dalam berbahasa Inggris.

Kata Kunci: Model Pembelajaran, Pelajar EFL, Kurikulum Merdeka

Abstract

This research emphasizes in the implementation of Window-Shopping learning model for EFL (*English as Foreign Language*) students in the *Merdeka* curriculum at SMK N 2 Surakarta. This research is qualitative descriptive research. The object of this research is the implementation of the window-shopping learning model implemented in class XI DPIB-B at SMKN 2 Surakarta, as well as the problems found in the learning model. The data in this study were obtained through interviews, observations, documentation, and questionnaires. The results of this study show; (1) the implementation of window shopping and its relation with *Merdeka* curriculum, (2) problems experienced by students and teacher such as the difficulties in asking and answering questions, lack of cooperation between group members, the lack of students' knowledge and skills in English, and the less conducive classroom situation, (3) Solutions provided according to student's opinions, which are added more time in preparations time, randomly divide students group, and picking seller from students that have strong English skills. Teachers also explained the solution that should implemented to overcome problem she encountered. Which is the implementation of differentiation in classes. Explained as dividing students into three groups, namely strong, middle, and lower groups, which are divided according

to students' expertise in English. This implemented to provide an opportunity for the teacher to give special attention to the lower group and is expected to improve their ability in English.

Keywords: Learning Model, EFL Learners, *Merdeka* Curriculum

1. INTRODUCTION

Within the end of the Covid-19, plenty of students experienced learning loss due to online learning during the pandemic (Azmi, 2021). The cessation of offline learning in schools raises concerns about the decline in the quality of cognitive knowledge, vocational skills, and social skills that students personally possess. Starting from the cost of delivery of material, the difficulty of asking questions or consulting with teachers, and problem caused by network interference. In addition, many schools have not found the right online learning format so that its effectiveness is often questioned (Azmi, 2021). The use of online learning method has increased since the Large-Scale Social Restrictions (PSBB) were established by the government. The social restriction is contained in Government Regulation (PP) Number 21 of 2020 (Cabinet Secretariat, 2020), one of the points of which caused the closing schools and workplaces (Muzdalifa, 2022). Results of survey from the *Kementerian Pemberdayaan Perempuan dan Perlindungan Anak RI* (PPPA) or Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia explained regarding children's enjoyment while implementing online learning system, namely 58% of children said they did not like learning process implemented through e-learning. This shows that school and teacher unpreparedness cause an impact on children's interest in learning using online learning (Widako & Gibraltar, 2020).

Arini (2021) as cited in Adit (2021), explained that there are a lot of distortions in teaching material from an education and teaching perspective, this is caused by students only understand the material textually, and which teacher should be able to construct the material contextually. To get around this condition, he suggested for teachers to make innovations and modifications in the interaction with students. because teaching and learning process does not only transfer knowledge but also should capable to change students' behaviour and character.

Starting from 2022/2023 school year, Indonesia has implemented *Merdeka* Curriculum as new curriculum. *Merdeka* aims to hone children's interests and talents from an early age by focusing on essential material, character development, and student competence (Kenya, 2022). The core of the *Merdeka* Curriculum is Freedom to Learn, which is a concept created so that students can explore their individual interests and talents. If previously in the 2013 Curriculum students had to study all subjects (at the Kindergarten to Middle School level) and would be directed to science/social studies at the High School level, this is different from the *Merdeka* Curriculum. In the *Merdeka* Curriculum, students will no longer go through things like that. Nadiem (2022), said that *Merdeka* Curriculum is

a curriculum that is far more concise, simpler and more flexible to be able to support learning loss recovery due to the Covid-19 pandemic.

The *Merdeka* Curriculum has a goal to reform old learning forms and overcoming learning loss after Covid 19, but not all schools have implemented this curriculum. This also related with the fact that students experienced learning problems with current learning activity. In fact, there are 88.75 percent of respondents who consider the current teaching and learning activity system or *kegiatan belajar mengajar* (KBM) is boring and stressful, explained Muntadiin, in a written statement received by Kompas.com, Thursday, (16/4/2020), (Syafii, 2020). Therefore, more interesting and innovative learning methods and learning models are needed. Window shopping is an example of cooperative learning model that could be implemented to improve student learning outcomes in line with *Merdeka* Curriculum. Window shopping learning activities are carried out based on group work by shopping around, looking at the work of other groups to add insight. Students can shop actively and dynamically by displays their work creatively. One person from each group takes care of their work (manages the stand/shop). Other group members visit the stand to see the work of other groups (shopping) by giving comments and ratings so that each participant in the group can trigger their creativity. This kind of learning model can lead to pleasant situations, but remains effective according to the learning objectives to be achieved (Kurdi, 2017). This explanation encourages researcher to find the relation and application between window shopping learning model to *Merdeka* Curriculum and how the learning process in classroom, especially for English as Foreign Language (EFL) high school students. Researcher aimed to explore the implementation of window shopping learning model that conducted in the class XI of Modelling Design & Building Information (DPIB)-B of State Vocational Highschool 2 Surakarta.

2. METODE

This study adapted a qualitative case study design. A case study was chosen because this study intended to observe and to explore the teachers' strategies on the implementation of Window-Shopping learning models for EFL student and their responses toward it. According to Moleong (2017: 6), qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others holistically and by way of descriptions in the form of words and language, in a special natural context by making use of various natural methods. Qualitative research could be defined as methods based on a philosophy of positivism, that aims to study natural object condition, where the researcher applies triangulation, inductive or qualitative data analysis characteristic, and the result of research emphasized to meaning instead of generalization (Sugiyono, 2015:16). Then, the whole design of this qualitative case study was conducted since the research designed which consist of the clear

background of the study, the relevant supporting theories, data collections, data analysis, and the conclusions.

This study was conducted to 30 students in Class XI of *Desain Pemodelan dan Informasi Bangunan-B* (DPIB-B) or Modeling Design and Building Information of State Vocational Highschool 2 Surakarta as subject of the study. The subject was chosen from the opportunity of class that researcher able to observed at the moment. The class of DPIB-B are consisting of 18 male and 12 female. This research observed the process of Window-Shopping conducted by FL as female teacher. FL is teacher from State Vocational Highschool 2 Surakarta, she was graduated from IKIP Muhammadiyah Jakarta in 1995 and started become a teacher in *Angkasa* Highschool in Halim, Jakarta. In 1998 she became civil servant and began to teach at SMK or Vocational Highschool 1 Bekasi. In 2000, FL moved to Surakarta and become teacher in State Vocational Highschool 2 Surakarta since then. The object of the study is learning process using the Window-Shopping as learning model. Researcher observed the English learning process at the class to aim for the effectiveness of Window-Shopping learning model to *Merdeka* Curriculum.

3. FINDING AND DISCUSSION

3.1. Findings

Finding section answered the research questions which are: 1) The implementation of window-shopping learning model and its relation to *Merdeka* Curriculum in Class XI of Modelling Design & Building Information (DPIB)-B of State Vocational Highschool 2 Surakarta. 2) The difficulties encountered by teacher and students when using window shopping as a learning model for EFL students, and 3) Solutions needed to solve the problems encountered by teacher that found in the learning process using the Window-Shopping as learning model conducted to 30 students in Class XI of *Desain Pemodelan dan Informasi Bangunan-B* (DPIB-B) of State Vocational Highschool 2 Surakarta which consisting of 18 male and 12 female. This research observes the process of Window-Shopping conducted by FL as female teacher.

3.1.1. The Implementation of Window-Shopping

To discover the implementation of Window Shopping in class researcher collected data from SMKN 2 Surakarta by two ways which are observation and documentation. According to data acquired from observation, the implementation of Window Shopping was done in two meetings. The definition of window shopping itself based on the interview, “*Window shopping is an activity that involve students as a group and separate them by buyer and seller. Students that act as buyer will look for materials that explained by seller.*” – Taken from interview with FL as teacher.

The window Shopping learning model was used by the teacher to express

the *Merdeka* Curriculum teaching method. The materials used for Window Shopping were Expressing Hope, Formal and Informal Letter, and Expressing Sympathy. Teacher using 5E classroom procedure (Engagement, Exploration, Explanation, Elaboration, and Evaluation) in teaching the materials. During the time of observation, the teacher provides the material with media of links that were opened by students and then continued into making those in wall magazines as procedures of Window Shopping. Below is the explanation of the Window Shopping procedure using the 5E classroom procedure. This explanation was based on the observation done by the researcher on 22nd and 23rd August 2022.

Procedures of Window-Shopping Activity

The procedure of window shopping was written based on the two observations done by researcher. The procedure contained of three activities which are opening, main activity, and closing. The procedures explained below;

1) Opening

Teacher begins the class with greetings and Assalamualaikum followed by apperception of previous materials taught. Teacher then explained the learning plan of window shopping learning activity. First, materials explanation used in window shopping. Those materials were of Expressing Hope, Formal and Informal Letters and Expressing Sympathy using Window Shopping as learning models. There's no difference between the first and second observation in opening sequence.

2) Main Activity

a. Engagement

In first observation and first meeting, teacher asked students about window shopping, most of them incapable to answer the questions. Teacher later explained window shopping learning model which centered on students working on group and learn together with little teacher intervention then, 30 students divided into 6 groups each contained of 5 students. from there on, each group given corresponding materials and had to makes summary which later made into wall magazine for next meeting.

b. Exploration

Exploring the chosen materials by corresponding group to make wall magazine in order to fulfil the next step of window shopping.



Figure 1. students making resume of their materials

For second observation, after opening, teacher asked students to write the previous summary of corresponding materials into piece of astro paper for each group.

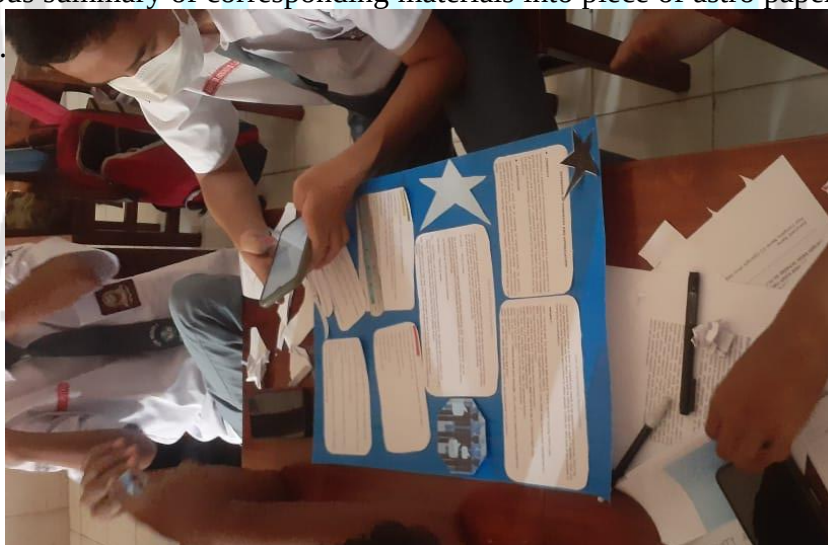


Figure 2. Students made their wall magazine in Astro paper

c. Explanation

Teacher explained what is Expressing Hope, continued with Formal and Informal letters and Expressing Sympathy briefly. This aim to give students chance to learn materials and understand them by themselves.

The materials given to the students was collected by researcher from the data in learning plan from documentation, which are;

- **Expressing Hope and plan: Definition and Examples of Characteristics and the Use of Expression of Hope**

Hope + Object / No Object

The verb Hope can be transitive (followed by a direct object) or intransitive (not followed by a direct object). As a transitive verb, hope can be followed by an infinitive (*to+verb*) or that-clause (*noun clause*) as its direct object.

Usually, the use of the verb hope with the infinitive aims to express hope and intention to do something in the future, if possible, whereas the that-clause can be used with the verb hope when there is a new subject to mention.

Example sentences (*hope + object*)

- o *I hope to be a famous singer in the future.*
- o *She hopes to meet you again sometime.*
- o *Josh hopes (that) he can win the national math competition.*

Example Sentences of Expressing Hope

- o *I hope you enjoy the movie.*
- o *My mother hopes we can go to Japan next year.*
- o *I hope the train will arrive on time.*

- **Formal and Informal Letter**

Personal Letters/Informal Letter (Definition)

A personal letter is a letter that you write to people you know such as friends, cousins, aunts, etc. These personal letters are usually so friendly and relaxed as if you are talking to someone.

The purpose

Personal letters are used to provide information to the recipient that the sender wants to say something important such as personal feelings, thoughts, or experiences that are meaningful for certain people to read.

The structure of Personal Letter

1. Date, writing format is flexible. In the Indonesian version, the date is written on the top left, but in the English version it will be written on the top right.
2. Address, which is written at the top right.
3. Greetings and the name of the recipient.
4. Introduction, is the opening of a letter which usually starts by asking how are you or referring to the previous letter.
5. Contents, is the core part of a letter. Usually contains things that we want to convey to others.
6. Closing, referring to the sentence at the end of the letter indicating that the sender will end the conversation.
7. Closing greetings, can be in the form of expressions such as 'I love you', 'sincerely yours', 'love', etc.
8. Name and Signature
9. Additional Information

Formal Letter Definition

A formal letter is a letter written in which the relationship between the writer and the recipient is not based on personal interests. Usually, these formal letters are more polite and are written for formal purposes. Examples of formal letters themselves are application letters, protest letters, request letters, complaint letters, editor letters, recommendation letters, etc.

The Purpose of Formal Letter

The purpose of a formal letter is:

1. Requesting and providing information
2. Send a message and send a reply
3. Ask for information
4. Register a complaint
5. Provide advice on certain issues

The Structure of Formal Letter

Below is the format of a formal letter:

1. Sender's name, written in the upper left corner
2. Date, written address of the sender
3. Name and address of the addressee, usually written on the left margin

4. Subject, is the theme/title of the letter, just one line is enough
5. Greetings, several forms of greeting are usually done 1) Sir or Dear Sir for individuals, 2) Sirs and Dear Sirs or Messer for companies and firms, 3) If the letter is addressed to a woman, then you can write Madam
6. The contents of the letter, generally the contents will consist of two or three paragraphs. The first paragraph is the opening. The second paragraph is the detailed information to be conveyed. Then, the last paragraph is a suggestion or a solution
7. Closing remarks
8. Signature of the sender or the name of the sender

Language Features of Formal Letter

- **Expressing Sympathy**

An expression of sympathy is expression of feeling sorry and sad when we know and see unlucky people, have problems, or are in distress. The purpose of showing sympathy or concern is to provide comfort to people who have problems or are experiencing distress. It also aims to let others know that we care about them.

Example of Expressing Sympathy

- *I'm extremely sorry to hear that.*
- *I was deeply sorry to hear you sick.*
- *Please accept my condolences.*

For second meeting, teacher explained the procedure of window shopping right after students finished the wall magazine, the main procedure of window shopping was written in teacher learning plan beforehand and implemented afterward. Students were asked to place their works on the walls surrounded the class and each of group responsible for their spot. One of the students would works as seller and stay in their own place when others 4 students as buyer moved around to other groups and asked questions to those groups' seller. This occurred until all buyer listened to explanation from every other of groups seller.



Figure 3. teacher explained the procedures of window shopping activity

d. Elaboration

Teacher instructed students to explore the corresponding materials in internet. According to the interview with FL, the reason of this is to encourages students to utilizing the technology since almost every student brought their phone to school.

In the second meeting, window shopping activity implemented, students moved around the class and explain their corresponding materials to the buyer from other groups. Buyers spent 5 minutes for each turn to listen and ask questions for one seller and continued to turn clockwise into another group seller, this occurred repeatedly until every seller explained their materials.



Figure 4. Students implemented window shopping activity

e. Evaluation

In this session, students responsible for their resume about corresponding materials. Then forth, students gathered their result to teacher in the end of session. For second meetings, teacher asked random students to answered 3 questions about materials learnt from the window shopping activity.

3) Closing

As finale, teacher give students chance to ask a question, and closed the class by another greetings. Based on the observation that been done by researcher,

window shopping learning model implementation summarized as below:

- Introduction

Teacher introduced window-shopping activity to student as first step, followed by divide the class into 5 groups consisting of 5 to 6 students. after that, teacher gave them the corresponding materials randomly, in this case the materials were hope and plan, formal and informal letters, and expressing sympathy.

- Preparation

Teacher gave students one meeting for them to makes wall magazine as media to help students to explain and understand the materials given by one group to others.

- Main Activity

Each group divided as two responsibilities, seller and buyer. Seller has an assignment to explain the material made into buyers from other groups. Meanwhile buyer would take a note to seller from each other group. The groups were divided into different place in one area and each of seller has around 5 minutes to explain to one group and after finishing the activity, buyer would move to the next group and let seller to explain their materials. The activity over when all buyer visited every other groups.

- Closing

Students discussed with their own groups and followed by teacher ask them three questions regarding the materials assuming every student should have understood all the materials from their own and other groups.

The Relation of *Merdeka* Curriculum in Window Shopping Activity

FL as a teacher in the SMKN 2 Surakarta explained in the interview, about the reason behind the use of Window Shopping learning models. Window shopping definition according to FL is a learning model that used the method of student center which is related to the learning process demanded by *the Merdeka* Curriculum. Window shopping itself is not brand-new learning method, previously window shopping also implemented in the 2013 curriculum with the only different is mostly on the evaluation system. Compared with 2013 curriculum, *Merdeka* tend to focused on the student's morals and characters when 2013 is only focused on the academic ability. Student centered learning means that the majority of the activity is done by students, started from data collection, discussion, until reflection, whereas the teacher is only act as facilitator. "*Window shopping is one of the most*

suitable learning models for newly implemented Merdeka curriculum because of the procedure of it that almost all of the works done by students”, - From interview with FL as English Teacher.

Compared to the 2013 Curriculum, *Merdeka* Curriculum targets learning outcomes (*Capaian Pembelajaran/CP*) instead of core and basics competencies (*Kompetensi Inti/Kompetensi Dasar KI/KD*). CP is arranged per phase, stated in paragraphs that organize knowledge, attitudes, and skills to achieve, strengthen and improve competence.

Moreover, the 2013 Curriculum lesson hours are set per week with weekly routine time allocations per semester so that students will get the learning outcomes for each subject at the end of each semester. Meanwhile, the *Merdeka* Curriculum lesson hours are set annually so that the time allocation to achieve them can be flexible. Schools with the 2013 Curriculum are directed to use an integrative thematic-based learning organizing approach. Meanwhile, schools with a *Merdeka* Curriculum used between a maple-based, thematic, or integrated approach.

3.1.2. Difficulties Encountered by Teacher and Students

The difficulties encountered analysed from data gathered from interview, questionnaire, and observation. The interview data was taken from five students and FL as English teacher, for questionnaire the data taken from all students in class which were 30 students at the moment. Students explained in interview about the problem that they faced during the window shopping activity. Some problems were found by students and teacher in the middle of window shopping activity. Which was taken from data achieved by interview and questionnaire that been done by researcher both for students and teacher. There were problem and difficulties which was found in the activity. Which divided by two which are difficulties encountered by students and difficulties encountered by FL as teacher.

Difficulties Encountered by Students

There are three difficulties encountered by students, which explained as below;

1. Difficulty in Asking and Answering Questions

First, the problem of the seller answering questions by the buyer. Taken from the interview, DB one of the students from XI DPIB-B elaborates on the one difficulty he found in the Window Shopping activity. He explained about the time when the seller explained the materials, some of the buyers did not understand the materials given and asked the seller questions about the materials explained, but the seller had a hard time to answer as, which was caused by a lack of understanding in the

corresponding material. This is also related to the fact that the time given for students to prepare their materials is not enough. Taken from questionnaire data, YM, one of the sellers agreed with DB's opinion.

“In the window shopping activity, the time when the buyer asked me a question, I could not answer it. This happened because I have not yet mastered my hope and plan material” (Taken from questionnaire data by YM, one of the students)

This problem is encountered by students because of the scarcity of skills in reading, listening, and understanding material by the student which could be caused by not having enough time as DB and YM said. From observation, researcher could see this problem actually occurred in the moment. Some sellers were having hard time in answering the questions given by buyers and yet buyer is also confused about how to ask question to the seller.

2. Group Teamwork Problem

Students are having bad time in organizing their groups. From the data taken in the observation, researcher found that some groups are arguing with each other because of different problem, such as not be able to finished the resume they should on time, having hard time to put material in the wall magazine, and blaming other students for not participating in group. From the interview, PR has issued an opinion regarding this matter regarding difficult group members to work with. This caused the group to end up with incomplete results in both the works like resume and wall magazine and the activity itself.

“So, I worked with my group but two other students were playing with their own phone without helping us to finished the task of making summary and wall magazine. Honestly, I want to say that they just burden to our group” (Explained PR from interview in 2nd September of 2022).

3. Difficulty in Speaking and Listening Skills

Furthermore, from the questionnaire AR, another student from class explained the different problems related to student skills in the English language especially in Speaking and Listening. AR said that she and a few of the group members were having difficulty with English in general. This problem affects not only the work they made but the overall window shopping activity. The member that acted as seller did not understand how to pronounce some words correctly which caused the buyers did not understand the intended sentences. SA added, this also related to the problem with other groups which did not explain the material enough both in pronunciation and

context. *“This makes me think that seller should not be chosen randomly and should be the student which understands English better.”* (Taken from an interview in 1st September 2022). Researcher also seen this problem in the observation of the window shopping activity. There are specific group that explain the materials in wall magazine in almost all in *Bahasa Indonesia* instead of English. From the questionnaire, some students explain that they don’t know how to correctly pronounce the words and decided to explained using *Bahasa Indonesia* instead.

Difficulties Encountered by Teacher

Difficulty in Maintaining Class Conduciveness

From the data taken in the interview, the problem encountered by FL as the teacher was to put students in a class conducive enough to follow the procedure of window shopping. FL explain, since the beginning of the activity, some students were not paying attention to the time instruction given which caused them to be confused with the procedure of the window shopping activity and how it was implemented thus, lead to non-optimal results. Begin from the process of making a resume, and continuing into making a wall magazine, students are demanded to cooperate with their group. *“Even though students needed to pay attention to implement the window shopping activity effectively, some students are found minding their business such as playing with their cell phones, doing other subject assessments, and talking to each other. These kinds of students interfere with the conduciveness in window shopping activity both for themselves and other students”* – FL explained in the interview done on September 1st, 2022.

3.1.3. Solutions to Solve Difficulties Found in Window Shopping Activity

This section explained the solutions provided by students and teacher opinions to the difficulties described in the previous section. The data was collected from interview, questionnaire, and documentation.

Solution of Students Difficulties

Solution of the Difficulty in Asking and Answering Questions

From the interview DB explain his opinion for solving the difficulty of asking and answering questions given in middle of window shopping activity. *“Window shopping activity need to be done in more than just two meetings or reducing the amounts of materials needed”* YM added, *“at least more briefing needed to explain window shopping before actually hand over the assessment of window shopping.”* Both DB and YM opinions led to the need for time for preparations and the briefing

phase. Teachers need to explain more about the activity and materials before implementing the window shopping learning model so that students would understand better the materials they presented.

Solution of the Group Teamwork Problem

PR from the interview answered his opinion about the second problem about group members, *“first of all, the member was decided by students themselves, this could work in few groups but not an effective choice whatsoever especially if the group was all male or the opposite. So, I think dividing the students randomly and evenly would make the group problem better.”* According to FL, the reason between let students pick their members for the group was aimed to shorten the time needed in the whole window shopping activity, with this time could be used more effectively in the main activity part. Even so, the teacher also agreed with PR's opinion and consider the benefit of dividing students randomly.

Solution of Speaking and Listening Skills

From the interview, SA uttered an opinion about how could this problem occurred at the first place and the possible solution of this problem. *“I think the seller part of the activity should picked from strong knowledge students in class and then decided the group afterward. This would make at least every seller is competent and capable of fulfilling the assignment without any problem in explaining the materials”.*

Furthermore, from the questionnaire, AR, another student from class added opinion that by adding students with great English skill in the group and divided them equally would makes significant improvement to the window shopping activity.

Solutions of Teacher Problem

The solutions were provided by the teacher in the interview on September 1st, 2022. FL explains one major problem with the activity, not like students. FL explains that some students are not paying attention to the teacher which affects the overall classroom activity. Based on the interview, the teacher stated that the solution to the problem is she implemented the Class Differentiation. She divided students in class into three groups, which are low-middle and strong students based on their skills and knowledge in English, which would make the learning efficiency to rising. This is called differential groups. *“How this method works is by dividing not smart students with the smart one, the teacher can pay more attention toward the low part of the group and understand what they are lacking, this also affect those who won't pay attention to the class because mostly they are from the low part of the group by giving extra*

notice toward them”, FL illustrate.

In the new curriculum, *the Merdeka* curriculum there is no passing grade. Students are appraised by their character, based on *Pancasila*. By using differential groups, in addition to what is stated above, the teacher is easier to assess students' character. Differentiation learning (Different Instruction) is a learning theory based on the premise that an instructional approach must be based on differences in individual characteristics in classes that respond to the needs of students. This explanation helps the teacher to determine the needs of each group of students which can affect improvement in students and class activity.

3.2. Discussion

Focused on Window Shopping and its relation with *Merdeka Curriculum*, this section discussed about three points. After collecting data and information from interviews, questionnaire, and observations, the researcher comes up with 5 conclusions about window shopping and *Merdeka curriculum-related* matters. All the conclusion was compared with the similarities and differences between the references done by other researchers and this research Finding. Those discussions are explained below;

- a. The Implementation of Window Shopping as a Learning Model
- b. The implementation of Window Shopping begins with dividing students in class into 6 groups each contains of 5 students. Further continued by giving each group random materials consisting of hope and plan, formal informal letters, and expressing sympathy. After finishing summarizing each material, students had to make a wall magazine which was later displayed surrounding the class similar to the marketplace. Each group has to contain one seller and four buyers. The seller has an assignment to explain the corresponding material, on the other hand, the buyer has to move to the other group of sellers to demand an explanation about their material. Finally, students would back to their group to discuss with their group about material achieved by other groups. This implementation is well executed and has similar implementation to other researches.
- c. There are 4 different types found in the implementation of window shopping, from research conducted by Saputri et al. (2017) they implemented window shopping similar to this research and used qualitative case study research design as well. Furthermore, Saputri, et al. (2017), focused more on the critical thinking implementation of the window shopping learning model, their research resulted in Students have not been able to draw deeper conclusions from what is observed and analyzed in biology lessons using the window shopping method. This is supported by written students arguments in worksheets that are

only able to bring up basic conclusions and statements expressed by students in concluding are also still lacking. Therefore, the aspect of the conclusion that appears in students is generally still at the level of weak and unacceptable. Different results were found in Apriana's (2020) research. They used mixed methods between qualitative and quantitative research methods which implemented classroom action research design. They execute window shopping twice, first and second cycles. This aimed to improve the second cycle from deficiency found in the first cycle. In the second cycle researcher gave students more motivation and apperception before starting the activity. Istianingsih & Mir'anina's (2018) research shows different implementations of window shopping. Moreover, this research emphasizes more to the percentage and statistical data gained from the result of the MANOVA test. Furthermore, the researcher also implemented *two stray two-stay* conditions and used *The One Short Case Study* design. The result taken from the questionnaire and exam conducted after *two stay-two strays* were analyzed using the MANOVA test. Not only different in the implementation of window shopping activity, but research conducted by Istianingsih & Mir'anina also leans more toward the quantitative research method as a whole. Qomariyah et al. (2019) with project-based learning used a different method compared to the previously mentioned research. This research used Dick, Carey, and Carey as a model and Front-End analysis. In this study, only nine of the ten stages of the Dick, Carey, and Carey development model were used because this development research does not reach the implementation or experimentation so it is at the design and development stage carrying out a summative evaluation is not carried out, which meant that this research has no implementation stage of window shopping learning model.

d. *Merdeka* Curriculum Application in Window Shopping Learning Model

Due to the ages of the *Merdeka* curriculum, most of the previous window shopping-related research still used the 2013 curriculum. Compared between the two curriculums, according to FL, *Merdeka* curriculum lesson hours are set annually so that the time allocation to achieve results is more flexible. Similar to *Merdeka*, taken from Mustopa, (2020) research, they stated that the government is trying to change the old paradigm from Teacher Oriented learning to learner-centered learning (Student Oriented) in applying the curriculum 2013. Changes in the orientation require the role of the teacher as a facilitator in learning activities, not as the main character. The implementation of window shopping between them is no different because a cooperative learning model window shopping is centered in student-oriented learning.

e. Difficulties and Solutions Faced by Teacher and Students

A single problem was found by FL in the implementation of window shopping. meanwhile,

students found three. Compared to other research for example study done by Novianty (2019), the problems they explain only focused on the problem found in the learning process by the teacher, *“Problems that often arise in the teaching and learning process in class are model use and application-centered learning student. Whereas in delivering teaching materials still tend to use lecture or discussion methods. So is with what happened in IAIN Bone, where the lecturer explains the material with lectures or discussion and then delivers assignments”*. Compared to the problem FL faced which is about the conduciveness of class, the teacher problem explained by Novianty, (2019) emphasized more to a teacher deliver the materials using lecture and discussion method and not a student-centered learning method.

Meanwhile, Karni's (2022) research showed different kinds of problems which were, 1) Teachers are not trying to use innovative learning models that involve students in learning; 2) Reluctance of students to ask, and convey ideas or difficulties encountered, so that teachers do not understand students' abilities; 3) Students are less skilled at speaking, especially speaking according to standard language rules, vocabulary, and students are less able to read and write, tend not to listen, scribble, play with objects they hold, or disturb friends who are studying; 4) The teacher lacks mastery of explanatory text material which is classified as new material that must be understood as concepts and examples of its application. The problem encountered by students is similar to this research, which is about the skills of general English such as vocabulary, grammar, and speaking English. To overcome these problems, the teacher in Karni, (2022) study tried to apply model learning with meaningful and students involving roles actively which was window shopping TSTS (Two Stay Two Stray).

Students provide their opinion about solutions to the difficulties they faced, compared to previous studies, for example study conducted by Setyowati, et al., (2021). Their study was emphasizing more into problems encountered by students in learning from home during a pandemic, in their research the problem encountered by students was an internet problem. The solution to the quota and internet connection problems was an opinion from a researcher which explained the requires of collaboration by many parties, among them, are the family, the institution, the service provider, and the government.

All form of data were collected during the learning process of grade XI DPIB-B from SMK N 2 Surakarta from students and FL as English Teacher. After analyzing and describing data collected from observation, interview, and questionnaire, researcher makes some conclusions about the relation between *Merdeka Curriculum* and Window Shopping as learning models for EFL students. Summary made by researcher were explained as follows;

- Window Shopping done by FL as teacher in class XI DPIB-B at SMKN 2 Surakarta is as

intended of *Merdeka Curriculum*. The activity emphasizes with students centered learning with teacher as facility. Students following teacher order to cooperate with groups and the activity were done smoothly.

- Difficulties were faced by students and teacher. FL explained that some of students were not focused enough during the activity and affect the class conduciveness. DB as students also uttered that he having difficulty on marketing and explaining his materials due to the limited time. As well as other students related to student understanding and skill in English.
- As a solutions FL explained that to makes student paying attention to class, especially in case of student centered activity, teacher need to provide special attention to needed student, by dividing student into three group (class differentiation) which teacher could give different attention depend on student and their corresponding group.

4. CONCLUSION

Based on result, researcher concluded that the implementation of window shopping as learning model for EFL students in *Merdeka* curriculum at SMK N 2 Surakarta at the academic year of 2022/2023 as below:

From the observation and interview taken by researcher, window shopping could be considered as one of the suitable learning models to implemented in the *Merdeka* curriculum. This model provides students to works as group. Not only would improve students' teamwork experience, this model also gives students chance to learn to explaining materials to their classroom. Building confident is one of the aspects demanded in *Merdeka* curriculum. Regardless of how the window shopping work, this model does not mean flawless. In the previous chapter students and teacher explain the difficulties they faced in the middle of window shopping activity. Students and teacher explained total of four problems, three from students and one from teacher. Difficulty in Asking and Answering Questions, Group Teamwork Problem, Difficulty in Basic Language Skills. Even so, both teacher and students also provide solutions to response to the problem they encountered.

Solution of the Difficulty in Asking and Answering Questions explained by DB and YM from interview which could be summarized that students need more time in preparation both in the briefing phase and material gathering phase. Furthermore, the solution for the group teamwork problem taken from opinion uttered by PR from interview. Which explained as; group needed to choose by teacher and divided randomly or according to student skills because if all of the members were male the effectivity of the activities would be lower because they often not taking the activity seriously. For the solution of difficulty in speaking and listening skills, by the data taken from interview, SA uttered

an opinion about the need of smarter students to be seller instead picked randomly to make every seller is competent enough.

The solution of teacher problem was provided by teacher herself. FL explain the class differentiation, which explained as method which makes students to be separated into three groups in overall in order to specify the correct attention to student's group. The group consist of strong, middle, and lower which divided by their ability and capability in overall and specifically English.

DAFTAR PUSTAKA

- Apriana, B. N. (2020). *Model Cooperative Learning Tipe Window Shopping untuk Meningkatkan Hasil Belajar IPS pada Siswa Kelas IX-B SMP Negeri 1 Wanasaba*. Jurnal Ilmiah Wuni, 1(1), 1-8.
- Arini, I., Simal, R., & Pattiruhu, D. O. (2019). *Perbedaan Hasil Belajar Siswa Kelas XI SMA Negeri 1 Ambon Dengan Penerapan Model Window Shopping Dan Examples Non-Examples Pada Konsep Sistem Koordinasi*. Scie Map J, 1(1). <https://doi.org/10.30598/smjvol1issue1hal23-28>
- Azmi, F. F. (2021). *Learning loss Akibat Pembelajaran Jarak Jauh?* ITS News, <https://www.its.ac.id/news/2021/10/04/learning-loss-akibat-pembelajaran-jarak-jauh/>
- Basith, A. & Amin, S. (2017). "The Effect of Based Learning on ELF Student's Critical Thinking Skill and Learning Outcome". Al-Ta'lim Journal.
- Caulfield, J. (2022). *Writing a research paper conclusion | step-by-step guide*. Scribbr. <https://www.scribbr.com/research-paper/research-paper-conclusion/>
- Firmansyah, T. (2022). *Nadiem: Kurikulum Merdeka Mampu Kurangi Dampak Hilangnya Pembelajaran* |Republika online. Republika Online. <https://news.republika.co.id/berita/rbt11u377/nadiem-kurikulum-merdeka-mampu-kurangi-dampak-hilangnya-pembelajaran>
- Gloria, G. (2022). *Peningkatan Keaktifan dan Hasil Belajar Pendidikan Agama Kristen Melalui Model Window Shopping Pada Siswa Kelas IX SMPN 3 Dusun Selatan Kabupaten Barito Selatan*. Harati: Jurnal Pendidikan Kristen, 2(1), 46-57.
- Grehenson, G. (2021). *Pakar Linguistik UGM soroti penurunan kemampuan Bahasa siswa selama pandemi*. Universitas Gadjah Mada. Retrieved January 4, 2023, from <https://www.ugm.ac.id/id/berita/20815-pakar-linguistik-ugm-soroti-penurunan-kemampuan-bahasa-siswa-selama-pandemi>
- Hery Santosa, M. (2017). Learning approaches of Indonesian EFL Gen Z students in a Flipped Learning context. *Made Hery Santosa Journal on English as a Foreign Language*, 7(2), 183–208. <http://e-journal.iain-palangkaraya.ac.id/index.php/jefl>
- Ihnatova, O., Poseletska, K., Matiiuk, D., Hapchuk, Y., & Borovska, O. (2021). The application of digital technologies in teaching a foreign language in a blended learning environment. *Linguistics and Culture Review*, 5(S4), 114-127. <https://doi.org/10.37028/lingcure.v5nS4.1571>
- Intarapanich, C. (2013). Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR. *Procedia - Social and Behavioral Sciences*, 88, 306–311. <https://doi.org/10.1016/j.sbspro.2013.08.510>

- Istianingsih, K., Mir'anina, R. (2018). *Pengaruh Model Two Stay Two Stray Dengan Aktivitas Window Shopping Terhadap Minat dan Hasil Belajar Siswa Mts Al-Muttaqin Plemahan Kediri*. *Jurnal Ilmiah Pendidikan Matematika*, 3(2), 92-98.
- Kabupaten, S., Selatan, B., Smpn, G., Selatan, D., & Selatan, K. B. (2022). *Peningkatan Keaktifan dan Hasil Belajar Pendidikan Agama Kristen Melalui Model Window Shopping Pada Siswa Kelas IX SMPN 3 Dusun* (Vol. 2, Issue 1). <http://sttpaulusmedan.ac.id/e-journal/index.php/sotiria/article/view/16>.
- Karni. (2022). *Penerapan Model Pembelajaran Window Shopping TSTS (Two Stay Two Stray) Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Menggali Isi Teks Penjelasan (Eksplanasi) Ilmiah Yang Didengar Dan Dibaca Bagi Siswa Kelas Vi Semester I Sdn 2 Mojoreno*. *SD Negeri 2 Mojoreno, Sidoharjo, Wonogiri, Jawa Tengah, Indonesia*. *Jurnal Riset Pendidikan Indonesia JRPI*.
- Kusrin, K., Yanto, E. S., & Herzamzam, D. A. (2021). The Project-Based Learning Approach to Learning Correlational Research for EFL Pre-Service Teachers. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 3(5), 2741–2748. <https://doi.org/10.31004/edukatif.v3i5.824>
- Mahalli, Nurkamto, J., Mujiyanto, J., & Yuliasri, I. (2019). The Implementation of Station Rotation and Flipped Classroom Models of Blended Learning in EFL Learning. *English Language Teaching*, 12(12), 23. <https://doi.org/10.5539/elt.v12n12p23>
- Mandasari, B., & Wagyudin, A.Y. (2021). [Flipped classroom learning model: implementation and its impact on EFL learners' satisfaction on grammar class](#). *Ethical Lingua: Journal of Language Teaching and Literature* 8 (1), 150-158
- Mulyani, S., Miftakh, F., & Pahlevi, M. R. (n.d.). *Exploring EFL Secondary Students in A Flipped Classroom in Reading Learning*.
- Mustopa, M. Z. (2020). *Peningkatan Prestasi Belajar Peserta Didik Melalui Pendekatan Saintifik Model Pembelajaran Window Shopping (Kunjungan Galeri) Pada Materi Sistem Pencernaan Manusia Kelas VIII. 8 SMPN I Praya Tahun Pelajaran 2019-2020*. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 4(2).
- Muzdalifa, E. (2022). *Learning Loss Sebagai Dampak Pembelajaran Online Saat Kembali Tatap Muka Pasca Pandemi Covid 19*. *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam*, 2(1), 187-192.
- Negara, I. S. K. (2020). *Peningkatan Minat Belajar Mahasiswa Dengan Menggunakan Metode Pembelajaran Kooperatif Window Shopping Pada Mata Kuliah Ekonomi Pembangunan*. *Jurnal Ilmiah Hospitality*, 9(1), 105-110.
- Novianty, R. (2019). *Penerapan Model Pembelajaran Two Stay Two Stray (TS-TS) Dengan Aktivitas Window Shopping Untuk Meningkatkan Motivasi Belajar Mahasiswa IAIN Bone*. *Visipena*, 10(2), 239-253.
- Nurfadila, N., Ahmad, H., & Ali P., M. (2022). Pengaruh Model Pembelajaran Window Shopping Terhadap Kreativitas Matematika siswa. *Journal Peqguruang: Conference Series*, 4(1), 290. <https://doi.org/10.35329/jp.v4i1.2455>
- Pratiwi, R., Waziana, W., & Anggraeni, D. (2022). *Application Of Windows Shopping in Differentiated Learning To Improve Students'mathematics Learning Outcomes In Terms Of Learning Styles*. *JMPA (Jurnal Manajemen Pendidikan Al-Multazam)*, 4(3), 113-118.
- Qomariyah, R., Kuswandi, D., & Praherdhiono, H. (2019). *Skenario project based learning dengan format window shopping pada mata pelajaran dasar desain grafis*. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 4(10), 1396-1401.

- Saputri, A. C., Sajidan, S., & Rinanto, Y. (2017). *Identifikasi Keterampilan Berpikir Kritis Siswa dalam Pembelajaran Biologi Menggunakan Window Shopping*. In Prosiding SNPS (Seminar Nasional Pendidikan Sains) (pp. 131-135).
- Setyowati, L., Sukmawan, S., & El-Sulukkiyah, A. A. (2021). Learning from home during pandemic: A blended learning for reading to write activity in EFL setting. *JEES (Journal of English Educators Society)*, 6(1), 9–17. <https://doi.org/10.21070/jees.v6i1.662>
- SMP Negeri, S. (2017). *Penerapan Pembelajaran Tsts Dengan Aktifitas Window Shopping Untuk Meningkatkan Hasil Belajar Bangun Ruang Sisi Datar*. *Jurnal Edumath*, 3(2), 138–146. <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/edumath>
- Sugiyono, (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Suprpto, S. (2017). *Penerapan Pembelajaran Tsts Dengan Aktifitas Window Shopping Untuk Meningkatkan Hasil Belajar Bangun Ruang Sisi Datar*. *Jurnal e-DuMath*, 3(2).
- Swawikanti, K. (2022). *Kupas Tuntas Kurikulum Merdeka, Begini Konsep & Implementasinya. Aplikasi Bimbel Online Interaktif Terbaik #1 Indonesia* | Ruangguru. <https://www.ruangguru.com/blog/kurikulum-merdeka>
- Syafii, M. (2020). *Survei: Sistem Belajar online membosankan Dan Bikin stres*. KOMPAS.com.
- Syatriana, E., & Sakkir, G. (2020). *Implementing Learning Model Based on Interactive Learning Community for EFL Students of Muhammadiyah University*. 7(1).
- Thoriq, A. (2021). Using Rap Songs by Eminem in Teaching English Pronunciation To EFL Students At Universitas Pgri Ronggolawe Tuban. *Prosiding Seminar Nasional Penelitian Dan Pengabdian Masyarakat*, 6(1). <http://prosiding.unirow.ac.id/index.php/SNasPPM>
- Widako, J. & Gibraltar, K. (2020). *Dampak Positif Pembelajaran Online Dalam Sistem Pendidikan Indonesia Pasca Pandemi Covid19*. *Komisi Pendidikan PPI Dunia No. 3 / 2020*, 1–13. <http://journal.uinjkt.ac.id/index.php/adalah/article/view/15394/7199/>
- Yu, W., & Du, X. (2019). Implementation of a blended learning model in content- based EFL curriculum. *International Journal of Emerging Technologies in Learning*, 14(5), 188–199. <https://doi.org/10.3991/ijet.v14i05.8546>
- Yusri, Y. (2018). *The Use of Two Stay Two Stray Model in English Teaching To Increase Student's Learning Outcome*. <https://www.researchgate.net/publication/324972659>
- Yuwono, I. (n.d.). *Studi Perbandingan Metode Pembelajaran Diskusi, Jigsaw, Dan Window Shopping Dalam Internalisasi Wawasan Kebangsaan*.
- Zainuddin, M., & Zumrudiana, A. (2022). *Implementasi Pembelajaran Bahasa Inggris Menggunakan Mall Dalam Menyambut Kurikulum Merdeka Belajar*. *Jpe (Jurnal Pendidikan Edutama)*, 9(1). <http://ejournal.ikipgribojonegoro.ac.id/index.php/JPE>