

**DIFFICULTIES IN DESIGNING LESSON PLAN
BASED ON MERDEKA BELAJAR CURRICULUM :
A STUDY OF VOCATIONAL HIGH SCHOOL
ENGLISH TEACHERS IN BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to the faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. SaifuddinZuhriPurwokerto
as the Requirement for Writing an Undergraduate Thesis**

by

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A STUDY OF VOCATIONAL HIGH SCHOOL ENGLISH TEACHERS
IN BANYUMAS REGENCY**

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Abstract: The Indonesian Minister of Education and Culture (Mendikbud), Nadiem Makarim released four Merdeka Belajar Curriculum's principles, one of them is concern lesson plans. The goal is to simplify teacher administration so that teacher time can more focused on learning and currently lesson plans have been replaced which are more varied in nature. However, there are many changes in terms and formulation techniques that make teachers have to re-adapt in designing lesson plans in this curriculum. This research aims to find out the difficulties faced by Vocational High Schools' English teachers at Banyumas regency in designing Merdeka Belajar Curriculum's lesson plan. Qualitative and quantitative designs are used in this research, employing questionnaires and interviews as research instruments. 35 English teachers from Vocational High Schools participated in filling out the questionnaires, while only 4 out of the 35 teachers were selected for the interviews. The result of the study indicate that there are have difficulties faced by Vocational High Schools' English teachers in designing lesson plan based on Merdeka Belajar Curriculum. Based on the finding showed that 30% teachers have difficulties in formulating learning objectives and interpreting elements based on Learning Outcomes, 20,7% teachers difficulties in formulating general elements, 13,5% teachers difficulties in formulating learning activities, and 21,7% teachers difficulties based on formulating assessment

Keywords: *Merdeka Belajar Curriculum, lesson plan, Vocational High School*

MOTTO

“Brain, Attitude, Beauty”



DEDICATION

I dedicate this thesis to:

Myself

Thank you to myself who is willing to fight, try to be consistent even slowly but still growing, and that is enough.

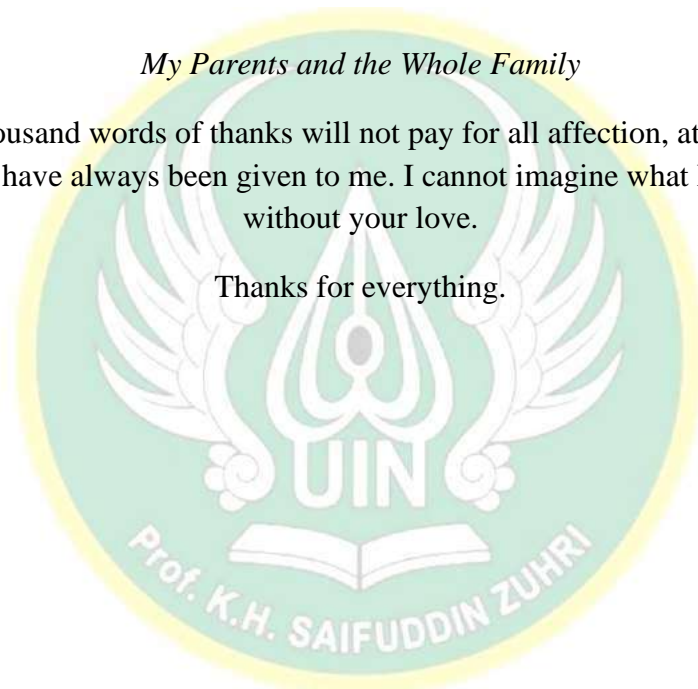
It is the best time, the best portion, and the best results in my version.

I'm so grateful for what I have today.

My Parents and the Whole Family

Even a thousand words of thanks will not pay for all affection, attention, and patience that have always been given to me. I cannot imagine what I would be like without your love.

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Purwokerto, 11 August 2023

The Researcher

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TABLE OF CONTENTS

OFFICIAL NOTE OF SUPERVISOR	iv
ABSTRACT	v
MOTTO	vi
DEDICATION.....	vii
PREFACE.....	viii
LIST OF TABLES	xii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study	1
B. Operational Definition	4
C. Research Question.....	5
D. Objectives of the Study	5
E. Significance of the Study	5
F. Organization of the Paper.....	6
CHAPTER II.....	7
LITERATURE REVIEW.....	7
1. Theoretical Framework	7
a. Curriculum in Education	7
b. Merdeka Belajar Curriculum.....	13
c. Lesson Plan.....	16
d. Vocational High School	29
CHAPTER III	36
RESEARCH METHOD	36
1. Research Design.....	36
2. Time and Place of the Research	36
3. The Subject of the Research.....	36
4. Data Collection Types	37
5. Data Analysis	40
CHAPTER IV.....	42

FINDINGS AND DISCUSSIONS	42
A. Finding	42
B. Discussion	46
CHAPTER V	88
A. Conclusion	88
B. Limitation of the Research	89
C. Suggestions	89
REFERENCES	90
APPENDICES	95



LIST OF TABLES

Table 1.1	Categories of Learning Outcomes Difficulties.....	36
Table 1.2	Categories of General Elements Difficulties.....	37
Table 1.3	Categories of Learning Activities Difficulties.....	37
Table 1.4	Categories of Assessment Difficulties	38
Table 2.1	The Number of Teachers' Difficulties in Designing Lesson Plan....	43
Table 2.2	Percentage of Learning Outcomes Difficulties.....	43
Table 2.3	Percentage of General Elements Difficulties.....	44
Table 2.4	Percentage of Learning Activities Difficulties.....	44
Table 2.5	Percentage of Assessment Difficulties.....	45
Table 3.1	Learning Outcomes.....	45
Table 3.2	Listening-Speaking.....	47
Table 3.3	Reading-Viewing.....	50
Table 3.4	Writing-Presenting.....	52
Table 3.5	Facilities and Infrastructure.....	54
Table 3.6	Learning Model.....	56
Table 3.7	Learning Material.....	58
Table 3.8	Pemantik Question.....	60
Table 3.9	Preliminary Activities.....	62
Table 3.10	Core Activities.....	64
Table 3.11	Closing Activities.....	65
Table 3.12	Preliminary Time Management.....	67
Table 3.13	Core Time Management.....	69
Table 3.14	Closing Time Management.....	71
Table 3.15	Diagnostic Assessment.....	73
Table 3.16	Formative Assessment.....	75
Table 3.17	Summative Assessment.....	77
Table 3.18	Scoring	79
Table 3.19	Enrich & Remedial.....	81
Table 3.20	Teaching Material.....	83

CHAPTER I

INTRODUCTION

A. Background of Study

The curriculum has a critical role in education, where the success of education depends on the applied curriculum. Oktafianti (2019) stated that education goals are challenging to achieve without the correct curriculum. Even in its design, the curriculum must be carried out with accuracy, systematically and accompanied to build education. So, the concept of desire and learning objectives that are effective, efficient, and conducive in the eyes of students and educators is achieved. Suryana (2019) stated that curriculum is an educational program, whereas learning is how pupils get an educational experience. As a result, the two terms were combined in the school's development of the educational program. The relationship between the curriculum and learning may also be seen in each subject's syllabus. Therefore, we can conclude that the curriculum discusses a learning strategy. A curriculum is a detailed strategy for a training program or educational course that provides new or upgraded labor to meet the growing demands of a dynamic society.

In Indonesia, the curriculum has been developed several times. However, the changing curriculum is standard because to improve education quality in a country, regarding curriculum implementation, in the Indonesian context, different curriculums are implemented periodically, and different stakeholders in different government eras may produce different curriculum. The changes in the curriculum are because of the changes of needs: political and academic needs. The needs of students, learners, and stakeholders are different year by year. Therefore, some changes in the curriculum need to be made to fulfill the student's needs (Oktafianti, 2019).

During the Industrial Revolution, the Indonesian Minister of Education and Culture (Mendikbud) 2019 released a new directive about

high school and college curriculum. A new curriculum policy known as "Merdeka Belajar" for schools and "Merdeka Belajar Kampus Merdeka" (MBKM) for the campus was released by Mendikbud Nadiem Anwar Makarim. In this policy, the teacher sets the stage for thinking freely before instructing the students. Without a process of translating the current fundamental competencies and curriculum, learning will not take place regardless of the teachers' degree of competency. Whatever the type of curriculum, it will be applied to learning activities with lesson plans. Also included in this new policy, lesson plans have been prepared through the Minister of Education and Culture Nadiem Anwar Makarim's declaration concerning the one sheet of lesson plan (RPP). This is one of the aspects of the Merdeka Curriculum that has caught the most teachers' attention through Permendikbud Number 14 of 2019, published on December 13, 2019, with the intention that the lesson plan in this new policy has been simplified (Lia, 2021).

A lesson plan is a teacher's daily guide for what they want their students to learn, how they will teach it, and how learning will be assessed. By establishing a detailed schedule to follow throughout each class hour, lesson plans assist teachers in being more productive in the classroom (Amin, 2021). A lesson plan is a schedule for setting up the teaching and learning process for each meeting or more. A lesson plan is created based on the syllabus to guide students' learning activities and help them acquire the fundamental competencies (KD) listed in the syllabus. (Sari, 2019). Lesson plans' content could be a thorough exercise in the classroom, or it could be the substance of a lesson plan, as well as the delivery style and method utilized to give it. Lesson plans let teachers build activities in the classroom incrementally, making it simpler to accomplish a goal and creating an evaluation for the subsequent meeting (Wijayanti et al, 2022).

According to Graves (2000), lesson plan often serve two purposes; to provide a framework for the lesson and an overall format to make it easier for teachers to provide resources that are appropriate for students

and to manage the teaching-learning process in the classroom. Any teacher should make a lesson plan since it is crucial to success since it discusses the learning objectives, where each item will have a different goal. The lesson plan includes preparation tools, teaching strategies, and learning procedures. Teachers that have created lesson plans will precisely know what subjects they will cover with their pupils the following day. As a result, regardless of the circumstances, every instructor must still create a lesson plan (RPP) for organizing instructional principles. Teachers in the classroom are not required to create the curriculum, the props, or even the judgment in some circumstances, but they should refrain from doing so (Hidayatullah, 2016).

SMK is a vocational education school where students here are educated with unique programs that can be chosen by anyone interested in preparing themselves for work. Putri et al. 1 (2022) stated that Vocational High Schools aim to prepare their students to enter the workforce. Vocational High School graduates are expected to become ready-to-use staff. In other words, Vocational High Schools produce graduates who are ready to work. Based on the description, it can be concluded that the purpose of Vocational High Schools is to prepare students by equipping students with knowledge and skills to be following high competitiveness skills to enter the world of work. With the implementation of the Merdeka Belajar Curriculum, Vocational High Schools must also be able to adapt to this policy, especially in creating lesson plans for the teacher.

They are implementing Merdeka Belajar Curriculum in Vocational High Schools, for example, at SMK Tujuh Lima 1 Purwokerto. English teacher here claimed that in SMK Tujuh Lima 1 Purwokerto has implemented the Merdeka Curriculum since this year in 10 grade. The formation of a new curriculum certainly has its drawbacks. The lack of a Merdeka Belajar Curriculum challenges teachers in dealing with Merdeka Curriculum learning. One of the obstacles or challenges that must be faced when creating a lesson plan. Therefore, English teachers must adapt to

designing lesson plans based on Merdeka Curriculum for 10th-grade students and lesson plans based on the 2013 Curriculum for 11 and 12-grade students.

The teacher stated that lesson plans from the 2013 Curriculum and the Merdeka Belajar Curriculum are very different. The differences in the 2013 lesson plan consist of the lesson plan itself and attachments. In comparison, the lesson plan in the Merdeka Curriculum consists of a syllabus and modules. Furthermore, the module consists of materials, teaching materials, etc. The teacher also stated that in the Merdeka Curriculum, there was no remedial, unlike in the previous curriculum. Regarding learning objectives, the Merdeka Curriculum also contains a complete addition to students' character, ranging from cooperation, discipline and so on.

Several studies (Oktafianti: 2019, Hidayatullah: 2016, Hartina: 2021, Suryana: 2019, Priambada: 2020) have already discussed lesson plan analysis, specifically: designing lesson plans and the obstacles faced by an English teacher in implementing lesson plan referring to curriculum 2013. However, no studies discuss teachers' difficulties in designing lesson plan referring to Merdeka Belajar Curriculum. In line with that, this research motivated to study the lesson plan referring to the Merdeka Belajar Curriculum of english subject entitled "Difficulties in Designing Lesson Plan Based on Merdeka Belajar Curriculum : A Study of Vocational High School English Teachers in Banyumas Regency."

B. Operational Definition

1. Teachers' Difficulties

Difficulties is a discrepancy between realities that is not consistent with expectations. Teachers' difficulties is a mismatch between expectations and reality, some regard this as not satisfying their needs, while others see it as uncomfortable or as something that could prevent them from reaching their objectives.

2. Lesson Plan based on Merdeka Belajar Curriculum

Lesson plan in the Merdeka Belajar Curriculum are more simplified than the lesson plan in the previous curriculum. Currently, lesson plan can be made on one page which includes three important elements, such as learning objectives, learning activities, and evaluation.

C. Research Question

Based on some identifications which are explained above, this research addresses the following research question: What are the difficulties faced by Vocational High Schools' English teachers at Banyumas regency in designing lesson plan based on Merdeka Belajar Curriculum?

D. Objectives of the Study

This research carries out for an objectives as stated to find out the difficulties faced by Vocational High Schools' English teachers at Banyumas regency in designing lesson plans based on Merdeka Belajar Curriculum.

E. Significance of the Study

The researcher really hopes that this study has some significances. The significances can be distinguished into:

a. Theoretical Significances

1. The finding of this research can enrich the theory of Lesson Plan referring to Merdeka Belajar Curriculum in Vocational High Schools.
2. The result of the research can be used as the reference for those who want to conduct about lesson plan referring to Merdeka Belajar Curriculum.

b. Practical Significance

1. The Teacher

The result of this reseach can useful for additional information or referencess that can be applied the teachers in designing good

lesson plan referring to Merdeka Belajar Curriculum especially English teacher.

2. To Other Researcher

For the other researchers, they can use this research paper as the reference for those who want to conduct a research in lesson plan referring to Merdeka Belajar Curriculum.

F. Organization of the Paper

To perform systematic research, the organization of the paper must be identified. This study is broken into five chapters, which are explained as follows:

Chapter I is introduction, which consist of background of study, operational definition, research question, objectives of the study, significance of the study, and organization of the paper.

Chapter II is literature review related to theoretical research of an analysis of teachers' difficulties in designing lesson plan based on Merdeka Belajar Curriculum, which consist the explanations of curriculum in education, Merdeka Belajar Curriculum, lesson plan, Vocational High School.

Chapter III is the research technique defines the research procedure used to answer the research question. This chapter consist of the research design, source of data, data collection types, and data analysis.

Chapter IV is results from the research of English teachers' difficulties in designing lesson plan based on Merdeka Belajar Curriculum at Banyumas regency Vocational High School. The data was gathered through questionnaires and interviews.

Chapter V consist the conclusion of the research, limitations and suggestions.

CHAPTER II

LITERATURE REVIEW

1. Theoretical Framework

a. Curriculum in Education

1) Definition of Curriculum

Richards (2001) stated that curriculum is all the activities that students partake in while attending school are collectively. This include not just what students learn but also how they learn it, how teachers assist students in learning, what instructional tools, assessment strategies, and environments are used. According to Westbrook, et all (2013) curriculum is a list of rules that serve as teaching and learning activities standards. The curriculum is the official textbook and teachers' manuals, which are frequently the only resources utilized by the teachers in developing countries, which is the primary source of information for teachers. Then, it is modified for the educational environment as a number of subjects a student must study or take to receive a learning achievement as an award. Priambada (2020) also stated that curriculum is a set of plans and arrangements regarding objectives, content, and materials lessons, as well as the methods used as guidelines for administration learning activities to achieve specific educational goals, according to Indonesian Law No. 20 of 2003 concerning the National Educational System.

Curriculum can be defined as the document, plan or blue print for instructional guidance which is used for teaching and learning to bring about positive and desirable learner behaviour change (Offorma, 2016). This definition refers to the formal curriculum, which is planned ahead of time, bearing in mind the characteristics of the curriculum recipients, the philosophy and goals of education, (reflecting the culture of the people) the environment, the resources, methods of teaching, and evaluation procedures. It is the road map to

attainment of the goals of education. the definition of curriculum is a systematic collection of educational opportunities meant to further the education of the learners. it is a program of study that the school offers for the benefit of its students and which they undertake in order to achieve a degree, a certificate, a diploma, or any other kind of academic award.

Based on the definition of curriculum mentioned by some experts above, and in connection with this research, the definition of the curriculum can be determined to be a set of written plans that were written about the objectives, content, and teaching materials and used as a guideline for the implementation of learning activities to achieve educational goals.

2) Essential Points of the Curriculum

Curriculum can be used as the basis of language development, and language development also can be a primary curriculum. A curriculum is an ideal and ready-made resource for focusing on language for learning. This perceives that the curriculum is developed systematically and ultimately in which the learning language is the center of attention. The curriculum can be seen as a guideline for implementing and conducting learning activities to reach the national education goal, which covers objectives, contents, material, and methods (Hidayatullah, 2016). According to Arifin (2012), cited by Suryana (2019), the curriculum is divided into six categories:

a. Curriculum as an idea

The concept of a curriculum is dynamic, which means it will alter throughout time based on student interests, society's needs, science, and technology.

b. Curriculum as written and planned

The curriculum can have written components. This dimension's nature is a fulfillment of curriculum as a notion. The crucial elements of this dimension are defining competency and goals,

organizing the curriculum, managing the curriculum, managing results, and evaluating learning activities and experiences.

c. Curriculum as an activity

This dimension reflects real-world events in the curriculum (authentic curriculum).

d. Curriculum as a result

The curriculum is a result, but the outcome is not the curriculum. Knowledge, skill, attitude, and values make up the results as part of the curriculum. As a result, curriculum as action and as an idea persist and affect the curriculum.

e. Curriculum as a knowledge

A curriculum expert, curriculum researcher, teacher or teacher in training, headmaster, or other education government who wants to know about the curriculum can examine and study the concept, principle, assumption, and theory.

f. Curriculum as a system

The curriculum system is a component of the larger education systems, schools, and society. As a system, the curriculum is described by the curriculum.

According to Westbrook, et all (2013) there are four different curriculum models used in developed and developing nation alike:

a) Content-driven curricula are an example of Bernstein's communal code, in which the curriculum is described in terms disciplines like math or science, with growing specialization for older students. Discipline, which is essential to the pedagogical interaction between the instructor and the students in order to complete the curriculum, is the main idea.

b) Process-driven curricula are an example of integrated code, where the subject areas are placed in a free relationship with one another. Students work more closely with peers from other academic fields. A variety of models, such as cross-curricular,

integrated, multidisciplinary, and thematic, are used in process-driven curriculum.

- c) Objectives-driven curricula are built around sets of expected learning outcomes, which are written by describing the type of behavior as well as the context in which that behavior is expected to operate, comprehending, applying, and analyzing, starting with lower-order objectives and moving to more complex ones.
- d) Competence- or outcomes-based curriculum are designed around groups of learning outcomes that all students should be able to accomplish successfully at the conclusion of their learning experiences. The organization of the curriculum, instruction, and assessment ensures that this learning ultimately takes place. It is said to create lifelong learners who are better able to adapt to the workplace and is intrinsically more democratic.

The curriculum is an essential component in organizing education to achieve educational goals. A curriculum is a plan used to guide activities, teaching, and learning processes (Fatmawati & Yusrizal, 2020). According to Oemar Hamalik (1990), cited by Martin & Simanjorang (2021), there are three essential roles of the curriculum, namely as follows:

a. Conservative Role

Namely, the curriculum can be used to transmit the values of past cultural heritage, which are still relevant to the present, to the younger generation. This conservative role is essentially placing a past-oriented curriculum. This fundamental role adapted to the fact that education is a social process. One of the educational tasks namely influencing and fostering student behavior following social values live in the community.

b. Creative Role

The creative role of the curriculum must be able to develop something new according to its developments and societal needs in the present and future. The curriculum must contain things that can help every student develop all potential within him to acquire new knowledge, new skills, and new ways of thinking needed in life.

c. Critical and Evaluative Role

The critical and evaluative role is that the values and culture that people live in constantly experience change, so the inheritance of past values and culture to students needs to be adapted to the conditions that occur in the present. In addition, the developments that occur in the present and the future may not necessarily follow the needs. Therefore, the role of the curriculum is not only to inherit the existing values and culture and apply the results of new developments that occur but also to assess and select values and culture as well as new knowledge that will be inherited.

3) The Reformation of the Curriculum

In Indonesia has carried out various educational reformation since independence with various changes to the main goals and educational curriculum. In 2000, there were four changes to the curriculum: the 2004 KBK (Competency-Based Curriculum), the 2006 KTSP (Education Unit Level Curriculum), the 2013 Curriculum, and the new curriculum policy Merdeka Curriculum. The Indonesian Minister of Education and Culture (Mendikbud) 2019 released a new curriculum policy known as "Merdeka Belajar: in schools and "Merdeka Belajar Kampus Merdeka" (MBKM) was released by Mendikbud Nadiem Anwar Makarim (Lia et al. 1, 2021). The 2004 competency-based curriculum contain more systematic competency to be achieved in any level of education in Indonesia. Communicative

language teaching was the underlying approach in its implementation. Within this sense, the learning being more put on students or learner-centered learning become the trend of language teaching and learning. The national examination managed by central government started to incorporate listening, reading and grammar while speaking and writing score was taken from teachers' assessment at schools.

The 2006 KTSP curriculum was implemented as a response to many input toward curriculum correction. In this curriculum, there are several changes to the implementation of learning such as: the learning approach is that students are told about material that must be memorized, assessment of knowledge through tests and exams, and material is arranged to provide knowledge to students (Hakim, 2017). However, the 2006 curriculum had several difficulties such as; too many subjects being learnt by students and many competences were overlapping each other ignoring the cognitive development of the students, curriculum was not fully based on competency, KTSP was still open for multi interpretation by many educators and teachers in real practice. Responding to some above constraints, the Indonesian government has decided to redesign the KTSP curriculum into 2013 curriculum. After being launched for public review, this curriculum has been implemented in many school in Indonesia. In context of ELT in the 2013 curriculum, the time allotted for English subject at schools is reduced. This surely brings about several consequences for language teaching and learning process in Indonesia.

The last reformation of curriculum is the Merdeka Belajar Curriculum that has been launched since 2019. Merdeka Belajar Curriculum is a curriculum framework that is developed into a more flexible curriculum, focusing more on essential materials and the development of students character and competencies. The characteristics of the Merdeka Belajar Curriculum that distinguish it from the 2013 curriculum are as follows: project-based learning;

supporting the realization of character development that is in accordance with the Pancasila student profile, focusing on learning essential materials, therefore students have enough time to enjoy materials from present subjects, especially literacy and numeracy; upholding flexibility; and encouraging learning differentiation based on the conditions of students.

b. Merdeka Belajar Curriculum

1) The release of Merdeka Belajar Curriculum

In the era of the Industrial Revolution 4.0, the Indonesian Minister of Education and Culture (Mendikbud) 2019 issued a new policy on school and college curricula. Mendikbud Nadiem Anwar Makarim issued a new policy in the curriculum, namely "Merdeka Belajar" in schools and "Merdeka Belajar Kampus Merdeka". This policy is a new policy program for the Advanced Indonesia Cabinet. This policy is designed to ease the administrative burden on teachers (Marliana et al, 2021). The "Merdeka Belajar Curriculum" program, which the Ministry of Education and Culture introduced, contains four key components. According to Nadiem, educators should view the Merdeka Belajar Curriculum concept as one that gives pupils the flexibility to think independently during the learning process. For each educational level, Merdeka Belajar Curriculum requires the implementation of four programs. Four programs that should be implemented at each educational level are the subject of this study. (Yuhastina et al, 2020). The schools' re-evaluation of the 2020 National-Based School Examination is the first program. According to the Law of the National Education System, teachers will evaluate the students, and the school will decide who graduates. Written tests are used as tests to determine a student's proficiency. On the other hand, through more thorough evaluations like assignments and portfolios.

The second program's final year in 2022 will be the last for the implementation of the National Examination. In addition, a new system known as a Minimum Competency Assessment and Character Survey is scheduled to replace the National Examination in 2021. It will evaluate reading skills, language, mathematics, and character education examinations. The third program, concerned with the Learning Implementation Plan, will create a straightforward administrative model with learning, learning activities, and evaluation as its three main components. To make it easier for teachers to focus more on the academic demands of their students, the Learning Implementation Plan has been simplified. The fourth program, which continues to be implemented through multiplied accomplishment path quotas, is the new student admission system based on the zoning plan. From 80% zoning, 5% displacement, and 15% achievement, the zoning quota will be altered to 50% zoning affirmation for the Indonesia Smart Card, 5% displacement, and the remaining 30%.

2) Definition of Merdeka Belajar Curriculum

Merdeka Belajar Curriculum is the new name of the model educational plan, which the Minister of Education and Technology authoritatively sent off. Right now, schools are permitted to pick the educational program utilized in their separate training units. Educational program decisions include 2013, Emergency and Merdeka Belajar Curriculum. The Merdeka Belajar Curriculum is the turn of events and execution of a crisis educational program sent off to answer the effect of the Covid-19 pandemic. Understanding Merdeka Belajar Curriculum is a methodology that is taken so understudies can pick the subjects they are keen on (Supriyono, 2022). The Merdeka Belajar Curriculum idea places a greater emphasis on deeper learning in a more authentic community setting.

This method is anticipated to create graduates with a new perspective, able to respond to life's obstacles, increase activity, and

become knowledgeable in various areas. Learning strategies that can meet the demands of the industry must be used to help the learning process (Maipita et al. 1, 2020). The strategy of picking an educational program is supposed to work with the most common way of changing the public educational program since it is completed in stages. One might say that giving school educational plan choices is one of the changes the board endeavors. The substance of the Independent Curriculum is schooling in the light of the embodiment of realizing where each understudy has their abilities and interests (Pratikno, 2022).

3) Goals of Merdeka Belajar Curriculum

The Merdeka Belajar Kampus Merdeka (MBKM) is a component of the Merdeka Belajar policy of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, which gives students opportunities to develop skills following their talents and interests by entering the workforce directly as training for future careers. (Defrizal et all, 2021). The idea for "Free Education for Learning" was introduced by Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim in a speech during the 2019 National Teachers' Day celebration. This idea was developed in response to the demands placed on the educational system during the 4.0 industrial revolution. Students are encouraged by the MBKM concept to be more prepared for employment, collaboration, creativity, and usefulness to themselves and society (Siregar, 2020).

The Merdeka Belajar Kampus Merdeka program's objective is to help graduates develop their hard and soft skills so they may be better equipped for the demands of the modern world and become future leaders of the country with strong personalities. Therefore, if the objectives have been achieved, the Merdeka Belajar Kampus Merdeka program's execution will be successful. Purwanti (2020) stated that the main objective of the MBKM is to give freedom to Higher Education

Institutions to be more autonomous, independent, less bureaucratic, and innovative autonomous, which eventually results in students being highly qualified graduates.

c. Lesson Plan

1) Definition of a Lesson Plan

The lesson plan is an essential part of the teaching and learning process. Harmer (2007) considers a lesson plan is a teaching preparation created based on the teachers' consideration of what will be appropriate for the students and on what the curriculum and syllabus expect them to do. A lesson plan can be defined as a teaching strategy created by a teacher based on the interests and needs of the students as well as the objectives of the curriculum through in-depth and precise instruction. It is clear that a lesson plan will not be useful and effective if the teacher does not take into account to the curriculum's or the syllabus's expectations. Lesson plan has an important influence on successful teaching and learning process (Brown, 2001). A lesson plan is an essential component of instruction. Teachers can better manage instruction using this technique. If a teacher comes to class without planning the lesson's content, setting up the activity sequences, determining the students' prior knowledge of the subject, having instructional materials in hand, and knowing how to evaluate students' progress, it stands to reason that the lesson won't be effective. Therefore, lesson planning is essential. Rahayu, et al (2021) also stated that a lesson plan is an essential aspect that teachers need to prepare to help and guide them to make the learning process effective, efficient, and structured. Lesson plans are guidelines for what teachers and students will accomplish in the classroom to assimilate, learn, and perform in accordance with the objective. Preparing the lesson plan in advance of the teaching and learning process aids teachers in visualizing the teachers' strategies in the

classroom. In designing the lesson plan, it must adapt to the curriculum.

Another definition of a lesson plan is a strategy for managing learning to achieve one or more fundamental competencies governed by the standard of content and extended in the syllabus (Hidayatullah, 2016). It indicates that a teacher creates organizations and steps in a course plan to achieve competency-based learning as indicated in the curriculum. The steps cover the sequential activities carried out by a teacher in creating a lesson plan, such as determining the study objective, indicators, materials, and methods. They should be done structurally to fulfill the needs and interests of the students and effectively adapt to the student's level of competence. Hartina (2021) also stated that a lesson plan is a crucial step in the teaching process since it aids teachers in getting ready for courses by helping them create curriculum-compliant lessons that will engage students and be evaluated through assessments. Without a lesson plan, learning activities will not be exciting or relevant, which could demotivate students' desire to study. When lesson planning is done correctly, teaching becomes more relevant and successful, and teachers feel more comfortable using lesson plans. A well-organized lesson plan also offers the advantage of assisting students in understanding the subject matter better, leading to more successful learning outcomes.

2) The Goals of the Lesson Plan

A lesson plan is a teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured. Lesson plans help teachers be more effective in the classroom by providing a detailed outline to follow each class period. Lesson planning is essential because it helps teachers ensure that the day-to-day activities in their classrooms provide students with an adequate level of long-term progress toward the goals outlined in their scope and sequence, as well as their educational plans when necessary (Amin,

2021). Oktafianti (2019) stated that the lesson plan's purpose is to assist teachers in ensuring that the daily activities in their classroom give students an adequate level of long-term progress toward the objectives outlined in their scope and sequence and, if necessary, their individualized education plans. The most practical lesson plans have a variety of components, such as learning objectives, good questions, materials, and activities. The learning objectives should guide the conception and implementation of all activities in the classroom. Thus it is critical to keep them in mind. Teachers can study a variety of pedagogical content knowledge aspects through lesson planning. Teachers can reflect thoroughly on the subject matter when they create lesson plans, including how the subject is portrayed in specific textbooks or curriculum elements like standards and benchmarks. The teacher also has time to create instructional strategies or exercises that help students grasp the material. Finally, teachers can think about what their students already know and how they might best learn the subject.

According to Priambada (2020), he described that in essence, lesson planning has served as a projection or forecast of the teacher's actions in the classroom. If the learning process were compared to a theatrical production, the lesson plan would be the screenplay that serves as a guide for the performance. In other words, lesson plans function as a scenario for the learning process. As a result, the lesson plan needs to be adaptable so that the teacher may consider students' feedback as the students are learning. It serves the function of creating lesson plans before beginning the teaching process. According to Nurdin (2019), cited by Priambada (2020), the lesson plan prepared by the teacher has the function to: determine the learning's direction, give the purpose's content and meaning, decide how to carry out the objectives, determine how far the aim has been attained and what steps should be taken if not.

3) Steps of Creating Lesson Plan

A lesson plan is a detailed road map for teaching a lesson. The teacher's objectives for the student's work that day are described using a step-by-step guide. According to Tabari (2017), to design a lesson plan, there are some significant steps to follow:

- a. Carefully study the content standards to learn everything about the English language instruction at each level of education (SMP/MTs, SMA/MAN, SMK).
- b. They cite the competency standard and comprehend it. The term "standard of competence" refers to the students' minimum degree of proficiency, which describes the knowledge, attitude, and abilities they have attained at each level of each topic. The creator of the lesson plan must carefully comprehend a few terms and ideas.
- c. They cite fundamental abilities. Basic competence is a set of skills attained and serves as the benchmark for developing indicators. Some fundamental ideas are also applied to fundamental competencies.
- d. They are creating the indicators. The development of fundamental competence can be demonstrated through indicators, which are learning behaviors that can be quantified and observed. So observable and operational action verbs are used to formulate the indicators.
- e. Setting goals. Goals are what instructors want their students to know or be able to do after a lesson, a group of lessons, or an entire course. Teachers should look to the standard of competence and fundamental competency to determine and choose the most appropriate goals. Consideration should also be given to what the students already know and what they still need to learn.

4) Lesson Plan Based on Merdeka Belajar Curriculum

One of the things that attracted the most attention of teachers from the concept of Merdeka Belajar was the statement of the Minister of Education and Culture, Nadiem Anwar Makarim, regarding the lesson plan (RPP) one sheet. This RPP simplifies by Permendikbud Number 14 of 2019, December 13, 2019 (Lia et al. 1, 2021). Renewal occurs in most Indonesian schools which upgrade the learning system, namely the Merdeka Belajar Curriculum, which has been socialized evenly. The teaching module is one of the essential tools for successfully implementing learning in schools in the Merdeka Belajar Curriculum. Modul Ajar are a new language for lesson plans, but there are significant differences in the content of teaching modules and lesson plans. Previously, the lesson plan had too many segments, so it could reach more than 20 pages if compiled. However, lesson plans can be made on 1 page, which includes three essential elements, such as learning objectives, learning activities, and evaluation (Maulida, 2022).

Modul ajar are learning tools or learning designs based on the applied curriculum to achieve predetermined competency standards (Nurdyansyah, 2018). Teaching modules have a significant role in supporting teachers in designing learning. Developing teaching modules according to learning guides and assessments enriches learning tools that can guide teachers in learning in closed and open classes. In this case, the Merdeka Belajar Curriculum allows teachers to enrich modules in two ways. Teachers can choose or modify teaching modules that have been prepared by the government and are adapted to the character of students and arrange modules individually according to the material and characteristics of students (Nesri & Kristanto, 2020). Before compiling teaching modules, the teacher must know the strategy for developing teaching modules and must fulfill two minimum requirements, namely fulfilling existing criteria and

learning activities in teaching modules following learning and assessment principles. Maulida (2022) stated that the criteria for the Merdeka Belajar Curriculum teaching module are as follows:

- a. Essential, that is, every subject is conceptualized through learning experiences and across disciplines.
- b. Engaging, meaningful, and challenging means that teachers can grow interested in students and include students actively in learning related to the cognitive and experience it has so it is not too complex and not too easy for students' age.
- c. Relevant and contextual, related to cognitive elements and experiences that have been owned before and according to the conditions of time and where students are.
- d. Continuous learning activities must have a relationship according to the students learning phase.

General information, basic components, and attachments are among the Modul Ajar components in the 2022 curriculum. The three major components of the Modul Ajar, or what we commonly refer to as lesson plans in K-13, are the three main components of the Modul Ajar.

1. General information component

The general information component is broken down into 6 (six) elements. The following will be explained one by one.

- a. School identity

School data is part of the school's character. Consisting of the constituents' name, in this instance the teacher, followed by the name of the institution. The year the Modul Ajar was compiled is followed by the educational level, which can be SD, SMP, SMA, or SMK. Next session, and this time slot. These are the elements of the school's character.

- b. Initial competence

This initial competency includes knowledge or skills that students must have prior to studying a specific subject. The initial competence in this

instance is a measure of how thoroughly the teaching module is developed. Following the competency in the Modul Ajar also necessitates initial ability.

c. Pancasila student profile

The Pancasila learning profile is the ultimate objective of a learning activity that is closely linked to the development of students' personalities. This profile of Pancasila students should be reflected in the learning techniques content. The Pancasila students profile does not have to be included in its entirety in the learning model. You can, however, select a Pancasila student profile that corresponds to the learning tasks in the teaching module. This implies that the Pancasila student profiles' 6 (six) dimensions should be interconnected and integrated in all subjects in various ways. For example, in the lesson material or content, project-based learning tasks, or assessment.

d. Facilities and infrastructure

These facilities and infrastructure include the resources and equipment required to support learning activities, the tools and materials used are referred to as facilities, whereas the infrastructure contains materials made available to educators in order to meet their requirements. Both the limitations and benefits of technology, including infrastructure facilities, must be considered and utilized so that learning is more in-depth and useful.

e. Target learners

There are several points to consider. The first is that regular students or those with general characteristics have no difficulty digesting and comprehending the subject matter. The second possibility is that students with learning disabilities have only one learning method. Third, students with high success, specifically those who can digest and comprehend information quickly, can achieve higher order thinking skills (HOTS) and have leadership abilities.

f. The learning model used

A learning model or framework that gives a systematic description of the implementation of learning is used. In this instance, the learning model can be face-to-face, distance learning, or blended learning.

2. Core components

The 2022 curriculum with Modul Ajar in this core component has at least 8 (eight) elements. The following is an explanation of the elements in question.

a. Learning Objectives

Learning objectives must reflect the essential aspects of learning and must be tested using different forms of assessment or assessment as a means of demonstrating understanding. The elements of the learning objectives decide the learning activities, resources used, student diversity, and assessment techniques used.

b. Meaningful understanding

Meaningful knowledge is information about the advantages that students will gain from participating in the learning process. These advantages can be utilized later in life.

c. Trigger question

Thematic questions are created by the teacher to encourage students' curiosity and critical thinking abilities. Trigger questions can guide students to obtain meaningful understanding in accordance with learning objectives in this instance.

d. Learning preparation

The core learning activities are organized in the shape of concrete learning activity steps. Alternative learning methods and stages are provided to meet your specific requirements.

e. Learning activities

The steps of learning exercises are written sequentially according to the time allotted. Based on active learning techniques, this learning activity is divided into three stages: introduction, core, and conclusion.

f. Assessment

Assessment is used at the end of a task to assess learning achievement. The achievement criteria must be clearly defined in relation to the learning goals. There are three kinds of assessment: prior to learning (diagnostic), during the learning process (formative), and the end of the learning process (summative). At least these three kinds of essays will be written in the Modul Ajar's components.

g. Enrichment and remedial

Enrichment and remediation are learning activities provided to pupils with high achievement in order for them to maximize their potential. Remedial is provided to students who need assistance understanding the material or who need to repeat learning. It is critical to consider differentiation when planning enrichment activities. For example, study sheets or tasks outside of class.

h. Reflection

This is definitely something that teachers and students should do. Because reflection allows teachers and students to assess the degree to which learning activities are meaningful.

3. Attachments

In the attachment component, there are at least 4 (four) elements in the teaching modules in the 2022 curriculum. These elements are as follows:

a. Students worksheets

Students worksheets are addressed to students and can be reproduced and distributed as required. Non-regular students can also be granted one of them.

b. Teacher and student reading materials

Before the activity starts, teacher and student reading materials are used as a lighter. It could also be used to deepen understanding of the material at the beginning or end of a learning exercise.

c. Glossary

A glossary is an alphabetical list of terms in a subject, each with definitions and meanings. A glossary is required in this instance for words or terms that require a more detailed explanation.

d. Bibliography

The bibliography, of course, refers to the materials used in Modul Ajar. The references in question are all learning resources, including student books, reference books, magazines, newspapers, internet sites, the surrounding environment, resource people, and so on.

The example of lesson plan (Modul Ajar) based on Merdeka Belajar Curriculum as follows:

1. Informasi Umum

a. Identitas Modul



Penyusun	: Fitri Salsabila F.
Institusi	: SMK Ma'arif NU 1 Cilongok
Tahun disusun	: 2022/2023
Jenjang/Kelas	: SMK / X
Alokasi Waktu	: 45 menit x 3 JP x 4 Pertemuan
Fase CP	: E
Elemen CP	: 1. Menyimak-berbicara 2. Membaca-Memirsa 3. Menulis-Mempresentasikan

b. Kompetensi Awal

- Siswa telah memahami tentang bagaimana menyusun sebuah kalimat.
- Siswa telah memahami cara bertanya dan merespon dalam percakapan.

c. Profil Pelajar Pancasila

- Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak Mulia
- Gotong Royong

- c) Mandiri
 - d) Kreatif
 - d. Sarana dan Prasarana
Pembelajaran menggunakan media/alat: laptop/komputer, LCD, Video, Audio, HP, Jaringan internet, Speaker.
 - e. Target Peserta Didik
Peserta didik reguler/toipikal/umum
 - f. Model Pembelajaran
Menggunakan pendekatan berbasis text (Project-based Learning) / Model Pembelajaran: tatap muka.
2. Komponen Inti
- a. Tujuan Pembelajaran
 - a) Peserta didik mampu menyusun dengan urut dan tepat teks expression opinion acak.
 - b) Peserta didik mampu menyusun monolog/dialog berisi opini lisan di hadapan kelas dengan penuh tanggung jawab.
 - b. Pemahaman Bermakna
Setelah mempelajari modul ini, peserta didik mengetahui penggunaan ungkapan pendapat dalam kehidupan sehari-hari.
 - c. Pertanyaan Pemantik
What do you think about Merdeka Curriculum?
 - d. Kegiatan Pembelajaran
 - a) Kegiatan Awal
 - b) Kegiatan inti
 - c) Kegiatan Penutup
 - e. Asesmen
 - a) Rancangan Asesmen Formatif
 - b) Rancangan Asesmen Sumatif
 - f. Pengayaan dan Remedial
 - 1. Lampiran
 - a. Lembar Kerja Peserta Didik

- b. Glosarium
- c. Daftar Pustaka

5) Teachers Difficulties in Creating Lesson Plan

Lesson planning is still a difficult job for teachers. A difficult job in the teaching profession is making the shift from a student to a pre-service teacher and becoming an effective teacher. Effective teaching can be done only with effective planning (Richards and Bohlke, 2011). Therefore, the key to effective instruction is lesson planning. Lesson preparation is more than just filling out a template with information. The ability to express one's individual ideas is a form of creativity. As a result, one of the crucial abilities pre-service teachers need to develop during their training is planning for classroom instruction. Effective learning is the foundation for learning that sticks. The instructors use the learning plan as a guide while the students are learning. Due to this, even the accuracy of the time is off, and the instructor loses context while the students are learning. To accomplish learning goals, learning plans are set up in this manner. The learning plan is administrative in nature, but in real circumstances the teacher must be able to take into account how the class mastery strategy, the method selected, the activities to be carried out, and the execution of the practice are related to and complementary to each other (Alanazi, 2019).

But sometimes, teachers find the difficulties in preparing lesson plan. Difficulties is a mismatch between expectations and reality; some perceive it as not meeting their needs, other see it as something uncomfortable or something that could prevent someone from achieving the objectives of their instructors. Anywhere difficulties can occur, including during preparation and learning exercises. However, by offering a suitable solution to issues that emerge during the learning process and in the lesson plan creation process, a teacher must be able to minimize or even overcome these issues.

6) Pancasila Students Profile

The government continues to restore the education situation in Indonesia during the Covid-19 pandemic through various steps. One of the government's efforts is to create new learning paradigm. Transforming education through this new paradigm is expected to be able to transform the quality of education in Indonesia for achieve better educational goals. Minister of Education and Culture Nadiem Makarim said, change education reform policy in Indonesia cannot occur without it changes at school. One of these major changes was the introduction of the Merdeka Belajar Curriculum. Kemendikbudristek Prototype Curriculum which has now been inaugurated independent curriculum starting in the 2022/2023 school year (Alfina, 2023).

The project to strengthen Pancasila, as we know from P5, is a mandatory project activity implemented by schools to their students as an implementation of the independent curriculum. The goal is that all abilities possessed by each student can be explored more optimally. Strengthening in aspects: 1) student unity in the daily learning process both within or outside the classroom, 2) designed for the success of the learning and evaluation process, 3) using different character description methods and different sources, both at school middle and high school, 4) thematic, 5) pedagogical tasks and 6) systematic, integrated into the school program by involving all students, directors and stakeholders sustainable interests. The P5 activities described help develop students' personalities and skills when studying. To achieve these goals, students must taught character formation. There are various of Pancasila students competencies that are formulated into six key dimensions. The six of them are mutual relating and amplifying so effort realizing a complete Pancasila student profile requires the development of all dimensions, these are have faith, fear God; Almighty, and have noble character, global diversity; work together; independent; critical reasoning, creative. These dimensions show that

the Pancasila student profile is not only focused on cognitive abilities, but also attitudes and behaviour in accordance with their identity as a nation Indonesia is also a citizen of the world (Nasuha, 2021).

d. Vocational High School

1) Definition of Vocational High School

Mouzakitis (2010) stated that vocational education is one of the most important factors in boosting economic growth and competitiveness in all nations, developing and industrialized. Vocational school is a type of high school that focuses on preparing students for employment as soon as they graduate. The emphasis of the English lesson in vocational high school is on the students' skill, knowledge, and attitude in order to prepare them for employment (Ningrum, 2020). As a secondary education institution and formal educational institution, vocational high school has primary goals include preparing students for the workforce by providing them with professional attitudes and training the middle-level workforce to meet current and future industry and commercial need (Pertiwi & Pusparini, 2013). Based on the description above, it can be conclude that the purpose of vocational high school is to prepare students by providing knowledge and skills to be in accordance with the expertise of high competitiveness to enter the world of work.

2) Teaching English at Vocational High School

Currently, from elementary school through higher education, English is the only foreign language that is required to be taught in Indonesian schools and is taught for eight or nine years. Additionally, there are two ways that English can be learned: from a general purpose perspective, also known as general English and from a specific purpose perspective also known as ESP. Besides, ESP is taught to help students master English for certain communication goals, such as English as a subject in vocational high school (Kaharuddin, 2019). Basturkmen (2006) stated that teachers can choose from a variety of alternatives

when creating ESP lessons and resources. For instance, genre-based methods to course design and deep-end classroom style are two ESP choices that are now being used. As a result, they have created unique kinds of speech as well as particular communicative behaviors and procedures. Since it is accepted that English language students should attempt to imitate the communication styles of people who already a part of those communities, ESP training directs students' attention to the genres prevalent in those communities. Teachers of ESP guide students in the examination of sample texts to find common formats and the general communication mindset of the people in the communities they aspire to.

Distinct student types have different language demands, thus what is taught to them should be tailored to those needs. The English that is taught at vocational high schools must be closely tied to the students' chosen major. It has been proposed that English teachers for vocational high schools should have a positive outlook on a particular goal, mastery of the subjects' essential principles, and awareness of what they already know. Additionally, they must take into account the unique requirements of the students who are receiving knowledge about specialized words. Syamsinar (2015) stated that many English teachers at vocational schools have been in the classroom for ten or twenty years, but they have never had the chance to advance their knowledge. The teachers knew that many specialized terminology should be taught but were unable access to this.

3) English Teacher in Vocational High School

As indicated earlier, English for Specific Purposes (ESP) programs should be considered while teaching English in Vocational education, particularly in secondary education. Since general English education is quite generic in secondary education. Since general English education is quite generic in nature, the English instruction used in ESP lessons should be completely different. Serving the

children by emphasizing each of the four language skills equally while teaching them (Mahbub, 2018). On the other hand, ESP courses are created to fulfill the demands of students and other stakeholders who need to communicate for job or study in particular disciplines. They are hardly prepared to use English in a particular field of study or communication situation.

The effectiveness of the English educational program is not only determined by how much the students know at the conclusion of the course or by what they can do with English, but also by how independent they have become as English learners. learner-centered learning, progressivism theory, humanistic education, and the process model of curriculum all revolve around this. The English teacher and subject specialist should consult and advise one another in order to accomplish effective goals in teaching ESP. Arnold (1998) in Syamsinar (2018) stated that there are three strategies to increase the subject-matter expertise of ESP teachers. Teachers can start by reading books and articles on the subject published for accountants. Then, reate more technical phrases and clarify them in plainer English. Third, they can seek advice from the school's other specialised teachers. Therefore, the English teachers at the vocational high school must make an effort to find more references and technical phrases in order to improve the ESP knowledge.

4) Teachers Roles in English for Specific Purposes (ESP)

In some circumstances, the ESP teachers' role extends beyond that of a regular classroom teacher and includes delivering one-to-one guidance to students. This demonstrates that when students receive such individualized attention, their communication and language accuracy both significantly improve. According to Dudley (1998) teachers of ESP must also be very adaptable, eager to listen to students, and interested in the academic or professional pursuits that their students pursue. They must be prepared to adjust their approach

during a lesson to account for whatever arises, as well as to think quickly and react to circumstances. One of the keys to success in ESP teaching is the ability to be flexible and able to take risks. ESP teachers must also be willing to do so in their instruction.

Practitioners of ESP frequently have to organize their course and supply the necessary resources. It is uncommon to be able to use a particular textbook without the requirement for supplemental materials, and there may occasionally be a lack of really adequate published content for some of the needs that have been recognized. Dudley (1998) also stated that the ‘providers of material’ role of ESP teachers thus entails selecting appropriate published information, altering appropriate published material when appropriate published material is not available, or even creating appropriate material from scratch. Harmer (2007) in Wijayanti et al (2022) stated about teachers’ roles such as:

a. Controller

Teachers often lead from the front because they are the controllers, in charge of the class and the activities that are taking place.

b. Prompter

When acting as a prompter, the teacher either stands back and allows the student figure out on their own or gently encourages them to move forward.

c. Participant

In an activity, the instructor might want to take part not only as a teacher but also as a participant in their own right or take part in a conversation. These circumstances prompt the instructor to participate.

d. Resource

Since the student might still need the teachers help with some tasks, the teacher acts as a resource. They might need to ask how to spell something, or what a word or phrase signifies.

Encouragement of students to use resources independently and to learn more on their own is one of the teachers main duties.

e. Tutor

Teachers may work with individuals or small groups to guide students in new directions when they are working on longer tasks, such as process writing or preparation for a discussion or argument. It is essential for teachers to occasionally act as tutors because this gives students a real chance to feel supported and encouraged, and as a result, the environment in the classroom as a whole improves.

Based on the explanation above, it can be conclude that teachers of ESP must also be very adaptable, eager to listen the students, and interested in the academic or professional pursuits that their students pursue. They must be prepared to adjust their approach during a lesson to account for whatever arises, as well as to think quickly and react to circumstances. Teachers of ESP must also be willing to take some chances in their instruction. One of the keys to success in ESP education is the ability to be adaptable and take chances.

2. Previous Studies (Previous Studies)

The first research was conducted by Tina Oktafianti (IAIN Bengkulu, 2019). She conducted research entitled "An Analysis of Lesson Plan Made by an English Teacher Referring to Curriculum 2013 at MTs Al-Qur'an Harsallakum Bengkulu in Academic Year 2018/2019," in which discussed (1) the way English teacher at MTs Al Qur'an Harsallakum Bengkulu design the lesson plan referring to curriculum 2013, (2) the obstacles faced by English teacher ar MTs Al Qur'an Harsallakum Bengkulu in designing a lesson plan. This study uses a qualitative descriptive method, qualitative research of case study. The results of this research showed that the analysis of all learning plans has several weakness that does not refer to the 2013 curriculum in several

components, such as main competencies, essential competencies, study objectives, study materials, learning tools, resources, and assessments. In addition, the obstacles teachers face are inadequate facilities and still confusion about the 2013 curriculum learning system and preparing lesson plans that refer to the 2013 curriculum in detail.

Arif Hidayatullah conducted the second research (IAIN Surakarta, 2016), entitled "An Analysis on Lesson Plan Made by English Teacher at The Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016". This study aims to analyze the quality of the lesson plan made by an English teacher for the seventh-grade students of SMP Muhammadiyah 1 Kartasura based on Mulyasa (191:2006). This research is descriptive qualitative research with collected data from the documentation. The results of this study showed that the lesson plan made by the English teacher was of good quality. Although, there was some weakness in some components, such as indicators, objectives, materials, methods, time allocation, resources, and assessment. The researcher concluded that the lesson plan could be of good quality and the teaching-learning process could be delivered well if the teacher carefully considered the students' characteristics when making the lesson plan.

The third previous study, "An Analysis of Lesson Plan Made by an English Teacher Based on 2013 Curriculum in 12th Grade of SMK Negeri Kebasen in The Academic Year 2020/2021," was written by Febru Priambada (IAIN Purwokerto: 2020). The goals of his research were to (1) analyze the lesson plan made by the English teacher at SMK N Kebasen in 12th grade in the academic year 2020/2021 referring to the 2013 curriculum, (2) find out the obstacles faced by the teacher while made and implementing the lesson plan referring to the 2013 curriculum. This research was qualitative and obtained the data through interviews and documentation. The results of this study showed the obstacles experienced by an English teacher in creating and implementing English lesson plans, such as determining media strategies, determining learning media that are

appropriate to the material and learning objectives, and the time for preparing the English lesson plans.

The study by Andini Suryana entitled "An Analysis of English Teachers' Ability in Designing Lesson Plan Based on 2013 Curriculum at SMK Muhammadiyah 3 Pekanbaru". The research goals were to analyze the teachers' ability to design lesson plans and the obstacles English teachers faced in implementing lesson plans based on the 2013 Curriculum. This research was a qualitative method which is using interviews. The results of this research showed that analyzing the lesson plan and interviewing the teachers indicated less understanding of the details at the agreement of the lesson plan, which was Permendiknas No. 22, 2016, the teachers' technological content knowledge was low and limited facilities, as well as infrastructures, develop learning.

The last previous study, "An Analysis of English Teachers' Lesson Plan Based on Curriculum 2013 at SMPN 1 Bangkinang Kota," was done by Hana Hartina (Universitas Islam Riau Pekanbaru, 2021). The goals of her research were to (1) find out the compliant English teachers' lesson plan at SMPN 1 Bangkinang Kota based on the Permendikbud No.22 of 2016, (2) to find out the challenges and issues in preparing lesson plans faced by English teachers at SMPN 1 Bangkinang Kota. This research was a qualitative method which is using interviews. This research findings concludes that English teachers' lesson plans meet the required criteria by complying with Permendikbud No. 22 of 2016. However, lesson plans could be improved with more detail in some sections to clarify and aid teaching. The similiarity between previous studies above with this research is to discuss about lesson plan, and the differences between previous study above with this research are there is no studies that conducted about teacher's difficulties in creating lesson plan based on the Merdeka Belajar Curriculum. Therefore, the researcher want to research about teacher's difficulties in creating lesson plan based on the Merdeka Belajar Curriculum.

CHAPTER III

RESEARCH METHOD

This chapter presents the method that used in conducting this research. It covers research design, time and place of the research, subject of the research, data collection types, and data analysis.

1. Research Design

Following the field of investigation, this study employs descriptive research. Descriptive research, also known as survey research, gathers numerical data to respond the inquiries regarding the accurate status of the study's subject. Creswell (2009) stated that survey research analyzes a sample of a population to produce a quantitative or numerical description of trends, attitudes, or opinions within that community. This research used qualitative data and quantitative data that have mixed in order to corroborate the findings. This method used to coordinating the teachers' difficulties in designing lesson plan based on Merdeka Belajar Curriculum by doing quantitative first through questionnaire, then qualitative data was collected through interview for support quantitative data.

2. Time and Place of the Research

This study was conducted in Vocational High Schools in Banyumas regency and started from April until May 2023. The rationale for choosing the Vocational High School was based on research problem that this research wanted to know Vocational English teachers' difficulties in designing lesson plan based on Merdeka Belajar Curriculum at Banyumas regency.

3. The Subject of the Research

The subjects in this research were Vocational High Schools' English teachers at Banyumas regency. This research took 35 English teachers as participants who fulfilled the survey questionnaire. Based on the questionnaire results, this study interviewed four teachers to gain more accurate data from questionnaire to find out the teacher's difficulties in

creating Merdeka Belajar Curriculum's lesson plan. The teachers interviewed in this study are teachers with the same educational background, that is from English major, so that their preparation of lesson plans in learning English can be more secure because they already have a much better understanding regarding the basics of preparing lesson plans, especially in English subjects.

4. Data Collection Types

This research used two data collection techniques, including questionnaire for quantitative data and interview for qualitative data. The explanation of the two types of data collection techniques as follow:

a. Questionnaire

The first instrument of this research is questionnaire. The questionnaire was distributed to the participants through some procedure prepared with the analysis of the result. This questionnaire consists of 20 statements that made coherently based on the sequence of Merdeka Belajar Curriculum's lesson plan and conducted by the Likert scale. Likert scale is the most commonly used question format for assessing participant's opinion of usability (Dornyei, 2010). Likert scale in this study is strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Data from this study were collected through questionnaire that adapted from research by Sulastrri Indah Wari, with the title "Kesulitan Guru dan Mahasiswa PPL Bahasa Jepang Dalam Menyusun RPP Sesuai Kurikulum 2013". The questionnaire is divided into several parts of difficulty, such as:

1. Difficulties based on Learning Outcomes

No.	Statement
1.	Saya merasa kesulitan dalam menentukan tujuan pembelajaran yang disesuaikan dengan Fase Capaian Pembelajaran.
2.	Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen menyimak-berbicara.
3.	Saya merasa kesulitan dalam menginterpretasikan Capaian

	Pembelajaran pada elemen membaca-memirsa.
4.	Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen menulis-mempresentasikan

Table 1.1 Categories of Learning Outcomes Difficulties

2. Difficulties of Formulating General Elements

No.	Statement
1	Saya merasa kesulitan dalam menyesuaikan sarana dan prasarana dengan kegiatan pembelajaran.
2	Saya merasa kesulitan dalam menentukan model pembelajaran.
3	Saya merasa kesulitan dalam menyesuaikan materi dengan tujuan pembelajaran yang telah dirumuskan.
4	Saya merasa kesulitan dalam merumuskan bahan ajar sesuai dengan materi yang akan diajarkan.

Table 1.2 Categories of General Elements Difficulties

3. Difficulties of Formulating Learning Activities

No.	Statement
1.	Saya merasa kesulitan dalam merumuskan pertanyaan pemantik.
2.	Saya merasa kesulitan dalam merumuskan kegiatan pendahuluan.
3.	Saya merasa kesulitan dalam merumuskan kegiatan inti.
4.	Saya merasa kesulitan dalam merumuskan kegiatan penutup.
5.	Saya merasa kesulitan dalam menyesuaikan kegiatan pendahuluan pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada.
6.	Saya merasa kesulitan dalam menyesuaikan kegiatan inti pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada.
7.	Saya merasa kesulitan dalam menyesuaikan kegiatan penutup pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada.

Table 1.3 Categories of Learning Activities Difficulties

4. Difficulties of Formulating Assessment

No.	Statement
1.	Saya merasa kesulitan dalam merumuskan rancangan asesmen diagnostik.
2.	Saya merasa kesulitan dalam merumuskan rancangan asesmen

	formatif.
3.	Saya merasa kesulitan dalam merumuskan rancangan asesmen sumatif.
4.	Saya merasa kesulitan dalam memberi skor pada masing-masing aspek asesmen (diagnostik, formatif, sumatif).
5.	Saya merasa kesulitan dalam merumuskan kegiatan pengayaan dan remedial.

Table 1.4 Categories of Assessment Difficulties

The questionnaire also used Bahasa to make it easier for the teacher to understand the contents of the questionnaire. To obtain quantitative data, this survey questionnaire was circulated utilizing by meeting the teachers directly to fulfill the questionnaire and through web-based survey tools, Google Form. Furthermore, the survey questionnaire responses of teachers were used to create interview questions.

b. Interview

The interview took place after all of the survey had been completed. The interview was held in Bahasa in order to obtain specific information from the teachers and to create a calm and flexible environment. Semi-structured interviews was used in this research as the data collection technique. It was preparing several related questions to ask the participants. Then interviews were conducted with four Vocational English teachers in Banyumas regency who were selected randomly based on their answers to support the data in this questionnaire. It was conducted in each of the selected English teacher schools throughout the month of May 2023. The full interaction between the researcher and the teachers was recorded during the interview session. The recording were transcribed and evaluated in order to clarify the survey results, and the questions were related to the survey questions. Therefore, the purpose of the interview is to obtain more accurate data from the questionnaire about the teachers

difficulties in designing lesson plan based on Merdeka Belajar Curriculum.

5. Data Analysis

In analyzing the data, this research divided into two phases, as follows:

a) Quantitative Phase

In applying quantitative technique, this research was analyzed the ordinal data to find out the percentage of the teachers' difficulties in designing lesson plan. The steps of analyzing quantitative data such as:

- a. The first step, this research gathered information through questionnaire that have given to participants.
- b. After getting the data questionnaire, the results have been analyzed by the formula using Microsoft Excel as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Problem percentage

F : Frequency

N : Total respondent

- c. Then, the data of questionnaire have been explored as a result.

b) Qualitative Phase

To support the findings of questionnaire, this research was collected qualitative data through interview. This research analyzed the data use the steps based on the Miles and Huberman (Sugiyono, 2015)

1. Data Reduction

After conducting interviews, the data obtain was reduced by summarizing, sorting out data that is considered important and eliminating data that is considered unimportant from field notes on the difficulties under study. The results of this summary are taken based on the framework of difficulties presented in the table above which are divided into four main difficulties, namely difficulties based on learning outcomes, difficulties based on general elements,

difficulties based on learning activities, and difficulties based on assessment.

2. Data Display

After the data reduction stage, the next step is data presentation. This data was presented in the form of a description in text form so that the presentation of interviews is easy to understand and helps in drawing conclusions according to the data obtained at the research location.

3. Conclusion

The third stage of qualitative data analysis is drawing conclusions or verification. At this stage, the data that has been obtained was concluded as a support for the results of questionnaire which are research finding to answer the research focus that has been formulated.

Finally, the results of interview was collected to get more accurate data from questionnaire as a final findings of this research about difficulties of Vocational High Schools' English teachers in designing lesson plan based on Merdeka Belajar Curriculum at Banyumas regency.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the study delivers the research findings and discussions based on the research question; “What are the difficulties faced by Vocational High Schools’ English teachers at Banyumas regency in designing lesson plans based on Merdeka Belajar Curriculum.” The data derived from the quantitative phase through questionnaire and the data derived from the qualitative phase through interviews were presented and evaluated in accordance with the processes outlined in Chapter 3. The questionnaire was intended to collect information from English teachers in the Vocational High Schools Banyumas regency about their difficulties in developing Modul Ajar or Merdeka Belajar Curriculum’s lesson plans. Meanwhile, open-ended interviews were undertaken to supplement the data from the questionnaire.

A. Finding

The participants in this research consisted of Vocational High Schools’ English teachers at Banyumas regency. The questionnaire consisted of 20 items and was distributed directly to English teachers from nearby schools and also distributed to the MGMP group Vocational High Schools in Banyumas regency via Google Forms. The total of this questionnaire received 35 participants who completed the questionnaire. In order to obtain more accurate data from questionnaire, this research interviewed 4 participants, as Participant 1, Participant 2, Participant 3, Participant 4, were selected randomly who have answered the questionnaire. The following presentation described the clear explanation about the items of the questionnaire:

No.	Pernyataan	STS	TS	S	SS
1.	Saya merasa kesulitan dalam menentukan tujuan pembelajaran yang disesuaikan dengan Fase Capaian Pembelajaran.	17,1%	57,1%	25,7%	0
2.	Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran	17,1%	51,4%	31,4%	0

	pada elemen menyimak-berbicara.				
3.	Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen membaca-memirsa.	11,4%	57,1%	28,6%	2,86%
4.	Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen menulis-mempresentasikan.	11,4%	57,1%	28,6%	2,86%
5.	Saya merasa kesulitan dalam menyesuaikan sarana dan prasarana dengan kegiatan pembelajaran.	14,29%	51,43%	34,29%	0
6.	Saya merasa kesulitan dalam menentukan model pembelajaran.	11,4%	57,1%	31,4%	0
7.	Saya merasa kesulitan dalam menyesuaikan materi dengan tujuan pembelajaran yang telah dirumuskan.	17,1%	74,3%	8,57%	0
8.	Saya merasa kesulitan dalam merumuskan pertanyaan pemantik.	20%	57,1%	20%	2,86%
9.	Saya merasa kesulitan dalam merumuskan kegiatan pendahuluan.	23%	71%	5,7%	0
10.	Saya merasa kesulitan dalam merumuskan kegiatan inti.	20%	74,3%	5,71%	0
11.	Saya merasa kesulitan dalam merumuskan kegiatan penutup.	25,7%	68,6%	5,71%	0
12.	Saya merasa kesulitan dalam menyesuaikan kegiatan pendahuluan pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada.	17,1%	62,9%	20%	0
13.	Saya merasa kesulitan dalam menyesuaikan kegiatan inti pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada.	8,57%	65,7%	25,7%	0
14.	Saya merasa kesulitan dalam menyesuaikan kegiatan penutup pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada.	14,3%	77,1%	8,57%	0
15.	Saya merasa kesulitan dalam merumuskan rancangan asesmen diagnostik.	14,3%	34,3%	48,6%	2,86%
16.	Saya merasa kesulitan dalam merumuskan rancangan asesmen formatif.	14,3%	71,4%	14,3%	0
17.	Saya merasa kesulitan dalam merumuskan	14,3%	80%	5,71%	0

	rancangan asesmen sumatif.				
18.	Saya merasa kesulitan dalam memberi skor pada masing-masing aspek asesmen (diagnostik, formatif, sumatif).	11,4%	65,7%	22,9%	0
19.	Saya merasa kesulitan dalam merumuskan kegiatan pengayaan dan remedial.	8,57%	77,14%	14,29%	0
20.	Saya merasa kesulitan dalam merumuskan bahan ajar sesuai dengan materi yang akan diajarkan.	17,1%	74,3%	8,57%	0

Table 2.1 The Number of Teachers' Difficulties in Designing Lesson Plan

Then, to make it easier for drawing conclusions in this research, the explanation below presents the percentage results regarding the difficulty framework in the questionnaire as follows:

1. Difficulties based on Learning Outcomes

No	Statement	Frequency			
		SD	D	A	SA
1	Statement 1	6	20	9	0
2	Statement 2	6	18	11	0
3	Statement 3	4	20	10	1
4	Statement 4	4	20	10	1
Percentage		14,3%	55,7%	28,6%	1,4%

Table 2.2 Percentage of Learning Outcomes Difficulties

From the table above, it show that there are 70% teachers do not have difficulty based on Learning Outcomes. However, 30% teachers have difficulties based on Learning Outcomes, such as formulating learning objectives and interpreting all the four skills elements.

2. Difficulties of Formulating General Elements

No	Statement	Frequency			
		SD	D	A	SA
1	Statement 5	5	18	12	0
2	Statement 6	4	20	11	0
3	Statement 7	6	26	3	0

4	Statement 20	6	26	3	0
Percentage		15%	64,3%	20,7%	0

Table 2.3 Percentage of General Elements Difficulties

From the table above, 79% teachers do not have difficulties in formulatinf general elements. In contrast, there are 20,7% teachers still have difficulties in formulating general elements such as facilities and infrastructure, learning model, and learning material.

3. Difficulties of Formulating Learning Activities

No	Statement	Frequency			
		SD	D	A	SA
1.	Statement 8	7	20	7	1
2.	Statement 9	8	25	2	0
3.	Statement 10	7	26	2	0
4.	Statement 11	9	24	2	0
5.	Statement 12	6	22	7	0
6.	Statement 13	3	23	9	0
7.	Statement 14	5	27	3	0
Percentage		18,4%	68,2%	13,1%	0,4%

Table 2.4 Percentage of Learning Activities Difficulties

From the table above, 86,6% teachers do not have difficulties in formulating learning activities. However, there are 13,5% teachers still have difficulties in formulating learning activities such as formulating *pemantik* question, preliminary activities, core activities, closing activities, and time management.

4. Difficulties of Formulating Assessment

No	Statement	Frequency			
		SD	D	A	SA
1.	Statement 15	5	12	17	1
2.	Statement 16	5	25	5	0
3.	Statement 17	5	28	2	0
4.	Statement 18	4	23	8	0
5.	Statement 19	3	27	5	0

Percentage	12,6%	65,7%	21,1%	0,6%
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Table 2.5 Percentage of Assessment Difficulties

Based on the table above, it show 78,3% teachers do not have difficulties in formulating assessment. In contrast, there are 21,7% teachers still have difficulties in formulating assessment such as formulating diagnostik assessment, summative assessment, formative assessment, giving scoring, and formulating enrich and remedial assessment.

B. Discussion

Then, in the figure below, a description of the interview and survey questionnaire's result analysis might be offered:

1. Statement 1

Responses	Frequency	Percentage (%)
Strongly Disagree	6	17,1
Disagree	20	57,1
Agree	9	25,7
Strongly Agree	0	0
Total	35	100,00

Table 3.1 Learning Outcomes

For the statements number one, the statement is “Saya merasa kesulitan dalam menentukan tujuan pembelajaran yang disesuaikan dengan Fase Capaian Pembelajaran”. There are 6 (17,1%) teachers answered strongly disagree, 20 (57,1%) teachers answered disagree, 9 (25,7%) teachers answered agree, and 0% teachers answered strongly agree. It means that 9 of 35 teachers have difficulties in decide the learning objectives that are adjusted to the learning outcome phase.

Based on the results of the questionnaire, 74.2% of the participants answered disagree and strongly disagree. It shows that more than half of the participants have no difficulty in determining learning objectives that are adjusted to the Learning Outcomes Phase. According to the results of the interview with Participant 4 who answered strongly disagree with statement number 1, he said that determining learning objectives is not difficult, it just requires accuracy in formulating them. Because according

to him, in the Merdeka Belajar Curriculum, learning objectives must be in accordance with Learning Outcomes. In addition, the material created must also contain HOTS (High Order Thinking Skill) elements so that learning objectives must use operational verbs (KKO) cognitive levels C4 (Analyze), C5 (Evaluate), and C6 (Create). This is in accordance with research from Adha (2021) which reveals that teachers must be able to adjust learning objectives that will be formulated with KKO and contain HOTS elements. As a result, the teacher must pay full attention to determining learning objectives so that students from all majors can master materials that contain HOTS elements well.

Different with the statement from Participant 4, Participant 3 actually answered agreed with this first statement. Based on the results of the interview with Participant 3, he stated that he often found it difficult to determine learning objectives that were adjusted to the Phases in Learning Outcomes. This happened because he did not really understand the technique in formulating learning objectives in the Merdeka Belajar Curriculum, which the terms were quite different from the formulation of learning objectives in the previous curriculum. As explained by Participant 4, in formulating learning objectives in the Merdeka Belajar Curriculum, it must be adjusted to the Learning Outcomes and must use cognitive level KKO. However, Participant 3 often has difficulties in applying the principles of this arrangement, because he still use to formulating learning objectives through indicators of each Basic Competency which became the principles of preparation in the previous curriculum. In addition, adjusting the KKO of each learning objective requires accuracy where the learning objectives made will become a benchmark for the formulation of learning activities that will be formulated. As a consequence, this is still an obstacle that is felt by the teacher in formulating learning objectives in the Merdeka Belajar Curriculum. Participant 3 also added that this is the hardest homework for teachers because teaching and learning activities will be considered successful if learning outcomes can be achieved. In fact,

adjusting learning objectives to Learning Outcomes in each phase of this curriculum is indeed very important because learning objectives are the basic foundation of learning activities. This is evidenced by a statement from Kasman & Lubis (2021), which states that developing learning objectives in the Merdeka Belajar Curriculum's lesson plan is very important to determine where learning is going and to assist students in obtaining the desired competencies.

Therefore, if the teacher is unable to adjust the learning objectives with the Learning Outcomes in each Phase, then it will have implications for the learning that teachers apply. Where teachers are unable to apply learning activities that have been arranged optimally. In addition, students also cannot get good learning activities because the learning objectives are not directed. For this reason, the teacher has an obligation to be able to formulate learning activities properly, especially in formulating learning objectives. So that students can take part in learning effectively because the learning activities have been well formulated by their respective teachers. This is in accordance with stated by Dudley-Evans (1998), before formulating learning objectives, teachers need an understanding regarding the flow of learning activities that will be carried out so that they can start an introductory conversation based on this understanding. So that in this conditions, the teacher is considered as a class controller where the teacher must have clear goals for a thorough understanding of the basic content and teaching materials.

2. Statement 2

Responses	Frequency	Percentage (%)
Strongly Disagree	6	17,1
Disagree	18	51,4
Agree	11	31,4
Strongly Agree	0	0
Total	35	100,00

Table 3.2 Listening-Speaking

From item number 2, the statement is "Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen menyimak-berbicara", there are 6 (17,1%) teachers answered strongly agree, 18 (51,4%) teachers answered disagree, 11 (31,4%) teachers answered agree, and 0% teachers answered strongly agree. It showed that 11 of 35 teachers felt difficulties in interpreting the learning outcomes on the listening-speaking elements. This is a fairly high number related to the difficulties felt by the teachers in designing various elements of the Merdeka Belajar Curriculum's lesson plan.

Based on the table above, almost 70% of the participants answered disagree and strongly disagree. The results of the interview with Participant 4 who answered strongly disagreed with this statement stated that he had no difficulty in interpreting the Learning Outcomes based on the listening-speaking element. This happened because according to him, Learning Outcomes is a new term for Basic Competencies and Core Competencies in the previous curriculum. Consequently, to interpret the Learning Outcomes in the listening-speaking element and other elements there are no difficulties because he is used to interpreting the Learning Outcomes before formulating learning objectives that will be used as a benchmark in the learning activities that the teacher will carry out.

On the other hand, 31% of participants answered agreed with this statement which shows that there are still teachers who find it difficult to interpret the Learning Outcomes in the listening-speaking element. Participant 2 who answered agreed with this statement stated that she sometimes found it difficult to interpret the Learning Outcomes based on the listening-speaking elements. According to her, interpreting the Learning Outcomes is indeed necessary so that teachers can formulate learning objectives that are in accordance with the Learning Outcomes presented. The interpretation of Learning Outcomes is also needed so that teachers can determine what learning activities will be formulated. However, it was often difficult for Participant 2 to interpret the Learning

Outcomes in the listening-speaking element because the Learning Outcomes in the Merdeka Belajar Curriculum did not have a separation between knowledge, attitudes and skills as in the preparation of the previous curriculum lesson plans.

In addition, she is also used to formulating lesson plans with the separation of competencies into each indicator, so she feels it is still difficult to interpret the Learning Outcomes because the presentation of Learning Outcomes in the Merdeka Belajar Curriculum is written into one series and there is no specific separation between one competency with the others. Whereas according to Participant 2, the competence in each element, especially in the listening-speaking element, must have separation so that the teacher can be more specific in formulating the learning objectives that will be formulated. So that the listening-speaking element can be implemented properly in learning activities, considering that the listening-speaking element is a basic skill that is quite difficult for all students to master. This is in line with statement by Brown (2001), who stated that listening-speaking are the two most commonly used skills for classroom interaction, but it is difficult for students to learn them. Therefore, with the new curriculum that combines various competencies into one term namely Learning Outcomes, teachers must be more pay attention in interpreting Learning Outcomes in the available listening-speaking elements so teacher can formulate learning objectives that are in accordance with the Learning Outcomes.

In fact, listening-speaking element are the very important skills to be mastered by all students in learning English. This is in accordance with a statement from Richards (2008), listening-speaking skills are very important to be mastered by students as the basic foundation of teaching for this critical language skill. Consequently, if the teacher is unable to interpret Learning Outcomes based on the listening-speaking element properly, this will have implications for the learning objectives that the teacher formulates, which will also affect the learning that the teacher

applies. Because the teacher cannot formulate learning objectives that are in accordance with the existing Learning Outcomes, and makes the learning activities unable to run optimally because the learning objectives are not in accordance with the Learning Outcomes. As a result, it is very important for the teacher to be able to interpret the Learning Outcomes in the listening-speaking elements properly so that the teacher can formulate learning activities in accordance with the existing Learning Outcomes.

3. Statement 3

Responses	Frequency	Percentage (%)
Strongly Disagree	4	11,4
Disagree	20	57,1
Agree	10	28,6
Strongly Agree	1	2,86
Total	35	100,00

Table 3.3 Reading-Viewing

From the third item number, the statement is "Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen membaca-memirsa". The result above shows that 4 (11,4%) teachers answered Strongly Disagree, 20 (57,1%) teachers answered Disagree, 10 (28,6%) teachers answered Agree, and 1 (2,86%) teachers answered Strongly Agree.

From this statement, it can be seen that 68.5% of participants answered disagree and strongly disagree. This shows that more than half of the participants did not find it difficult to interpret the Learning Outcomes in the reading-viewing element. Based on the results of the interview with Participant 1 who answered disagree with statement number 3, it was revealed that he had no difficulty in interpreting the Learning Outcomes in the reading-viewing element. This happened because he already understood about the formulation of lesson plans in the Merdeka Belajar Curriculum, especially in interpreting Learning Outcomes which would later be used to formulate learning objectives and learning activities. So according to him, interpreting the Learning

Outcomes in each element, especially in the reading-viewing element is not a significant difficulties.

On the other hand, 31.4% of the participants agreed and strongly agreed. This is a percentage with the same amount as the previous statement. Participant 2 who answered agreed with this statement stated that she often still found it difficult to interpret the Learning Outcomes in the reading-viewing element. Similar to Participant 2 mentioned in the previous statement, in this statement he also revealed that the difficulties she felt were triggered by differences in the formulation of learning in the Merdeka Belajar Curriculum with the previous curriculum. So that she still needs a lot of adaptation in interpreting the Learning Outcomes in each element, especially in the reading-viewing element which will later be used to formulate learning objectives and activities. Participant 2 also explained that she had never attended training in the Merdeka Belajar Curriculum, so that it was the main factor that made her still need to learn a lot in formulating lesson plans in this Merdeka Belajar Curriculum, especially in interpreting Learning Outcomes in the reading-viewing element. Moreover, the viewing-reading element is one of the skills that must be mastered by students. So the teacher needs to pay more attention in formulating learning activities, especially in viewing-reading skills, because the competencies that students get in the reading-viewing element are very dependent on the learning activities that the teacher formulates.

As explained in the statement above, the element of reading-viewing is one of the basic skills that is very important for students to master in learning English. This is as expressed by Patel & Jain (2008), reading is an important activity that can increase students' knowledge. As a consequence, if the teacher is unable to interpret Learning Outcomes based on the reading-viewing element, this will have implications for students' competence and the learning activities. Where the teachers cannot formulate learning activities in the reading-viewing element because they have not been able to interpret the Learning Outcomes correctly, which of

course will have an impact on students' competence in the reading-viewing element that does not develop properly, because the students does not get optimal learning activities. Therefore, it is very important for teachers to be able to interpret the Learning Outcomes in the reading-viewing element properly, so that the formulated learning activities can improve students' competence in reading-viewing skills and the Learning Outcomes can be achieved optimally. This is in line with statement by Brown (2004), a teacher must choose a method based on unique reading goals. A teacher must devise a method to help children learn to read and understand as well as possible.

4. Statement 4

Responses	Frequency	Percentage (%)
Strongly Disagree	4	11,4
Disagree	20	57,1
Agree	10	28,6
Strongly Agree	1	2,86
Total	35	100,00

Table 3.4 Writing-Presenting

From the item number four, the statement is "Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen menulis-mempresentasikan. It showed that 4 (11,4%) teachers answered Strongly Disagree, 20 (57,1%) teachers answered Disagree, 10 (28,6%) teachers answered Agree, and 1 (2,86%) teachers answered Strongly Agree.

Based on the results of the interview with Participant 1 who answered disagree with this statement, she stated the same thing as stated in the previous statement, so far she had no difficulty in interpreting the Learning Outcomes in each element presented in the Merdeka Belajar Curriculum, including the writing-presenting element presented. This happened because she was used to interpreting Learning Outcomes which is a new term from the fusion of Core Competencies and Basic Competencies in the previous curriculum. So that it is not a big problem in

interpreting the writing-presenting elements in Learning Outcomes in the Merdeka Belajar Curriculum.

However, the results of the table above show that 31% of the participants agreed and strongly agreed. This shows the difficulty that the teachers feel in interpreting the Learning Outcomes in each element has a balanced percentage. According to Participant 3 who answered agreed with this statement, he said that he often still finds it difficult to interpret the Learning Outcomes in the writing-presenting element. According to him, the Learning Outcomes presented in the Merdeka Belajar Curriculum are actually indeed more focused on four student skills, one of which is writing. However, the Learning Outcomes in the Merdeka Belajar Curriculum only pay attention to texts, and grammar learning is not considered. In fact, according to him, learning grammar is very important for students to master before continuing to practice writing. Thus, when the teacher tries to interpret the Learning Outcomes in the writing-presenting element which will later be used to formulate goals and learning activities, the teacher is still confused about what kind of learning will be formulated in the writing-presenting skills that are in accordance with the existing Learning Outcomes, because grammar not included in the Learning Outcomes in this Merdeka Belajar Curriculum. This is still an obstacle for Participant 3 in interpreting the Learning Outcomes in the writing-presenting element.

In fact, the writing-presenting element is a very important basic skill for students to master. So to improve students' ability, teachers need to teach students about the process of writing properly and correctly before students practice it directly. This is evidenced by the statement of Dudley-Evans (1998) which states that giving a tutorial or a series of tutorials on the actual way of writing that students are currently or will be working on is the most effective way to improve their ability to produce essays. Then, from this statement it can be concluded, if the teacher cannot interpret the Learning Outcomes in the writing-presenting element, this will have

implications for the learning and competencies that students get. Where the results of the assessment of the practice that students do are not satisfactory so that this has an impact on learning outcomes that are not achieved optimally. Therefore, it is very important for teachers to be able to interpret the elements of writing-presenting properly so that teachers can formulate and implement optimal learning activities that are in accordance with Learning Outcomes.

5. Statement 5

Responses	Frequency	Percentage (%)
Strongly Disagree	5	14,29
Disagree	18	51,43
Agree	12	34,29
Strongly Agree	0	0
Total	35	100,00

Table 3.5 Facilities and Infrastructure

From the fifth number, the statement is "Saya merasa kesulitan dalam menyesuaikan sarana dan prasarana dengan kegiatan pembelajaran". The findings describe that some teachers answered Strongly Disagree (5%), 18 (51,43%) teachers answered Disagree, 12 (34,29) Agree, and 0% answered Strongly Agree. The result from the survey shows that facilities and infrastructure became one of the most significant difficulties among the other questionnaire statements.

Participant 1, Participant 2, Participant 3 and Participant 4 mentioned that facilities and infrastructure are important points in supporting learning activities in the class. However, not all schools have adequate facilities and infrastructure. Based on the experience of Participant 1 who answered that she agreed with this statement, she often found it difficult to adapt the existing facilities and infrastructure at school with learning activities. This is because not all classes of LCD projectors are available, even though not all of them are connected properly. Meanwhile, according to Participant 1, in learning English it would be

more effective and interesting for students if teacher used an LCD Projector.

Another difficulty that Participant 1 experienced was when holding a listening session. When she wants to use the language lab, she has to take turns with other classes and has to confirm in advance with other English teachers. In addition, not all earphones can be used in the language lab. Because during the pandemic many earphones were not maintained and caused damage. As a consequence, if teacher are going to hold a listening session, the teacher will only do it in the class with one speaker, even though this is not conducive to learning. This is in line with research from Fitriyanti (2019) which states that in classroom learning, the teacher encounters several obstacles such as inadequate school facilities such as the absence of a language laboratory, so the teacher must consider all the material that will be presented because the teacher cannot use school facilities for all materials.

The same experience was also felt by Participants 3 and 4 who answered agree, where they had difficulty in adjusting facilities and infrastructure with the learning activities. This is because learning materials must be adapted to existing facilities and infrastructure, but the facilities and infrastructure available in schools are inadequate. As said by Participant 3, LCD projectors in schools are still very limited. Thus, to create maximum learning is still difficult. In addition, the literacy facilities provided by schools, both from reading books and English-language magazines, have not been widely pursued by schools. This made it difficult for Participant 3 to interpret reading learning. From the statements of these participants, it can be concluded that the difficulties they experienced in this statement tended to inadequate school facilities and infrastructure. This makes it difficult for teachers to apply the material they will teach with the limited facilities and infrastructure available. In fact, facilities and infrastructure are important points in supporting learning activities in the classroom. It was confirmed by Ahmad (2021)

who stated that adequate school facilities and infrastructure would assist teaching and learning activities and make it easier for teachers to develop teaching methods so that learning activities can run optimally.

In addition, Gusni (2019) also stated that with adequate facilities and infrastructure, learning activities will be more varied, teachers will be assisted by the support of existing facilities, and students will also be assisted in learning activities, especially for students who have weaknesses in following learning activities. For this reason, if the teachers cannot adapt existing facilities and infrastructure to the material that will be taught, it will have implications for the learning activities that teachers apply. Where learning activities become less varied, class conditions become less conducive, and learning activities are not optimal because the facilities and infrastructure cannot be reached by all students. Therefore, teachers must be able to create interesting learning activities while still adjusting to class conditions and the limitations of existing facilities and infrastructure.

6. Statement 6

Responses	Frequency	Percentage (%)
Strongly Disagree	4	11,4
Disagree	20	57,1
Agree	11	31,4
Strongly Agree	0	0
Total	35	100,00

Table 3.6 Learning Model

For item number six, the statement is "Saya merasa kesulitan dalam menentukan model pembelajaran". The result above shows that 4 (11,4%) teachers answered Strongly Disagree, 20 (57,1%) teachers answered Disagree, 11 (31,4%) teachers answered Agree, and 0% of teachers answered Strongly Agree.

Based on the table above, 68.5% of participants answered disagree and strongly disagree with this statement. Participant 2 who answered disagree stated that she did not find it difficult to determine the learning

model. It because utilizing existing facilities is an alternative that can be chosen to make it easier for teachers to determine learning models. According to the experience of Participant 2, she often uses the handphone brought by students in learning activities for cooperative learning models. Where she will send teaching materials via WhatsApp, then she will ask students to analyze the material by forming groups. According to her, the model turned out to be effective in attracting students' interest in learning and understanding the material that had been given. In addition, students are also not easily bored in learning activities, because they are given the opportunity to use the mobile phones they carry while still under the supervision of the teacher in their use. In other words, utilizing the right media will make it easier for teachers to optimize learning models. This is in line with research from Adha (2021) who stated that the better facilities selected, the more it will help teachers apply learning models so that learning activities can run optimally.

But on the contrary, 31.4% of participants agreed with this statement. Based on interviews with Participant 1 who answered that she agreed with this statement, she said that she often had difficulty in choosing or determining the right learning model which will be used in teaching and learning activities. This is because often the teacher has determined the learning model in planning teaching activities, but in the class application, situations and conditions often occur that are not possible, so the teacher must change the learning model or add a learning model that is different from the learning model that was formulated previously. This is in line with research from Asyafah (2019), which revealed that there is no learning model that is suitable for all situations and conditions. And a model used in certain learning has some advantages and limitations in the learning process. Therefore, the teacher must prepare a backup learning model so that if the first learning model formulated cannot be applied in the classroom, it can be replaced with another learning model.

The learning model is one of the important elements in the learning formulation because the learning model is a benchmark related to the learning activities that will be carried out. This is evidenced by a statement from Irviana (2020) which stated that the learning model is a reference for the learning strategy to be pursued, which includes instructional objectives, stages of learning activities, learning environment, and class administration. Consequently, if the teacher cannot determine the appropriate learning model according to the learning material, this will have implications for the learning process that will take place. Where the learning process becomes ineffective and the lack of student interest in the learning process because the learning model also greatly influences student interest and motivation in the learning process. This also was conveyed by Asyafah (2019), that a variety of learning models can give students a passion for learning so that students are not easily bored and continue to be interested in learning activities. As a result, the teacher must have the ability to determine and develop a variety of learning models so that the process of learning activities can be carried out properly so that learning objectives are more easily achieved.

7. Statement 7

Responses	Frequency	Percentage (%)
Strongly Disagree	6	17,1
Disagree	26	74,3
Agree	3	8,57
Strongly Agree	0	0
Total	35	100,00

Table 3.7 Learning Material

For item number seven, the statement is “Saya merasa kesulitan dalam menyesuaikan materi dengan tujuan pembelajaran yang telah dirumuskan”. Survey result above shows that 6 (17,1) teachers answered Strongly Disagree, 26 (74,3%) teachers answered Disagree, 3 (8,57%) teachers answered Agree, and 0% teachers answer Strongly Agree.

Based on the table above, 91.4% of participants answered disagree and strongly disagree. It shows that there are almost no significant difficulties for the teachers in adjusting the material with the learning objectives that have been formulated. According to Participant 4, who answered disagree in this statement, he stated that he had never encountered difficulties in adjusting the learning objectives and the material that will be taught. It happens because all teachers should be able to adapt the material that will be taught with the learning objectives that have been formulated. Because in the lesson planning, learning objectives and teaching materials must be included, so it is impossible if the teacher cannot adapt the material to the learning objectives that have been formulated.

However, it can be seen from the survey results that 8.57% of participants agreed with this statement. Which means there are still teachers who find it difficult to adapt the material to the learning objectives that had been formulated. According to Participant 2 who answered agreed with this statement, she stated that she still had difficulties in adapting the material that will be taught with the learning objectives that had been formulated. This happens because sometimes there are some students who do not understand the material that has been prepared, or it takes a very long time to understand the material provided, so that the learning objectives that have been previously formulated are not achieved optimally. According to her, the ability of each student is different so she must choose material that can be understood equally by students, while still adjusting the learning objectives that have been formulated. In other words, the selection of material not only adapts to the learning objectives that have been formulated, but also adapts to students' abilities. This is often an obstacle for teachers in choosing teaching materials that are in accordance with the formulated learning objectives, but still adjusting the abilities of students.

From statement above it can be concluded that adjusting the material that will be taught with learning objectives is very important in supporting learning activities. Thus, if the teacher cannot adapt the material to the learning objectives that have been formulated, this will have implications for students and learning itself. Where students do not get a good understanding of learning activities so that the learning objectives that have been formulated cannot be achieved properly. This is in line with research from John (2016) which states that the importance of quality teaching and adequate learning materials can occur through their effective use during classroom teaching to achieve learning goals. As a result, the teachers have an obligation to choose material that is in accordance with learning objectives while still adjusting students' abilities so that learning activities can achieve targeted learning outcomes.

8. Statement 8

Responses	Frequency	Percentage (%)
Strongly Disagree	7	20
Disagree	20	57,1
Agree	7	20
Strongly Agree	1	2,86
Total	35	100,00

Table 3.8 Pemantik Question

For item number eight, the statement is “Saya merasa kesulitan dalam merumuskan pertanyaan pemantik”. It showed that 7 (20%) teachers answered Strongly Disagree, 20 (57,1%) teachers answered Disagree, 7 (20%) teachers answered Agree, and 1 (2,86%) teachers answered Strongly Agree.

The table above shows that 77% of participants answered disagree and strongly disagree. According to Participant 1 who answered disagree with this statement, the pemantik question is a question that given to students at the beginning of the learning activity regarding important matters related to the learning material that would be studied later. So that there is no difficulty felt in designing pemantik questions. The reason is,

Participant 1 has often asked questions like that at the beginning of learning activities even before the Merdeka Belajar Curriculum which required the formulation of pemantik questions. Participant 2 who also answered disagreed with this statement stated that he had no difficulties because the pemantik questions were almost like brainstorming in the previous curriculum. Just as Participant 1 explained, Participant 2 also often asked questions such as at the beginning of learning activities to start learning activities that can build students' thinking. This is in line with stated by Shanmugavelu (2020), teachers can practice a range of questioning ways and reinforce them in the question and session to motivate students and stimulate their thinking in the classroom.

However, based on the result of survey, 23% of participants agreed and strongly agreed with this statement. This shows that there are still participants who have difficulty in formulating pemantik questions. Participant 4 who answered agreed with this statement said that in formulating pemantik questions, teachers were sometimes confused about what questions could measure students' basic abilities towards the material to be studied. Because in the implementation in the learning activities, not all students want to answer the questions posed by the teacher, even many students do not pay attention to the pemantik questions the teacher asks. So that it makes difficult for the teacher to determine the abilities of students based on the pemantik questions asked.

Based on the statements from the participants above, it can be concluded that they tend to formulate pemantik questions depending on the background knowledge of students. Some teachers find it easy to formulate pemantik questions because they often use these questions in learning activities, but there are still teachers who have difficulty in adjusting pemantik questions to the basic abilities of each student. Pemantik questions are needed to find out the extent of students' knowledge in understanding the material to be taught, so it is very important for the teacher to be able to make the right pemantik questions.

This is in line with research from Shanmugavelu, et al (2020) which stated that questioning is one of the most powerful strategies to stimulate learning, expand students' thinking capability, lead to clear concepts, excite the imagination, and provide motivation to act. Therefore, if the teacher cannot formulate the right pemantik questions, this will have an impact on the learning process. Because the teacher cannot know the basic abilities possessed by students and allows not all students to understand the material being taught because each student has different basic abilities. As a result, the teacher must be able to formulate pemantik questions that cover the entire material briefly, so that the teacher can measure students' abilities and make students better understand each material that will be taught.

9. Statement 9

Responses	Frequency	Percentage (%)
Strongly Disagree	8	23
Disagree	25	71
Agree	2	5,7
Strongly Agree	0	0
Total	35	100,00

Table 3.9 Preliminary Activities

For item number nine, the statement is "Saya merasa kesulitan dalam merumuskan kegiatan pendahuluan". It showed 8 (23%) teachers answered Strongly Agree, 25 (71%) teachers answered Disagree, 2 (5,7%) teachers answered Agree, and 0% of teachers answered Strongly Agree.

The results above show that almost all teachers have no difficulty in formulating preliminary activities. It can be seen in the percentage which shows 94% of participants answered disagree and strongly disagree. Participants 2 and 4 who answered disagree stated that there were no perceived obstacles in formulating the preliminary activities because the teacher was used to carrying out preliminary activities following what had been designed in the lesson planning properly without any difficulties. In contrast, Participant 3 who answered agreed with the statement stated that

in the preliminary activities he sometimes found it difficult when carrying out the preliminary activities which were formulated with the implementation in the class, especially when it was entering afternoon time. This happens because in the afternoon, the class conditions are usually not conducive which causes students not interest in all the preliminary activities that have been designed. For this reason, to overcome these difficulties the teacher will formulate to add ice breaking activities to attract students' attention and make students excited to return the learning activities. This is in line with research from Rusman (2009) who stated that preliminary activities are the teacher's efforts in learning activities to create conditions for students so that their mental and attention are focused on what they will learn so that these efforts will have a positive effect on learning activities.

From the statement above, it can be concluded that actually it is not a big problem in formulating preliminary activities. It is just that occasionally the difficulties that teacher feels in the preliminary activities' implementation. Where sometimes the preliminary activities that have been previously designed by the teacher cannot be implemented properly during learning activities, because the conditions and situations in the class are sometimes not conducive. Even though preliminary activities are also important to be formulated so that the teacher can measure what activities will be carried out to conditioning of the class and check students' abilities with the material to be taught before starting learning activities. This was revealed by Coughlan (2019) who stated that a teacher must be able to start learning and carry out cognitive diagnostic examinations to identify student knowledge and appropriate teaching materials during preliminary activities. Therefore, the teacher must be able to formulate preliminary activities properly so that when it implemented in the class, the teacher is successful in conditioning students before starting learning activities.

10. Statement 10

Responses	Frequency	Percentage (%)
Strongly Disagree	7	20
Disagree	26	74,3
Agree	2	5,71
Strongly Agree	0	0
Total	35	100,00

Table 3.10 Core Activities

For number ten, the statement is “Saya merasa kesulitan dalam merumuskan kegiatan inti”. Based on the table, 7 (20%) teachers answered strongly disagree, 26 (74%) students answered disagree, 2 (5,71%) answered agree, and 0% teachers answered strongly disagree.

Almost the same as the previous statement, in this statement it can be seen that more than 94% of teachers answered disagree and strongly disagree, and only 5.71% of teachers answered that they agreed. It shows that there are almost no significant difficulties or difficulties that the teacher feels in formulating core activities. Based on the results of interviews with Participant 2 who answered disagree, she stated that formulating core activities was not difficult, the difficulty was in implementing the core activities that had been designed in learning activities. Participant 1 who answered that she agreed with this statement also said the same thing as stated by Participant 2. According to Participant 1, often the core activities that had been designed could not always be carried out in accordance with what had been previously formulated. This happens because sometimes there are unexpected things that makes the teacher must have a backup plan in formulating core activities, so that later learning activities can still be carried out in a conducive manner. This often becomes an obstacle for Participant 1 in formulating core activities because in addition to having formulate core activities properly, she also has to prepare backup activities if the core activities that have been previously formulated cannot be carried out according to activities that has been planned. It was confirmed by

Wulandari (2007) because of the qualities of the students and the conditions environments, the teacher must be able to discover the most appropriate technique of teaching and learning activities.

Based on the statement above, it can be concluded that there are actually no great difficulties felt by the teachers in formulating core activities. But the difficulties they feel are more about teachers implementation in learning activities. This happens because often there are classroom conditions or other things that make the teacher unable to fully carry out the core activities as previously formulated. As a result, in formulating core activities, the teacher must have several backup plans so that if the activities that have been formulated cannot be implemented, the teacher can replace them with other activities. This is in line with what was stated by Dudley-Evans (1998), the teacher must be prepared to change plans throughout the lesson to take into account what is happening, and to think and respond to events quickly. ESP teachers must also be willing to take risks in their teaching because one of the keys to success in ESP education is the willingness to be flexible and take risks.

11. Statement 11

Responses	Frequency	Percentage (%)
Strongly Disagree	9	25,7
Disagree	24	68,6
Agree	2	5,71
Strongly Agree	0	0
Total	35	100,00

Table 3.11 Closing Activities

The statement number 11 is "Saya merasa kesulitan dalam merumuskan kegiatan penutup". The result above shows that 9 (25,7%) teachers answered Strongly Disagree, 24 (68,6%) teachers answered Disagree, 2 (5,71%) teachers answered Agree, and 0% of teachers answered Strongly Agree.

Based on the table above, it can be seen that it is the same as statements number 9 and 10, only 5.71% of participants who answered

agreed with this statement. In other words, almost all participants had no difficulty in formulating closing activities. As conveyed by Participant 1 and Participant 4 who answered disagree in this statement, they stated that in formulating closing activities they almost never encounter difficulties because the formulation and implementation are always in accordance with the teaching modules that have been designed. Participant 4 added, to formulate closing activities is usually by reviewing the material that has been studied, as well as providing information about the material that will be studied at the next meeting, evaluating learning activities and closing learning activities by praying together. This is in line with research from Rahmah (2014) which stated that the ways that teachers can do to end the lesson include; the teacher evaluates learning outcomes, the teacher gives assignments, and the teacher and students make conclusions together.

In contrast, there were still 5.71% of participants who agreed with this statement. The results of interviews with Participant 2 who answered agreed with this statement said almost the same thing as the two previous statements, that the difficulties the teacher felt in closing activities were more related to their implementation which sometimes did not match with the closing activities that had been previously formulated. This happened because in the closing activity, she had formulated activities such as reviewing the material, drawing conclusions, and explaining the material to be studied next. However, in practice it is often not in accordance with what has been formulated because it is constrained by many factors such as students who are not concentrating, and so on which makes the activities that have been formulated not fully implemented.

In fact, formulating closing activities is also an important part of learning. because with closing activities, the teacher can know more about how successful students are in understanding the material that has been taught, and becomes an evaluation for teachers regarding their success in teaching. This is evidenced by research from Djamarah (2011) which explains that closing a lesson is intended to provide an overall picture of

what students have learned, knowing the level of achievement of students and the level of success of teachers in the educational interaction process. Therefore, from this statement it can be concluded that if the teacher cannot formulate closing activities properly, this will have an impact on the implementation of closing activities that the teacher will do. Where teachers cannot know their success in teaching and cannot know the level of success of students' understanding of the material that has been taught.

12. Statement 12

Responses	Frequency	Percentage (%)
Strongly Disagree	6	17,1
Disagree	22	62,9
Agree	7	20
Strongly Agree	0	0
Total	35	100,00

3.12 Preliminary Time Management

For number twelve, the statement is “Saya merasa kesulitan dalam menyesuaikan kegiatan pendahuluan pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada”. There are 6 (17,1%) teachers answered Strongly Disagree, 22 (62,9%) teachers answered Disagree, 7 (20%) teachers answered Agree, and 0% teacher answer Strongly Agree.

The table shows that 80% of teachers answered disagree and strongly disagree. It means that quite a number of participants feel that adjusting the preliminary activities that have been designed with the available time allocation is not difficult. As stated by Participant 4 who answered disagree, adjusting the preliminary activities to the existing time allocation was not difficult because the teacher wanted to conditioning students before starting the core activities. According to him, it is the teacher's duty to be able to conditioning the class before starting learning activities. This is in line with research from Husdarta (2013) who stated that opening lessons is a teacher's activity before starting teaching and learning activities to create students who are mentally prepared and students' attention is focused on learning.

In contrast to statement number 9 where only 5.71% of participants agreed with the statement of difficulty in formulating preliminary activities, in statement number 12 more participants answered agree with a fairly high percentage of 20%. It shows that adjusting the preliminary activities to the learning steps in accordance with the existing time allocation is more difficult than formulating preliminary activities in the lesson planning. As stated by Participant 3 who answered that he agreed with this statement, in adjusting the preliminary activities with the time allocation was often not in accordance with what had been formulated previously. It was triggered by the situation and condition of the class where when entering the afternoon class, the class conditions tended to be less conducive so that the teacher often missed some of the activities that had previously been formulated, for example taking attendance at closing activities when even though students should have checked attendance at the beginning of learning. Besides that, the teacher's difficulty in conditioning students makes a lot of time wasted in preliminary activities so that it makes the preliminary activities take a lot more time than the previously targeted time.

Therefore, if the teacher cannot adjust the preliminary activities to the existing time allocation, it will have an impact on the implementation of the learning activities which cannot be carried out optimally in accordance with what was previously formulated, because a lot of time has been wasted on preliminary activities. Besides, preliminary activities are one of the important factors in supporting the success of learning. So that in preliminary activities, the teacher has an obligation to build a conducive atmosphere in order to motivate students to be enthusiastic in learning activities according to the specified time. This is in line with research from Hadiwinarto (2020) which reveals that teachers must have the ability to focus students' attention on what will be learned before entering learning so that students have high motivation to continue learning until it is finished with enthusiasm. Consequently, the teacher must be able to adjust

the preliminary activities to the existing time allocation so that the activities that have been formulated can be carried out optimally so that the teacher can create safe and conducive learning activities.

13. Statement 13

Responses	Frequency	Percentage (%)
Strongly Disagree	3	8,57
Disagree	23	65,7
Agree	9	25,7
Strongly Agree	0	0
Total	35	100,00

Table 3.13 Core Time Management

For number 13, the statement is “Saya merasa kesulitan dalam menyesuaikan kegiatan inti pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada”. The result shows that 3 (8,57%) teachers answered Strongly Disagree, 23 (65,7%) teachers answered Disagree, 9 (25,7%) teachers answered Agree, and 0% teacher answered Strongly Agree.

Based on the results of the questionnaire, 74% of the participants answered that they disagreed and strongly disagreed with this statement. As said by Participant 2 who answered disagree with this statement, she was no significant difficulty in adjusting the core activities to the learning steps in accordance with the available time allocation. Because in the application, the teacher can complete the core activities properly according to the time available, with the main key being to adjust the characteristics of the students. Because from every class, there must be some students who are always active in learning, and there is also the opposite. So it is important for teachers to understand the characteristics of students in formulating and implementing core activities. This is in line with research from Rusman (2011) which revealed that core activities are the main activities in the learning process carried out by students and teachers. The core activities are carried out by adjusting the characteristics of students and subjects in applying learning models and strategies in each activity.

On the other hand, based on the interview with Participant 1 who answered agreed with this statement, she stated that sometimes she found it difficult to adapt the core activities to the learning steps according to the time allocation available. The reason is, as a teacher, she has planned the core activities in such a way, but that is just a design. Because in the implementation, there are often things that are not in accordance with the activities that have been formulated. For example, today the plans that have been designed in the teaching module are doing assignments, watching videos, and so on. But sometimes there are events that do not go according to the plans, such as students who have not done their homework, students who have not collected books, or sometimes will watch videos from the LCD but the media does not support it. Automatically as a teacher he has to change to another plan. And of course it will waste a lot of learning time which should be used to discuss material but will be wasted by these difficulties. It did not happens every day, but something happen like that could not be avoided. Even though the core activities are the main points in learning, where all the activity designs that have been formulated will be much more widely applied to core activities such as learning media, learning models, and so on that are adapted to student characteristics. This is evidenced by research from Fadhillah (2014) which revealed that the core activity is a learning process to achieve goals by using methods that are adapted to the characteristics of students and subjects, which include the process of observation, asking questions, gathering information, associations, and communication.

As a consequence, if the teacher cannot adjust the core activities to the available time allocation, this will have implications for the learning that teachers apply. Where there will be many activities that have previously formulated cannot be carried out due to time management so that the learning objectives cannot be achieved optimally. For this reason, in adjusting the core activities to the existing time allocation, the teacher must have another plan so that if something happens do not match with

what has been formulated, the teacher can quickly divert with other activities so that learning activities are carried out in a conducive manner. This is in line with what was stated by Dudley-Evans (1998), the teacher must be prepared to change directions throughout the lesson to account for what is happening, and to think and respond to events quickly. ESP teachers must also be willing to take risks in their teaching.

14. Statement 14

Responses	Frequency	Percentage (%)
Strongly Disagree	5	14,3
Disagree	27	77,1
Agree	3	8,57
Strongly Agree	0	0
Total	35	100,00

Table 3.14 Closing Time Management

For number fourteen, the statement is “Saya merasa kesulitan dalam menyesuaikan kegiatan penutup pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada”. The table shows that 5 (14,3%) teachers answer Strongly Agree, 27 (77,1%) teachers answer Disagree, 3 (8,57%) teachers answered Agree, and 0% teacher answer Strongly Disagree.

The results above show that 91.7% of the participants answered disagree and strongly disagree. This shows that most of the participants had no difficulty adjusting the closing activities to the learning steps according to the time allocation available. Participant 1, Participant 3, and Participant 4 mentioned that they did not encounter any difficulties or difficulties in formulating and adjusting the closing activities at the learning steps according to the time allocation available. The reason is, in implementing it in the class, the teacher succeeded in carrying out closing activities according to the allotted time without any significant obstacles. Participant 3 added, in closing activities he did this by reviewing material, giving homework, and giving an overview of the material to be discussed at the next meeting. This is in line with research from Kasman & Lubis

(2021) which states that closing activities usually consist of reviewing the material that has been studied, the teacher reminds the material to be studied at the next meeting, then prays together.

However, not all participants disagreed with this statement. based on the table above shows 8.57% of participants agreed with the statement. Participant 2 who answered agreed with the statement stated that she found difficulties in closing activities with the available time allocation. This happens because sometimes in the class application, when the teacher is going to review the material that has been studied, many students are still confused about the material being asked and only a few students are able to answer the teacher's questions correctly. Sometimes the teacher also does not have time to carry out all the closing activities that have been formulated due to time constraints. This is a factor that makes participant 2 still find it difficult to adjust the closing activities to the existing time allocation. In fact, the closing activity is one of the important elements in the teaching module, where in the closing activity the teacher can review the success of students in understanding the material and the teacher's success in delivering the material. This is in line with research from Monica et al (2020) which states that efforts to close lessons are intended to provide a comprehensive picture of what students have learned, to find out the level of achievement of students and the success rate of teachers in the educational interaction process. Therefore, from this statement it can be concluded, if the teachers cannot adjust closing activities with the existing time allocation, it will have implications for students as well as for the teacher itself. Where the teachers cannot optimally evaluate the learning that they doing to weigh how successful they are in carrying out learning activities, so that students do not get conclusions from the material that has been studied properly which of course it will have an impact on students' understanding of the learning that has been carried out. As a result, it is important for the teachers to be able to adjust closing activities to the best possible time allocation, so that the teachers can more

optimally evaluate the learning they are doing to consider how successful the teachers carrying out learning activities, and can measure students' understanding of the material that has been taught.

15. Statement 15

Responses	Frequency	Percentage (%)
Strongly Disagree	5	14,3
Disagree	12	34,3
Agree	17	48,6
Strongly Agree	1	2,86
Total	35	100,00

Table 3.15 Diagnostic Assessment

For item number 15, the statement is “Saya merasa kesulitan dalam merumuskan rancangan asesmen diagnostik”. It showed that 5 (14,3%) teachers answered Strongly Disagree, 12 (34,3%) teachers answered Disagree, 17 (48,6%) teachers answered Agree, and 1 (2,86%) teachers answered Strongly Agree.

Based on the results of interviews with Participant 4 who answered disagree with this statement, he stated that he did not have any difficulties in formulating a diagnostic assessment. However, the formulation of the diagnostic assessment that Participant 4 formulated was still not perfect because the diagnostic assessment was a new element in the lesson plan since the Merdeka Belajar Curriculum existed. Then, he still had to adapt a lot in the formulation of the lesson plan in this curriculum, one of which was regarding the formulation of a diagnostic assessment. Participant 1 who also answered disagreed with this statement stated that she had no difficulties in formulating a diagnostic assessment. This happened because she had done this type of assessment before the Merdeka Belajar Curriculum existed. As a result, Participant 1 have used to formulating and applying this assessment in learning, it is just that the terms have been updated. Participant 1 explained that a diagnostic assessment is an assessment that is used to measure student understanding, competence, or students' condition during the teaching and learning process. In other

words, the diagnostic assessment is one of the important elements that the teacher must formulate before starting learning activities. This is in line with what was stated by Brummit (2020), a diagnostic assessment is an assessment used to determine student strengths, weaknesses, knowledge and skills, most of which are used to diagnose students' difficulties and to influence learning and curriculum development.

The results of the table above show that more than 50% of the participants agreed and strongly agreed with the statement. In other words, statement number fifteen is the statement with the highest percentage among all the statements in this questionnaire. This shows that many teachers find it difficult to formulate diagnostic assessments. Participant 3 who answered agreed with this statement stated that the assessments he knew in the Merdeka Belajar Curriculum were only summative and formative assessments. So that while the Merdeka Belajar Curriculum was implemented in schools, Participant 3 almost never formulated diagnostic assessments in classroom learning. This happened because Participant 3 had never participated in Merdeka Belajar Curriculum training so he did not understand the formulation of lesson plans in this curriculum, one of which was regarding the formulation of diagnostic assessments. This was also expressed by Participant 2 who answered agreed with this statement, she stated that she did not really know what a diagnostic assessment is in the Merdeka Belajar Curriculum. This happened because the new curriculum had recently been implemented in schools, apart from that diagnostic assessment was also a new term in lesson plans since the existence of this curriculum, so that Participant 2 still needed a lot of adaptations and did not really understand the formulation of diagnostic assessments.

In fact, diagnostic assessment is an important assessment to be applied in learning, especially in the Merdeka Belajar Curriculum. Because the diagnostic assessment is an assessment that is used to determine the abilities and conditions of students. This is in line with

statement by Coughlan (2019) who stated that a diagnostic assessment is an assessment to diagnose students' backgrounds, such as social relations, home learning activities, etc, as well as to find out the basic abilities possessed by students so that they can be developed in the learning process. Consequently, if teachers do not formulate diagnostic assessments or do not apply diagnostic assessments in learning activities, this will have implications for the learning that teachers apply. Where teachers cannot know the background of students' abilities so that it will be difficult for teachers to develop the potential possessed by students in the learning process. Therefore, it is very important for teachers to be able to formulate diagnostic assessments properly, so that later these assessments can be applied in learning activities and will make it easier for teachers to develop the abilities that students have.

16. Statement 16

Responses	Frequency	Percentage (%)
Strongly Disagree	5	14,3
Disagree	25	71,4
Agree	5	14,3
Strongly Agree	0	0
Total	35	100,00

Table 3.16 Formative Assessment

For statement number 16, the statement is “Saya merasa kesulitan dalam merumuskan rancangan asesmen formatif”. It showed 5 (14,3%) teachers answered Strongly Disagree, 25 (71,4%) teachers answered Disagree, 5 (14,3%) teachers answered Agree, and 0% teacher answered Strongly Agree.

The results above show that almost 86% of the participants answered disagree and strongly disagree. It shows that most of the participants did not find it difficult to formulate formative assessments. As stated by Participant 4 who answered disagree, he revealed that during the learning process there were no significant difficulties in formulating formative assessments. This happened because he had applied assessments

like this in learning before the Merdeka Belajar Curriculum existed, it is just that the terms were different. Participant 4 also added that in formulating formative assessments he usually did it by adjusting the material to be taught, for example in teaching recount text material. After he teaches the material, he will check students' understanding through formative assessment by asking students to look for linguistic elements from the text that has been provided. If all students are considered sufficient in understanding the material that has been taught and in accordance with one of the learning objectives, then the teacher will continue to teach the material in the next learning objective. This is in line with the statement from Bhat (2019), who stated that formative assessment is an assessment during learning, where if the teacher feels that students have understood the material being taught and have achieved the learning objectives, the teacher can proceed to the next learning objective. However, if the learning objectives have not been achieved, the teacher needs to strengthen first. Furthermore, the teacher needs to carry out a summative assessment to ensure the overall learning objectives are achieved.

On the other hand, the survey results above show that 14% of participants agreed with this statement. Based on the results of the interview with Participant 3 who answered agreed with this statement, the difficulty she felt was actually more about implementing formative assessments in learning activities. This happens because the abilities of students are different, in fact many students are less responsive in understanding every material being taught. So that in implementing formative assessments in learning activities, often not all students can complete the assessments given properly. As explained by Participant 4, that formative assessment is likened to a connecting assessment between one learning objective and another. Consequently, if the formative assessment cannot be carried out by students properly, of course this will take up a lot of learning time so that the learning objectives in these

learning activities cannot be achieved according to the predetermined target time.

As previously explained, formative assessment is an important element in the lesson plan in this curriculum because formative assessment is useful for knowing students' ability to understand the material for each learning objective made. Therefore, if the teacher cannot formulate an appropriate formative assessment, it will have implications for students' abilities that cannot be measured optimally because the assessments are made maybe too easily or even beyond the abilities of students. Hence, the teachers play an important role in formulating appropriate formative assessments so that the assessments that have been formulated can be applied in the learning process and they can be used to measure how far the material is mastered by students and determine the success of the teacher in achieving learning objectives in teaching and learning activities. This is in line with the statement from Adinda et al (2021) who stated that the implementation of formative assessments is important for teachers and students to improve the learning process because through formative assessments teachers can find out the strengths and weaknesses of the learning process that has been implemented.

17. Statement 17

Responses	Frequency	Percentage (%)
Strongly Disagree	5	14,3
Disagree	28	80
Agree	2	5,71
Strongly Agree	0	0
Total	35	100,00

Table 3.17 Summative Assessment

From statement number seventeen, the statement is "Saya merasa kesulitan dalam merumuskan rancangan asesmen sumatif". There are 5 (14,3%) teachers answered Strongly Agree, 28 (80%) teachers answered Disagree, 2 (5,71%) teachers answered Agree, and 0% teachers answered Strongly Agree.

Based on the results of the interview with Participant 1 who answered that he disagree with this statement, she stated that as long as the Merdeka Belajar Curriculum was implemented in schools, she had never encountered difficulties in formulating summative assessments. According to her, summative assessment is an assessment or evaluation at the end of learning, in which this kind of assessment was usually carried out by teachers in learning activities even before the Merdeka Belajar Curriculum existed. Thus, that Participant 1 formulates this summative assessment the same as when she formulates assessments in the previous curriculum such as Final Semester Examinations, final projects, and final presentations. Participant 1 also added that the end result of the summative assessment is to state whether a student can go up to the next class or they have to stay in the same class again. This is in line with research from Glazer (2014) which states that summative assessment is in the form of an activity, which is usually a written test at the end of the semester or the end of the year for the purpose of assessment, evaluation or certification.

Results of the table above show that the percentage of participants who answered that they agreed with this statement was much smaller than the percentage of the previous statement. In the previous statement, have 14.3% participant who answered agreed, but in this statement, only 5.71% of participants who answered agreed. This shows that it is much easier for participants to formulate summative assessments than to formulate formative assessments. According to Participant 2 who answered that she agreed with this statement, she stated that she sometimes had difficulty in formulating summative assessments. This is because in designing summative assessments, teachers are sometimes confused about determining questions that suitable to students' abilities. Because in the application, it is not uncommon for many students to get not optimal final results in this summative assessment. Even though the teacher felt that she had formulated a summative assessment with questions that were as easy as possible. This makes it difficult for the teacher to have to formulate

questions like what else so that all students can work on this summative assessment with maximum final results, considering that the questions which the teacher thinks are very easy, but still have many students who have difficulty doing them.

In fact, summative assessment is a very important element in the Merdeka Belajar Curriculum. Where the summative assessment acts as a benchmark for student achievement at the end of learning. This is evidenced by research from Adinda (2021) which states that a summative assessment aims to determine student learning achievements from learning that has ended. Therefore, if the teacher cannot formulate a summative assessment in accordance with the principles of the preparation in the Merdeka Belajar Curriculum, this will have implications for the final results in the learning process. Where the teacher cannot optimally measure the achievement of students in the learning process, which of course will have an impact on the abilities of students who cannot be measured optimally. As a result, the teacher must be able to formulate a summative assessment as well as possible so that the teacher can optimally find out the success of students in the learning activities that have been carried out. This is in line with what was expressed by Selegi (2018) which revealed that summative assessment can help teachers find out what students remember about the learning that has been undertaken, and the extent of student proficiency or success at the end of an overall learning program.

18. Statement 18

Responses	Frequency	Percentage (%)
Strongly Disagree	4	11,4
Disagree	23	65,7
Agree	8	22,9
Strongly Agree	0	0
Total	35	100,00

For number 18, the statement is "Saya merasa kesulitan dalam memberi skor pada masing-masing aspek asesmen (diagnostik, formatif, sumatif)". It showed that 4 (11,4%) teachers answered Strongly Disagree, 23 (65,7%) teachers answered Disagree, 8 (22,9%) teachers answered Agree, and 0% of teachers answered Strongly Agree.

Based on the table above, it can be seen that 77% of teachers answered disagree and strongly disagree with the statement. According to Participant 3 who answered that he disagreed with this statement, he stated that there were no difficulties that the teacher felt in giving assessment scores to students. Because according to him, in giving an assessment score, the teacher certainly gives a score according to the abilities that students have. Because by giving a score according to the ability of each student, it will make it easier for the teacher and also the students themselves to measure their abilities during the learning process. This is in line with research from Sitepu & Manik (2019) which states that scoring each assessment must be done as objectively as possible.

In contrast, based on the table above, 23% of participants answered that they agreed with this statement. As stated by Participant 2 who answered that he agreed with this statement, he stated that teachers often experience difficulties in giving scores to each aspect of the assessment instrument. According to him, the most felt difficulty is when the teacher will give a score on formative assessment, especially in learning speaking. This is because many students have low speaking skills, which makes the teacher confused about what score to give for each aspect of the rubric that has been designed. The same thing was also expressed by Participant 1 who answered that he agreed with this statement. According to him, he still often finds it difficult to score each aspect of each student's assessment instrument, especially in formative assessment. This happens when the teacher will fill in the criteria from the rubric that has been made which is adjusted to the ability of students. Because not all students are active in class and many students do not really do the assignments given,

the teacher sometimes doubts what score to give students according to the abilities students have.

In fact, scoring is an important process in education because the results of scoring will measure the competence of students. Therefore, if the teacher cannot giving score in each aspect of the assessment correctly, this will have an impact on students' abilities which cannot be measured properly. This is in line with the statement from Syahputra (2015) who stated that scoring systems are an important process in education, especially in Indonesia, because the results of scoring systems will measure competence, learning behavior, and student learning outcomes in a certain period of time as a basis for consideration and knowing student performance.

19. Statement 19

Responses	Frequency	Percentage (%)
Strongly Disagree	3	8,571
Disagree	27	77,14
Agree	5	14,29
Strongly Agree	0	0
Total	35	100,00

Table 3.19 Enrich & Remedial

For statement number nineteen, "Saya merasa kesulitan dalam merumuskan kegiatan pengayaan dan remedial". There are 3 (8,571%) teachers who answered Strongly Disagree, 27 (77,14%) teachers answered Disagree, 5 (14,29%) teachers answered Agree, and 0% teachers answered Strongly Agree.

Based on the table above, it can be seen that 77% of the participants answered that they disagreed and strongly disagreed with this statement. According to Participant 3, who answered disagreed with this statement, he stated that he had no difficulty in formulating remedial and enrichment activities. Because in these activities, especially in enrichment activities, Participant 3 often did them in the remaining learning time. This is in line with the statement of Anshori (2004) which stated that

enrichment activities are activities given to students so that they can develop their potential optimally by utilizing the remaining time they have. However, there were 14% of participants who agreed with this statement. Based on the results of interviews with Participant 4 who answered disagree, he often had difficulty in formulating remedial activities. This happened because according to him, in making test questions, Participant 4 usually made questions at the easiest level. There are indeed some students who are very good at English, but that is only a small percentage. The rest are students with moderate or even below average abilities. So when the teacher gives a test question, some solve it very quickly, some take a long time, and some don't even do it at all. Therefore, if there were students whose scores were still below the average, Participant 4 was confused about what kind of remedial questions to give for students because the questions that have been given at the test were the easiest level of questions.

Based on the results of interviews with Participant 1 who also answered that she agreed with this statement, she stated that she still had difficulties in formulating remedial activities. This happens because remedial activities are often constrained by time. According to her, even though teachers have formulated remedial activities and enrichment activities as well as possible, sometimes there are sudden activities such as national holidays, sudden school activities, and so on which prevent activities from being carried out according to a predetermined target time. In fact, to complete one material will takes between one to two weeks. So that teachers often have difficulty in adjusting the time to complete a learning material, which has an impact on remedial time that is also difficult to determine. Hence, for remedial activities, teachers often do this by combining one class with another class by finding the right time, or sometimes students can also do remedial by working on previous test questions with a specified time limit. Participant 1 also added that remedial activities must be carried out because these activities are

important activities that can help students' grades get better. This is in line with research from Anshori (2004) which stated that it is best if remedial activities are carried out as soon as possible because the sooner students are helped to overcome the difficulties they face, the more likely these students are to succeed in their studies.

From the statement above, it can be concluded that in this statement, the difficulties that teachers feel refer more to formulating remedial activities than enrichment activities. The difficulties that teachers face when formulating remedial activities are triggered by several factors such as difficulties when adjusting the time and also adjusting questions according to students' abilities. These factors hinder teachers in carrying out remedial activities. In fact, remedial activities are activities that are needed by students who have not achieved the minimum score set in learning. This is evidenced by Anshori's statement (2004) who stated that remedial is needed for students who have not achieved the minimum abilities set out in the learning implementation plan. As a consequence, if the teacher is unable to formulate remedial activities, then this will have an impact on students' competence which is not achieved according to the learning targets that have been set. As a result, it is very important for teachers to be able to formulate remedial activities and enrichment activities properly, so that student competence can be achieved according to what has been determined in the lesson plan.

20. Statement 20

Responses	Frequency	Percentage (%)
Strongly Disagree	6	17,1
Disagree	26	74,3
Agree	3	8,57
Strongly Agree	0	0
Total	35	100,00

Table 3.20 Teaching Material

For the last number, the statement is "Saya merasa kesulitan dalam merumuskan bahan ajar sesuai dengan materi yang akan diajarkan". The

table above shows the result 6 (17,1%) teachers answered Strongly Disagree, 26 (74,3%) teachers answered Disagree, 3 (8,57%) teachers answered Agree, and 0% of teachers answered Strongly Agree.

Based on the results of the table above, it can be seen that more than 91% of participants answered disagree and strongly disagree. It shows that almost all participants have no difficulties or difficulties in formulating teaching materials according to the material to be taught. As stated by Participant 1 who answered disagree in this statement stated that she had no difficulty in formulating teaching materials in accordance with the material to be taught. Because according to the Participant 1, in customizing teaching materials, she does not only rely on one book, but also looks for teaching materials from various sources on the internet, which are still adapted to the material to be taught. According to her experience, in formulating teaching materials, teachers sometimes adjust the material to the majors in each class. one example is in procedure text material. In procedure text material, the teacher can adapt it to the majors of each class. For example in the electricity department, the teacher will apply procedure text material on how to install an electrical panel, in the TKJ department; how to maintain the printer or how to use the printer, and so on. In other words, Participant 1 chooses teaching materials by adjusting the material to the competencies possessed by students. This is in line with research from Purwanto (2011) which states that learning materials should be relevant or have something to do with achieving competency standards and basic competencies. However, not all materials and teaching materials can be adapted to each department like that because everything comes back to the needs of students and the suitability of learning.

From the table above, it can be seen that 8.57% of the participants agreed with this statement. Based on the results of interviews with Participant 2 who answered agreed with this statement stated that she found it difficult to formulate teaching materials in accordance with the

material to be taught. This happens because she is often confused in adjusting what teaching materials are in accordance with material that will be easily understood by students. Because in learning activities, it often happens that students do not understand the material that has been prepared by the teacher and the teacher has to spontaneously add or re-explain the material being studied so that all students can master all the material from the teaching materials that have been prepared. Of course, this will take more time and make the learning targets at the meeting not optimally achieved. Participant 2 also added that this is a challenge for the teacher because the teacher must be able to sort out teaching materials that fit the portion so that the material delivered is not too little, nor too much so that it will waste unnecessary time and effort to study it.

Therefore, from this statement it can be concluded that, in formulating teaching materials in accordance with the material being taught, the teacher must be able to choose teaching materials that should be sufficient enough to help students master the basic competencies that being taught. Because if the teacher cannot adapt teaching materials to the material, then it will have implications for students and the learning objectives themselves. Where students will not master the material being taught because the teaching materials are not appropriate, and it will have an impact on learning outcomes that are not achieved optimally. Thus, it is very important for teachers to be able to adapt teaching materials not only from one book source, but from various sources so that later teaching materials can be truly relevant to students' needs in achieving their competence. This is in line with statement from Dudley-Evans (1998) who stated that the role of the ESP teacher as a "material provider" includes choosing the right published material, changing the material when the existing material is insufficient, and even developing material when the existing material is deemed appropriate not enough to improve students competence.

Here is the documentation of interview session with English teachers in Vocational High School Banyumas regency:



CHAPTER V

CONCLUSION, LIMITATIONS AND SUGGESTIONS

This chapter will summarize the important research findings in connection to the research purpose and research topic. Therefore, in this chapter summarizes the difficulties faced by English teachers at Banyumas regency Vocational High School in designing Merdeka Belajar Curriculum's lesson plan. As a result, this chapter is divided into the following sections: conclusion, limitations, and suggestions.

A. Conclusion

The quantitative data and qualitative data from the survey questionnaire and interview findings were evaluated. The results of questionnaire presented the elements of Merdeka Belajar Curriculum's lesson plan, which broken down into 20 statement that carried out by Vocational High Schools' English teachers in Banyumas Regency. Based on the result of the research show that 30% teachers have difficulties in interpreting the element skills to formulating learning objectives based on Learning Outcomes, 20,7% teachers have difficulties in formulating general elements, 13,5% teachers have difficulties in formulating learning activities, and 21,7% teachers have difficulties based on formulating assessment. Therefore, based on the results of interviews with several participants, it can be concluded that in fact the majority of teachers have been able to design lesson plans based on Merdeka Belajar Curriculum well. However, there are still some teachers who need to adapt more to the formulation of lesson plans in the Merdeka Belajar because the lesson plan in this curriculum are new policies so they still need a lot of adjustments. Apart from that, there are several teachers who have never attended training in the Merdeka Belajar Curriculum, so this is one of the factors that makes teachers sometimes have difficulty in formulating lesson plans. As a result, in dealing with this situations, teachers are expected to learn more about the formulation of lesson plans in this curriculum in order to

overcome their difficulties, so that teachers can formulate lesson plan as well as possible in accordance with the provisions of Merdeka Belajar Curriculum's lesson plan.

B. Limitation of the Research

This research, like any other, has limitations in terms of scope, scale, methodology, and the breadth of data collected and examined. The study focuses on the difficulties faced by English teachers at Banyumas regency Vocational High School in designing Merdeka Belajar Curriculum's lesson plan. The following are the limitations of the study:

1. Limitations in this study is from the interview session, sometimes the answers given by participants are not appropriate with the questions that have been given, sometimes researchers also provide almost the same question but has a different meaning.
2. The participants selected for this study was specially English teachers at Vocational High School in Banyumas Regency. Thus, there was a small population; only 35 participated were include in this research.
3. This study only interviewed four participants, so this as not to get complex data.

C. Suggestions

Based on the results obtained in this study, several suggestions can be submitted, such as:

1. Teachers must be more active in seeking information related to the Merdeka Belajar Curriculum, not only those provided by the government.
2. The government must prepare more carefully before making changes to the curriculum. In this case, the government should conduct outreach and training more frequently to related parties, especially educators.
3. For further research, they can develop research at a more diverse population level.

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APPENDICES



Appendix 1

RESEARCH INSTRUMENT

(Questionnaire Guideline and Interview Guideline)

A. Questionnaire Guideline

Angket Tanggapan Guru SMK di Kabupaten Banyumas Mata Pelajaran Bahasa Inggris Terhadap Kesulitan Guru Dalam Merancang Modul Ajar Pada Kurikulum Merdeka Belajar

Nama :

Instansi :

Petunjuk Pengisian:

1. Isilah identitas Bapak/Ibu yang telah disediakan.
2. Berikan tanda cek (√) pada kolom yang sesuai dengan yang dirasakan Bapak/Ibu untuk beberapa pilihan yaitu:

SS	: Sangat Setuju
S	: Setuju
TS	: Tidak Setuju
STS	: Sangat Tidak Setuju

- Angket ini diadaptasi dari skripsi yang ditulis oleh Sulastri Indah Wari berjudul “Kesulitan Guru dan Mahasiswa PPL Bahasa Jepang Dalam Menyusun RPP Sesuai Kurikulum 2013”.

No.	Pernyataan	STS	TS	S	SS
1.	Saya merasa kesulitan dalam menentukan tujuan pembelajaran yang disesuaikan dengan Fase Capaian Pembelajaran.				
2.	Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen menyimak-berbicara.				
3.	Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen membaca-memirsra.				
4.	Saya merasa kesulitan dalam menginterpretasikan Capaian Pembelajaran pada elemen menulis-mempresentasikan.				
5.	Saya merasa kesulitan dalam menyesuaikan sarana dan prasarana dengan kegiatan pembelajaran.				
6.	Saya merasa kesulitan dalam menentukan model				

	pembelajaran.				
7.	Saya merasa kesulitan dalam menyesuaikan materi dengan tujuan pembelajaran yang telah dirumuskan				
8.	Saya merasa kesulitan dalam merumuskan pertanyaan pemantik.				
9.	Saya merasa kesulitan dalam merumuskan kegiatan pendahuluan.				
10.	Saya merasa kesulitan dalam merumuskan kegiatan inti.				
11.	Saya merasa kesulitan dalam merumuskan kegiatan penutup.				
12.	Saya merasa kesulitan dalam menyesuaikan kegiatan pendahuluan pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada.				
13.	Saya merasa kesulitan dalam menyesuaikan kegiatan inti pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada.				
14.	Saya merasa kesulitan dalam menyesuaikan kegiatan penutup pada langkah-langkah pembelajaran sesuai dengan alokasi waktu yang ada.				
15.	Saya merasa kesulitan dalam merumuskan rancangan asesmen diagnostik.				
16.	Saya merasa kesulitan dalam merumuskan rancangan asesmen formatif.				
17.	Saya merasa kesulitan dalam merumuskan rancangan asesmen sumatif.				
18.	Saya merasa kesulitan dalam memberi skor pada masing-masing aspek asesmen (diagnostik, formatif, sumatif).				
19.	Saya merasa kesulitan dalam merumuskan kegiatan pengayaan dan remedial.				
20.	Saya merasa kesulitan dalam merumuskan bahan ajar sesuai dengan materi yang akan diajarkan.				

B. Interview Guideline

1. All item of questionnaire.
2. Sejak kapan sekolah ini menerapkan Kurikulum Merdeka Belajar?
3. Apakah semua guru bahasa Inggris sudah merancang modul ajar?
4. Bapak/Ibu mengajar di jurusan apa saja?
5. Adakah perbedaan dalam mengajar bahasa Inggris dari jurusan yang satu dengan yang lain?

Appendix 2

Result of Data Questionnaire

No	Responden	Nomor Pernyataan																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	R1	TS	TS	TS	S	TS	S	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	S	TS
2	R2	STS	STS	SS	SS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS
3	R3	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS
4	R4	TS	S	S	S	STS	STS	STS	TS	STS	STS	STS	TS	TS	S	S	S	TS	TS	TS	STS
5	R5	TS	S	S	TS	TS	S	TS	TS	TS	TS	TS	S	S	TS	S	TS	TS	S	TS	TS
6	R6	TS	TS	TS	TS	TS	S	TS	TS	S	TS	TS	TS	TS	TS	S	TS	TS	TS	TS	TS
7	R7	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS
8	R8	STS	STS	STS	TS	TS	TS	STS	STS	STS	TS	STS	STS	TS	STS	STS	STS	STS	STS	TS	STS
9	R9	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS	STS
10	R10	S	S	S	S	TS	S	TS	S	TS	TS	TS	TS	S	TS	SS	TS	TS	TS	TS	TS
11	R11	S	S	TS	S	S	TS	TS	TS	TS	TS	TS	TS	TS	TS	S	TS	TS	TS	TS	TS
12	R12	TS	TS	TS	TS	TS	TS	TS	S	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS
13	R13	TS	TS	TS	TS	S	TS	TS	S	TS	TS	TS	S	TS	TS	TS	TS	TS	S	S	TS
14	R14	TS	TS	TS	TS	S	TS	TS	TS	TS	TS	STS	TS	TS	TS	TS	TS	TS	TS	TS	TS
15	R15	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS
16	R16	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS
17	R17	S	S	S	S	S	S	S	S	TS	TS	TS	S	TS	TS	S	TS	TS	S	TS	TS
18	R18	TS	TS	TS	TS	S	TS	TS	TS	TS	TS	TS	TS	S	TS	S	TS	TS	TS	TS	TS
19	R19	TS	TS	TS	S	S	S	TS	TS	TS	TS	TS	S	S	S	TS	TS	TS	TS	TS	S
20	R20	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS
21	R21	S	S	S	TS	TS	S	TS	S	TS	TS	TS	TS	TS	TS	S	TS	TS	TS	TS	S
22	R22	S	S	S	S	TS	S	S	SS	TS	TS	S	S	S	TS	S	S	TS	S	TS	TS
23	R23	TS	TS	TS	TS	TS	S	TS	TS	TS	TS	S	TS	S	TS	S	TS	TS	TS	S	TS
24	R24	S	TS	S	S	S	TS	TS	TS	S	S	TS	S	TS	TS	S	S	TS	TS	TS	TS
25	R25	TS	TS	TS	TS	TS	TS	TS	STS	STS	STS	STS	TS	TS	TS	S	TS	TS	S	TS	TS
26	R26	TS	S	TS	TS	S	TS	TS	TS	TS	TS	TS	TS	TS	S	TS	TS	S	TS	TS	TS
27	R27	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	S	S	TS	TS	TS	TS	TS
28	R28	TS	S	S	TS	S	TS	TS	S	TS	TS	S	TS	TS	S	TS	TS	S	S	TS	S
29	R29	STS	STS	STS	STS	STS	TS	STS	STS	STS	STS	STS	STS	TS	TS	S	STS	STS	TS	TS	TS
30	R30	TS	S	S	TS	S	TS	TS	S	TS	TS	TS	TS	TS	S	S	TS	TS	TS	TS	TS
31	R31	S	S	TS	S	TS	S	TS	TS	TS	TS	TS	S	TS	TS	S	TS	TS	TS	TS	TS
32	R32	S	TS	S	S	TS	TS	TS	TS	TS	TS	TS	TS	TS	S	TS	TS	TS	TS	TS	TS
33	R33	S	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	S	TS	S	TS	S	TS	S	TS	TS
34	R34	TS	TS	TS	TS	S	S	TS	TS	TS	S	TS	TS	S	TS	TS	TS	TS	TS	S	TS
35	R35	STS	STS	TS	STS	S	TS	S	STS	STS	STS	STS	STS	S	STS	STS	TS	TS	TS	S	STS
TOTAL																					
1	STS	6	6	4	4	5	4	6	7	8	7	9	6	3	5	5	5	5	4	3	6
2	TS	20	18	20	20	18	20	26	20	25	26	24	22	23	27	12	25	28	23	27	26
3	S	9	11	10	10	12	11	3	7	2	2	2	7	9	3	17	5	2	8	5	3
4	SS	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0
	Jumlah	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
(%) PRESENTASE																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	STS	17,14	17,14	11,43	11,43	14,3	11,4	17,14	20	22,86	20	25,71	17,14	8,571	14,29	14,29	14,29	14,29	11,43	8,571	17,14
	TS	57,14	51,43	57,14	57,14	51,4	57,1	74,29	57,1	71,43	74,3	68,57	62,86	65,71	77,14	34,29	71,43	80	65,71	77,14	74,29
	S	25,71	31,43	28,57	28,57	34,3	31,4	8,571	20	5,714	5,71	5,714	20	25,71	8,571	48,57	14,29	5,714	22,86	14,29	8,571
	SS	0	0	2,857	2,857	0	0	0	2,86	0	0	0	0	0	0	2,857	0	0	0	0	0

Appendix 3

Transcript of Interview

A. Interview with Participant 1

- Peneliti : Assalamualaikum warahmatullahi wabarakatuh
- Guru : Waalaikumsalam warahmatullahi wabarakatuh
- Peneliti : Sebelumnya maaf ya Bu jadi mengganggu waktunya. Disini saya mau mewawancarai Ibu terkait jawaban Ibu dari kuesioner yang kemarin, saya juga izin untuk merekam gapapa nggih Bu?
- Guru : Oh iya mba gapapa. Tapi mohon maaf kalo mungkin ada jawaban yang ga sesuai ya mba. Karena saya juga masih belajar & beradaptasi di kurikulum yang baru ini.
- Peneliti : Nggih Bu gapapa. Saya mulai ya Bu. Dari jawaban kuesioner Ibu kemarin, untuk statement nomer 1 Ibu menjawab tidak setuju. Berati Ibu tidak ada kesulitan seperti pernyataan dari statement 1 ini?
- Guru : Sulit si engga mba. Tapi gini, dalam merumuskan tujuan pembelajaran, setiap guru itu menyesuaikan siswanya. Karena setiap siswa itu beragam, heterogen. Ada yang gampang diatur, ada yang susah banget diatur. Jadi mau merumuskan kegiatan kaya apa, misalnya dari income anaknya yang kurang ini... ya tetep tidak bisa ini semua si kebanyakan.
- Peneliti : Lalu kalau dari statement yang kedua, Ibu menjawab juga menjawab tidak setuju. Berati tidak ada kesulitan Bu dalam menginterpretasi CP dari elemen menyimak-berbicara?
- Guru : Sejauh ini si alhamdulillah masih aman mba. Ga ada kesulitan yang sulit banget gitu engga.
- Peneliti : Kalau untuk statement 3 dan 4, Ibu juga menjawab tidak setuju. Berati sama nggih Bu, tidak ada kesulitan dari dua statement ini?
- Guru : Iya mba untuk interpretasi dari CP itu kan buat bikin tujuan pembelajaran ya, TP. Sejauh ini si untuk semua elemen ga ada masalah.
- Peneliti : Lalu kalau dari statement 5 Bu. Ibu kan menjawab setuju nggih? Kalau boleh tau apa itu Bu kesulitannya?
- Guru : Sarana si ya mba, ini kelasnya kan banyak banget. Dan ga semua ada lcd. Kalau ada lcd pun belum semua terkoneksi dengan baik. Jadi untuk disetting dan lain sebagainya kan pasti akan menyita waktu juga. Sebenarnya disini ada lab bahasa, Cuma guru bahasa inggris disini kan ada 3, jadi harus bergantian kan sama yang lain. Dan itupun menyesuaikan materi, apakah harus ke lab atau bisa di kelas saja seperti itu. Sebenarnya si sarana masih diupayakan oleh sekolah, Cuma belum 100%, jadi masih diupayakan. Terus juga kalau listening kan harus di lab bahasa kan, pake earphone. Cuma karena pandemi kemarin kan dah lama ga dipake, jadinya banyak

yang rusak. Jadi paling kalo mau listening yang Cuma ndengerin dari satu speaker aja dikelas ya walopun emang sebenarnya kurang kondusif.

Peneliti : Berarti masih perlu penyesuaian nggih Bu antara materi sama sarana yang ada di sekolah?

Guru : Iya mba. Sebenarnya si sarana masih diupayakan oleh sekolah, Cuma belum 100%, jadi masih diupayakan. Terus juga kalau listening kan harus di lab bahasa kan, pake earphone. Cuma karena pandemi kemarin kan dah lama ga dipake, jadinya banyak yang rusak. Jadi paling kalo mau listening yang Cuma ndengerin dari satu speaker aja dikelas ya walopun emang sebenarnya kurang kondusif.

Peneliti : Kalau untuk statement nomer 6, mengenai kesulitan dalam model pembelajaran, itu gimana kesulitannya Ibu?

Guru : Kalau dari pengalaman saya ya mba, saya kan misalnya sudah menentukan model pembelajaran A. Tapi nanti pas dikelas, adaaa aja. Situasi dan kondisi yang mau ga mau saya harus rubah lagi model pembelajarannya, yg ga sesuai sama yang sudah saya tentukan sebelumnya.

Peneliti : Berarti itu di sesuaikan sama kemampuan tiap kelasnya juga ya Bu?

Guru : Iya mba. Lalu karena tiap guru kan pasti punya ciri khas dan karakter yang berbeda-beda ya mba. Dan setiap guru pasti tau anak kelas juga beda-beda karakternya. Misal nih, kelas A, anaknya enakan nih, pake metode ini aja udah cukup. Kadang yang kelas C, aduh... misalnya super super susah buat diatur. Nah ini kadang pake tambahan metode atau apa. Jadi kita disini mengajar pake acuan, tapi kita juga menyesuaikan dengan kebutuhan anak.

Peneliti : Kalau dari statement menyesuaikan tujuan pembelajaran dengan materi yang akan diajarkan, ibu kan menjawab tidak setuju. Tapi kalau boleh tau apa tanggapan Ibu kalau Guru tidak bisa merumuskan dan juga menyesuaikan tujuan pembelajaran yang sesuai sama materi yang mau diajarkan?

Guru : Ya tentunya itu akan berdampak ke siswa, dan ke saya sendiri ya. Otomatis pembelajaran jadi tidak terarah, dan tujuan pembelajaran yang sudah dirumuskan juga tidak bisa tercapai secara optimal, banyak kemungkinan nanti siswanya juga ga paham sama materinya, ya bisa.

Peneliti : Berarti tujuan pembelajaran itu termasuk komponen paling penting ya Bu?

Guru : Iya. Tujuan pembelajaran menurut saya yang harus lebih sangat diperhatikan. Karna untuk tujuan pembelajaran kan harus disesuaikan dengan KKO (Kata Kerja Operasional) nah itu memang harus menyingkronkan. Kedepannya apa-apa-apa kan kebelakangnya jadi runtut. Apalagi sekarang harus pake HOTS ya

- mba, jadi mikirnya disitu si gitu.
- Peneliti : Kalo untuk statement nomer 8, merumuskan pertanyaan pemantik, Ibu tidak ada kesulitan?
- Guru : Ga ada si mba. Pertanyaan pemantik itu kan hampir sama kaya brainstorming sebenarnya ya. Jadi dari sebelum ada istilah pertanyaan pemantik ya saya sudah sering memberi pertanyaan-pertanyaan terkait materi yang mau diajarin ke anak.
- Peneliti : Kalau untuk statement 18 Bu, itu asesmen apa yang menurut Ibu paling sulit untuk memberi skor ke siswa?
- Guru : Formatif si mba. Buat pengisian rubriknya. Kan ga semua siswa aktif di kelas. banyak juga siswa yang ga bener-bener mengerjakan tugas yang diberikan. Jadinya sekalipun kerjanya bagus, tapi itu bukan bener-bener hasil sendiri, saya ga bisa ngasih nilai bagus.
- Peneliti : Kalau untuk merumuskan kegiatan inti, seperti di statement nomer 10, ada kendala juga nggih Bu?
- Guru : Ga jarang kalo saya udah ngerumusin kegiatan ini, ternyata nanti di kelas kondisinya ga sesuai. Kan otomatis harus ngerubah planning lagi. Jadi kalo saya buat ngrumusin kegiatan itu minimal punya cadangan kegiatan lain.
- Peneliti : Berati di statement ke 13 ya Bu? Kesulitannya gimana itu Bu?
- Guru : Nah iya. Kalau untuk nomer 13 jadi kesulitannya gini, jadi sebagai seorang guru kan kita merancang ya, a b c d e f, tapi itu baru merancang. Dan sering kali, yang terjadi tidak sesuai rencana. Misalnya hari ini rencana dalam modul ajar itu nonton video, ngerjain tugas, atau apa, nah kita kan gatau ya, banyak hal-hal diluar rencana. Kaya anak belum ngumpulin buku, belum ngerjain tugas, atau misal mau nonton video ternyata sarana nya kurang mendukung, otomatis kan kita harus merubah dengan rencana yang lain. Jadi intinya si paling gitu. Cuma ya ga setiap hari seperti itu ya, Cuma kadang-kadang aja kalo ada insiden-insiden tak terduga si gitu aja. Kalo yang lain si masih sesuai rute lah.
- Peneliti : Kalau untuk kegiatan penutup di statement 11 Bu?
- Guru : Sejauh ini kalau untuk kegiatan penutup ga ada masalah si mba. Entah dari perumusannya, atau penerapannya di kelas, ga ada masalah. Kan di kegiatan penutup itu ada review materi, trus evaluasi, ngasih pr, gitu gitu. Alhamdulillah selalu terkondisikan dengan baik.
- Peneliti : Trus ini Bu, di statement 15, asesmen diagnostik. Kalau boleh tau Ibu merumuskan asesmen diagnostik itu bagaimana Bu?
- Guru : Asesmen diagnostik itu istilah baru kan ya mba. Sebenarnya saya sudah merumuskannya juga, sama guru bahasa Inggris yang satunya. Cuma mungkin ya belum 100% betul ya karna kita masih sama-sama belajar. cuma itu ya memang penting buat mengetahui kemampuan siswa. Tapi ga sulit si mba.
- Peneliti : Kalau untuk rancangan asesmen formatif Bu, di statement 16, ga

- ada kesulitan Bu?
- Guru : Engga mba. Formatif itu kan, kalo di kurtilas sama aja kaya tugas disetiap KD ya. Jadi sejauh ini ga ada kesulitan.
- Peneliti : Kalo untuk statement 17, tentang rancangan asesmen sumatif, sama saja Bu tidak ada kesulitan?
- Guru : Iya mba, tidak ada. Karna asesmen sumatif itu seperti ulangan harian ya, kalau di kurtilas. Trus ada sumatif akhir itu kaya uas untuk penentuan naik kelas atau engga, gitu. Jadi udah terbiasa aja si mba buat merumuskan asesmen sumatif karena dari sebelum kurikulum yang baru ini juga selalu saya buat.
- Peneliti : Trus untuk statement 19 Bu, Ibu kan menjawab setuju, kalau boleh tau kesulitannya itu gimana Bu?
- Guru : Nah kalau untuk remedial itu terkendala nya di waktu si mba. Kadang untuk satu materi kadang butuh waktu 1-2 minggu, jadi kadang untuk remidi itu saya rapel, dengan kelas-kelas lain dengan nyari waktu yang pas gitu. Atau paling gak saya nyuruh anak-anak buat ngerjain ulang soal-soalnya lagi tapi diberi waktu kaya misal 15 menit harus selesai gitu. Karna kan emang kejar-kejaran sama waktu ya mba belum lagi kalo tanggal merah, hari libur nasional, trus ada kegiatan sekolah ini itu dan lain-lain. Berati kesulitannya lebih ke penerapannya nggih Bu?
- Peneliti : Iya mba. Kalau untuk merumuskan si sebenarnya ada gambaran
- Guru : ya. Kalau untuk remidi ada soal mengerjakan ini ini. kalau untuk pengayaan saya biasanya kasih soal yang lebih sulit gitu. Cuma kadang si, waktunya itu, kaya ini materinya masih banyak tapi waktunya tinggal berapa minggu, jadi harus betul-betul di planning banget. Cuma kadang kalo masuk kelas kan kondisinya beda-beda. Ada anak yang sehari materi ini selesai bisa. Ada juga yang dikelas ini satu materi ga mudeng-mudeng, gitu ya. Jadi sebenarnya timing si sebenarnya.
- Peneliti : Kalau untuk statement nomer 20 bagaimana Bu?
- Guru : Sebenarnya si ga ada kesulitan. Cuma terkadang kita me match kan materi sesuai sama jurusannya. misalkan di kelas 10, yang bisa di match-kan dengan jurusan katakanlah teks prosedur. Misalnya di jurusan listrik bagaimana caranya memasang panel listrik, di jurusan TKJ bagaimana cara perawatan printer atau menggunakan printer. Di jurusan TKR bagaimana mengganti skin mobil dan seterusnya. Paling masuk-masukinnya di celah seperti itu mba.
- Peneliti : Oh begitu. Nggih terima kasih banyak Bu atas jawabannya.
- Guru : Iya mba, sama-sama. Semoga bisa membantu.

B. Interviewed with Participant 2

- Peneliti : Assalamualaikum warahmatullahi wabarakatuh
- Guru : Waalaikumsalam warahmatullahi wabarakatuh
- Peneliti : Sebelumnya maaf ya Bu jadi mengganggu waktunya. Disini saya mau mewawancarai Ibu terkait jawaban Ibu dari kuesioner yang kemarin, saya juga izin untuk merekam gapapa nggih Bu?
- Guru : Nggih mba gapapa silahkan.
- Peneliti : Terima kasih Bu. Langsung saja ya Bu. Dari statement nomor 1 kan Ibu menjawab tidak setuju, berarti Ibu tidak merasa kesulitan dalam merumuskan tujuan pembelajaran yang sesuai dengan fase Bu?
- Guru : Ga si mba sejauh ini ga ada. Paling emang harus cermat si mba buat nentuin tujuan karena kan disesuaikan sama anak-anaknya, sama materinya gitu. Tapi ga susah si.
- Peneliti : Baik Bu. Kalau untuk statement nomer 2 kan Ibu menjawab setuju. Kalau boleh tau bagaimana kesulitannya Bu?
- Guru : Nah jadi gini, Capaian Pembelajaran itu kan memang digunakan untuk merumuskan tujuan sama kegiatan pembelajaran gitu ya, tapi di kurmer ini agak beda ya mba sama kurtilas. Karna di kurmer kan ga ada pemisahan jadi kaya ki kd di kurtilas. Sedangkan menurut saya lebih gampang kalo dipisah gitu, jadi buat tujuan pembelajarannya pun lebih mudah tinggal mengikuti indikator-indikator dari ki kd yang ada. Kalo di kurmer kan engga.
- Peneliti : Berarti apa Bu dampaknya kalo misal guru ga bisa buat menginterpretasi itu elemen menyimak-berbicara?
- Guru : Tentunya ke pembelajarannya mba. Ke siswanya juga. Karna kan buat itu tu disesuaikan sama kemampuan anak ya. Jadi kalo saya buat materi yang agak susah sedikit aja, anak-anak banyak yang ga bisa. Kan setiap kelas beda-beda ya kemampuan anak-anaknya. Jadi gitu.
- Peneliti : Lalu untuk statement nomer 3, Ibu kan juga menjawab setuju nggih. Sama itu Bu kesulitannya?
- Guru : Nah iya mba gitu juga. Saya juga belum pernah ikut training juga si ya mba, jadi belum tau banget, tentang kurmer ini. Masih perlu banyak adaptasi juga karna kan ini kurikulum belum lama ya, jadi masih butuh penyesuaian.
- Peneliti : Kalau seperti itu, berarti ada ga Bu dampak yang Ibu rasain kalo sampai di elemen membaca-memirsa ini ga bisa terinterpretasi dengan baik?
- Guru : Ya itu ke tujuan pembelajarannya mba. Otomatis tujuan pembelajarannya ga bisa tercapai, sekalipun tercapai juga ga optimal. Jadi buat tujuan pembelajaran juga harus disesuaikan juga sama kemampuan anak-anak. Jadi guru harus pinter-pinter buat milih materi samq aktivitas pembelajaran yang bisa ningkatin ketertarikan siswa.

- Peneliti : kalo buat nyesuain tujuan pembelajaran sama materi juga disesuaikan sama kemampuan anak Bu?
- Guru : Iya itu sama juga.
- Peneliti : Kalo untuk kegiatan pendahuluan kan Ibu menjawab tidak setuju? Berati sejauh ini tidak pernah ada kesulitan ya Bu?
- Guru : Iya si mba. Sejauh ini aman-aman saja. Masih terkondisikan kalo untuk kegiatan pendahuluan.
- Peneliti : Di statement nomor 6 untuk menentukan model pembelajaran ibu menjawab tidak setuju nggih. Penerapannya Ibu dalam menentukannya gimana Bu?
- Guru : Kalau saya si biasanya nyari teks dulu mba. Nyarinya di Pinterest ada banyak kan. Trus nanti teks nya saya kirim lewat whatsapp grup, nanti anak-anak saya suruh buat nyelesein. Trus saya juga suka pake youtube. Nanti anak-anak suruh nyari intisari dari video yang ditonton. Dan alhamdulillah anak-anaknya manut, pada bisa.
- Peneliti : Berati pemilihan media juga pengaruh ke anak ya Bu?
- Guru : Iya mba. Jadi pemilihan media pembelajarannya juga ngaruh mba. Kaya anak kan sukanya main hp, jadi saya suruh sekalian buat ngerjain apa-apa dari hp. Saya bebasin anak-anak buat ngerjain dari hp, tapi tetap saya pantau juga aktifitasnya.
- Peneliti : Trus kalo untuk statement nomor 8 Bu, tentang merumuskan pertanyaan pemantik, ga ada kesulitan itu Bu?
- Guru : Ga ada si mba. Sejauh ini kalo buat pertanyaan pemantik masih terkondisikan.
- Peneliti : Kalau untuk kegiatan inti ada kesulitannya, Bu?
- Guru : Nah kalo di kegiatan inti, kalo aku mau ngajar itu biasanya review dulu ya. Kalo design nya engga, yang susah itu penerapan dikelasnya. Yang penting itu menurut saya menyesuaikan sama karakteristik dari anaknya si mba. Karena dari tiap kelas kan beda-beda ya, jadi penting itu biar guru juga bisa nerapin kegiatan yang sesuai sama karakteristik kelasnya.
- Peneliti : Di statement 11 Ibu menjawab setuju, kalau boleh tau kesulitannya seperti apa Bu?
- Guru : Sebenarnya hampir sama kaya kegiatan lain ya. Jadi misal kita ngerumusannya apa, tapi nanti dipenerapannya beda lagi, gitu. Apalagi kalo udah jam-jam akhir pasti kan kelasnya udah ga kondusif, anaknya udah pada pengen keluar kelas. Jadi kadang ga semua kegiatan yang dirumuskan itu terlaksana semua. Bukan cuma kegiatan penutup si sebenarnya, kegiatan yang lain pun sama.
- Peneliti : Kalo gitu, apa implikasinya kalo guru ga bisa merumuskan kegiatan penutup dengan baik Bu?
- Guru : Ya itu tadi. Guru ga bisa mengetahui tingkat keberhasilan pemahaman siswa sama materi yang diajarkan. Trus buat guru sendiri juga ga bisa tau ini berhasil atau engga dalam memberikan penjelasan materi, gitu..

- Peneliti : Kalo buat statement 15 terkait perumusan asesmen diagnostik, itu Ibu bagaimana perumusannya Bu?
- Guru : Nah, pertanyaan pemantik ini saya juga belum tau loh mba. Belum pernah merumuskan juga. Saya juga ga ikut training si ya jadi kurang tau banyak.
- Peneliti : Untuk statement 16 dan 17 Bu, terkait asesmen formatif sama sumatif, Ibu ada kesulitan? Dan gimana Ibu merumuskannya?
- Guru : Kalo formatif itu kaya asesmen per KD ya. Ga ada kesulitan si mba. Trus kalo sumatif kalau dipengalaman saya kemarin, saya kan udah ngerancang ya mba, untuk ulangan harian saya buat anak-anak untuk mengerjakan soal semudah mungkin saya ngasihnya. Tapi masih aja ada anak yang ga bisa ngerjain, dapet nilainya kecil. Jadi kadang suka bingung ini kedepannya mau buat soal yang kaya apa lagi biar anak-anak dapet nilai yang maksimal, dan dirasa mudah buat dikerjain.
- Peneliti : Untuk statement 18 Bu, terkait memberi skor buat masing-masing asesmen. Kan Ibu menjawab setuju. Kalo boleh tau kesulitannya gimana Bu?
- Guru : Kalo untuk penilaiannya itu lebih sulit ya kalo di kurikulum merdeka ini. Kan ada rubrik, gitu-gitu. Sebetulnya hampir mirip ya, cuma kalo yang di kurmer kan ada profil pelajar ya, jadi ada tambahan. Mirip kaya di K-13 juga. Ada sikapnya. Trus kalo penilaian sikap tu kan ga semua siswa aktif ya mba dikelas, ada yang diem terus, ada yang aktif njawab terus juga. Jadi saya buat ngasih nilai sikapnya juga itu.
- Peneliti : Lalu ada ga Bu salah satu asesmen yang menurut Ibu paling sulit untuk memberikan skor ke siswa?
- Guru : Asesmen formatif untuk kegiatan speaking mba. Karna kan banyak siswa yang kemampuan speakingnya rendah, otomatis kalo buat praktek juga ngasih skornya bingung berapa skor yang mau diberikan.
- Peneliti : Kalau untuk statement 19 Bu, mengenai merumuskan kegiatan pengayaan dan remedial, Ibu tidak ada kesulitan?
- Guru : Sejauh ini ga ada si mba. Saya biasa ngasih remidi itu nanti bisa diminggu berikutnya. Atau diakhir pembelajaran kalau masih ada waktu. Remidi nya saya ngasih soal yang tadi aja buat dikerjain lagi. Jadi itu nanti bisa buat merbaiki nilai yang sebelumnya. Kalo buat pengayaan saya kadang kasih soal yang levelnya lebih sulit ke anak. Buat nambah kemampuan juga. Jadi sejauh ini ga ada masalah si mba.
- Peneliti : Nah kalo buat statement nomor 20 terkait merumuskan bahan ajar yang sesuai sama materi, Ibu kan menjawab tidak setuju. Berati bagaimana Ibu buat merumuskan bahan ajarnya?
- Guru : Nah kalo buat nyari materi tu biasanya saya cari di pinterest mba. Kalo di pinterest kan banyak tu mba, materi-materi bahasa inggris, sumber-sumbernya, itukan dari sana nya, ada teks yang mereka

gatau itu pinter mba mereka bisa nyari tau. Dari buku sama sumber-sumber lain juga. Kaya youtube tadi yang saya bilang. Jadi ga terlalu sulit si mba kalo buat nyari bahan ajar yang sesuai sama materi.

Peneliti : Oh begitu. Nggih terima kasih ya Bu atas jawabannya. Maaf jadi mengganggu waktu Ibu.

Guru : Nggih mba ngga kok, sami-sami. Sukses ya mba.

C. Interviewed with Participant 3

Peneliti : Assalamualaikum warahmatullahi wabarakatuh.

Guru : Waalaikumsalam warahmatullahi wabarakatuh.

Peneliti : Sebelumnya maaf ya Pak jadi mengganggu waktunya. Disini saya mau mewawancarai Ibu terkait jawaban Ibu dari kuesioner yang kemarin, saya juga izin untuk merekam gapapa nggih Pak?

Guru : Nggih mba, monggoh.

Peneliti : Saya bertanya dari statement yang Bapak jawab setuju dulu nggih Pak. Mulai dari statement 1 mengenai tujuan pembelajaran yang disesuaikan dengan CP per fase. Kesulitannya seperti apa Pak?

Guru : Kalo untuk tujuan itu dari kurtilas kan merumuskannya dari KI KD ya mba. Karna saya juga ngajar dikelas 11 juga, jadi kadang saya lebih terbiasa buat merumuskan lewat itu KI KD. Sedangkan kalo dari kurmer kan harus dari CP. Sebenarnya ga jauh beda ya. Cuma karna dari saya itu sudah terbiasanya pake kurtilas, jadi kalo buat rumusan tujuan pembelajaran di kurmer ini lebih butuh banyak inspirasi. Karna kan jadi satu paragraf bukan kaya kurtilas yang per KI dan KD.

Peneliti : Kan di tujuan pembelajaran kurmer ini harus menggunakan KKO juga nggih Pak?

Guru : Nah iya itu, jadi harus bener-bener teliti banget. Sebenarnya ini juga menjadi PR terberat untuk guru mba, karena kegiatan belajar mengajar baru akan dianggap berhasil kalo CP nya bisa tercapai.

Peneliti : Kalo untuk statement nomer 4, apa kesulitannya Pak?

Guru : Jadi gini mba. Di kurikulum ini memang lebih mengacu ke empat skill kan, salah satunya writing. Tapi sekarang sejak kurmer grammar jarang diperhatikan, hanya teks2 saja, jd sudah jarang lebih sering teks. Padahal kan grammar penting buat pengetahuan dasar siswa sebelum menulis. Jadi kalo saya nyoba buat merumuskan kegiatan yang berpatokan dari CP, itu kadang perlu berpikir lebih buat nentuin kegiatan belajar apa yang bisa sesuai sama CP, karena grammar ga diikutsertakan.

Peneliti : Berati semenjak kurmer ini Bapak tidak pernah mengajarkan grammar ke anak-anak Pak? Hanya teks-teks saja?

Guru : Kalo saya si tetep mba. Di awal-awal pembelajaran itu, sedikit sedikit lah. Karna kalo ga gitu kasian anaknya pada bingung. Yang

- ada malah jadi ga pada mengerjakan.
- Peneliti : Kalau untuk sarana dan prasarana dari statement nomer 5 Pak. Gimana kesulitan yang Bapak rasakan?
- Guru : Ya mungkin di semua sekolah pasti merasakan ya. Yang namanya sarana dan prasarana. Disini tu proyekturnya cuma tiga, sedangkan buat pembelajaran maksimal itu sulit. Karena buat pembelajaran bahasa Inggris kan pasti banyak teksnya itu ya. Jadi sebenarnya kalo ada lcd itu bisa lebih memudahkan, kalo pake hp kan ada yang mainan sendiri, buka-buka apa yang ga sesuai materi, gitu. Jadi kalo guru ga bisa menyesuaikan sarana dan prasarana dengan aktifitas pembelajaran, tentunya bakal berdampak sama kelas yang nantinya ga kondusif mba. Penyampaian materi juga kurang bisa dipahami oleh siswa kalo sarana nya ga sesuai.
- Peneliti : Kalau untuk statement nomer 6 kan Bapak menjawab tidak setuju, kalau boleh tau gimana cara Bapak menentukan learning model?
- Guru : kalo buat model pembelajaran ya mba, dulu awal awal agak susah buat nentuin model pembelajaran yang tepat. Kan ada discovery learning, gitu gitu ya. Trus juga kadang ga cocok. Maksudnya misal saya milih model nya ini, nah pas dikelas ternyata keadaan anak-anaknya ga memungkinkan. Ntar ganti ke model lain, gitu. Jadi tetep disesuaikan sama kondisi kelas.
- Peneliti : Di statement nomer 8 terkait merumuskan pertanyaan pemantik, Bapak menjawab tidak setuju nggih. Lalu bagaimana cara Bapak merumuskan pertanyaan pemantik?
- Guru : Itu pertanyaan di awal pembelajaran kan mba. Jadi saya biasanya bikin pertanyaan yang ada kaitannya sama materi yang mau dipelajari. Fungsinya biar kita tau seberapa jauh pemahaman anak-anak terkait materi yang mau dibahas, gitu.
- Peneliti : Kalau untuk merumuskan kegiatan pendahuluan bagaimana Pak?
- Guru : Itu emang agak susah kalo sudah masuk jam siang. Soalnya anak-anak udah ga fokus. Udah cape udah lemes. Jadi kadang saya suka kasih ice breaking, itupun kalo anaknya antusias. Kalo engga ya paling kasih tugas dengan kelonggaran waktu mba. Biar mau ga mau anaknya bisa fokus ke materi. Supaya kelas lebih kondusif juga.
- Peneliti : Kalau misalnya ga bisa merumuskan atau menyesuaikan kegiatan pendahuluan sesuai alokasi waktu, apa dampak yang bisa terjadi Pak?
- Guru : Ga efektif mba pembelajarannya. Misal kalau dari awal rame, trus saya ga bisa mengkondisikan, otomatis keterusan rame terus. Jadi siswanya ga fokus, cerita sendiri, ga kondusif pokoknya kalo dari awal ga di kondisikan dengan baik. Jadi termasuk penting itu kegiatan pendahuluan.
- Peneliti : Kalo di kegiatan inti bagaimana Pak?
- Guru : Kalo kegiatan inti si aman-aman aja. Paling itu tadi, menyesuaikan sama kondisi kelasnya gimana.

- Peneliti : Kalo di kegiatan Penutup apakah ada kesulitan Pak?
- Guru : Engga mba, selama saya mengajar ga ada kendala di kegiatan penutup. Paling cuma anak yang berisik pada pengen cepet pulang apa istirahat. Tapi itu masih bisa ditangani si.
- Peneliti : Lalu untuk statement nomer 15, tentang asesmen diagnostik bapak menjawab setuju. Kesulitannya seperti apa Pak?
- Guru : Diagnostik saya juga baru denger itu mba. Makanya itu kemaren saya jawab gitu karna selama ini yang saya tau itu cuma sumatif sama normatif aja. Saya belum pernah ikut training jadi saya juga baru tau itu asesmen diagnostik.
- Peneliti : Berarti ada training ya Pak untuk pembuatan modul ajar ini?
- Guru : Iya ada mba. Training buat guru-guru tentang Kurikulum Merdeka ini.
- Peneliti : Terus untuk rancangan asesmen formatif Bapak juga menjawab setuju. Kalau boleh tau kesulitannya gimana Pak?
- Guru : Kalo itu kan kadang susah nyesuain sama kemampuan siswanya si mba. Kan ga semua siswa cepet buat paham sama materi yang diajarin. Jadi kalo misal saya kasih tugas formatif ditengah pembelajaran, ada siswa yang cepet banget ada, tapi yang ga bisa juga banyak. Jadi kalau sampai siswa ga ini semua ya tujuan pembelajarannya ga optimal ya.
- Peneliti : Kalau untuk asesmen sumatif bagaimana Pak?
- Guru : Kalo sumatif ga ada kesulitan si kalo saya. Karna sumatif istilah lain dari ulangan harian, UAS, gitu kan. Jadi ga ada masalah si mba.
- Peneliti : Di statement 18 Bapak menjawab tidak setuju terkait pemberian skor pada masing-masing asesmen. Kalau boleh tau bagaimana cara Bapak untuk memberikan skor kepada siswa?
- Guru : Kalo saya si tergantung sama kemampuan anak ya mba. Kayak writing kan grammarnya, tulisannya bisa kebaca apa engga, karna ga semua anak tulisannya bagus kan. Dan ga semua anak menguasai grammar juga. Kadang ada anak itu kan, yang kurang banget, jadi saya ngasih skor yang sesuai sama kemampuan anak yang seperti itu. Jadi guru juga punya tanggung jawab besar terkait pemahaman siswa. Jadi kalau guru tidak bisa memahami kemampuan siswa dengan baik, otomatis banyak siswa yang ga paham sama pembelajaran, dan akhirnya di asesmen dapet nilainya kecil. Dibawah rata-rata.
- Peneliti : Kalau untuk kegiatan remedial dan pengayaan bagaimana yang Bapak lakukan untuk kegiatan tersebut?
- Guru : Kalo saya setelah pembelajaran biasanya kan langsung remedial ya mba. Cuma itu kadang kejar-kejaran sama waktu si paling. Tapi harus tetep ada remedial si mba. Nanti kalo engga ya nilai anak banyak yang dibawah rata-rata, ga bisa memperbaiki nilai.
- Peneliti : Untuk statement terakhir Pak, Bapak menjawab tidak setuju, tapi kalau boleh tau bagaimana Bapak merumuskan bahan ajar yang

- sesuai dengan materi?
- Guru : Kalo saya si kebanyakan dari Google ya mba. Ga semuanya mengacu dari buku. Trus juga kadang ada 1 atau 2 materi yang disesuaikan dengan jurusannya. Misal di deskriptif teks, teks prosedur. Itu kan bisa. Tapi ga semua materi bisa si, cuma beberapa aja.
- Peneliti : Kalau misalkan guru tidak bisa menyesuaikan bahan ajar sesuai sama materi yang diajarkan bagaimana Pak?
- Guru : Banyak kemungkinan siswa ga paham sama materi yang diajarkan mba. Dan kalo siswa ga paham sama materi, otomatis tujuan pembelajaran juga ga bisa tercapai.
- Peneliti : Nggih sampun Pak. Terima kasih banyak atas jawabannya.
- Guru : Iya mba, semoga lancar ya mba.

D. Interviewed with Participant 4

- Peneliti : Assalamualaikum warahmatullahi wabarakatuh
- Guru : Waalaikumsalam warahmatullahi wabarakatuh
- Peneliti : Sebelumnya maaf ya Pak jadi mengganggu waktunya. Disini saya mau mewawancarai Bapak terkait jawaban Bapak dari kuesioner yang kemarin. Saya juga mau izin untuk rekam gapapa nggih Pak?
- Guru : Nggih mba gapapa monggoh. Tapi kurikulum ini kan kurikulum baru ya mba. Untuk sekolah ini juga baru taun ini mengaplikasikan, jadi kalo saya kurang paham ya mohon dimaklumi.
- Peneliti : Iya, Pak. Tapi saya akan bertanya tidak urut nomor nggih Pak. Pertama, dari statement nomor 1, Bapak kan menjawab sangat tidak setuju. Kalau boleh tau alasannya kenapa Pak?
- Guru : Kalo tujuan pembelajaran kan buat merumuskannya itu berpatokan sama CP. Lalu dalam tujuan pembelajaran harus ada unsur HOTS, dan wajib pake KKO level kognitif juga. Ga sulit si mba. Tapi emang butuh ketelitian aja.
- Peneliti : Terus untuk statement nomor 5, tentang sarana dan prasarana kan Bapak menjawab setuju. Kesulitannya apa Pak kalau boleh tau?
- Guru : Untuk sarana dan prasarana, seperti proyektor kan ga semua kelas ada, jadi untuk setiap materi yang dibuat itu harus menyesuaikan keadaan kelas juga. Trus ga semua kelas kan ada kipas, jadi kalo mulai siang itu udah kelasnya rame ga efektif buat pembelajaran.
- Peneliti : Lalu apa dampaknya dari kesulitan Bapak tersebut?
- Guru : Lebih ke siswanya si mba. Siswanya otomatis lebih banyak ga fokus ke pembelajaran, karena ya itu sarana dan prasarana yang kurang mendukung. Dan otomatis pembelajaran juga kurang kondusif.
- Peneliti : Kalau untuk statement nomer 13 Pak, terkait mengalokasikan waktu dengan kegiatan inti, Bapak kan menjawab setuju nggih? Kalau boleh tau kesulitannya bagaimana Pak?

- Guru : Kalo menurut pengalaman saya ya mba, kalo saya lebih memberi kelonggaran waktu. Jadi kegiatan tidak terlalu banyak, fokus satu materi, tetapi waktunya lebih dilonggarkan karena saya tau kemampuan anak disini dalam bahasa inggris itu kurang, terutama dalam literasinya. Jadi memang kalau saya memberikan waktu yang lama, bisa tidak selesai dan harus dilanjut dipertemuan berikutnya. Untuk pembukaan oke lah, fine, bisa diatur, penutupan juga, inti nya lah mba itu. Seperti tadi, saya mengajar materi sing-song, kalau secara target, itu satu anak menyanyi dari intro sampai reff itu paling satu menit lah, harusnya ya kurang lebih satu jam selesai. Ini, 2 jam lebih belum semuanya. Karna memang menyesuaikan anak-anaknya.
- Peneliti : Berati kondisi dan background knowledge itu sangat mempengaruhi nggih Pak?
- Guru : Nggih betul mba. Jadi kalo misal guru ga bisa buat menyesuaikan waktu dengan kegiatan yang sudah dirumuskan, otomatis bakal banyak waktu yang terbuang percuma dalam pembelajaran. otomatis tujuan pembelajaran yang sudah di rumuskan juga tidak bisa tercapai sempurna. Makanya penting banget buat pengkondisian kelas, dengan memahami karakter dari tiap-tiap kelas yang saya ajar gitu mba.
- Peneliti : Terus Bapak juga menjawab setuju dari statement nomor 19, terkait perumusan kegiatan remidi dan pengayaan. Kalau boleh tau kesulitannya bagaimana itu Pak?
- Guru : Jujur ya mba, kalo saya itu kalo membuat soal itu saya buat yang paling mudah. Bener-bener paling mudah mba. Jadi kalo mau diremedial, mau diremedial yang seperti apa lagi mba? Jadi gitu mba. Ada bahasa jawa nya tu *njomplang* mba. Ada 2-3 anak yang sangat pintar dalam bahasa inggris, dan sisanya itu dibawah rata-rata. Saya belum membuat pembelajaran diferensiasi yang dibedakan, jadi sama semua. Jadi ketika saya ngasih materi, ada anak yang cepat sekali mengerjakan, ada yang lama, ada juga yang tidak bisa mengerjakan sama sekali. Jadi, kalo saya memberi/membedakan, itu karena levelnya sudah rendah ya mba, mau direndahkan lagi sudah ndak bisa. Harus bagaimana lagi? Kan gitu.
- Peneliti : Lalu kalau dari kegiatan penutup, baik dari perumusan atau penerapannya dikelas tidak ada kesulitan Pak?
- Guru : Sejauh ini si ga ada mba. Entah itu kegiatan penutup, pendahuluan, oke lah bisa di handle. Yang sulit itu, di kegiatan intinya.
- Peneliti : Kalau boleh tau Pak, Bapak kan menjawab tidak setuju pada statement nomer 15 mengenai perumusan asesmen diagnostik. Berati Bapak tidak ada kesulitan dalam merumuskannya?
- Guru : Kalau untuk asesmen diagnostik, iya saya sudah merumuskannya ya. Cuma mungkin belum sempurna, karena kan kurikulum ini kurikulum baru ya mba. Kita masih beradaptasi dan masih perlu

- banyak belajar.
- Peneliti : Kalau untuk statement 16 Pak, mengenai rumusan asesmen formatif. Bagaimana cara Bapak merumuskannya?
- Guru : Kalau yang sudah sudah, saya ngerancang asesmen formatif itu dari materi yang akan diajarkan ya mba. Kaya contoh, materi recount text. Setelah mempelajari materi recount text, saya biasanya mengecek pemahaman siswa kaya coba sebutkan unsur kebahasaannya, sebutkan strukturnya, sebutkan kalimat yang menunjukkan masa lampau, gitu mba. cuma ya sebelum itu saya harus bisa memastikan kalo anak sudah memahami betul terkait materi yang saya jelaskan. Kalau memang dirasa sudah, baru saya lanjut ke materi atau tujuan pembelajaran selanjutnya. Jadi ga ada kesulitan si sejauh ini.
- Peneliti : Oke Pak untuk statement yang terakhir, terkait menyesuaikan bahan ajar sesuai dengan materi yang akan diajarkan. Bapak kan menjawab tidak setuju, alasannya kenapa Pak?
- Guru : Kalo untuk bahan ajar sejauh ini saya masih aman saja si mba. Saya dan guru bahasa inggris yang lain itu mix, entah nyari dari internet, dari buku-buku, pokoknya kita cari yang paling sesuai sama materi, kita kolaborasikan bahan ajar yang kita kumpulkan, setelah itu baru kita masukkan ke modul ajarnya. Dan tentunya kita juga mempertimbangkan dari kemampuan siswa. Kira-kira ini masuk ga sama anak-anak, terlalu sulit atau engga, gitu. Jadi kita memang mengacu pada banyak referensi, tapi tetap menyesuaikan kondisi dan kemampuan siswa.
- Peneliti : Lalu menurut Bapak, apa yang terjadi kalau guru tidak bisa menyesuaikan bahan ajar sesuai materi dengan baik?
- Guru : Ya kasian siswanya kalo gitu mba. Pemahaman siswa kan bergantung sama bahan ajar yang kita kasih. Jadi kalo dari bahan ajarnya tidak sesuai, atau terlalu sulit, itu akan membuat siswa tidak bisa memahami materi yang diajarkan dengan baik. Dan hal tersebut juga berimplikasi pada tujuan pembelajaran yang tidak bisa tercapai dengan sempurna karena minimnya pemahaman siswa dari materi yang diajarkan. Begitu si mba.



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Fakultas : FTIK
Prodi : TBI
Kampus : UIN Prof. K.H. Saifuddin Zuhri

Telah melaksanakan penelitian kepada Guru Bahasa Inggris di sekolah kami dari tanggal 12 Mei 2023 sampai 22 Mei 2023.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 13 Juni 2023

Kepala Sekolah



Prisillia Mutiara Sari, S.Si.,Gr
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DAIHATSU

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No. 777/103.02/SMK.K/K/2023

Yang bertanda tangan di bawah ini :

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Telah melakukan Penelitian (pengambilan data) melalui metode wawancara dengan Guru Bahasa Inggris di SMK Kesatrian Purwokerto pada Rabu, 3 Mei 2023.

Demikian Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



6 Juni 2023

Drs. Agung Budiyo, MM. Pd.

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5.	Imam Taofik, S.Pd.	SMK Bina Teknologi Purwokerto	Guru Bahasa Inggris	Universitas Muhammadiyah Purwokerto	Pendidikan Bahasa Inggris
6.	Listiawati, S.Pd.	SMK Aryasatya	Guru Bahasa Inggris	IAIN Purwokerto	Pendidikan Bahasa Inggris

