


Correlation Study: Curriculum Development, Learning Planning and Technology as Determinants of the Quality of Indonesian Language Learning

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A B S T R A C T

This study aims to examine the influence of the implementation of the Merdeka Curriculum, instructional design, and the utilization of educational technology on the quality of Indonesian language instruction in junior high schools (SMP) and Islamic junior high schools (MTs) in the Songgom District, Brebes Regency. Employing a quantitative method with a descriptive and analytical approach, data were collected through questionnaires administered to 30 Indonesian language teachers as respondents. The data were subsequently analyzed using multiple linear regression analysis with the assistance of SPSS version 26. The findings reveal that: (1) The implementation of the Merdeka Curriculum has a statistically significant negative effect on the quality of Indonesian language instruction, indicating the presence of challenges such as teacher readiness and adaptation to curriculum changes. (2) Instructional design exhibits a statistically significant positive effect, underscoring the critical role of well-structured planning in enhancing instructional quality. (3) The utilization of educational technology also demonstrates a statistically significant positive effect, suggesting that the integration of technology contributes to greater instructional effectiveness. Collectively, these three variables account for 57.6% of the variance in instructional quality, while the remaining 42.4% is attributable to factors beyond the scope of this study. The implications of this research emphasize the necessity of comprehensive teacher training to enhance understanding and competence in implementing the Merdeka Curriculum, the development of innovative instructional designs, and the optimal integration of educational technology. Recommendations for schools and policymakers include the provision of supporting infrastructure, training modules, and more intensive dissemination of the curriculum. Consequently, this study contributes to the advancement of Indonesian language instructional quality in the digital era.

Keywords: *Merdeka Curriculum, Instructional Design, Educational Technology, Instructional Quality, Indonesian Language.*

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INTRODUCTION

The development of digital technology has brought significant transformation in the education system, including Indonesian language learning at the junior high school level. The current curriculum is required to integrate various digital devices and technological literacy to prepare students to face the challenges of the global era (Noviyanti et al., 2024). This transformation not only changes teaching methods but also demands a new approach in the development of teaching materials that are more adaptive to technological advances.

The digital era has shifted the learning paradigm from conventional methods to more dynamic and interactive systems. Online learning platforms and virtual reality are now an integral part of the educational process, creating a more interesting and contextual learning experience for students (Anugrahdwi, 2025). This change also emphasizes the importance of mastery of the Indonesian language not only as structural knowledge but as a means of communication and critical thinking.

The implementation of the Independent Curriculum and the 2013 Curriculum in schools has created its own dynamics in the world of education. In Songgom District, Brebes

Regency, many schools still run both curricula at the same time, creating complex challenges for teachers in developing consistent and sustainable learning plans (Mulyasa, 2006). This situation is exacerbated by a lack of a deep understanding of the characteristics of each curriculum.

Although the Independent Curriculum offers flexibility and an innovative project-based approach, in practice many teachers have difficulty adapting to the new learning method. The main obstacles include limited training, lack of supporting resources, and the gap between curriculum expectations and the reality of school conditions in the region (Yuniawan, 2009). This has an impact on the effectiveness of the learning process in the classroom.

Digital literacy has become an important component of the modern educational curriculum. Initiatives such as e-library programs and digitization of school management demonstrate systematic efforts in integrating technology into the teaching and learning process. However, the optimal use of this technology is still hampered by several factors such as limited infrastructure and varying levels of teacher adaptation (Noviyanti et al., 2024).

Theoretically, the Merdeka Curriculum is designed to comprehensively integrate linguistic and literary aspects through a text-based approach. However, in its implementation, many teachers are still trapped in conventional learning methods, causing the separation of important aspects of Indonesian learning (Anugrahdwi, 2025). This gap is widening due to the lack of teaching materials that support the integrated approach.

The ideal Indonesian learning design process should involve the preparation of lesson plans and syllabus with a contextual approach and utilizing various innovative learning media. In fact, many teachers face difficulties in developing creative teaching modules due to high administrative burdens and limited access to modern teaching references (Mulyasa, 2006).

Various learning technologies such as interactive digital platforms and gamification applications actually have great potential to increase student engagement in the learning process. However, the use of this technology is often not optimal due to the lack of training for teachers and the uneven distribution of supporting facilities in various schools (Yuniawan, 2009).

Monotonous and less innovative Indonesian learning has had an impact on declining student interest in learning and academic achievement that is not optimal. This situation requires a comprehensive solution that includes improving teacher competence, improving learning facilities, and developing more attractive teaching materials (Noviyanti et al., 2024).

Previous research has tended to focus on specific aspects separately, such as curriculum or learning technology alone. In fact, a holistic approach is needed that integrates the three main components, namely curriculum development, learning design, and the use of technology to fully understand the improvement of the quality of Indonesian learning (Anugrahdwi, 2025).

This research has significance both theoretically and practically. Theoretically, research findings can enrich the treasures of language education, while practically it can be a guide for teachers in developing learning that is more effective and relevant to the needs of the times (Mulyasa, 2006).

The results of the research are expected to provide multi-layered benefits for various stakeholders. For teachers, this research can be a reference in developing learning strategies; for students, it can improve the learning experience; while for educational institutions, it can be the basis for formulating policies for curriculum development and learning technology (Yuniawan, 2009).

METHOD

Types of Research

This study uses a quantitative approach to analyze the influence of the implementation of the Independent Curriculum, learning design, and the use of technology on the quality of

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Indonesian learning in junior high schools/MTs. This approach was chosen because it is able to provide measurable and reliable empirical data on the relationship between variables (Aslam AP, 2023).

Location and Research Subject

This research was carried out in Songgom District, Brebes Regency, with the research subjects being Indonesian teachers of junior high school and MTs in the area. The research objects include the variables of the implementation of the Independent Curriculum (X_1), learning design (X_2), the use of learning technology (X_3), and the quality of Indonesian learning (Y) as bound variables that are analyzed to determine the influence of each independent variable on the quality of the learning process.

Population and Sample

The population in this study was 249 junior high school and MTs teachers in Songgom District (Sugiyono, 2016), with a sample of 30 Indonesian teachers who were selected using purposive sampling techniques based on the criteria that they actively teach Indonesian subjects (Sugiyono, 2016).

Data Collection Techniques

The instruments used in this study consisted of questionnaires and documentation. The questionnaire was compiled using a 5-point Likert scale, with a rating range from 1 (Strongly Disagree) to 5 (Strongly Agree), to measure each research variable (Sugiyono, 2019). In addition, documentation is used as supporting data by analyzing curriculum documents, lesson plans, and school records to complement and validate the data obtained through questionnaires.

Research Instruments

The variables and indicators in this study were measured through a questionnaire that had been validated, with the following details: the implementation variable of the Independent Curriculum (X_1) was measured using 20 items based on indicators from the Ministry of Education and Culture (2022); the variable of learning design (X_2) used 20 items referring to Zulfani Sesmiarni and Redha Septia Asi (2023); the variable of the use of learning technology (X_3) also consists of 20 items based on indicators from Didit Darmawan et al. (2024); and the learning quality variable (Y) was measured by 20 items referring to Waruwuo Lestari et al. (2024).

Validity and Reliability Tests

The validity test of the instrument was carried out using Pearson correlation with the help of SPSS version 26, and the results showed that all items on the questionnaire were declared valid because the r-calculated value was greater than the r-table and significant at $p < 0.05$. Meanwhile, a reliability test using the Cronbach's Alpha method with a threshold of $\alpha \geq 0.7$ showed that all variables had excellent reliability, with the following α values: implementation of the Independent Curriculum (X_1) of 0.930, learning design (X_2) of 0.919, use of learning technology (X_3) of 0.929, and learning quality (Y) of 0.924.

Analysis Prerequisites Test

The classical assumption test in this study includes normality, linearity, and multicollinearity tests. The normality test was performed using the Kolmogorov-Smirnov and Shapiro-Wilk methods, with results showing that the data were normally distributed due to the significance value (p) > 0.05 . The linearity test was carried out through linear regression analysis, which also showed significant results ($p > 0.05$), so that it can be concluded that the relationship between variables is linear. Meanwhile, the multicollinearity test showed that there were no symptoms of multicollinearity, with a tolerance value of > 0.1 and a Variance Inflation Factor (VIF) of < 10 for all independent variables.

Data Analysis Techniques

The data analysis in this study consisted of descriptive analysis and multiple linear regression analysis. Descriptive analysis is used to describe data through mean, median, and standard deviation statistics. Meanwhile, multiple linear regression analysis was used to

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determine the influence of independent variables on bound variables using the formula: $Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$. The t-test was performed to test the partial or individual influence of each independent variable on the bound variable, while the F test was used to test the simultaneous or joint influence of all independent variables on the quality of learning Indonesian Language. In addition, the determination coefficient (R^2) is used to calculate how much the contribution of the three independent variables in explaining the variations that occur in the bound variables.

Interpretation of Results

The results of the analysis are interpreted to answer the formulation of the problem and test the hypothesis, taking into account previous theoretical and empirical findings.

RESULTS OF RESEARCH AND DISCUSSION

The Effect of the Implementation of the Independent Curriculum, Learning Design, and Utilization of Technology on the Quality of Indonesian Language Learning

Overview and Descriptive Statistics

This study analyzes four main variables: Implementation of the Independent Curriculum (X_1), Learning Design (X_2), Utilization of Learning Technology (X_3), and Quality of Indonesian Learning (Y). Data was collected from 30 respondents (junior high school/MTs teachers in Songgom District, Brebes).

Tabel 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Hours of deviation
X_1 (IKM)	30	55	89	69,50	8,472
X_2 (PP)	30	47	88	68,57	9,460
X_3 (PTP)	30	54	85	69,20	8,002
and (KPBI)	30	49	85	67,27	9,436
Valid N (listwise)	30				

Source: SPSS output version 26 (2024)

The results of data interpretation showed that on average all research variables were in the "Adequate" category (60–70%), which indicates that the implementation of the Independent Curriculum, learning design, technology utilization, and the quality of Indonesian learning still need to be improved in various aspects. In addition, the standard deviation values in the moderate range (8–9.5) reflect a variation in perceptions among respondents, indicating that teachers' experiences and views on each variable are not entirely uniform.

Analysis Prerequisites Test

The results of the classical assumption test in this study show that the data are eligible for multiple linear regression analysis. The normality test using Kolmogorov-Smirnov yielded an Asymp. Sig. > 0.05 for all variables ($X_1 = 0.200$; $X_2 = 0.200$; $X_3 = 0.098$), so it can be concluded that the data is normally distributed. The linearity test showed a significance value of Deviation from Linearity > 0.05 for all variables ($X_1 = 0.705$; $X_2 = 0.425$; $X_3 = 0.099$), which indicates a linear relationship between independent and dependent variables. The heteroscedasticity test using the Glejser method also showed that all variables had a significance value of > 0.05 ($X_1 = 0.268$; $X_2 = 0.056$; $X_3 = 0.722$), so it can be concluded that there are no symptoms of heteroscedasticity. Furthermore, the multicollinearity test showed that all variables had a VIF value of < 10 and a Tolerance > 0.1, which means that no multicollinearity was found in the regression model.

Multiple Regression Analysis

Regression Equations:

$$Y = 20.964 - 0.876X_1 + 0.432X_2 + 1.170X_3$$

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20,964	9,716		2,158	0,040
	X1	-0,876	0,334	-0,978	-2,621	0,014
	X2	0,432	0,207	0,408	2,083	0,047
	X3	1,170	0,291	1,303	4,014	0,000
a. Dependent Variable: Y						

Source: SPSS Ver.26 Output

The interpretation of the regression results shows that the increase in the implementation of the Independent Curriculum (X_1) actually has a negative impact on the quality of Indonesian learning, which is counter-intuitive and indicates a potential mismatch between the implementation of the curriculum in the field and the expected goals. On the other hand, the variables of learning design (X_2) and the use of learning technology (X_3) have a positive influence on learning quality, showing that a good learning planning strategy and effective technology integration can improve the quality of Indonesian learning at the junior high school and MTs levels.

Uji Hypothesis

The results of the t-test (partial) showed that the implementation of the Independent Curriculum (X_1) had a significant negative effect on the quality of learning with a t-count value = $-2,621 > t\text{-table} = 2,045$, while learning design (X_2) and the use of learning technology (X_3) had a significant positive effect with t-calculations of 2,083 and 4,014, respectively, which exceeded the t-table value. The F-test (simultaneous) produced an F-count value = $11,778 > F\text{-table} = 2,98$ with a significance of 0,000, so it can be concluded that the three independent variables simultaneously had a significant effect on the quality of Indonesian learning. The determination coefficient indicated by the Adjusted R^2 value of 0,576 indicates that 57,6% of the variation in learning quality can be explained by the implementation of the Independent Curriculum, learning design, and technology utilization, while the remaining 42,4% is influenced by other factors outside this research model.

Discussion of Findings

The results of the study show that the implementation of the Independent Curriculum (X_1) has a negative effect on the quality of learning, which is allegedly caused by: (1) uneven teacher readiness in understanding and implementing the curriculum, (2) limited access to technology and supporting resources, and (3) increasing teachers' workload in adjusting to the demands of the new curriculum. Meanwhile, learning design (X_2) has a positive influence because: (1) careful planning through the preparation of lesson plans, (2) selection of the right method, and (3) structured evaluation planning is able to increase learning effectiveness. The use of learning technology (X_3) showed the highest positive influence with a coefficient of 1,170, because: (1) technology supports interactivity, (2) encourages creativity of teachers and students, and (3) increases active student involvement in the teaching and learning process.

Implications and Recommendations

The effect of the implementation of the Independent Curriculum on the quality of Indonesian learning for junior high school and MTs teachers in Songgom District, Brebes Regency shows that the implementation of this curriculum still faces challenges in the field. To overcome the negative influences identified, several strategic steps are needed, including: (1) teacher training focused on mastering the Independent Curriculum and the effective use of learning technology, (2) improving infrastructure through the provision of uniform technology facilities throughout schools, and (3) continuous evaluation in the form of monitoring and mentoring the implementation of the curriculum and learning design to ensure the suitability of implementation with the aim of improving the quality of Indonesian learning.

The implementation of the Independent Curriculum in junior high schools and MTs in Songgom District has a significant impact on the quality of Indonesian language learning. The independent curriculum that is implemented provides flexibility for teachers to develop learning that is more flexible, contextual, and oriented towards strengthening students' essential competencies. This is in line with the characteristics of the Independent Curriculum which emphasizes the development of soft skills, focusing on essential materials, and deeper and more meaningful learning.

In the context of Indonesian learning, teachers are given the freedom to choose teaching tools and learning methods that suit students' needs and interests, so that the learning process becomes more effective and enjoyable. This approach allows students to be more active and creative in understanding the material, which ultimately improves the overall quality of learning.

Quantitatively, the regression analysis in this study shows that the negative t-test value (-2.261) in statistical analysis, especially in the t-test in regression or hypothesis testing, shows the direction of the relationship between the independent (independent) variable of the implementation of the independent curriculum (X1) and the dependent (Bound) quality of Indonesian learning (Y). A negative sign on the t-value means that the regression coefficient of the variable is also negative (-0.876), so the relationship between the two variables is in the opposite direction: if the variable of the implementation of the independent curriculum (X1) increases, the variable of Indonesian learning quality (Y) tends to decrease, and vice versa. If the variable of the implementation of the independent curriculum (X1) decreases, the variable of the quality of Indonesian learning (Y) tends to increase. It is important to understand that a negative sign on t count does not automatically mean that the result is not significant. Fixed significance is determined by the probability value (p-value) or by comparing the value of the t calculation (without paying attention to the sign) with the t table. If $p\text{-value} = 0.014 < 0.05$ (or t is greater than t in the table in absolute terms), then the effect of the implementation of the independent curriculum is significant, even though the direction of the influence is negative. Conversely, if the $p\text{-value} > 0.05$ (or t is calculated less than t in the table in absolute terms), then the effect is not significant, either the t count is positive or negative.

The results of multiple regression analysis that show the negative influence of the implementation of the Independent Curriculum on the quality of Indonesian learning in junior high schools and MTs in Songgom District can be understood through several causative factors found in the study, including first, uneven teacher readiness is the main factor. Many teachers still face difficulties in understanding and implementing the concept of the Independent Curriculum as a whole, especially in designing teaching modules that are in accordance with students' learning outcomes and character. This condition is exacerbated by the low experience of independent learning, so teachers need enough time and training to master this new approach.

Second, limited access to technology and digital learning resources is a significant obstacle. An independent curriculum demands optimal use of learning technology, but not all teachers and students have adequate access to devices and internet networks. The inequality of these facilities causes the learning process to not run effectively and has a negative impact on the quality of learning. Third, the increased management of teachers' time and workload due to the demands of making new teaching materials and adapting learning methods causes teachers to feel overwhelmed. This results in a lack of focus and quality in the implementation of Indonesian learning, thus negatively impacting student learning outcomes.

Fourth, difficulties in the implementation of learning evaluation are also an inhibiting factor. The independent curriculum prioritizes formative and authentic assessments, but teachers often have difficulties in designing and implementing appropriate evaluations, so that the assessment of learning quality becomes less than optimal. Fifth, the difference in readiness between junior high schools and MTs also affects the results of implementation. State Junior High Schools in the Songgom District area, Brebes Regency tend to be more prepared

in providing supporting facilities than MTs, and Private Junior High Schools so that the quality of learning, especially Indonesian subjects in MTs, can be more negatively affected due to limited facilities and human resources. Overall, these factors cause the effect of the implementation of the Independent Curriculum on the quality of Indonesian learning to be negative in multiple regression analysis. This indicates that although this curriculum has great potential to improve the quality of learning, especially in Indonesian subjects, however, real conditions in the field such as teacher readiness, facilities, and learning management that are not optimal are the main obstacles.

To overcome this negative influence, interventions are needed in the form of intensive training for teachers, increased access to technology and learning resources, as well as assistance in time management and learning evaluation. Local governments and schools need to provide more concrete support so that the implementation of the Independent Curriculum can run effectively and have a positive impact on the quality of learning, especially Indonesian subjects, as well as other subjects in junior high schools in general.

The Effect of Learning Design on the Quality of Indonesian Language Learning of Junior High School and MTs Teachers in Songgom District, Brebes Regency.

Learning design is one of the important aspects of the learning process that plays a role in determining the success and quality of Indonesian learning at the junior high school and MTs levels.

Quantitatively, the multiple regression analysis in this study showed that the positive t-test value of 2.083 in statistical analysis, especially in the t-test in regression or hypothesis testing, showed the direction of the relationship between the independent (independent) variable of learning design (X2) and the dependent (bound) quality of Indonesian learning (Y). A positive sign on the t-value means that the regression coefficient of the variable is also positive = 0.432, so the relationship between the two variables is unidirectional: if the learning design variable (X2) increases, the Indonesian learning quality variable (Y) tends to increase. Fixed significance is determined by the probability value (p-value) or by comparing the value of the t calculation (without paying attention to the sign) with the t table. If p-value = 0.047 < 0.05 (or t is greater than t table), then the influence of learning design is significant. The implication of the hypothesis test (ho) is rejected, meaning that ha is accepted, meaning that the learning design (X2) has an effect on the quality of Indonesian learning (Y) is empirically proven.

Learning design has a significant influence on the quality of Indonesian learning in junior high schools and Madrasah Tsanawiyah (MTs). Good design includes the preparation of a syllabus, Learning Implementation Plan (RPP), selection of methods, media, and learning resources that are in accordance with the applicable curriculum, such as the 2013 Curriculum or the Independent Curriculum. In the context of Indonesian learning, careful design helps teachers in organizing learning materials in a systematic and structured manner so that the teaching and learning process becomes effective and efficient.

With good planning, teachers can develop basic competencies and clear achievement indicators, choose active and creative learning methods, and use engaging and relevant learning media to increase student motivation and engagement. In addition, good learning design also includes the determination of systematic learning steps, starting from the introduction, core, to the conclusion, as well as a comprehensive assessment to measure the achievement of student competencies objectively. This contributes to improving the quality of Indonesian learning outcomes, both in terms of language skills (listening, speaking, reading, writing) and developing students' attitudes and characters. State Junior High School, Private Junior High School, and MTs, in the Songgom District area with a total of 10 junior high schools, teachers who are able to design learning well will more easily overcome obstacles in the learning process, such as variations in students' abilities and limited learning resources. Adaptive and responsive design to student needs also supports the creation of a conducive and fun learning atmosphere. Overall, planned and integrated learning design with applicable

curriculum principles greatly determines the success of Indonesian learning in State Junior High Schools, Private Junior High Schools, and MTs, so that the quality of learning can improve and the goals of national education are achieved.

The Effect of the Utilization of Learning Technology on the Quality of Indonesian Learning of Junior High School and MTs Teachers in Songom District, Brebes Regency

The use of learning technology is one of the important factors in improving the quality of Indonesian learning in junior high schools and MTs in Songgom District, Brebes Regency. Learning technologies, such as the use of digital media, audio-visual, and online learning platforms, provide convenience for teachers to deliver material in an interactive and engaging manner. This is in line with the development of 21st century education which demands the integration of technology to create an active, creative, and independent learning atmosphere.

Quantitatively, the multiple regression analysis in this study showed that the positive t-test value of 4.014 in statistical analysis, especially in the t-test in multiple regression or hypothesis testing, showed the direction of the relationship between the independent (free) variable of the use of learning technology (X3) and the dependent (Bound) quality of Indonesian learning (Y). A positive sign on the t-value means that the regression coefficient of the variable is also positive = 1.170, so the relationship between the two variables is unidirectional: if the variable of the use of learning technology (X3) increases, the variable of Indonesian learning quality (Y) tends to increase. Fixed significance is determined by the probability value (p-value) or by comparing the value of the calculated t (without paying attention to the mark) greater (>) with the t-table ($4.014 > 1.170$). If the p-value is significant (sign) at 0.05 ($0.000 < 0.05$), then the effect of the use of learning design technology is significant. The implication of the hypothesis test (H_0) is rejected, meaning that H_a is accepted, meaning that the use of learning technology (X3) affects the quality of Indonesian learning (Y) and is empirically proven.

The use of learning technology has a positive effect on the quality of Indonesian learning carried out by teachers in junior high schools and Madrasah Tsanawiyah (MTs) in Songgom District, Brebes Regency. The use of digital technology such as interactive learning applications (Google Forms), presentation media (PowerPoint), and communication platforms (WhatsApp, YouTube) helps teachers in delivering material in a more interesting, effective, and efficient manner. This technology allows teachers to develop more creative and varied learning methods, so that they can increase students' interest and motivation to learn. In addition, the use of digital technology also facilitates more intense collaboration and interaction between teachers and students, as well as between students themselves, so that the learning process becomes more active and fun.

The results of the application of digital technology in Indonesian language learning in junior high schools and MTs show an improvement in the quality of student learning outcomes, which is reflected in better assignment scores, practice questions, and daily tests compared to conventional learning. The use of technology also supports the development of students' digital literacy skills, which is very important in this modern era. In addition, supporting facilities such as LCD projectors, and adequate internet access are important factors in the successful use of learning technology. Teachers who are able to integrate technology with the right learning strategies can create a learning environment that is interactive, innovative, and responsive to the needs of junior high school students in Songgom District, Brebes Regency.

The results of the analysis of the F test which showed a significant value of 0.05 ($0.000 < 0.05$) confirmed that simultaneously the value of $F_{cal} > F_{table}$ ($11.778 > 2.98$) can be interpreted that there is a significant influence together between the variables of the implementation of the independent curriculum (X1), learning design (X2), and the use of learning technology (X3) together (simultaneously) on the quality of learning Indonesian junior high school and MTs teachers in Songgom District, Brebes Regency.

The determination coefficient is carried out to find or measure the small percentage of relationships or contributions between independent variables and dependent variables. It is known based on the results of the R Square Value or determination coefficient of 0.576. For the double regression, the researcher used the adjusted R Square that has been adjusted or written Adjusted R Square, because it has been adjusted to the number of independent variables used. The value of the Adjusted R Square (R^2) is 0.576. This value shows that the quality of Indonesian learning is influenced by the variables of the implementation of the independent curriculum, learning design, and the use of learning technology by 57.60%. The remaining 42.40% were explained or influenced by other factors that were not analyzed in this study.

The Effect of Independent Curriculum Implementation, Learning Design, and Simultaneous Utilization of Learning Technology on the Quality of Indonesian Language Learning of Junior High School and MTs Teachers in Songgom District, Brebes Regency. The study assesses the extent to which junior high school and MTs teachers in Songgom District apply the principles of the Independent Curriculum in Indonesian language learning, including flexible planning, focus on essential learning outcomes, and empowering teachers as innovative learning facilitators. From the aspect of learning design, teachers are required to design learning that is contextual, interesting, and in accordance with the needs of students. This design includes the creation of teaching modules, the selection of active learning methods, and the integration of character values and competencies in the 21st century. Technology is used as a learning medium to increase interactivity, creativity, and effectiveness of Indonesian learning.

Teachers utilize digital tools such as multimedia presentations, learning videos, and online learning platforms. Quantitatively, the simultaneous influence on learning quality, the results of the study show that these three variables simultaneously have a significant influence on improving the quality of Indonesian learning. This is indicated by the results of the F value calculated = $11.778 > F \text{ table} = 2.98$ shows that the F value is calculated as $11.778 > F \text{ table} 2.98$, then it can be concluded that there is a significant influence together between the variables of the implementation of the independent curriculum (X1), learning design (X2), and the use of learning technology (X3) together (simultaneously) have a significant effect on the quality of Indonesian learning. In other words, the implementation of an independent curriculum supported by good learning design and optimal use of technology is able to improve learning outcomes and student involvement.

Practical implications, the research recommends that teachers continue to improve their competence in designing learning based on the Independent Curriculum and optimizing the use of learning technology to create an active, creative, and fun learning atmosphere.

CONCLUSION

Based on the results of quantitative analysis, it can be concluded that: (1) The implementation of the Merdeka Curriculum has a significant negative effect on the quality of Bahasa Indonesia learning among SMP and MTs teachers in Kecamatan Songgom, Kabupaten Brebes, as indicated by a coefficient of -0.876 and a significance value of $0.014 < 0.05$; (2) Learning design has a significant positive effect on the quality of Bahasa Indonesia learning, with a coefficient of 0.432 and a significance value of $0.047 < 0.05$; (3) The use of instructional technology has the most substantial positive effect on the quality of Bahasa Indonesia learning, with a coefficient of 1.170 and a significance value of $0.000 < 0.05$; (4) Simultaneously, the variables of curriculum implementation, learning design, and technology utilization significantly influence the quality of Bahasa Indonesia learning, as shown by the F-test result ($F \text{ count} = 11.778 > F \text{ table} = 2.98$); and (5) The coefficient of determination (Adjusted R^2) of 0.576 indicates that 57.60% of the variation in the quality of Bahasa Indonesia learning is explained by these three variables, while the remaining 42.40% is influenced by other unexamined factors.

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