

**THE ANALYSIS OF TEACHERS' PERCEPTIONS  
ON MERDEKA CURRICULUM IMPLEMENTATION  
IN ENGLISH TEACHING AND LEARNING  
AT SDN 3 PAKELLEN, BANJARNEGARA**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of the Requirement for Sarjana Pendidikan (S.Pd) Degree**

**by:**

**AURELIA IZAZ SALSABILA  
Student Number. 1917404049**

**ENGLISH EDUCATION STUDY PROGRAM  
EDUCATION DEPARTMENT  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI  
SAIFUDDIN ZUHRI PURWOKERTO**

**2023**

## STATEMENT OF ORIGINALITY

Here with I,

Name : Aurelia Izaz Salsabila  
Student Number/ S.N : 1917404049  
Grade : Undergraduate  
Faculty : Tarbiya and Teacher Training  
Study Program : English Education Study Program

Declare that the thesis I wrote with the title, **“The Analysis of Teachers' Perceptions towards Merdeka Curriculum Implementation in English Teaching and Learning at SD N 3 Pakelen, Banjarnegara”** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, October 4<sup>th</sup>, 2023  
I Who Declare,



**Aurelia Izaz Salsabila**  
S.N. 1917404049



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsaizu.ac.id

### APPROVAL SHEET

This thesis, entitled

**THE ANALYSIS OF TEACHERS' PERCEPTIONS  
ON MERDEKA CURRICULUM IMPLEMENTATION  
IN ENGLISH TEACHING AND LEARNING  
AT SDN 3 PAKELLEN, BANJARNEGARA**

Written by Aurelia Izaz Salsabila (Student Number 1917404049) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 11 October 2023 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.

Purwokerto, 23 October 2023

Approved by :

Examiner I/Head of Examiners/Supervisor,

**Windhariyati Dyah K., M.A., M.Pd.**  
NIDN. 2001049001

Examiner II/Secretary,

**Agus Husein As Sabiq, M.Pd.**  
NIP. 198708112020121006

The Main Examiner,

**Prof. Dr. H. Muniin, M.Pd.I.**  
NIP. 196103051992031003

Legalized by:  
The Head of Education Department,



**Dr. Maria Ulpah, M.Si.**  
NIP. 198011152005012004

## OFFICIAL NOTE OF SUPERVISOR

To :

The Head of Education Department  
Faculty of Tarbiya and Teacher Training,  
State Islamic University  
Prof. K.H. Saifuddin Zuhri Purwokerto  
In Purwokerto

*Assalamu'alaikum Wr.Wb.*

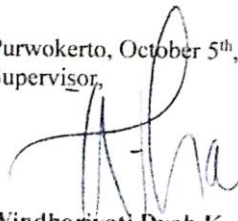
After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Aurelia Izaz Salsabila  
Student Number : 1917404049  
Department : Education  
Study Program : English Education  
Faculty : Tarbiya and Teacher Training  
Title : The Analysis of Teachers' Perceptions towards Merdeka Curriculum Implementation in English Teaching and Learning at SD N 3 Pakelen, Banjarnegara.

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

*Wassalamu'alaikum Wr.Wb.*

Purwokerto, October 5<sup>th</sup>, 2023  
Supervisor,



Windharyati Dyah K., M.A., M.Pd.  
NIDN. 2001049001

## ABSTRACT

### THE ANALYSIS OF TEACHERS' PERCEPTIONS ON MERDEKA CURRICULUM IMPLEMENTATION IN ENGLISH TEACHING AND LEARNING AT SDN 3 PAKELLEN, BANJARNEGARA

AURELIA IZAZ SALSABILA  
S.N. 1917404049

**Abstract:** The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) brought back the English subject to elementary school through Merdeka Curriculum. In addition, the teacher plays a significance in the application of the curriculum. Reviewing the English subject presented in the Merdeka Curriculum at the elementary school, it is necessary to pay attention to the teachers' perceptions because teachers are one of the keys to the success of curriculum implementation in the school. This research aims to analyze the teachers' perception of the Merdeka Curriculum Implementation in teaching and learning English at SD N 3 Pakellen, Banjarnegara. This research used qualitative descriptive method. This research collects data through interview with teachers, classroom observation, and documentations. The data analysis consisting of the data reduction, data display, and conclusion. The results demonstrated that the teachers agreed and supported that English became a compulsory subject in elementary school. The teachers already implemented the English subject based on the Merdeka Curriculum provisions. However, the teachers faced difficulties in the implementation of English subject such as the limited of English subject allocation and the limited of teachers' competence in English skills. On the other hand, teachers also provided ideas as the solution to the difficulties during the implementation. The ideas are to learn English more by themselves, English training by technical guidance, and allocation of English subject teachers at elementary school.

**Keywords:** *Teachers Perceptions, Merdeka Curriculum, English teaching and Learning*

**MOTTO**

*“Everything happens for a reason, so make the good and right reason. Stay on that path, believe in yourself.”*

*“Attitude, Brain, Beauty.”*

(Salsa)



## DEDICATION

I dedicate this thesis for:

### *Myself*

I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for, for never quitting, I want to thank me for always being a giver and trying to give more than I receive, I want to thank me for trying to do more right than wrong, I want to thank me for just being me at all times

### *My Parents*

A thousand thanks for my parents, Mr. Sudiantoro and Mrs. Endah Wahyuningsih, who always support, motivate and pray for me for my successful.

### *My Brother and Sister*

Thank you to my beloved brother Rexa Valderama and my sister Keisha Aulia Indijati who always support, cheer me up, and get a snacks together.  
All the people who have supported me and made me brave.

### *My whole family*

Thank you to my whole family who always support, cheer me up, and pray for me.

## ACKNOWLEDGEMENT

Alhamdulillah rabil alamin, all praises to Allah SWT, the God of the universe who has given strength, guidance, love, opportunity, health, and mercy to complete and finished this undergraduate thesis. Sholawat may always be devoted to Prophet Muhammad SAW who always becomes a role model for all humans in the world. This undergraduate thesis entitled “ The Analysis of Teachers' Perceptions on Merdeka Curriculum Implementation in English Teaching and Learning at SD N 3 Pakelen, Banjarnegara” submitted as the final requirement in accomplishing undergraduate degree at English Education Study Program, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto. In arranging this thesis, a lot of people have provided motivation, advice, and support. The deep gratitude and appreciate on are expressed to:

1. Prof. Dr. H. Suwito. M.Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;
2. Dr. H. Suparjo, M.A., the I Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifudin Zuhri Purwokerto;
3. Prof. Dr. Subur, M.Ag., the II Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto;
4. Dr. Sumiarti, M.Ag., the III Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto;
5. Dr. Maria Ulpah, M.Si., the Secretary of Education Department of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto;
6. Muflihah, M.Pd., the Secretary of Education Department of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;
7. Desi Wijayanti Ma`rufah, M.Pd., the Coordinator of the English Education



of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

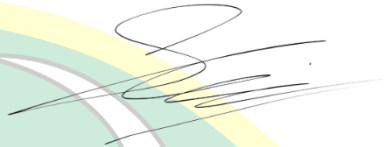
8. My supervisor, Windhariyati Dyah K., M.A., M.Pd., who has helped patiently until the researcher finish this undergraduate thesis by giving suggestion, guidance, and correction until the completion of this thesis;
9. All of the lecturers of Faculty of Tarbiya and Teacher Training, especially the lecturers of English Education Study Program;
10. Taufiq Hidayat, S.Pd.SD., as a headmaster of SDN 3 Pakelen for allowing the researcher to conduct the research at SDN 3 Pakelen;
11. Eda Wahyuni, S.Pd.SD., as an teacher's class for allowing and help the researcher to conduct the research at SDN 3 Pakelen;
12. Tri Supriati, S.Pd.SD., as an teacher's class for allowing and help the researcher to conduct the research at SDN 3 Pakelen;
13. My beloved parents, Ms. Endah and Mr. Anto, the most loving person who always give me support, pray for me, and love me unconditionally;
14. My beloved brother Rexa Valderama and my sister Keisha Aulia Indijati, who always give me support, pray for me, and love me unconditionally;
15. My closest friends, members of 'Persambatan Duniawi' Zuhrotul Latifah, Fitri Salsabila Fatah, Een Helmi Mundifah, and Laela Andes Wardani who have accompanied me through my ups and downs in four years, shared tears and laughs, and cheered me up when everything is just complicated;
16. All of my classmates of TBI A 2019, who have shared great memories for 4 years;
17. To my beloved friend, Alifa Salma Lailiyah who has always be there cheered me up when everything is just complicated;
18. The Sherry Formula who introduced me to the Pomodoro technique and bringing me the highest quality Study With Me videos to increase my productivity and make my studying/working experience more enjoyable;
19. My lovely pals Upin and Brody as my Emotional Support Animal (ESA)

that helped me deal with sadness and happiness;

20. My most precious self who always believing in me, doing all this hard work, having no days off, and never quitting;

Purwokerto, October 5<sup>th</sup>, 2023

The writer,



Aurelia Izaz Salsabila

S.N. 1917404049



## TABLE OF CONTENT

<b>STATEMENT OF ORIGINALITY</b> .....	i
<b>APPROVAL SHEET</b> .....	ii
<b>OFFICIAL NOTE OF SUPERVISOR</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>MOTTO</b> .....	v
<b>DEDICATION</b> .....	vi
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>LIST OF APPENDICES</b> .....	xii
<b>CHAPTER I : INTRODUCTION</b> .....	1
A. Background of Study.....	1
B. Clarification of Key Terms .....	5
C. Research Question.....	7
D. Aims and Significances of the Study .....	7
E. Organization of the Paper.....	8
<b>CHAPTER II : LITERATURE REVIEW</b> .....	11
A. Theoretical Framework .....	11
1. Teacher Perception in Merdeka Curriculum at elementary school.....	11
2. Merdeka Curriculum.....	12
3. English Language Teaching and Learning .....	24
B. Previous Studies .....	28

<b>CHAPTER III : METHODOLOGY</b> .....	32
A. Research Design.....	32
B. Research Site and Participants .....	33
C. Object and Subject of the Research .....	33
D. Data Collection Techniques .....	34
E. Data Analysis .....	
<b>CHAPTER IV : FINDINGS AND DISCUSSION</b> .....	37
A. The Teachers' Perception of Curriculum.....	
B. The Teachers' Perception of Merdeka Curriculum Implementation .....	44
C. The Teachers' Perception of learning process implementation in Merdeka Curriculum .....	67
<b>CHAPTER V : CONCLUSION AND SUGGESTION</b> .....	84
A. Conclusion.....	84
B. Limitation of Study .....	86
C. Suggestion .....	86
<b>REFERENCES</b> .....	87
<b>APPENDICES</b> .....	

## LIST OF APPENDICES

Appendix 1	Transcript of Interview .....
Appendix 2	Checklist of Observation .....
Appendix 3	Documentation .....
Appendix 4	Certificate of having conducted research .....
Appendix 5	Curriculum Vitae .....



## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the background of the study, clarification of key terms, research questions, aims and significances of the study, and organization of the paper.

#### **A. Background of Study**

The implementation of education cannot be separated from the curriculum. According to Martin & Simanjorang (2022), the curriculum itself has a crucial position in education, the curriculum plays a role in regulating and directing so that educational goals can be achieved and not deviate from planned goals. The curriculum itself is implemented or developed according to the circumstances and needs of a school environment. The curriculum according to the Ministry based on Law number 20 of 2003 concerning the National Education System states curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The curriculum regulates as a means to measure self-efficacy and education consumption. This is also related to the pursuit of targets that make students able to easily understand various materials or carry out the learning process every day with ease.

In Indonesia, the curriculum already has several reforms such as starting from the first curriculum, namely the 1947 curriculum, then the 2013 curriculum which has recently been implemented until the most recent is the Merdeka Curriculum. According to Anggila (2022), the Merdeka Curriculum was officially enacted in December 2019 and was proposed by the Minister of Education and Culture. Based on the provisions in the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 in the context of recovering learning losses that occur in special conditions, educational units or groups of educational units need to develop a curriculum with the principle of

diversification by conditions of the unit. The development of this curriculum, which was originally the 2013 curriculum in its entirety, became a simplified 2013 curriculum, then finally became the Merdeka Curriculum for early childhood education, elementary schools, and secondary education as a whole as stated in the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M /2022.

According to the Directorate of Elementary School, the Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. That way, teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. In the Merdeka Curriculum, especially teachers and school principals are given "independence" in the implementation of education. According to Rahmadayanti & Hartoyo (2022), this is related to the preparation, development, and implementation of a curriculum based on the potential and needs of students and schools. Flashback to the 2013 curriculum where this curriculum has the aim of meeting the readiness of the Indonesian people. This readiness is to have the ability to become productive, faithful, innovative, effective, and creative individuals and citizens. Meanwhile According to Nugroho & Narawaty (2022), the Merdeka Curriculum was updated to become a more flexible curriculum framework and focused on essential materials, and development in terms of the character and competence of students.

Based on the Regulation of the Minister of Education and Culture (Permendikbud) Number 67 of 2013 regarding the elementary school curriculum pages 9-10, there were no English subject found in the subject chapters. Then, based on the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 it was found that there was English in the allocation of *SD/MI* subjects. So it can be concluded that Merdeka Curriculum has new policy that did not exist in

the previous curriculum. The new policy that presence of English subject in elementary school level. With this, English has a position on the Merdeka Curriculum. According to Stakanova & Tolstikhina (2014), in line with the new policy it is better to teach English from an early age (elementary student age), for reasons:

- a) It stimulates language and overall child development and, increases the educational value of general education. It means the children are able to gain the skill in educational, children probably live in the moment they need to meet people that not speak in the same language. They are able to communicate in English know as an international language.
- b) It attaches children to another culture, which then forms universal awareness. Here, children are able to know there is many culture not only in the our country. Then to gain their awareness in more large, they probably help their thought to see from other perspective and expressing their selves.
- c) It forms a good basis for mastery of foreign languages, as well as for further language learning at a later stage. Again, English as an international language are able to expand opportunities in many fields of knowledge, not only within the country or with the local community but in global. as well as for further language learning at later stages , as it prevents the formation of the psychological barriers that arise at the beginning of learning a foreign language at the age of 10-11 years old.
- d) It can improve general education skills. Here ability can expand their scope in the process of mastering foreign language, in ability to work with the book. Children are able to study from English book to get many insights, not only by domestic book.

Teachers have an important role in the implementation and development of a curriculum. The teacher's role in curriculum development is as an implementer, the teacher plays a role in the application of the existing



curriculum. In curriculum development, teachers are considered technical personnel who are only responsible for implementing various existing provisions. According to Nurhasanah (2017), as a curriculum aligner with the characteristics and needs of students and regional needs. Reviewing the English subject presented in the Merdeka Curriculum at the elementary school level, it is necessary to pay attention to the readiness of teaching staff or teachers which is one of the keys to the success of a curriculum.

Based on preliminary observations that had been carried out at SD N 3 Pakelen, teachers at the school had limitations in implementing the Merdeka Curriculum, precisely in English subject. Considering that in the previous curriculum, English subject was not presented. Therefore, it is important to know the teachers perception of the Merdeka Curriculum, especially in the implementation of English subject. To realize the success of the policy, it is necessary to provide teachers with sufficient readiness of teachers, teaching materials, and other aspects that can be found from the perceptions of teachers. Based on the teachers' class of grade 1 and grade 4 at SD N 3 Pakelen explained it is hard to taught English subject because they did not taught English subject before and it is better to conducted by the English experties. At this point, based on the teacher class' perspective, can not ensure if the implementation of teaching English can be carried out properly. The reason is because not all schools have English teacher, and not all elementary schools have teachers' class that master in English.

The problems regarding to the Merdeka Curriculum as a new curriculum that need more observation, and difficulty of mastering teaching English that caused by new policy of Merdeka Curriculum on elementary school level. In addition, Based on the teachers at SD N 3 Pakelen interview's, the teachers are lack of teaching English skill. According to the regulation of the minister of national education number 35 year 2010, in elementary school, teachers' class assigned to teach all subjects except physical and health education and religious subjects. In this case, teachers class of grades 1 and 4 get an additional teaching load, and they need to gain English

teaching competence. To overcome that case, the local government has held training for teachers who hold classes with the Merdeka Curriculum, in order to deal with the problems that teachers founded. However, with the training, teachers think that it is not enough because this is the beginning of implementation at school.

SD N 3 Pakelen, Banjarnegara is one of the elementary schools that has implemented the Merdeka Curriculum. The implementation according to the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 also underlies the determination of the Merdeka Curriculum, which will take effect in the 2022/2023 school year and will take effect on February 10, 2022, as stated in the seventeenth point. Based on the Decree of the Head of Standards, Curriculum, and Assessment (BSKAP) Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 044/H.KR/2022 on page 721, SD N 3 Pakelen is listed as an elementary school implemented the Merdeka Curriculum by the *Mandiri Berubah* category. Therefore, the researcher is interested in analyzing **the teachers' perceptions on Merdeka Curriculum Implementation in English Teaching and Learning at SDN 3 Pakelen, Banjarnegara.**

## **B. Conceptual Definition**

The definition contains important keyword terms to provide guidelines for the research to be carried out. In addition, related to this research, there are several terms to guide the implementation of this research. That is:

### **1. Teacher Perception**

According to Kottler (2000) as cited in Fatmiyati (2022), perception is a process where we select, organize, and interpret input information to create a meaningful concept. The process of perception can occur on an object, incident, or something that is obtained then conclude the information and gave meaning to sensory stimuli. According to the Constitution of the Republic of Indonesia Number 14 of 2005, teachers are professional educators with the main task of educating, teaching,

guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

A teacher is someone professional who provides or develops information for or on students, that not only that the teacher also has a role in educating, teaching, guiding, directing, training, assessing, and evaluating students. It concludes, that teacher perception is processed by the teacher using something that is received through the five senses and occurs on an object or anything. So that teachers can choose, regulate and interpret information to create a concept meaningfully.

## **2. Merdeka Curriculum in elementary school**

According to the Directorate of Elementary School Merdeka Curriculum is a curriculum that implements in elementary schools with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

## **3. English Language Learning**

There are several definitions of language learning from expertise. According to Brown (1994) as cited in Hartatik (2021), that learning is a interaction's process between students and educators also learning resources in learning environment. In addition, according to Duffy and Roehler (1989), learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals. In conclusion according to the definition from expertise, English language learning is process between students and teachers by interaction in order to gain English's knowledge or information, according to curriculum goals.

## **4. Implementation of Teaching**

Regarding about implementation, there are several definition from

expertise. According to Nurdin Usman (2002), implementation point is activities, action, or there are mechanism of any system. Implementation is an activity that is planned, and in order to achieve the purpose of activity. In addition, according to Purwanto & Sulistyastuti (1991) the point of implementation activity in order to distribute a policy output that delivered by implementer to a group of target as an effort to achieve provision. According to those definition, implementation is action that planned to achieve purpose of activity that deliver by implementer to the target.

In addition about teaching, according to Brubacher (1939) as cited in Rajagopalan (2019), teaching is arrangement and manipulation of a situation in which there are gaps or obstructions. Teaching is a system of actions intended to induce learning. Teaching is the ability to assist learners in organizing, directing, and maximizing the stream of developing life experiences. According to Dewey (1997) as cited in Greenwalt (2016), teaching relies upon the educational significance of social arrangements, as means used to educate the young. According to the definition of teaching, teaching English means giving instruction, trying to help students learn English, and making them understand the knowledge in the English language that they have learned. Related to the definition of implementation and teaching, the implementation of teaching is an action that planned to gain knowledge or information according to curriculum goals that are delivered by the teacher for giving instruction, trying to help students learn, and making student understand the knowledge that they have learned.

### **C. Research Question**

Based on the background of the study that explained above, the problem will be discussed in this final project can be formulated by research question:

1. How are the teachers' perceptions of the Merdeka Curriculum?
2. How are the teachers' perceptions of Merdeka Curriculum

implementation in teaching?

3. How are the teachers' perceptions of learning process implementation on Merdeka Curriculum?

#### **D. Objectives & Significances**

##### **1. The Aims of the Research**

Based on the background of the study explained above, the purpose of this study can be formulated by the aims of the study:

- a. To analyze the teachers' perceptions of the Merdeka Curriculum.
- b. To analyze the teachers' perceptions of Merdeka Curriculum implementation in teaching.
- c. To analyze the teachers' perceptions of learning process implementation on Merdeka Curriculum.

##### **2. The Significances of the Research**

The benefits of this research are:

- a. Theoretically benefits
  - 1) The study results are expected to know teachers' perceptions of the Merdeka Curriculum Implementation in teaching and learning English. According to that, we know what is the challenge teacher and how to find the solution. So, teachers can increase knowledge, experience, and insight about teaching English through Merdeka Curriculum.
  - 2) The researcher expects that the research can be used as a reference for the further research.

- b. Practically

- 1) For writer

To increase the information knowledge, and experience of the author in teaching. To be precise, in Teaching English for Young Learners. Where hope it can be have better knowledge, insight and experience in the future, when become a teacher.

- 2) For teachers

To motivate teachers to keep improving understanding,

implementation, and experience of the curriculum. Especially, Teaching English according to current development. To be precise this current period is Merdeka Curriculum.

3) For other Researchers

Hopefully, this research can help other researchers to find references for further study, especially becoming appropriate and linear variables. In addition to that, the researcher was able to help them find a starting point to explore teaching concepts or implementation by Merdeka Curriculum.

#### **E. Organization of the Paper**

To make it easier and find out what is contained in the research, the researcher arranges a systematic discussion of the main points of the language. Which is divided into five chapters as follows:

1. Chapter I is the introduction. It will consist of the background of the study, operational definitions, research questions, objectives, and significance of the research, review of relevant studies, literature review, research methods, and structure of the research.
2. Chapter II will explain the theories of Teachers' perceptions on the Merdeka Curriculum in English Teaching and Learning.
3. Chapter III will describe the research method and deals with the research design, research location, subject of the study, the study object, instruments for obtaining data, collecting data technique, analyzing data technique, and triangulation.
4. Chapter IV will discuss the result and discussion about the Teachers' perceptions on the Merdeka Curriculum in English Teaching and Learning.
5. Chapter V will explain the conclusion and suggestion of the research, In this chapter, the author concludes, with limitations and some advice related to the research



## CHAPTER II

### LITERATURE REVIEW

In this part researcher described about the theoretical concept that support this research, which are used as foundations and references to give relevant knowledge in the field. This part also conducted about previous studies that present related to several previous research with this research. The analysis written in this research depends on some theories discussed in this part.

#### A. Theoretical Concept

Theoretical concepts are conducted about the ideas, theories, and definitions that support this research. In this part, the researcher will present the theory about the teachers' perceptions about teaching and learning English in the implementation of Merdeka Curriculum.

##### 1. Teacher Perception in Merdeka Curriculum at elementary school

###### a. Definition of perception

According to Kottler (2000) as cited in Fatmiyati (2022), perception is a process where we select, organize, and interpret input information to create a meaningful concept. The process of perception can occur on an object, incident, or something that is obtained then conclude the information and gave meaning to sensory stimuli. So it can be concluded from the understanding of the perception above that perception is the process of using something that is received through the five senses, and occurs on an object or anything. So that each individual can choose, regulate and interpret information to create a concept meaningfully.

###### b. Definition of teacher

In a simple sense, a teacher is a person who imports knowledge from students. Teachers in the community's view are those who carry out education in certain places, not necessarily



in formal educational institutions. On other hand according to Heriyansyah (2018), teachers can also be in mosques, prayer rooms, at home, and so on. According to the Constitution of the Republic of Indonesia Number 14 of 2005 Article 1, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. According to Brown (2000) as cited in Cahyana (2019), that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The teacher is someone professional who provides or develops information for or on students, that not only that the teacher also has a role in educating, teaching, guiding, directing, training, assessing, and evaluating students.

## **2. Merdeka Curriculum**

### **a. Definition of Merdeka Curriculum**

According to the Directorate of Elementary School Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Merdeka Curriculum created with the causes from learning loss and increases of learning gaps, it is related to the provisions in the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 in the context of recovering learning losses that occur in special conditions, educational units or groups of educational units need to develop a curriculum with the principle of

diversification by conditions of the unit. This strengthens changes in curriculum plans and strategies comprehensively to make the curriculum effective by current conditions. According to Anggila (2022), the Merdeka Curriculum was officially enacted in December 2019 and was proposed by the Minister of Education and Culture.

**b. Implementation of Merdeka Curriculum in elementary school**

Based on Decree of the Head of Standards, Curriculum, and Assessment (BSKAP) Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 044/H.KR/2022 on page 3, Merdeka Curriculum is carried out through the independent pathway stage, and consists of 3 categories of implementation, namely *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagi*. According to Inayati (2022), there are options for implementing a Merdeka Curriculum (IKM) in various educational units:

- 1) *Mandiri Belajar* category, namely schools or educational units continue to use the 2013 Curriculum or the simplified K13 / Darurat Curriculum by applying the parts and principles of the Merdeka Curriculum.
- 2) *Mandiri Berubah* category is that in the 2022/2023 academic year, educational units will start using the Merdeka Curriculum, referring to the teaching tools that have been prepared by the PMM (Merdeka Mengajar Platform) according to the level of the education unit. The teaching tools that have been provided for PAUD level, class I and class IV SD/MI, class VII SMP/MTs, and Class X SMA/MA.
- 3) *Mandiri Berbagi* category is that schools implement the Merdeka Curriculum and develop their teaching tools at the PAUD level, grade I and grade IV SD/MI, grade VII

SMP/MTs, and Class X SMA/MA starting in the 2022/2023 school year.

Regarding to 3 category in implementation of Merdeka Curriculum, the school was given independence in implementing the Merdeka Curriculum. Therefore, the implementation and use of teaching devices are adjusted based on the readiness and circumstances of the school. In the implementation of the learning process, the government already provide teacher book in accordance with the subject. The teacher book contains guide on the process of the implementation learning until the instructional media that teacher can use. Teacher book can be used as an guide in the learning process for teachers.

According to Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022, it is found that in the implementation of Merdeka Curriculum in elementary school there are allocation of phases, the learning approaches, the teaching load, the allocation of teaching load, and the explanation as follows:

1) The Allocation of Phases

In this case the teacher is given the flexibility to complete learning outcomes in each phase. In the Merdeka Curriculum, learning outcomes are formulated into six phases with a period according to the competency level of students. The term phase differs from class. Phase shows the level of competence of each learner in a lesson. In one class, it could be that the learning achievement phase of the students is different. The phase in elementary school itself is divided into 3 phases, there are phase A (grade 1 and 2), phase B (grade 3 and 4), and phase C (grade 5 and 6). For example, the learning outcomes on phase A can be completed in grade 1 or 2 (phase A). It short, the learning

outcomes must be completed in each phase, not in each grade. In the other case, there is a possibility that students are in grade III elementary school, but learn the subject matter for Phase A (which is generally for grades I and II) because they have not thoroughly studied it.

## 2) The Learning Approach

The teachers have not to use thematic approaches, but are given the flexibility to use subject approach thematic. According to the Guidebook of Learning and Assessment, the used of learning approach is considering to the developmental stages and levels of students. Then, the teachers can use a variety of learning approach in the process of learning implementation.

## 3) The Proportion of Curriculum Structure

In this case, learning is carried out through 2 activities namely intracurricular (80%) and Project of Strengthening Pancasila Student Profiles or *P5* (20%). It can be interpreted that in a learning process, it is necessary to carry out project-based learning. The implementation of the project to strengthen the Pancasila student profile is carried out flexibly, both in content and implementation time. In terms of content, the project must refer to the achievement of the Pancasila student profile in accordance with the student phase and does not have to be linked to the learning achievement of the subject. In terms of implementation of time management, the project can be carried out by adding up the allocated lesson hours for the project to strengthen the profile of Pancasila students from all subjects and the total implementation time for each project does not have to be the same.

## 4) The Allocation of Teaching Load

According to the government regulates the learning load for each content or subject in lesson hours (*JP*) per year. The education unit manages the time allocation every week flexibly in 1 (one) school year. According to Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 162/M/2021 that found the learning load in grade 1 elementary school is assumed to be 1 year totaling 36 weeks and the time allocation for 1 lesson hour (*JP*) is 35 minutes. Setting the learning load like this is done so that learning is more meaningful because students have more effective study time and can focus on the competencies they want to achieve without burdening them with too dense content. However, the allocation of intracurricular lesson hour (*JP*) per week is still delivered to assist teachers in designing curriculum and learning. In addition, according to Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 that English subject allocated maximum of 2 lesson hour (*JP*) in a week.

In the implementation, there are several terms that found changed. According to Minister of Education and Culture Number 22 of 2016, there are explanation about some terms lesson plan (*RPP*), syllabus, core competence (*KI*), and basic competencies (*KD*) be used in 2013 Curriculum, and the explanation as follows:

- 1) The lesson plan (*RPP*) are face-to-face learning activity plans for one or more meetings.
- 2) The syllabus is a reference for preparing a learning framework for each subject study material.

- 3) The core competence, is a categorical description of competence in the aspects of attitudes, knowledge, and skills that students must learn for a school level, class and subject.
- 4) The basic competencies, which are specific abilities that include attitudes, knowledge, and skills related to content or subjects.

On the other hand, according to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) there are several definition of the terms as teaching module, the flow of learning objectives (*ATP*), learning outcomes (*CP*), learning objectives (*TP*), and the explanation as follows:

- 1) The teaching modules are documents that contain learning objectives, steps, and media, as well as assessments needed in one unit/topic based on the flow of learning objectives.
- 2) The flow of learning objectives (*ATP*) is a series of Learning Objectives that are arranged systematically and logically in the learning phase so that students can achieve these Learning Outcomes.
- 3) The learning outcomes (*CP*) are learning competencies that must be achieved by students in each phase.
- 4) The learning objectives (*TP*) are descriptions of the achievement of three aspects of competence, namely knowledge, skills, and attitudes, which are acquired by students in one or more learning activities.

From the explanation, there are found similarities in the meaning of the definition in that terms. It can be concluded that in the Merdeka Curriculum there is no change in teaching devices. The curriculum only changed the naming of terms, such as syllabus turned into a learning objectives, Core Competency (*KI*) turned into a learning achievement, and Basic Competency

(KD) turned into a learning objectives, and lesson plan (RPP) turned into a teaching modules.

One of the change from the term is lesson plan (RPP), there is a change before it turned into teaching module. The changed term is lesson plan in a page, or it called one-page lesson plan (*RPP 1 lembar*). One-page lesson plan sourced from the Coordination Meeting of the Minister of Education and Culture with Heads of Education Offices throughout Indonesia in Jakarta, WedneSDay (11/12/2019). Through the meeting, the minister also gave some examples simplified lesson plan into one-page regarding to principles of efficient, effective, and students-oriented. This is also related to Circular Letter Number 14 of 2019 about the simplification of learning implementation plans, the use of lesson plans must comply with the principles of efficiency, effectiveness, and students-oriented. Besides that, according to provisions in the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 in page 61 and 69 that teaching modules are documents that contain learning objectives, steps, and media, and assessments needed in one unit/topic based on the flow of learning objectives. Then, teaching module can be used as lesson plan document. To conclude, in the implementation of Merdeka Curriculum use teaching module.

According to the Guidebook of Learning and Assessment, there are several terms about understand learning in the process of implementing the Merdeka Curriculum. The terms contains principle of learning, learning according to the stages of students. Firstly, the principle of learning have five points as follows:

- 1) The learning is designed by considering the developmental stages and levels students achievement at the moment. In this

term, the learning is adapted considering to the learning requirement. Furthermore, to reflects the characteristics and various of students development so that learning becomes meaningful and enjoyable. In this term, educators try to find out the study readiness of the learners, from this the educators can design the learning by developmental stages of learners. In addition, to create fun learning so that students experience the learning process as an experience that creates positive emotions.

2) The learning is designed and implemented to develop capacity, so that the learners become a lifelong learner. By this term educators encourage the learners to active participate, in order to build an independent learner attitude. Next, educators encourage students to reflect to understand their own strengths and areas that need to be developed. Last, educators use open-ended questions that stimulate deep thought.

3) The learning process support the development of competences and character of learners in holistic. On this term, educator use variation of learning method as inquiry-based learning, project-based, problem-based, and differentiated learning to help learners in gaining competences. Educators reflects the process and attitude to provide exemplary and sources of positive inspiration for students. Then, educators refer to the profile of Pancasila students in providing feedback (appreciation or correction).

4) The relevant learning means a learning that designed accordingly to contexts, environment, and culture of the learners and involving parents or community as a partners. By this term, educators organize learning according to needs and linked to the real world, environment, and culture that



interest students. Then, educators design interactive learning to facilitate planned, structured, integrated, and productive interactions between educators and students, fellow students, as well as between students and learning materials. Finally, educators empower local communities, communities, organizations, experts from various professions as resource persons to enrich and encourage relevant learning.

5) The future-oriented learning sustainable. Educators seek to integrate sustainable living in various learning activities by integrating values, and behaviors. This is to show concern for the environment, and the future of the earth. For example using resources wisely (saving water, electricity, etc.), reducing waste, etc. Next, educators involve students in finding solutions to problems in everyday life that are appropriate to their learning stages. Finally, educators take advantage of projects to strengthen Pancasila student profiles to build the character and competence of students as future world citizens. In short, educators guide the learners become independent on their responsibility (study, work, project) in their present or future live. So that students understood that the future belongs to them and they need to take roles and responsibilities for their future.

According to the principle of learning on point one and three, in the learning process must be adapted to the student developmental stages and competences. Therefore, Merdeka Curriculum reinforces the use of a differentiated learning approach. Based on the Guidebook of Learning and Assessment Merdeka Curriculum, differentiated learning is learning that done by providing learning materials with various way according to the understanding of students. Then, the purpose of differentiation that every student can achieve the expected learning goals. An

educator can choose which learning strategy that fit in to the student achievement stage, and the educator can designed their own approach or do grouping on the learners. The explanation as follows:

- 1) The learning in small group. By this way, educators can grouping according to the interest.
- 2) The grouping based on ability changes according to the competencies that become the strengths of students.
- 3) For students who are already proficient, it is necessary to think about more diverse forms of challenges.
- 4) There are needs to be various roles that can be chosen by students to enrich or deepen the competencies that are built. For example, at the beginning of the school year the teacher invites students to discuss what roles are needed, each role can be taken by students in turn.

According to the Guidebook of Learning and Assessment, there is process in learning. Which one the differentiated that educators can do by differentiation based on content/ material, differentiation based on process, and differentiation based on product that made by students. In the differentiation of learning process the educators can choose one or three combination of differentiation. There are the example of differentiated learning process:

- 1) The content/ material (the material being taught). First, for students who need guidance can study three important parts of the material. Next, for another students already quite proficient about the material, can study about all the material. Last, the students who are already proficient in the material can be given enrichment.

2) The process (how to teach). The learning and accompaniment can be differentiated based on readiness of students. First, for students who need guidance, educator need to teach directly to the students. Second, for students who are proficient enough, can start with Modeling that combined with independent work, practice, and review (reviews). Last, for students who are very proficient can be given for independent assignments.

3) The product (performance to be produced). Differentiated learning can be given by produced product. For the first example, for students who need guidance can answer questions about content or important things in material. Second, for another students already quite proficient, can make a presentation that explain about simple problem solving. Last, the students who are already proficient can make an innovation or analyze about problem that more complex.

According to the Guidebook of Learning and Assessment, there is triggered question. Also, the triggered question is allocated in core components. In addition, according to Pandu (2023) triggered question is a question that is used to increase listener participation and allow listeners to get into the topic being discussed. According to Iqbal (2022), using trigger questions during the learning process can stimulate students' cognitive abilities, test students' abilities, and communicate ideas that students want to convey. In this term, triggered question have important place for student. Especially, I would give good effect in learning process.

According to provisions in the Decree of the Ministry of Education, Culture, Research, and Technology

(Kemendikbudristek) Number 56/M/2022 that in elementary school (SD/MI/SDLB), English subject can be taught by:

- 1) The teachers class that have English competences.
- 2) The English teachers that available in the school, SD/MI.
- 3) The English teacher that nearest *SD/MI* whose workload is assigned and recognized.
- 4) The students who are enrolled in the Program of Merdeka Belajar Kampus Merdeka.

This is also regarding to the implementation of the English subject, as known a new policy in Merdeka Curriculum. Furthermore, it can be conclude the school are have flexibility in the implementation of English subject. The school can adjust to the availability of existing educators in the implementation of English subject in Merdeka Curriculum.

**c. The new policy of Merdeka Curriculum in elementary school**

Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) of the Republic of Indonesia Number 56/M/2022 it is known on page 4 that currently Indonesia is incessantly implementing a Merdeka Curriculum for early childhood education, primary education, and secondary education in full. Based on Regulation of the Minister of Education and Culture (Permendikbud) Number 67 of 2013 regarding the elementary school curriculum pages 9-10, there were no English subject found in the subject chapters. Then, based on the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022, it was found that there was English in the allocation of *SD/MI* subjects.

So, it can be concluded that Merdeka Curriculum has new policy that did not exist in the previous curriculum. Especially at

the elementary school level, there is a new policy, namely the presence of English subject that was not held in the previous curriculum. As well as, English become a required subject in elementary school.

#### **d. English position in Merdeka Curriculum**

According to Decree of the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), Number 56/M/2022 on page 4 and 6 it is written that there is English for elementary school subjects. Which is written on the curriculum structure of SD/ MI on the table of allocation of time for *SD/MI* grades 1 and 3-5. Based on the decree, English become a required subject.

### **3. English Language Teaching and Learning**

#### **a. The definition of Teaching**

According to Brubacher (1939) as cited in Rajagopalan (2019), teaching is arrangement and manipulation of a situation in which there are gaps or obstructions. Teaching is a system of actions intended to induce learning. Teaching is the ability to assist learners in organizing, directing, and maximizing the stream of developing life experiences. According to Dewey (1997) as cited in Greenwalt (2016), teaching relies upon the educational significance of social arrangements, as means used to educate the young. According to the definition of teaching, teaching English means giving instruction, trying to help students learn English, and making them understand the knowledge in the English language that they have learned.

#### **b. The definition of English as a Foreign Language**

According to Harmer (2004) as cited in Feberani (2018), concludes that English as a Foreign Language (EFL) refers to a student who studies English at a school and institution in their own country as a transitory visitor in a target language country.

According to Iwai (2011) as cited in Si (2019), English as a Foreign Language is people who non-English speaking countries that learn English. It means EFL is people who study English in any place (home, school, institution) and any conditions, and they do not use English for daily communication on their places.

According to the definition, Indonesia is one of the country that the citizen are categorized as EFL. It means in Indonesia, the process of learning English from teachers is teaching English as a Foreign Language. From that, it can be concluded that teaching English as a Foreign Language is the process of giving information about the English language to people who are non-native speakers of English or not using English for daily communication.

**c. The definition of English Language Learning**

According to Brown (2007), learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. There are several definitions of language learning from experts. In addition, according to Duffy and Roehler (1989), learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals. In conclusion according to the definition from expertise, English language learning is process between students and teachers by interaction in order to gain English knowledge or information, according to curriculum goals.

According to Brown (2007), learning are breaking down the components of the definition, the explanation follows:

- 1) Learning is acquisition or “getting.”
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, cognitive organization.

- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.

According to Ihwanudin (2021), language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. Furthermore, English language learning is a kind of steps to acquisition, practice, get information or knowledge, especially in English. To conclude, English language learning is complex steps for learners to explore and study English.

#### **d. The definition of Teaching English to Young Learners**

According to McKay (2006) as cited in Ningsih (2020), young learners are children aged five to twelve years old. It includes the whole range of ages and developmental stages of children from infants, to young children, and older children. Teaching English to Young Learners (TEYL) is a way to introduce English as a foreign language to young students.

Teaching English to Young Learners is a course for all teachers of primary-age students. It aims, to provide teachers with the knowledge and skills needed. Which is, to support young learners through the delivery of engaging and motivating lessons.

In addition, according to Stakanova & Tolstikhina (2014), in line with the new policy it is better to teach English from an early age (elementary student age), for reasons:

- a) It stimulates language and overall child development and, increases the educational value of general education.

It means the children are able to gain the skill in educational, children probably live in the moment they need to meet people that not speak in the same language. They are able to communicate in English know as an international language.

- b) It attaches children to another culture, which then forms universal awareness. Here, children are able to know there is many culture not only in the our country. Then to gain their awareness in more large, they probably help their thought to see from other perspective and expressing their selves.
- c) It forms a good basis for mastery of foreign languages, as well as for further language learning at a later stage. Again, English as an international language are able to expand opportunities in many fields of knowledge, not only within the country or with the local community but in global. as well as for further language learning at later stages , as it prevents the formation of the psychological barriers that arise at the beginning of learning a foreign language at the age of 10-11 years old.
- d) It can improve general education skills. Here ability can expand their scope in the process of mastering foreign language, in ability to work with the book. Children are able to study from English book to get many insights, not only by domestic book.

**e. The characteristic of Young Learners**

According to Inawati (2018), there are several things that teachers must know before teaching English to children, such as children's learning characteristics, namely children learn from physical experience (learning by doing), children have difficulty distinguishing concrete and abstract concepts, children can



concentrate only in a short period, children learn holistically, and children love repetition. According to Anggraini (2018), those challenges are in terms of cognitive development, motivation, attention, multilevel groups, and assessment. According to Syafrizal (2018), the teacher has a problem motivating students to learn vocabulary, less of creative, and difficult to manage the class because every student has a different characteristic.

**f. The obstacle of Teaching English Young Learners**

According to Widodo & Dewi (2019), there are challenges faced by teachers when teaching English to young learners, which are:

- 1) Lack of training,
- 2) Lack of knowledge,
- 3) Lack of resources,
- 4) The government policy,
- 5) Class size, Teachers' skills and confidence in English, and time pressures.

According to Anggraini (2018), from the point that are better to provide teachers with training programs, workshops, seminars and any other developmental programs. In order to maintain their professional personal, pedagogical, and social competencies as having a good and adequate source without a competent user, teacher, is meaningless.

**B. Review of Relevant Studies**

In this research, the writer has found several studies that were relevant to the present research. Indeed, it will be helpful in the research to analyze and correlate it with the previous outcomes of studies. The relevant studies are :

1. The article by Pertiwi & Pusparini (2021) entitled "Vocational High School English Teachers' Perspectives on "Merdeka Belajar"

Curriculum". The focus of this study is Merdeka Belajar concept and lesson plan. This research used descriptive qualitative methods and data collection using a questionnaires and semi-structured interviews. This study explains the Merdeka Belajar in improving quality of human resources, understanding one-page lesson plan, the effect of using one-page lesson plan in achieving Learning Objectives, teachers' suggestions for the implementation of Merdeka Belajar. The data obtained shows several teachers still have misunderstanding the concept of Merdeka Belajar because lack of dissemination. Although, all teachers in that school supported the implementation of this new curriculum.

According to this study, the distinction between the researcher's study and this study are the study above focus in teachers perspectives on concept Merdeka Belajar, about one-page lesson plan, with subject is English teachers in Vocational High School. The similarity between the study and the researcher's is focus on teachers perception about Merdeka Curriculum.

2. The thesis by Anggila (2022) entitled "Persepsi Guru Bidang Studi IPS dalam Pelaksanaan Kurikulum Merdeka Belajar di SMP Negeri Sekecamatan Tanjung Kemuning Kabupaten Kaur". This research focus on teachers' perception of the implementation of the Merdeka Curriculum, to be precise on social science teachers. It was conducted at the junior high school level in the entire Tanjung Kemuning district, Kaur regency. This research used qualitative methods and data collection using observation and interviews. This study aims not only to find out teachers' perceptions of Merdeka Curriculum, but this study also to describe the teachers planning by a social science teacher in the implementation of the Merdeka Curriculum. The data obtained that social science teachers give positive perception, gave good appreciation for Merdeka Curriculum, and showed several factors that hamper the implementation of the Merdeka Curriculum.

According to this study, the distinction between the researcher's study and this study are the study above focus in teachers perception from social science teachers perception. Also, the study has conducted to junior high school level in all Tanjung Kemuning district. Meanwhile, the researcher's study focus on the teachers perception about Merdeka Curriculum at the elementary school and on the English subject. The similarity between the study and the researcher's is focus on teachers perception about Merdeka Curriculum.

3. The thesis by Perdana (2021) entitled "Persepsi Guru Pendidikan Jasmani, Olahraga dan Kesehatan Terhadap Merdeka Belajar di Sekolah Dasar Se-Kapanewon Tepus". The focus of this study is teachers' perception of Merdeka Belajar in elementary school, to be precise on physical education health and sport (PJOK) teachers. The Merdeka Belajar was implemented at the elementary school level in the entire Kapanewon Tepus district. This research used quantitative methods and data collection using a questionnaire that is applied through an electronic form. This study aims not only to find out teachers' perception of Merdeka Belajar, but this study also explained the factor of teachers' perception. The data obtained shows that almost all of the PJOK teachers at Kapanewon Tepus have good perceptions. The research also showed teachers' perceptions based on 3 factors of Merdeka Belajar, which was a factor of concept, content, and implementation of Merdeka Belajar. On another hand, several teachers have different perceptions that the Merdeka Curriculum is not good enough because of less socialization for the teacher, in implementation less of facilities and infrastructure.

According to this study, the distinction between the researcher's study and this study are the study above focus in teachers perception from physical education health and sport (PJOK) teachers perception. Meanwhile, the researcher's study focus on the teachers perception about Merdeka Curriculum at the elementary school on the English subject. The

similarity between the study and the researcher is focusing on teachers' perception of the Merdeka Curriculum, at elementary school level.

4. The article by Saputra & Hadi (2021) entitled "Persepsi Guru Sekolah Dasar Jakarta Utara dan Kepulauan Seribu tentang Kurikulum Merdeka". The focus of this study focus on the teachers perceptions and the factors that influence teachers perceptions . This research used descriptive qualitative methods and data collection using a interviews, questionnaires, observation and document review. This study explains 3 aspect that teachers have a positive perceptions in Merdeka Curriculum, there is five factors that influenced teachers perceptions, and the teachers perceptions influenced the way teachers gave the learning process. The data obtained shows that the teachers' perception the implementation of the Merdeka Curriculum has a significant effect on the teaching and learning process given by elementary school teachers.

According to this study, the distinction between the researcher's study and this study are the study above focus in perceptions from various teachers (the researcher did not wrote specifically) and about Merdeka Curriculum in general. The similarity between the study and the researcher focus on perceptions of elementary schools teachers about Merdeka Curriculum.

5. The article by Fatmiyati (2021) entitled "Persepsi Guru Kelas dalam Menerapkan Kurikulum Merdeka Belajar di SDN 140 Seluma pada Materi Matematika". The focus of this study focus on the teachers challenges in implementing self learning on Math education based on Merdeka Belajar Curriculum. This research used descriptive qualitative methods and data collection using a observation, questionnaires, and documentation. This study explains perception of elementary schools teachers about Merdeka Curriculum with 2 factors that influenced teachers perceptions, that is total experiences of teachers as a educators and teachers training. The data obtained shows that the teachers

perception the implementation of the Merdeka Curriculum and teachers are optimistic about the implementation of this independent learning, even though there are still some things that still exist they do not understand yet.

According to this study, the distinction between the researcher's study and this study are the study above focus in perceptions from Math teachers. The similarity between the study and the researcher focus on perceptions of elementary schools teachers about Merdeka Curriculum.

6. The article by Hidayat et al. (2022) entitled "Strategi Penyusunan Perangkat Pembelajaran Mata Pelajaran Bahasa Inggris melalui Peta Konsep dalam Kurikulum Merdeka". This study focus on the strategies for preparing learning tools in Merdeka Curriculum for English Vocational High School subjects. This article used descriptive qualitative methods with the technical guidance as a implementation method, and data collection using a observation on the implementation of training activities, technical guidance, and documents of concept map that hat were made and collected by teachers as participants . This article explains the teachers have shown success in making mind map and administration of learning tools properly according to their expertise and professionalism. However, in the future, improvements must be made continuously because the world of education is a world of endless learning.

According to this study, the distinction between the researcher's study and this study are the study above focusing on strategies for preparing learning tools in Merdeka Curriculum through technical guidance activities. While researcher focus on teachers class in elementary school, this article focus on Vocational High School teachers. The similarity between the study and the researcher focus on English subject in Merdeka Curriculum.

## **CHAPTER III**

### **METHODOLOGY**

This chapter is conducted on the methodology of the study, including research design, research site and participants, object and subject of the research, data collection techniques, and data analysis.

#### **A. Research Design**

This chapter discussed the method of research and how the writer executes the research in answering the research question. The discussion about the types of research, the sources of data, the subject, the object of the research, techniques of data collection, and techniques of data analysis.

This study used a qualitative research type, based on the intention of understanding social phenomena and phenomena that are experienced as well as what is in the research subject. This study used a qualitative approach, which means research intending to explain, and describe information about the Analysis of Teachers' Perceptions on Merdeka Curriculum Implementation in English Teaching and Learning at SDN 3 Pakelen, Banjarnegara. According to Sugiyono (2013) The qualitative research method is a research method that is based on the philosophy of post positivism, used to research the conditions of natural objects, and the results of qualitative research emphasize meaning rather than generalizations. Through the use of this method, it is hoped that data collection can be more complete, in-depth, and meaningful so that the objectives of this study will be achieved.

#### **B. Research Site and Participants**

The research was conducted at SD N 3 Pakelen, Banjarnegara. This elementary school is chosen because this school already implements the Merdeka Curriculum. Based on the Decree of the Head of Standards, Curriculum, and Assessment (BSKAP) Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 044/H.KR/2022

on page 721, SD N 3 Pakelen is listed as an elementary school that implements a Merdeka Curriculum. The participants are held to teachers' class grades I and IV. Based on provisions in the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 the eleventh point is that the implementation of the Merdeka Curriculum in the first year is carried out by students in grades I and IV at the basic education level.

### **C. Object and Subject the Research**

#### **a. Subject of the Research**

The subject of the research data is classroom teacher, where the classroom implemented the Merdeka Curriculum. The subjects in this study are the teachers class (grades I and IV), and also the students (grades I and IV) of SD N 3 Pakelen, Banjarnegara. The teachers interviewed in this study are teachers that not from English major. Eventhough, the teachers need to provide English lesson to the students related to the Merdeka Curriculum provision.

#### **b. Object of the Research**

The determination of the object of the data source in this research is the perception of teachers about the Merdeka Curriculum Implementation especially in English teaching and learning at SD N 3 Pakelen, Banjarnegara.

### **D. Data Collection Techniques**

In research there are strategic steps, namely data collection techniques, which are aligned with the main objective, namely obtaining data that meets predetermined standards. According to Sugiyono (2013), data collection techniques can be carried out through observation, interviews, questionnaires, documentation and combinations. In order to collect data and focus on research, the data collection technique used:

#### **a. Interview Method**

An interview is a conversation between two persons in order to exchanges information or idea through question and responses.

According to Esterberg (2002) as cited in Sugiyono (2013), there are 3 ways to conduct an interview, namely; structured interview, semi structure interview, and unstructured interview. This type of interview is used in a shared way, in the sense that the interview is carried out by the researcher himself in a natural setting. Through the creation of an outline of the main questions asked in the interview process. In this study used semi-structure interview. By this method in order to find out the problems more openly where the sourcer invite to interview by ask the opinions and ideas. This method used to interview the teachers class of grades I and 4 about the Teachers' Perceptions of the Merdeka Curriculum in English Teaching at SD N 3 Pakelen, Banjarnegara. During the interview, researcher used interview guidelines as the instrument.

b. Observation Method

According to Nasution (1988) as cited in Sugiyono (2013), observation is the base of all science because all of the fact about reality are obtained from observation. According to Faisal (1990) as cited in Sugiyono (2013), there are participant observation, overt and covert observation, and unstructured observation as a classification of observation. In this study, researcher used overt or covert observation because process on the collection of data that the researcher declared to the source data plainly about the research and activities from beginning to ending. During the data collection process, the researcher used observation checklist as the instrument.

c. Documentation Method

According to Sugiyono (2013), documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers, and pictures in the form of reports and information that can support research. This research used manual book of Merdeka Curriculum, document from government, and lesson plan.



According to Sugiyono (2013), triangulation is when researcher used various the data collection technique to obtain data from same source. In this study, the research used triangulation as the data collection technique because researcher checked the credibility of the data from various data collection technique.

## **E. Data Analysis**

According to Miles & Huberman (1992) as cited in Sugiyono (2013), the analysis consists of three streams of activities that occur simultaneously, namely; data reduction, data presentation, conclusion drawing, or verification. Thus, the authors conducted data analysis including data reduction, data display, and conclusion drawing/verification. It aims to find and build an understanding of the workflow and obtain data accurately, precisely, and empirically.

### **a. Data Reduction**

Data reduction is part of the analysis. According to Miles & Huberman (1992) as cited in Sugiyono (2013), data reduction is the process of selecting, focusing on simplification, abstraction, and transformation of rough data that emerges from written notes in the field. This activity takes place continuously during data collection activities. These data reduction activities include summarizing, coding, tracing themes, creating clusters, partitioning, and writing memos. The researcher's choices about which passages are coded, which are discarded, which patterns sum up some scattered passages, and what stories are developing, are all analytical choices. This data reduction technique the authors take from every action that the authors take, it is from teachers of SD N 3 Pakelen need to be appointed to complete and facilitate data.

### **b. Presentation of Data**

According to Miles & Huberman (1992) as cited in Sugiyono (2013), the presentation of data is a set of structured information that gives the possibility of drawing conclusions and

taking action. Through the data presented, the researcher sees and can understand what is happening and what must be done based on the understanding gained from these presentations. Presenting data in qualitative research can now be done in various types of matrices, graphs, networks, and charts. It is designed to combine structured information in a coherent and easily accessible form.

In presenting data, researchers prefer to describe a case or event that has been studied in the field. This is related to the technique taken by the researcher, namely the qualitative descriptive method. This is taken based on research activities that have been carried out by researchers in the field.

c. Verification (conclusion)

According to Miles & Huberman (1992) as cited in Sugiyono (2013), the third step of data analysis activities is drawing conclusions and verification. During data collection, a researcher looks for the meaning of things, noting regularities, patterns, explanations, possible configurations, causal pathways, and propositions. At first, the conclusion was not clear, but gradually it became more detailed. Conclusions may not appear until the end of data collection, depending on the size of the field note collection, is coding, storage, and retrieval methods used, and the skill of the researcher. Conclusions, are then verified by reviewing the field notes, or perhaps a review to develop inter-subjective agreements.

The validation of this data was carried out by researchers from teachers activities on teaching process at SD N 3 Pakelen, sourced from the beginning of the study to the end of the research. Thus, the researcher can present and check the truth of the data that has been obtained. The technique used in this data verification is the researcher using data triangulation techniques.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data analysis and discussion to answer research questions which have been collected from the interview, observation, and documentation. The important points of this chapter are to analyze the teachers' perceptions on Merdeka Curriculum Implementation in teaching and learning English at SD N 3 Pakelen, Banjarnegara.

#### A. The Teachers' Perception of Merdeka Curriculum

This research has presented data about the teachers' perceptions on Merdeka Curriculum Implementation in teaching and learning English. In this part, the researcher discusses the findings about teachers' perceptions of the Merdeka Curriculum. The findings below are classified based on Kemendibudristek (2022). This research found 3 parts, there are the teachers' perceptions of the Merdeka Curriculum in general concept, the options' implementation of the Merdeka Curriculum, and English position in the Merdeka Curriculum at elementary school. The explanation is as follows:

##### 1. Merdeka Curriculum in general concept

Regarding the teachers' understanding of the Merdeka Curriculum, the teachers provided an explanation about it in the following section. First, according to the results interview with Mrs. TR which stated that:

*“Regarding this, at the beginning I received training at Madukara regarding the Merdeka curriculum which was attended by grade 1 and 4 teachers. So it was as short as technical guidance and only a few days. I understand that the Merdeka curriculum is new, from the explanation I received it is the same. So as a complement or complement to the previous curriculum. So the Merdeka Curriculum emphasizes more meaningful children's learning and how to direct children to what their strengths and talents are.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

The data was obtained that Mrs. TR attended the technical guidance for a few days and got the information about the Merdeka Curriculum in general concepts. The teacher believed that the Merdeka Curriculum is a curriculum that in its application to emphasizes more meaningful children's learning and directs children to their interests and talents. In addition, the Merdeka Curriculum provided to grade 1 and 4. Then, the Merdeka Curriculum as a complement to the previous curriculum.

Meanwhile, that is in contrast with Mrs. ED's explanation. According to the results interview with Mrs. ED which stated that:

*“What I understand about the Merdeka Curriculum is that character building is emphasized even more. Then the learning focuses on students, so the way the teacher teaches adapts to the needs of students.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED believed that the Merdeka Curriculum is a curriculum that emphasizes the character development of students. In addition, the learning is focused on students. It means the teacher implemented the learning related to the needs of students. Furthermore, the explanation of both teachers also supported by the data from observation. The data found that teachers already implemented the learning by gave students tasks or activities related to their abilities. In addition, teachers also gave several questions about the material to gain an understanding. Those are the teachers' efforts to implemented the Merdeka Curriculum related to the general concept which is student-center.

To conclude according to those statements, the teachers already had an understanding that the Merdeka Curriculum is focused on student. The teachers understood that the Merdeka Curriculum's focus is on the student-centered, emphasizes more meaningful children's learning, directs children to their interests and talents, also emphasizes the student's character. In addition,

the teacher needs to give more attention and action to students when implementing a curriculum not only relied on teacher-centered. Furthermore, the Merdeka curriculum as a complement to the previous curriculum. In addition, the Merdeka Curriculum is synonymous with learning in favor of students (Pitaloka & Arsanti, 2022). Furthermore, Merdeka Curriculum is a curriculum that emphasizes independent learning according to the needs and characteristics of students (Usanto, 2022). The Merdeka Curriculum provides freedom and is student-centered (Rahmadayanti & Hartoyo, 2022).

## 2. The options' implementation of Merdeka Curriculum

Regarding the options in implementation of the Merdeka curriculum, the teachers provided an explanation about it in the following section. First, according to the results interview of Mrs. TR which stated that:

*“In my understanding, there are 3 options. There are Mandiri Belajar, Mandiri Berubah, And Mandiri Berbagi. The options depend on the needs of the school. The options themselves are actually free to choose, but the Banjarnegara government is more directed towards Mandiri Berubah.”* (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).

The data was found that Mrs. TR understood there are 3 options in the implementation of the Merdeka curriculum. The options are *Mandiri Belajar, Mandiri Berubah, and Mandiri Berbagi*. In determining the options, it is free to choose and adjusted to the needs of the school. In addition, SD N 3 Pakelen is suggested by Banjarnegara's government to implement the category of *Mandiri Berubah*.

In addition, it is the same with Mrs. ED's explanation. According to the results interview of Mrs. ED which stated that:

*“What I know is that there are 3 options, Mandiri Belajar, Mandiri Berubah, and Mandiri Berbagi. For each*

*option, it is adjusted to the needs and conditions of the school. I don't really understand the differences, what I know is that there are types that are specific to pilot schools. But for Pakelen 3 itself, it used Mandiri Berubah and this is also based on recommendations from the district.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED explained that there are 3 options for implementing the Merdeka Curriculum. There are *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagi* which could implemented adapted to the needs of the school. Perhaps, Mrs. ED did not had enough information about the provisions for selecting categories that suit school needs. Then, the government of Banjarnegara recommended to implemented the *Mandiri Berubah*.

Based on the statements above, there is a lack of understanding regarding the qualification information required for each implementation option. In understanding the information for each option, Mrs. ED is in line with Mrs. TR who still had not received more information regarding the provisions for selecting each option. That is why the teachers followed the recommendation of the Banjarnegara government. This is also supported by the data of observation that SD N 3 Pakelen used the category of *Mandiri Berubah*.

Education providers can implement a Merdeka Curriculum in 3 categories, namely the *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagi* (Triyatno *et al.*, 2022). In addition, each category has its suitability for the needs and readiness of each school (Inayati, 2022). In addition, there are many government and private schools that are ready and registered to implement Merdeka Curriculum through the categories of *Mandiri Belajar* (35,334 schools), *Mandiri Berubah* (59,429 schools), and *Mandiri Berbagi* (3,607 schools) (Rahmadayanti & Hartoyo, 2022).

In conclusion, the teachers understood that the Merdeka Curriculum can be implemented in three options, there are *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagi*. The implementation of each category is related to the readiness of school. On the other hand, the teachers not yet had an information about the provision of each option according to school needs. In addition, SD N 3 Pakelen used the *Mandiri Berubah* category because it has been recommended by the city government.

### 3. English position in Merdeka Curriculum at elementary school

Regarding the position of English in Merdeka Curriculum, the teachers provided an explanation about it in the following section. According to the results interview of Mrs. TR which stated that:

*“The Merdeka Curriculum absolutely added English into intracurricular, so there are intracurricular, cocurricular, and extracurricular in Merdeka Curriculum. Intracurricular are the subject that are required to attend class, and English already allocated in intracurricular. Because it is already allocated, it is actually great. That is because English is one of the most difficult language. On the other hand, the allocation of English is related to the P5 programs that said “Berkebhinekaan global”. Which is we need respects to other peoples culture and definitely it can beneficial for students.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

The data was obtained that Mrs. TR explained there are 3 activities category in Merdeka Curriculum, there are intracurricular, cocurricular, and extracurricular. Furthermore, English already allocated to intracurricular which is became a subject that required to attended. The presenced of English in the Merdeka Curriculum as intracurricular is very good thing. In addition, it is in line with one of the points in Project of Strengthening Pancasila Student Profiles (P5), namely "Global Diversity".

In line with Mrs. TR's opinion, Mrs. ED agree with the allocation with English. According to the results interview of Mrs. ED which stated that:

*“In my opinion, it is a good thing and I agree with the presence of English subject in elementary school. It is because could be introduced to the students from an early age. So that the beginning of English’s introduction not only start from junior high school.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED agreed with the presented an English subject in elementary school. In addition, it is good to have the holding of English in elementary school on the Merdeka Curriculum. Then, it was found that English would be better taught as early as possible, such as started from elementary school.

English not only as an extracurricular but as an intracurricular. It means, the students in elementary school already must learn English. It can be said, that English became a compulsory subject in elementary school. This is consistent with Kemendibudristek (2022), that English is already allocated as a compulsory subject which is not found in the previous curriculum degree. Those statements are also supported by the data of observation. The data found that at SD N 3 Pakelen, English already implemented as a subject.

One of the important things that is emphasized in the implementation of the Merdeka Curriculum is the teaching of English in elementary schools (Oktavia *et al.*, 2023). Furthermore, the importance of learning English in the world makes the Merdeka Curriculum implement English language learning as a mandatory subject starting at elementary school level (Lena *et al.*, 2023). The need to master English has been facilitated through English language teaching since elementary school (Zahra *et al.*, 2022).



Mrs. ED explained, it is great to teach English from an early age (elementary student age) (Stakanova & Tolstikhina, 2014). Furthermore, Y. Hu stated that it is considered that the best time to learn a language is at an early age (in Widodo & Dewi, 2019). Moreover, English must be taught as early as possible so that they master English to prepare them to compete globally (Anggraini, 2018).

From the Mrs. TR's explanation, the existence of English subject is in line with one of the points in the Project of Strengthening Pancasila Student Profiles (*P5*), namely "Global Diversity". This is related to the benefit of teaching English from an early age, that is to attached children to another culture which forms universal awareness (Stakanova & Tolstikhina, 2014). In addition, children are able to know there are many cultures not only in our country. Then to gain their awareness in more large, they probably help their thoughts to see from other perspectives and express themselves. In addition, one of the dimensions and elements of Pelajar Pancasila Profile is "*Berkebhinekaan Global*" which is means recognize and appreciating culture, intercultural communication and interaction (Alimuddin, 2023). Moreover, language learning can help to widen children's cultural horizons and develop intercultural understanding (Moon, 2005). Global Diversity Indonesian students maintain their noble culture, locality and identity by remaining open-minded in interacting with other cultures (knowing and appreciating culture, intercultural communication skills, and responsibility for experiences of diversity) (Suardipa, 2022).

To conclude, the teachers understood that English became a subject in the Merdeka Curriculum. In addition, the teachers supported and agreed on the existence of this policy. Furthermore, it is better to learn English from an early age or elementary. Also,

the English existence is related to the one of Project of Strengthening Pancasila Student Profiles (P5) point namely “*Berkebhinekaan Global*”.

#### B. The Teachers’ Perception of Merdeka Curriculum Implementation in Teaching

This research has presented data about the teachers' perceptions on Merdeka Curriculum Implementation in teaching and learning English. In this part, the researcher discussed the findings about teachers' perceptions of the Merdeka Curriculum Implementation in teaching English. The findings below is classified based on Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M /2022. This research found 7 points of teachers' perceptions of the Merdeka Curriculum Implementation in teaching, there are the English subject, the allocation of phases, the learning approach, the proportion of learning, the teaching load, the arrangement of teacher linearity in learning in the Merdeka Curriculum, and the teachers’ experience in delivering English subjects as a non-English-certified teacher related to Merdeka Curriculum Implementation. The explanation as follows:

##### 1. The English subject

The first point is about the English subject. Regarding the teachers’ understanding of the implementation of English subjects in the Merdeka Curriculum, the teachers provided an explanation about it in the following section. According to the results interview of Mrs. TR which stated that:

*“I personally agree that English is included in intracurricular activities, it is just that the implementation in class is quite constrained. As for my competence, the basic is not an English teacher, and you have to teach English that actually whether we want it or not. It's just that sometimes I'm afraid that I have the wrong concept in giving material.”*  
(Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).

The data found that Mrs. TR agreed with the holding of English as a subject or intracurricular. However, the implementation is considered to have several obstacles. Which constraints are more inclined to the ability of teachers in English. Mrs. TR is afraid if there is an error in the English concept probably happened, it happened when Mrs. TR gave the material.

In addition, this is in line with Mrs. ED's statement. According to the results interview with Mrs. ED which stated that:

*“In my opinion, it's very good, that there is English in elementary school. It's just from me personally as a teacher that it's difficult to implement it. Because my English skills are lacking. ...” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED agreed with the existence of English, and it is considered a great thing in elementary school. On the other hand, the teacher faced obstacles in the implementation. The teacher's limitation of English skills became the teacher's reason in the obstacle.

According to teachers' statements from interview, the teachers already have an understanding that English became one of the subjects in elementary school. Also, the teachers agreed and supported this policy. In addition, this is very good that English is already allocated in elementary school. Even though in 2013 curriculum the English subject did not exist, because it became a pros and cons in society at that time (Damayanti *et al.*, 2023). Perhaps, the policy of implementing English language teaching in elementary schools was welcomed very well and enthusiastically by all school officials (Oktavia *et al.*, 2023). In addition, regarding to the new policy the respondents agree that English subject which is taught earlier (Dewi *et al.*, 2023).

Then, in terms of obstacles in the implementation of teaching English, it was found that there were several obstacles. According to the results interview with Mrs. TR which stated that:

*“For example, when I say "do/did" I'm afraid it might be wrong, maybe in usage or pronunciation. I'm worried that when they grow up, the children will remember what I taught, which was not quite right. For example, if you make a mistake in one vocabulary in the written and spoken language. Personally, the obstacles from my lack of competence in English, then from facilities such as other supporting books. So it's not just an obstacle from the teacher, maybe with interesting teaching aids the children will be even more interested.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Mrs. TR faced several obstacles. The obstacles such as the lack of teacher competence in English skills, book facilities in support, and teaching aids were still lacking. In terms of ability, it was found that teacher is fear of conveying concepts, as well as the pronunciation or function of vocabulary in English. It is feared that there will be errors in conveying information about English, and later students will continue to remember it to the next level of school. In terms of facilities, with more interesting teaching aids and more varied books, it is hoped that later it will be more interesting for students to learn. Then the students will be able to get more information about the material in the learning process.

In line with Mrs. TR statement, Mrs. ED also encountered obstacles. According to the results interview with Mrs. ED which stated that:

*“The difficulty I encountered was that I myself had minimal knowledge of English and tended not to be able to. The abilities are not that great, moreover this is required to teach, there are definitely more challenges.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

The data was found that Mrs. ED had obstacles in the implementation of English subjects. Mrs. ED explained that hard to teach English in spoken and written languages, which are different. In addition, the teachers have lack ability in English. The obstacles such as lack of English skills, English teaching skills, and teaching aids (Widodo & Dewi, 2019). The teacher himself is not an English teacher, so the teacher does not understand English teaching strategies (Oktavia *et al.*, 2023). Teachers have obstacles in delivering the English material, and also still lack of the minimum exposure to English (Vivekanantharasa *et al.*, 2022).

In addition, the data of the observation also found that Mrs. ED had obstacles in grammar. In this case, when Mrs. ED did a repetition activity with students. Mrs. ED said, “Budi is like a banana”, instead to said, “ Budi likes bananas”. According to the data of the teaching module document, the material learned about “Like/ likes”. So, the grammatical should be without “is” and use “Likes”. Furthermore, it was also found that Mrs. ED had difficulty in teaching English to students due to different spoken and written languages.

In addition, the other data found about obstacles. According to the results interview with Mrs. ED which stated that:

*“... From grade 1 students also learning English is something that is very rare for them, even information about their English is almost impossible. The term simply means that English is the language of the "bule". Then the written and spoken language is different, for me it is difficult in teaching children. So even if they know how to pronounce it, children will tend to remember the written language better. For example "three" is pronounced "θri:", but they still pronounced "tehere". (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

From the interview, the teacher explained that the students rarely got information about the English language. In this case,

students tend to pronounce English as it is written. This is also supported by the data of observation, which state the students have obstacles in pronouncing words. In this case when the teacher showed a picture of a girl and asked to the students, “Which one we use, She or He?”. The students said, “sehe”, instead of ,“ſi:”.

In addition, the other data was found. According to the results interview with Mrs. TR which stated that:

*“...It's been almost 2 semesters, the point is that children are excited and like English. So for practice I accustom children get used to preparing prayers with English, for example “Take a pray/ say good afternoon together.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

The data was found that students in grade 4 were enthusiastic and happy with English at school. In the implementation, the teacher accustomed children to used English in class, such as in preparing prayers before learning. Furthermore, the statement is also supported by the data of observation. The class started by praying together and one of the students led it by said, “Let’s take a pray together!”. Also, when the teacher arrived at the class, one of the students led a greeting by saying, “Say good morning together!”. In that way, other students followed the instructions to greet the teacher and pray. This is also implemented according to the teaching module, which is on opening activities.

Regarding the solution to the problem of implementing the English language, there are several things that could be done related to the teacher’s interview. According to the results interview with Mrs. TR which stated that:

*“From the government, English subject teachers only teach their subjects in junior high or high school. In my opinion, when English is entered intracurricular, the elementary school level can accept these teachers (English subject teacher), who later can enter “dapodik” so there will be a current stages. When there are only invitees but in the*

*future there is no prospect, it would be feel sorry for the teacher, it is better to open a field for English subject teachers in elementary schools. If this is not possible, training can be held to train elementary school teachers who need to improve their English competence. So more often given technical guidance, presentation of teaching aids.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

In the solution to the obstacles, Mrs. TR explained there are several solutions. First, the solution by hold the English training. Second, the allocation of English subject teachers in elementary schools that are officially from the government as civil servant teachers (ASN). In addition, the provision of teaching aids to support learning.

The data was found that Mrs. ED is in line with Mrs. TR's, explanation. According to the results interview with Mrs. ED which stated that:

*“In my opinion, as a teacher you have to learn more about English. There is another way, which is allocating the English expertise teacher directly, this will be better for the children's learning process. So it would be better for English to be delivered by teachers who are in their field, so there are English subject teachers in elementary schools as well as PJOK and religion teachers.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED suggested there need for provision of training for teachers. For the other option, it would be better if English was delivered by teachers who had mastered it. In English, it is better to have subject teachers such as religious subjects and physical education health and sport (PJOK).

In this case, the teacher explains ways to overcome these obstacles. The several ways are improvement of skill and provision of expert teaching staff. Kusumaningtyas said that teacher need to increase their awareness about English so that teachers are able to

improve the quality of learning English (in Vivekanantharasa *et al.*, 2022). The improvement could be executed by provide technical guidance. In addition, it is better to provide teachers with training programs, workshops, seminars and other developmental programs (Anggraini, 2018). In addition, to encourage improvements in the quality of professionalism of teachers, technical guidance is being held regarding the implementation of the 2022 Merdeka Curriculum in English subjects (Rahayu *et al.*, 2022). The requirement of English language training for elementary school teachers, as well as the provision of facilities that could support teaching activities, especially English teaching media and learning media (Oktavia *et al.* 2023). Furthermore, upgrade yourself by taking part in online-based independent training through the use of the Merdeka Teaching Platform and technical guidance regarding the implementation of the Merdeka Curriculum (Puspitasari *et al.*, 2023).

Second solution is the allocation of English subject teacher in elementary schools especially as civil servant teachers (ASN). For now, the allocation of teacher subject in elementary school are for religious subject and physical education health, and sport (PJOK) subject. Schools need several important things to be able to carry out English language teaching effectively, such as the need for English teachers in elementary schools (Oktavia *et al.*, 2023). English language teaching must be carried out by qualified English teachers with relevant educational backgrounds and English language proficiency as well as good English teaching skills (Wahyuningsih, 2022). The process of learning English in elementary school can be used as a reference for implementing special education programs that are capable of producing English teachers at the elementary school level (Zahra *et al.*, 2022).



To conclude, the teachers understood that English became a subject in elementary school also the teachers agreed, and supported this policy. Perhaps, teachers faced several obstacles in the implementation such as lack of English skills, book facilities in support, and teaching aids. The teachers also tried to deliver ideas of solutions such as the government conducted the technical guidance and allocation of English subject teachers to be precise as civil servant teachers (ASN).

## 2. The allocation of phases

The second point is the allocation of phases, the teachers provided an explanation about it in the following section. According to the results interview with Mrs. TR which stated that:

*“The phases are adjusted according to the class, so for the phases divide into phases A, B, C. For elementary school, there is phase A for grades 1 and 2, phase B for grades 3 and 4, and phase C for grades 5 and 6. So for elementary school there is only goes up to phase C. Then for that phase I think it's almost the same as the previous curriculum, because even though the distribution is per phase still has their own teaching achievement for each class.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Mrs. TR explained that there are 3 phases at the elementary level. There are phase A (grades 1 and 2), phase B (grades 3 and 4), and phase C (grades 5 and 6). In addition, it was found that the phase in this case was the same as the previous curriculum, in the same sense that there was no influence in the classroom. Because in the implementation each learning outcome (CP) has been determined for each class.

In addition, according to the results interview with Mrs. ED which stated that:

*“What I understand is that there are phases A B C, for grades 1 and 2 there is phase A, grade 3 and 4 is phase B, and grade 5 also 6 phase C. Regarding the phases, I think*

*they are good, so children are given the opportunity to complete learning outcomes (CP) according to their stages. For example, if a learning outcomes (CP) phase A is not completed in class 1, then it can be completed in class 2.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

In understanding the types of phases, Mrs. ED is in line with Mrs. TR that phases are divided into A (grades 1 and 2), phase B (grades 3 and 4), and phase C (grades 5 and 6). Mrs. ED has a different opinion about the phase's existence, the phase had benefits in the implementation. The learning outcomes (CP) are completed in 1 phase, which means students are given the opportunity to complete it in the early or final grades. In case of phase A, it means that students are given the opportunity to achieve learning outcomes (CP) in class 1 and class 2, this is adjusted to the ability of students.

Those statements also supported by the data of observation, the data from the observation also state that the classes are implemented according to the phase. This is according to the allocation of phases document that teachers used when implementing the learning process. Mrs. ED implemented in grade 1 and Mrs. TR in grade 4. Furthermore, it is also supported by the data from the documentation of the teachers' book. It stated the book for grade 1, also there's written "Phase A". In addition, this is also in line with Mrs. TR's class, the teacher book is for class 4 and includes the written "Phase B". Each teacher brought those books in the learning process, and provide the classroom activity according to those books.

Furthermore, according to the results interview of Mrs. TR which stated that:

*“...In grade 4 in the book, the material was automatically according to the grade, it was immediately high, but because this was first time for students, I still gave*

*the material from the start. One of the materials is about letters like that.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

In addition, another data found that Mrs. TR (teacher class of grade 4) implemented the phase that correlated to advantages of phase (Guidebook of Learning and Assessment, 2022). Even though the learning objective in grade 4 is higher, the teacher still gave lower-level material. Mrs. TR’s statement also supported by the data of observation. Mrs. TR still provided a little of the lower-level material in grade 4. In this case, the teacher sometimes recalls material. For example, material about numbers of the alphabet in a short time as a reminder. There is a possibility that students are in grade III elementary school, but learn the subject matter for Phase A (which is generally for grades I and II) because they have not thoroughly studied it (Guidebook of Learning and Assessment, 2022). This is also related that if students are unable to achieve learning outcomes in grade 1, then students can complete learning outcomes in the next phase (Hasibuan *et al.*, 2022). If students have not been able to complete the learning achievements in phase A of the first class, they can complete the learning achievements in the next year of the same phase (Mahatika *et al.*, 2022).

Additionally, during the observation, this is consistent with the phase that each teacher already implemented. By the types of phase, the phase is implemented in SD N 3 Pakelen there are phases A, B, and C. This is related to the teachers’ explanation. Next, Mrs. TR implemented grade 4 according to the book (for grade 4) and the material for phase B. Then, Mrs. ED implemented grade 1 according to the book (for grade 1) and material for phase A. Furthermore, the teaching modules that the teachers used are for phases A and B. Each phase consists of two grade classes, there are grade 1 and 2 (phase A), grade 3 and 4 (phase B), also grade 5 and 6 (phase C) (Zahir *et*

*al.*, 2022). Each class is divided into several phases, classes 1 and 2 are phase A, classes 3 and 4 are phase B, also classes 5 and 6 are phase C (Hasibuan *et al.*, 2022). Phases in elementary school are divided into 3 Phases A for Class I and Class II, Phase B for Class III and Class IV, and Phase C for Class V and Class VI (Rahayu *et al.*, 2022).

To conclude, the teachers understood that allocation of phases in elementary school divided in to three phases. There are phase A, B, and C. In each phase contains 2 grade classes, as grade 1 and 2 (phase A), grade 3 and 4 (phase B), also grade 5 and 6 (phase C). Furthermore, the teachers implemented the teaching related to the phase provision. In addition, teachers grade 4 still gave lower-level material to the students. Furthermore, the students are able to passed the learning outcomes (*CP*) in the different grades throughout in the same phase.

### 3. The learning approach

The third point is the learning approach, the teachers provided an explanation about it in the following section. According to the results interview with Mrs. TR which stated that:

*“So because learning gives more freedom to children so that children can think critically about how learning is more meaningful, children are given more independence and that more suitable for project based learning (PBL) then an approach that focuses more on children.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

The Mrs. TR's explanation is in line with the Merdeka Curriculum in general concept namely student learning that is more meaningful, it is better for children to be given freedom which can support students' critical thinking. In addition, learning also used approach that more student-centered. For example, such as project-based learning.

In addition, there is a data from Mrs. ED's interview. According to the results interview with Mrs. ED which stated that:

*“In my opinion, because the Merdeka curriculum focuses more on children or student centers, so the approach is emphasizes children more in the learning process, that is an approach that provides a lot of space for children to be active in learning.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

In line with Mrs. TR's opinion, Mrs. ED explained that a lesson required a student-centered approach. Then, in learning it needs an approach that could highlight students, so that in the learning process students could be given a lot of active space. In this case, Mrs. ED did not provide an example of the learning approach.

In the Merdeka Curriculum, the teachers did not have to use thematic approaches but are given the flexibility to use learning approaches according to the readiness of students and schools (Kemendikbudristek, 2022). The results of the study show that the Implementation of the Merdeka Curriculum at the Elementary School level prioritizes project-based learning (Kharimah *et al.*, 2023). In addition, innovative learning can deliver by problem-based learning, and project-based learning are directed to achieve these skills (Nurkhasanah *et al.*, 2023) The approaches, learning models and learning steps are more entrusted to teachers to adapt to the complexity and flexibility of teaching materials, and teachers are advised to apply 3 learning models: Project-Based Learning, Problem-Based Learning, Discovery Learning (Vivekanantharasa *et al.*, 2022).

In this research, the teachers in SD N 3 Pakelen used a learning approach considering the developmental stages and levels of students. This is also supported by the data from observation, the teachers used a differentiated learning approach in the process of learning implementation. The Merdeka Curriculum suggested using differentiated learning, namely learning that is adapted to the needs and abilities of individual students (Marzoan, 2023). Furthermore,

each student has different needs, abilities, and interests. Therefore, they apply a differentiation approach to learning, by adjusting learning methods and materials according to the needs and potential of each learner (Purba *et al.*, 2021). Furthermore, the government is promoting independent learning and teaching campuses, one of which is being focused on, namely differentiation learning (Mulyawati *et al.*, 2022).

To conclude, teachers explained that in the Merdeka Curriculum have to used a learning approach that related to the concept of Merdeka Curriculum. The learning approach must student-centered, more meaningful, and provided student to be active. In addition, it can be implemented by project-based learning (PBL) or differentiated learning. Furthermore, teachers implemented the differentiated learning approach in order to fulfill learning approach that related to Merdeka Curriculum concept.

#### 4. The proportion of learning

The fourth point is the proportion of learning, the teachers provided an explanation about it in the following section. According to the results interview with Mrs. TR which stated that:

*“In my understanding that intracurricular is 80% and cocurricular 20%”. (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

From the interview, Mrs. TR explained that the proportion of the school load was divided into 80% intracurricular and 20% cocurricular or Project of Strengthening Pancasila Student Profiles (P5) for each allotment of study hours in each subject. In addition, Mrs. ED had a similar explanation. According to the results interview with Mrs. ED which stated that:

*“What I understand in learning consists of intracurricular and cocurricular activities. For intracurricular it*

*is 80% and for cocurricular or P5 it is 20%.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED stated that the understanding of the learning proportion consists of two terms. The proportion of learning is divided into 2 parts. The learning is carried out through 2 activities namely intracurricular (80%) and cocurricular or Pancasila Student Project Development (20%) (Kemendikbudristek, 2022). In addition, the proportion of learning is provisioned for the intracurricular and Pancasila Student Project Development (Suardipa, 2022). In addition, learning at the basic education level is divided into 2 activities (intracurricular and a project to strengthen the profile of Pancasila students) (Rahmadiyahanti & Hartoyo, 2022). This is also in line with Hasibuan *et al.* (2022) that teachers design lessons per week with 20% projects from intracurricular.

In addition, another data was found. According to the results interview with Mrs. ED which stated that:

*“I think it's good, so the child will not only learn the material but practice it in real situations, plus it's related to P5 program. So increasing Pancasila values through material like that. So, for example, when the theme is mutual cooperation, we organize cleaning activities in the neighborhood of residents around the school.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Regarding the explanation above, it welcomed by Mrs. ED. In the Project of Strengthening Pancasila Student Profiles (P5) program, students also learned to apply the values in the Project of Strengthening Pancasila Student Profiles (P5) which are interrelated with the material in real life. So, in learning children did not only learn material

Meanwhile, a slight difference was found in Mrs. TR's statement. According to the results interview with Mrs. TR which stated that:

*“I think it's good, so apart from learning material, children can also learn about creativity and participation. Now this can later be applied in learning and everyday life. And what is certain is also to increase the values in Pancasila to everyday life. (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Mrs. TR explained that the Project of Strengthening Pancasila Student Profiles (P5), is expected to increase creativity and student participation. This will really help the learning process and could be applied to real life. In addition, it will increase the values of Pancasila on students' everyday live.

In terms of content, the project must refer to the achievement of the Pancasila student profile in accordance with the student phase and does not have to be linked to the learning achievement of the subject (Rahmadiyahanti & Hartoyo, 2022). In terms of the implementation of time management, the project could be carried out by adding up the allocated lesson hours for the project. This is to strengthen the profile of Pancasila students from all subjects and the total implementation time for each project did not have to be the same. The project to strengthen the Pancasila student profile is a project-based co-curricular activity that is prepared and designed to strengthen efforts to achieve competency and character in accordance with the Pancasila student profile based on Graduate Competency Standards (Rahmadayanti & Hartoyo, 2022). By learning various important themes or issues, it can train students to take real action in response to these issues according to their development and learning stages. It is also hoped that this strengthening project can inspire students to make contributions and impacts on society and the surrounding environment (Nugroho & Narawaty, 2022). Based on previous research by Restu Rahayu, the Pancasila learning profile which seeks to produce graduates who are



competent and uphold character values becomes a reference in the learning process (in Hasibuan *et al.*, 2022).

Meanwhile, it was found that the application of 20% cocurricular in English subjects had not been implemented. According to the results interview with Mrs. ED which stated that:

*“It is still difficult to apply in grade 1, at least it's just practice reading. So P5 in English hasn't been implemented yet because learning is difficult and the allocation of English subject was limited.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Focus on English subject, this term was not consistent with the theory described. Mrs. ED explained it is hard to implemented the *P5* in English subjects, it is because English is difficult and the allocation of English is limited. In addition, the findings from the observation also state that the class is not yet implemented according to the proportion of learning. The data found that the learning process only implemented the intracurricular, not yet implemented the cocurricular or Project of Strengthening Pancasila Student Profiles (*P5*). The cocurricular not yet implemented because the English language was difficult and the allocation of lesson hours was limited (Widodo & Dewi, 2019). In addition, teachers also had constraints in time while they had to teach many teaching materials based on the national curriculum (Habibi *et al.*, 2018). The lack of time in the allocation of English subjects (Anggraeni & Soepriyanti, 2023).

To conclude, the teacher understood that the proportion of learning is divided into 2 terms. The terms are intracurricular (80%) and cocurricular (20%). It is good that the cocurricular or Project of Strengthening Pancasila Student Profiles or *P5* (20%), by this thing students are able to practice the material in real life also increase the values of Pancasila in students' everyday lives.

Furthermore, it could increase the creativity and participation of students. Unfortunately, the *P5* program is not yet implemented in English subjects. It happened because the time allocation of English subjects was limited.

#### 5. The teaching load

The fifth point is the teaching load, the teachers provided an explanation about it in the following section. According to the results interview with Mrs. TR which stated that:

*“My teaching load in elementary school contains study hours and work hours. The work hours for me are 37.5 hours in 1 week counting from entry to return at 2.30 WIB. If the lesson hours are counted from 2 lesson hour (JP) of Indonesian, 2 lesson hour (JP) of English. Based on my previous training, for grades 1 and 2 there were around 30, for grades 3-6 there were 36 teaching loads. For English itself, a maximum of 2 lesson hours a week” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Regarding the teachers' understanding of the distribution of teaching load in the Merdeka Curriculum, it was found that Mrs. TR had working hours and study hours. Where the working hours of *PNS* teachers are 37.5 hours, these hours include class hours which are in accordance with the lesson schedule. In each subject, there is a different teaching load, such as English subjects allocated maximum 2 lesson hours (*JP*) per week. For teaching load, it was found that grades 1 and 2 had 30 lesson hours (*JP*) per week, and grades 3-6 had 36 lesson hours (*JP*) per week.

In line with Mrs. TR's statement, according to the results interview of Mrs. ED which stated that:

*“In elementary school, the learning load is 1 lesson hours (JP) 35 minutes. Only for the upper class, the hours of subjects are more. For each subject, the lesson hours (JP) per week is different, for example, Indonesian 9 lesson hours (JP) a week is divided into 7 lesson hours (JP) intra 2 lesson hours (JP). For English, 2 JP a week, the P5 follows the lesson hours (JP) allocation.” (Translated in English) (Mrs.*

*ED, Interview transcript, June 6, 2023).*

The results of interviews with Mrs. ED stated that the English subject had a teaching load of 2 lesson hours (*JP*) a week and 20% cocurricular implementation could be adjusted based on the distribution of the teaching load. Meanwhile, other data found that the Indonesian language subject had a teaching load of 9 lesson hours (*JP*) per week which is divided into 7 lesson hours (*JP*) intra and 2 lesson hours (*JP*) cocurricular. Then, in 1 lesson hour (*JP*) consists of 35 minutes.

In addition, another data was founded. According to the results interview of Mrs. TR which stated that:

*“At this time, English has entered the intracurricular, so English is included in the class schedule. For the time allocation, it's only 2 lesson hour (*JP*) a week, so it's allocated on Saturday with 2 lesson hour (*JP*). Actually, it can be held in 2 meetings, but sometimes the lessons are too sloppy (*menyorok*) so they are held in 1 meeting.”* (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).

The data was found regarding the implementation of the teaching load's proportion. Mrs. TR explained that especially in English, it was found that the proportion of the teaching load in English could be adjusted according to the time allocation. The allocation for English subjects is a maximum of 2 lesson hours (*JP*) a week.

In addition, the data from the observation also state that the teachers already conducted the English subject 2 lesson hour (*JP*) in a week. The teachers made lesson hours (*JP*) into one meeting, which means the teachers have 70 minutes in a week to implement the English subject. In addition, according to the schedule of school grade 1 conducted English subject on Saturday and grade 4 on Wednesday. In addition, the data found the learning load in grade 1

elementary school is assumed to be 1 year totaling 36 weeks and the time allocation for 1 lesson hour (*JP*) is 35 minutes. In addition, each lesson hour contains 35 minutes (Rahmadayanti & Hartoyo, 2022).

This is consistent with the teaching load that each teacher implemented during the observation. Then, the teachers implemented English subjects in 2 lesson hours (*JP*) in a week. Also, in each lesson hour (*JP*) was implemented in 35 minutes. In addition, the English subject and Local Content as elective subjects with a maximum of 2 lesson hour (*JP*) weekly or 72 *JP* per year (Rahmadayanti & Hartoyo, 2022). This is also related that in the number of lesson hours per week, the allocation of English lesson hours is 2 (Mulyani *et al.*, 2022). Allocation of English subjects maximum is 2 (two) lesson hour per week or 72 (seventy two) lesson hours per year (Muhlisin *et al.*, 2023).

In conclusion, in elementary school teachers had teaching load and work hours. The teaching load for grades 1 and 2 had 30 lesson hours (*JP*) per week, and grades 3-6 had 36 lesson hours (*JP*) per week. In addition, English was allocated a maximum 2 lesson hours in a week. Furthermore, each lesson hour contains 35 minutes. In SD N 3 Pakelen the class grade 1 conducted English subject on Saturday and grade 4 on Wednesday.

#### 6. THE Arrangement of Teacher Linearity in Learning in the Merdeka Curriculum

The sixth point is about the linearity of the teacher, the teachers provided an explanation about it in the following section.

According to the results interview with Mrs. TR which stated that:

*“Linear means accordance right, so it means a teacher or teaching staff who have English skills to be able to teach English subjects. Because there are no English subject teachers in this school, so we use teacher classes. Actually, it would be better if the teaching teacher is a teacher who really has competence in that field, if the teacher is from outside the school maybe a permit is needed.*

*Other school teachers, they can teach here, but only according to the faculty. It means not the teacher class, because the class teacher has obligations in class, so it's more appropriate if the subject teacher.”(Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Regarding teachers' understanding of the Arrangement of Teacher Linearity in Learning in the Merdeka Curriculum, data found this concerns authority in teaching English at the elementary level. Mrs. TR explained that the teachers who are given authority are class teachers, English subject teachers, and other school teachers who have English skills. In the implementation of other school teachers, it would be better subject teachers and not class teachers. Because the teacher's class (who has good English competence) has full responsibility in almost all lessons, which is less appropriate if he prioritizes teaching outside of school.

In the same with Mrs. ED explanation, this is according to the results interview with Mrs. ED which stated that:

*“In my understanding, it is about teachers who are authorized to teach English. And what I know is that there are English subject teachers and class teachers.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED explained the teacher who has authority is the teacher's class and the English subject teacher. In addition, the statements are supported by the data from the observation. Furthermore, the data state that English subject in grade 1 and 4 are provided by the teachers' class. In elementary school, English subject can be taught by the teacher's class that have English competencies, the English teachers that are available in the school, the English teacher from other school that competent, or the students who are enrolled in the Program of *Merdeka Belajar Kampus Merdeka* (Kemendikbudristek, 2022).

This is consistent with the provision from the government, that SD N 3 Pakelen already implemented the provision. In this study, the teachers who delivered is teacher's class. The teacher that implemented was teachers class grade 1 and grade 4. In this study, the teachers class of grade 1 and 4 already have understanding about the provision of government about the arrangement of Teacher Linearity in Learning in the Merdeka Curriculum. In addition, the teachers responsible for teaching English are teachers in class, where these teachers did not have competence in English (Oktavia *et al.*, 2023). The English subject is only taught by teachers who have elementary school education background (Vivekanantharasa *et al.*, 2022). The teacher teacher's background is as a class teacher, not a special English teacher (Fitriyana *et al.*, 2023).

In conclusion, the teachers have an understanding that related to the government provision. In elementary school, the teachers who had permission to deliver the English subject is teachers' class and English subjects teachers. On the other hand, the teachers did not have information there are another option to provide English subjects yet. Another person who had permission to provide English subjects is the English teacher from other school that competent in English, and the students who are enrolled in the Program of *Merdeka Belajar Kampus Merdeka*.

7. The teachers' experience in delivering English subjects as a non-English-certified teacher related to Merdeka Curriculum Implementation.

The seventh point is regarding the teachers' experience in delivering English subjects as a non-English-certified teacher, the teachers provided an explanation about it in the following section. According to the results interview of Mrs. TR which stated that:

*“It's a tense experience because I'm afraid if apparently delivered the wrong concept of English material. On the one hand, there is a sense of joy at being given this opportunity. From here it also made me learn again, and then I could share it with the children. On this side, I think I can provide a little knowledge, even if it's a little, at least it can be used for the provision of children later in the next class.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Mrs. TR explained it was a hard experience as well as an opportunity for teachers. This tense thing arose because of the teachers' fear of the possibility of conveying the wrong concept or other part of the English subject. On the other hand, the English subject would be still welcomed because it also became an opportunity. Then, it is hoped that the knowledge provided can be a provision for the next level or class.

In line with Mrs. TR, according to the results interview of Mrs. ED which stated that:

*“The experience is nervous. I was afraid to say the wrong things, especially at the beginning I was waiting by the principal and I lacked skills in English. Getting children to speak English is a bit difficult, because the spoken and written language was different, especially since children tend to be shy. ...” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

The data found that Mrs. ED feels nervous when she was delivering English lessons. It is also called having a fear of speaking English if something goes wrong, especially when the principal is presented to monitor the learning process. It is difficult for students to get used to speaking English because students tend to be shy. In addition, another was found based on the results of interviews with Mrs. ED state that:

*“... I personally have a new experience so I need additional work by learning more about English, honestly it is become additional work for class teacher. However, it's*

*good for children because they learn English from a young age. It would be better if English subject teachers were allocated to the elementary level, because not all teachers have competent English skills and the skills to teach English itself. There was technical guidance, but in my opinion it's still not optimal. English is not enough with technical guidance, experience is needed. Even though I have studied with technical guidance, I am afraid that English will become a malpractice.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

From the interview above, Mrs. ED explained that the experience of teaching English made additional work for class teachers. This is because teachers need to study again in order to improve their mastery of teaching English. In addition, Mrs. ED is afraid that the teaching process became malpractice in teaching English. In the process, class teachers who teach English are also provided with technical guidance by the city government. However, this technical guidance is considered not optimal because mastering English is considered to require experience, not only through technical guidance.

Regarding the teachers' experience of delivering English subjects as a non-English-certified teacher, it was found this is a new, hard, and nervous experience. This is because of the lack of teachers' competencies in English. Teachers who teach not according to their field could confuse their students, apart from confusing their students, the material presented is also not detailed, or only limited to the concepts (Nurkhasanah *et al.*, 2023). English must be delivered by English teachers with relevant educational backgrounds English language proficiency as well as good English teaching skills (Wahyuningsih, 2022). It is feared that the lack of qualified English-teaching human resources will teach material that is not as appropriate as it should be (Oktavia *et al.*, 2023). The writer found that English subject is taught by the teachers who do not have an English education background (Vivekanantharasa *et al.*, 2022).



However, the teachers were satisfied and supported this policy the teachers felt good because of learning English in elementary. It is going to be a great opportunity for the next level of education for students. In addition, it is better to teach English from an early age (elementary student age) (Stakanova & Tolstikhina, 2014). Language learning can help to widen children's cultural horizons and develop intercultural understanding (Moon, 2005). This is also related to Wang & Tahir that early childhood education has several benefits, children can learn more efficiently and gain more knowledge through fun activities, especially those related to visuals, colors, acting, music, and children's social activities in general (in Andayani, 2022). This is related to that the result of the evaluation, English is important to be given to elementary students (Fauziati, 2016).

To conclude, teaching English became a new, hard, nervous experience, and also became additional work for teachers' classes. However, the teachers supported the existence of English subjects in elementary school. The teachers explained that English is important to give from an early age because it could stimulate language and overall child development and, increase the educational value of general education. It means the children are able to gain the skills in education, children probably live in the moment they need to meet people who did not speak in the same language. They are able to communicate in English known as an international language.

C. The Teachers' Perception of learning process implementation in the Merdeka Curriculum

This research has presented data about the teachers' perceptions of the Merdeka Curriculum Implementation in teaching and learning English. In this part, the researcher discusses the findings about teachers' perceptions of the Merdeka Curriculum Implementation in learning English. The discussion below is classified based on the

Guide Book of Learning and Assessment (2022). This research found 3 points of teachers' perceptions of the Merdeka Curriculum Implementation in learning English, there are the principle of learning, the differentiated learning, and the triggered question. The explanation is as follows:

1. The principle of learning

The first point is about the principle of learning, the teachers provided an explanation about it in the following section. According to the results interview with Mrs. TR which stated that:

*"The point is that learning is student-centered, then prioritizing the interests of children's talents so that learning will be more meaningful." (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

The data found Mrs. TR explained that the principle of learning is learning that is centered on students. This means that the learning process prioritizes students' interests. In addition, prioritizes students' talents with the aim of learning to be more meaningful.

In contrast to Mrs. ED's opinion, According to the results interview with Mrs. ED which stated that:

*"I've heard about it, but I don't really understand. I understand that learning principles are like guidelines for teachers. To later implement learning in class, then how is the learning process supposed to be." (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED explained that the learning principle is a guide for teachers in implementing the learning process. So that the teacher could know what things are important or need to be considered when the learning process took place. In addition, those statements are also supported by the data of observation. The data of observation state that the teacher made the students had more time to be active by more pronunciation activities, asked their ideas

about the material, and providing the learning process according to the student. The terms contains the principle of learning, learning according to the stages of students. The principle of learning has five points about arrangements, there are the learning design, the purpose of learning, the influences of the learning process, the meaning of relevant learning, and the future-oriented learning sustainability (Anggraena, *et al.*, 2022). In addition, there is 5 points of learning's principle that learning is designed to developmental stages, build lifelong capacity, support the development of students' competencies, is designed according to the environment, culture, and oriented to the future and adaptable to current developments (Alfaiz *et al.*, 2023). Furthermore, the one of learning's principle is learning is designed with considered of developmental stages and level achievement of student (Kartini & Utami, 2023).

The data from each teacher is a bit different. Teacher in grade 4 explained that the principle of learning is how the learning process is implemented by student-centered. On the other hand, the teacher in grade 1 explained the understanding of the principal's learning is guide for teachers in implementing the learning process. The data also supported by the observation, teachers have implemented the learning principles in point 2, namely by gave assignments or activities to students according to their abilities. At this point the teachers gave different activities to students according to their ability, those activities were writing sentences or keywords. In addition, the teachers implemented the learning principles in point 3 by implementing differentiated learning. In this learning process, teachers implemented differentiated learning based on process and product.

In conclusion, there are two different explanations about the principle of learning. The principle of learning is student-centered

and as a teacher's guidelines. The teachers did not have enough information about learning principles' points. In addition, the teachers already implemented the learning related to the principle of learning points two and three.

## 2. The differentiated learning

The second point is differentiated learning, the teachers provided an explanation about it in the following section. According to the results interview with Mrs. TR which stated that:

*“According to my previous understanding based on what I got, differentiation is learning that gives freedom to students. So in learning, there is freedom for children and independence according to their talents and interests, so that children know what their potential is. Furthermore, to suit their competence, the learning is based on the learning readiness of different children. Actually, about this differentiation, I just heard about it recently and don't know much information about it.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Regarding the understanding of differentiated learning, Mrs. TR explained that differentiated learning is freedom and independence. In this case, students had freedom in learning so that in learning students could follow the learning process according to their level of ability. In addition, the teacher also stated that differentiated learning is something that has only recently been discovered to Mrs. TR. Therefore, there is still a lack of information about differentiated learning.

Meanwhile, it found a different statement from Mrs. ED. According to the results interview with Mrs. ED which stated that:

*“In my understanding, differentiated learning is learning that is not equated. So between students there will be differences in the process implementation of learning. The level of ability of children is different, so that's what makes the learning not the same.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED explained the differentiated learning is learning that is not equate, meaning that in the process of delivering information to each student, there will be differences. In addition, this happened because each student had a different level of ability. So, the learning process will be adjusted to the student.

From the understanding of differentiated learning, each teacher had a different explanation. First, differentiated learning is freedom and independent learning. Second, the other teacher explain that differentiated learning is not equated learning. The differentiated learning is learning that is done by providing learning process in various ways according to the understanding of students. Differentiated learning is a way to achieve independent learning, and learning is adapted to the needs of students (Astiti *et al.*, 2021) Differentiated learning is a series of activities arranged by the teacher whose learning is one-sided and oriented towards student learning needs (Fitra, 2022). Differentiated learning is an attempt to adapt the learning process in the classroom to meet the individual learning needs of each student (Pitaloka & Arsanti, 2022). Unfortunately, the teachers did not explained about the types of differentiated learning.

From the types of way differentiated learning, the teachers are able to did differentiation based on material, process, or product. on the differentiated elements, there are four different learning aspects that can be mastered or controlled by the teacher namely content, process, product, and environment or climate (Gusteti *et al.*, 2022). Also, Differentiated learning provides an opportunity for educators to design English learning by paying attention to aspects of content, process, and product (Saadah *et al.*, 2023). Differentiated learning can be conducted according to material, process, and product (Mulyawati *et al.*, 2022). The explanation

about differentiated learning based on content, process, and product as follows:

a. The differentiated learning based on Content

Regarding the implementation of differentiated based on content in English subjects, the results interview of Mrs. TR which stated that:

*“Because English is a new subject, so from the point of view of the child's ability to teach it, we are the same, for the material. ...” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Mrs. TR explained that in the process there is differentiation of material, process, and product. There is no differentiation in the content because the stages of all students are still the same, and English is a new learning experience at school. This is because the first time that English became a subject after it was abolished.

Same with Mrs. TR's statement, the results interview of Mrs. ED which stated that:

*“Because English is a new subject, the ability of children in English is almost the same. So there is no material differentiation.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

From the statement, Mrs. ED explained that differentiated learning based on content is not yet carried out. In this case, the student already had the same stages in English. Furthermore, this explanation is in line with Mrs. TR.

Those statements also supported by the data from observation, there is no implementation of differentiated based content was found. This is because all students had the same stages in English subject. In addition, English is a new subject that the students learned. Also, the implementation of differentiated learning has not been fully implemented, the

content part is still not differentiated (Elviya & Sukartiningsih, 2023). In addition, teachers faced obstacles in differentiated learning based on content (Aminuriyah *et al.*, 2022). Even though differentiated learning based on content should be implemented, unfortunately the teachers at SD N 3 Pakelen had not implemented it. In addition, the teacher could differentiate the content according to the student's learning style, as visual style (displaying a website regarding the material being taught), auditory or audiovisual (learning videos are displayed in front of the class), kinesthetic learning style (given real examples of direct demonstrations by the teacher in front of the class) (Susanti *et al.*, 2023).

b. The differentiated learning based on Process

Regarding differentiation based on process, the results of an interview with Mrs. TR stated that:

*“The level of understanding of children is indeed different, so there is one coincidental child each time that stands out. When he was taught, he often immediately understood. In addition, there was one child that had average understanding and the other two tend to be slow. From there it became more common for our activities to be together even though there were those who could or still needed guidance. Sometimes we differentiated, for students who are proficient or proficient enough I give them an added focus in writing and pronunciation vocabulary on the material in the learning process. Meanwhile children who need guidance can focus only on their pronunciation. So later it will still be differentiated, because when one is waiting for the other, too bad it won't increase later. Maybe sometimes it's just stuck there, so it has to be different.”* (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).

Mrs. TR explained that the implementation of differentiated learning based on the process already implemented. The differentiation is in writing and pronunciation activities, this process is adjusted to the students' abilities. Children who have better

abilities are given additional activities besides pronunciation, namely writing. Children whose abilities are less good could only focus on memorizing vocabulary.

In addition, the data from observation found Mrs. TR gave a differentiation process through the explanation process. The proficient student often only need once explanation but the student need guidance asked the repetition of the explanation to Mrs. TR. Mrs. TR gave more and repetition in the explanation to the students need guidance. On the other hand, Mrs. TR gave once explanation to the students already proficient.

In contrast to Mrs. ED, the results interview of Mrs. ED which stated that:

*“... During the learning process, I usually explain more or sometimes repeat it with children who need guidance. If those with more abilities usually just explain 1-2 times, they understand.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED explained that students who had a better understanding, the explanation of the material could be delivered 1-2 times. Likewise, for children whose abilities are not good, the teacher will convey it over and over again with even more explanations. In addition, this statement is also supported by the data of observation. From the observation, the data was found from Mrs. ED (teacher class grade 1). In observation, Mrs. ED implemented differentiated process by the explanation. In this process, the student needs more explanation or repetition of the explanation. For students who need guidance, Mrs. ED gave more explanation about the material, and sometimes it took a couple of times or more. Proficient students did not asked for more or repetition on the teacher's explanation. In addition, Mrs. ED gave triggered



questions to students. The questions is according to the students' abilities.

To conclude, the differentiation based on process in grade 4 was held by differencing on explanation. For students who need guidance they asked more and repetition of the explanation often. On the other hand, the student who is already proficient only needs once explanation. Similar to grade 1, the differentiation process is based on how and how much explanation depends on the students. For students who need guidance, educators need to teach directly to the students. Also, students who are proficient enough could start with modeling combined with independent work, practice, and review (Guidebook of Learning and Assessment, 2022). In addition, Tomlinson stated that process is the way students process information and ideas, so the examples of activities for differentiation based on the process provide direct support for students who need it (Fitra, 2022). Furthermore, teachers can provide direct instruction/ systematic review/ multimodality instruction for proficient students and instruction at literal or comprehension levels (repetition, review, consistent instruction) (Nordlund, 2003). Process differentiation can be done by using tiered activities, and providing guiding questions (Mulyawati *et al.*, 2022).

c. The Differentiated learning based on Product

Regarding differentiated learning based on product, the results interview with Mrs. TR which stated that:

*“... In English, my product can be said to be making a small dictionary. So, one day the child writes at least 5 vocabularies. After that, students will look up the meaning on the tablet or smart device that I provide. For my own vocabulary, I set free the child.” (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Mrs. TR explained there was an implementation of differentiated learning based on product. In grade 4, all students worked on the same product, namely a mini dictionary. In this case, the students had to write 2 or 5 words that they want. Next, the students and the teacher look for the meaning of the smart device provided by the teacher.

In addition, this statement is also supported by the data of observation. From the data observation, the data was found that Mrs. TR (teacher class grade 4) had another way to implement the differentiated learning based on product. In observation, the teacher implemented by wrote sentences and wrote keywords. In this activity, the students must write sentences or keywords related to the pictures. Proficient students, started to write sentences related to the picture by mentioned the activity, time, and vehicle. For students who need guidance, they wrote the keyword of the activity/time/vehicle from the picture.

In contrast to Mrs. ED, the results interview with Mrs. ED which stated that:

*“... The way to differentiate is in the assignment, so the assignment is different. For example in the introductory task, here the girls are shy and the boys are bolder. So for implementation, girls can do their introductions at home by sending videos like that. Meanwhile, for boys introducing in class. It turns out that by going through it the child speaks fluently, whether because he is accompanied by his parents or because he is at home, the point is that the child can tries that way. ...” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED implemented differentiated learning based on products in grade 1. The students had to practice the results of the introductory material by introducing themselves in front of. For students who are lack of confidence, they record their self-

introduction and send it to the teacher. This happened because maybe the students were accompanied by their parents at home. Furthermore, that is okay because the principle is students could practice. In addition, another data was found according to the results interview with Mrs. ED which stated that:

*“In addition to sending videos, there are also used images. For example, if a child has difficulty reciting vocabulary that has previously been memorized, it can be replaced by using the drawing line.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED explained that students who had difficulty in memorized, they would be given other activities. They will be given an assignment by dragging a line on the picture. In addition, another data of observation was found. From the observation, the data was found that Mrs. ED (teacher class grade 1) had another way to implemented the differentiated learning based on product. In observation, teachers implemented differentiation products by checklist and writing surveys. In this activity, the student must survey the type of fruit that people are interested to. To proficient students, they started to write the names of fruits that people were interested to. On the other hand, for students who need guidance replaced the writing activity with check list.

To conclude, the differentiation based on the product in grade 4 was held by differentiation on writing activity. The differentiation is wrote sentences or keywords related to the pictures. Meanwhile, in grade 1 the differentiation products by checklist and writing surveys. Tomlinson stated, that differentiation based on the teacher's product can give students a choice of how to express learning needs or present their learning outcomes, for example in writing, pictures, video or

narration (Fitra, 2022). By differentiated based on product, students can choice of how they can express the desired learning, or teachers can provide challenges and diversity or variety (Mulyawati *et al.*, 2022). Students are given the freedom to determine learning products that suit their different interests and learning styles (Aminuriyah *et al.*, 2022).

d. The Obstacle in the implementation of differentiated learning

Regarding the obstacles in the implementation of differentiation learning, the results interview with Mrs. TR which stated that:

*“The obstacle is time, because it takes more diverse actions and adjusting students automatically takes more time. On the other hand, English is only 2 lesson hour (JP) in a week, meanwhile the material also needs to be completed according to the schedule. Then we need to look for more ideas again to explain to the child, it happens if the children don't understand from the first explanation.”* (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).

The data found that time was a challenge for Mrs. TR. This is because the implementation of differentiated learning required more time, the teacher needs to repeat and add explanations to students who need guidance. Meanwhile, the lesson hour (JP) is limited, it is 2 lesson hours (JP) per week. On the other hand, the teacher also needs to completed the material according to schedule. Then, teachers are required to be more creative in explained the material in order to make students understand the material.

Different things were found in the statement of Mrs. ED, the results interview with Mrs. ED which stated that:

*“There are a few obstacles, so it's more about preparation for differentiation in learning. Like what needs to be done for activities in learning, then adjusting the activities to the child's abilities. Here, to be honest,*

*sometimes it's a little overwhelming. Here only four students, the overwhelming could still be handled. If there are 20 children in the class, it can be even more overwhelming.” (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

In addition, Mrs. ED explained there are obstacles in terms of preparation. In this case, the teacher is required to be creative in implementation. The teacher needs preparation before the implementation. The preparation itself regarding things that need to be done when learning is differentiated, so Mrs. ED sometimes feels overwhelmed.

From those statements, it was found that teachers faced an obstacle in the implementation of differentiated learning. In addition, the main challenges of differentiation include limited preparation time, heavy workload, lack of resources, lack of teacher skills in this area, and lack of motivation for teachers to apply it (Komodromou & Koutsellini, 2022). In a time of learning, teachers need additional time because when they give an explanation it takes more time. There are many teachers who consider teaching time very little compared to what they have to do in the classroom (if various other incidents arise in the classroom, the time is up). In addition, teachers also faced the obstacle of time management in the implementation of differentiated learning (Aminurriyah *et al.*, 2022). Furthermore, the obstacle is limited time, because differentiating learning means teachers have to vary learning and meet students' learning needs and that requires a lot of time (Elviya & Sukartiningsih, 2023).

In addition, teachers also must have various creativity in the implementation of differentiated learning, especially in the preparation of learning. Sometimes, the teacher is overwhelmed by the differentiated learning based on the

process. This is related to that focuses on teacher preparation, and tresses their inability to apply differentiation in teaching practice, due to insufficient preparation (Veenman, 1995). Another obstacle is the planning of the course and the application of various teaching methods to support differentiation (Komodromou & Koutsellini, 2022). Teachers also explained that it was a hassle to prepare learning that was different for each student (Digna *et al.*, 2023).

To conclude, teachers had several obstacles in the implementation of differentiated learning. First, teachers are lack of time management during the implementation. Second, teachers also had to be more creative to produce the differentiated learning process. This is because each student had different stages, so teachers had to suitable the student's needs and understandings.

e. The Solution in the implementation of differentiated learning

Regarding the solution to the obstacles to implementing differentiation learning, the results interview with Mrs. TR stated that:

*“The solution might be habituation and learning time management, so that can use the time better”. (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Mrs. TR explained that time management and habituation are a solution to deal with existing obstacles. This is assessed so that later teachers can better utilize the time available so that differentiated learning is carried out and the material is complete. Another data found a bit different, the results interview with Mrs. ED stated that:

*“The solution is to learn again in choosing activities in its differentiation, and habituation by the teacher himself. Whether we like it or not, we have to welcome and implement the Merdeka curriculum. Whether it's overwhelming or not,*

*it's the teacher's responsibility." (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

From that interview, Mrs. TR explained if learning about preparation and habituation is the solution. So that differentiation activities could be in accordance with the stages of student abilities. In addition, teachers had to learn about differentiated activities that were suitable for students.

In conclusion, it found there are several solutions that teachers could implement. Teachers could learn more about differentiated learning, time management, and habituation. In addition, the teachers could learn or gain information with the other teachers by discussing and exchanging ideas and gaining new knowledge, strategies, and best practices that have been proven effective in differentiated learning (Muliani, 2022). Furthermore, the solution to an obstacle in differentiated learning is patience and proper preparation (Komodromou & Koutsellini, 2022). Another solution, teachers could carried out observation and questioners that must be answered by students at the beginning of learning (Aminuriyah *et al.*, 2022).

### 3. The triggered question

The third point is about triggered questions, the teachers provided an explanation about it in the following section. The results interview of Mrs. TR which stated that:

*"Yes there is, it's just that sometimes it's hard to pronounce like that, for example that day the children learned about rooms, right? Then I started it like "Where did you eat/ this morning, who ate/ where did you eat?". But I still use Indonesian. Then sometimes one meeting can be started as well like "How many rooms are there in your house? Try saying the number in English", like that and later the child will say the number in English." (Translated in English) (Mrs. TR, Interview transcript, June 6, 2023).*

Regarding trigger questions in the learning process, data was found that Mrs. TR implemented the triggered question in the learning process. In the implementation the teacher gave trigger questions related to the material, such as the function of a place to the number of objects. In addition, it was found that the teacher sometimes found a difficulty to pronounce English through the trigger question. Therefore, sometimes teachers still use Indonesian in provided trigger questions in English subjects. From the other side, from the results interview of Mrs. ED which stated that:

*“I think it's good, so it can trigger a child's mind to think more, so I sometimes ask questions like “How do you say pen in English? Three letters!”. (Translated in English) (Mrs. ED, Interview transcript, June 6, 2023).*

Mrs. ED thought that with a trigger question is a good thing. This is considered to trigger thinking skills in learning. In this case, the teacher applied one of them by asked an Indonesian vocabulary in English. In addition, the teacher also provided some clue words to stimulate children to remember the vocabulary that asked before. The question such as the number of letters in one words that mentioned before.

The teachers explained that triggered questions could triggered a student's mind to thought more or gain understanding. In addition, teachers are required to prepare to start with questions, interesting material, and challenging way so that students enjoy the process presented by the teacher (Pitaloka & Arsanti, 2022). By using trigger questions during the learning process, it can stimulate students' cognitive abilities, test students' abilities, and communicate ideas that students want to convey (Iqbal, 2022). Trigger questions refer to questions that are used to spark, stimulate, and trigger the curiosity or curiosity of students so that



they can be directed to the process of starting discussions and even starting to learn to research (Setiawan *et al.*, 2022).

In addition, those statements are also supported by the data of observation. The data found that Mrs. TR asked several triggered questions in Indonesia for example, “How do you go to school?”, and, “What do you understand about the type of vehicles?”. Furthermore, Mrs. ED also gave several triggered questions. The question is, “How do we say if we like food?”, “Who remembers the name of several fruits?”, “Please mention 1 food contains 3 letters!” etc. The question is according to the material that was given on that day. In addition, this is also supported by the data of the document which is from the teaching module. On the teaching, the module is written “*Pertanyaan Pemantik*”, also the sentence of triggered question. The difference is that the teachers gave more triggered questions according to the material.

To conclude, the teachers at SD N 3 Pakelen already implemented triggered questions. In addition, Mrs. ED supported it because triggered questions could trigger a student’s mind to think more. Furthermore, the teachers already implemented it in Indonesian and English. The teachers oftenly used Indonesian because sometimes it was difficult to pronounced English sentences or words. The triggered question that teachers asked is about the meaning of some vocabulary. Also, teacher gave some clues to trigger student understanding.

## CHAPTER V

### CONCLUSION AND SUGGESTION

There are three sections in this chapter: conclusion, limitation of study, and suggestion. Firstly, the section contains the conclusion by the researcher based on the data gathered. Secondly, the section presents the limitations of the study. Lastly, the section is the researcher's suggestions for the teacher and future research.

#### A. Conclusion

The research questions of this study examines three research questions, the first is teachers' perceptions of the Merdeka Curriculum, the second is the teachers' perceptions of Merdeka Curriculum implementation in teaching, and the third is the teachers' perceptions of the Merdeka Curriculum Implementation in learning English. After the researcher analyzed the data, the conclusions are explained as follows:

The first research question, the teachers' perceptions of the Merdeka Curriculum was found that Merdeka Curriculum is focused on the students in the teaching and learning process. In addition, Merdeka Curriculum implementation can be implement by category that school chose. At SD N 3 Pakelen the Merdeka Curriculum is implemented by *Mandiri Berubah* category according to the suggestion of the city government. In addition, the teachers supported that English existence in the Merdeka Curriculum is important and related to the *P5* points namely "*Berkebhinekaan Global*".

The second research question discussed the teachers' perceptions of Merdeka Curriculum implementation in teaching. From the result, it was found that teachers supported the provision of Merdeka Curriculum teaching implementation. Even though, the teachers faced difficulty in the teaching implementation such as limited allocation of English subject.

The third research question discussed the teachers' perceptions of the Merdeka Curriculum Implementation in learning English. From the result, it was found that teachers supported the learning process that related to the Merdeka Curriculum provision. The teacher also implemented the learning process according to the Merdeka Curriculum provision.

## B. Limitation of the Study

This research has limitations even though it has been done as closely as possible. In the data collection process, researchers have limited observation time. In this case, the researcher obtained limited information from observation in the learning process. This happened because there were obstacles in determining the schedule for carrying out classroom observations. The implementation schedule is based on the teacher's decision. In addition, the observation time is close to the time the mid-semester assessment will be carried out. In the end, this result has limitation of information data of observation.

## C. Suggestion

After conducting the research on the teachers' perception of the Merdeka Curriculum Implementation in teaching and learning English, below are some suggestions related to this research result. The suggestions are provided as follows:

### 1. For teachers

The teachers who deliver English subjects may gain information about English and English teaching, not only wait for the technical guidance from the government. In addition, the teachers can look up English information from various resources such as books, the internet, sharing with teachers who have English education background, etc.

### 2. For the next researchers

The next researchers who are interested in conducting research about the Merdeka Curriculum Implementation in teaching and learning English can expand on this study by examining various aspects of what previous researchers have done and discovering something more unique that can be beneficial for future research.

## REFERENCES

- Alfaiz., Julius A., Fahriza I., Rachmaniar A., Dartina V., Khadafi A. (2023). Pembelajaran yang Menyenangkan: Implementasi Kurikulum Merdeka. *Jurnal Terapan Adimas*. [Http://E-Journal.Unipma.Ac.Id/Index.Php/Jta/Article/View/13990/4855](http://E-Journal.Unipma.Ac.Id/Index.Php/Jta/Article/View/13990/4855)
- Aminuriyah S., Markhamah, Utama. (2022) Pembelajaran Berdifferensiasi : Meningkatkan kreatifitas Peserta Didik. *Jurnal Ilmiah Mitra Swara Ganesha*. <http://Ejournal.Utp.Ac.Id/Index.Php/Jmsg/Article/View/2153>.
- Anang Widodo, S. R. (2019). Revealing Problems on Teaching English for Young Learners At Al–Ashar 55 Islamic Primary School Yogyakarta and How to Solve Them. *UMS Online Journals*. <Https://Journals.Ums.Ac.Id/Index.Php/Varidika/Article/Download/7571/4320>.
- Andayani E. (2022). Implementation of The Use Of Song as A Method of Learning English for Children. *Jurnal Education and Development*, Vol. 10, No. 1, Pp. 289-293.
- Anggila, W. (2022). Persepsi Guru bidang Studi IPS dalam Pelaksanaan Kurikulum Merdeka Belajar di SMP Negeri Sekecamatan Tanjung Kemuning Kabupaten Kaur. *Bengkulu: Universitas Islam Negeri Fatmawati Soekarno Bengkulu*. <http://repository.iainbengkulu.ac.id/10101/>.
- Anggraini, D. R. (2018). Challenges in Teaching English to Young Learners. *LINGUA: Jurnal Bahasa & Sastra*, 143. <https://ejournal.unsri.ac.id/index.php/lingua/article/viewFile/11017/5227>.
- Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami, I., Alhapi, L., Iswoyo, S., Hartini, Y., & Mahardika, R. L. (2022). Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. *Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia*.
- Anggraeni A., Soepriyanti H. (2023). How Teachers Interpret and Implement Independent Curriculum: Lesson Learnt from The Field. *Bhinneka: Jurnal Bintang Pendidikan dan Bahasa*. <https://pbsi-upr.id/index.php/Bhinneka/article/view/176/144/>
- Anita Kusuma Pertiwi, R. P. (2021). Vocational High School English Teachers' Perspectives On “Merdeka Belajar” Curriculum. *Edukatif : Jurnal Ilmu Pendidikan*.
- Astiti, K. A., Supu, A., Sukarjita, I. W., & Lantik, V. (2021). Pengembangan Bahan Ajar IPA Terpadu Tipe Connected Berbasis Pembelajaran Berdiferensiasi Pada Materi Lapisan Bumi Kelas VII. *Jurnal Pendidikan Dan Pembelajaran Sains Indonesia (JPPSI)*. <https://doi.org/10.23887/JPpsi.v4i2.38498>
- As Sabiq, A. H., & Sukirno, M. A. (2020). Visual Media Utilitazion in Mastering English Vocabulary of Hearing-Impaired Students. *Insania: Jurnal Pemikiran Alternatif Kependidikan*.
- Az Zahra, A. S., & Sya, M. F. . (2022). Permasalahan dan Solusi Pengajaran Bahasa Inggris di Sekolah (SD). *Karimah*

- Tauhid*. <https://ojs.unida.ac.id/karimahtauhid/article/view/7815/3517>
- Cahyana, N. D. (2019). The Students' Response Toward ELT Practice in Classroom of The First Grade at SMAN 1 Kampak Trenggalek. *Tulungagung: Institutional Repository UIN Satu Tulungagung*.
- Damayanti N A., Ramlan L., Sitoresmi W E., Machmud M K. (2023). Is It A Good Move To Release Policy Of Making English Language As Optional Subject In Elementary School?. *Elementary School Journal*. <https://jurnal.unimed.ac.id/2012/index.php/elementary/article/view/43963/21029>
- Dewi Ini P A., Dewi Ini M D S., Suryantini M D. (2023). Urgency of Teaching English to Young Learners in Kurikulum Merdeka Belajar. *Educational Journal of History and Humanities*. <https://jurnal.usk.ac.id/riwayat/article/view/29427>.
- Dewi Rahmadayanti, A. H. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 7186.
- Digna D., Minsih., Widyasari C. (2023). Teachers' Perceptions of Differentiated Learning in Merdeka Curriculum in Elementary Schools. *International Journal of Elementary Education*. <https://ejournal.undiksha.ac.id/index.php/IJEE/article/download/54770/26345/177477>.
- Directorate of Elementary School. (n.d.). (2022) <https://ditpSD.kemdikbud.go.id/hal/kurikulum-merdeka>
- Elena Stakanova, E. T. (2014). Different Approaches to Teaching English as a Foreign Language to Young Learners. *Procedia Social and Behavioral Sciences*, 456-460.
- Elviya D. D., Sukartiningsih W. (2023). Penerapan Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Pembelajaran Bahasa Indonesia Kelas IV Sekolah Dasar di SDN Lakarsantri I/472 Surabaya. *JPPGSD: Jurnal Penelitian Pendidikan Guru Sekolah Dasar*. <https://ejournal.unesa.ac.id/index.php/jurnal-penelitianpgsd/article/view/54127>
- Fatmiyati, N. (2022). Persepsi Guru Kelas Dalam Menerapkan Kurikulum Merdeka Belajar di SDN 140 Seluma Pada Materi Maematika. *JPT: Jurnal Pendidikan Tematik*, 21.
- Feberani, M. (2018). The Implementation of Three-Step Interview in Teaching Speaking at the Second Semester of the Eighth Grade of SMPN 1 Jati Agung South Lampung in 2016/2017 Academic Year. *Lampung: Repository UIN Raden Intan Lampung*.
- Fitra, D. K. (2022). Pembelajaran Berdiferensiasi dalam Perspektif Progresivisme pada Mata Pelajaran IPA. *Jurnal Filsafat Indonesia*, 5(3), 250–258. <https://ejournal.undiksha.ac.id/index.php/JFI/article/download/41249/25699>.
- Fitriyana A., Budiman M A., Widyaningrum A. (2023). Implementasi Pendidikan Karakter Gemar Membaca dalam Mata Pelajaran Bahasa Inggris Di Kelas IV SD Negeri Rejosari 03. *Didaktik : Jurnal Ilmiah PGSD FKIP Universitas Mandiri*.

- <http://journal.stkipsubang.ac.id/index.php/didaktik/article/view/1610/1386>
- Gusteti, M. U., & Neviyarni. (2022). Pembelajaran Berdiferensiasi pada Pembelajaran Matematika di Kurikulum Merdeka. *Jurnal Ilmiah Pendidikan Matematika, Matematika dan Statistika*, 3(3), 632-646. doi:<https://www.lebesgue.lppmbinabangsa.id/index.php/home/article/view/180/129>.
- Habibi, Akhmad, Amirul Mukminin, Johny Najwan, Septu Haswindy, Lenny Marzulina, Muhammad Sirozi, Kasinyo Harto, and Muhammad Sofwan. (2018). Investigating EFL classroom management in Pesantren: A case study.
- Hadi, D. W. (2022). Persepsi Guru Sekolah Dasar Jakarta Utara dan Kepulauan Seribu Tentang Kurikulum Merdeka. *Holistika Jurnal Ilmiah PGSD*, 28.
- Hapsari, N. (2015). Deixis Types Found in Hillary Clinton's Speech Text at A Campaign Event at the National Building Museum in Washington. *Tulungagung: Institutional Repository UIN SATU Tulungagung*.
- Hasibuan, A. R. H., Aufa, A., Khairunnisa, L., Siregar, W. A., & Adha, H. (2022). Implementasi Kurikulum Merdeka di Sekolah Penggerak SDN 104231 Sugiharjo Kecamatan Batang Kuis. *Jurnal Pendidikan dan Konseling (JPDK)*.
- Heriyansyah. (2018). Guru Adalah Manajer Sesungguhnya di Sekolah. *Islamic Manageme: Jurnal Manajemen Pendidikan Islam*.
- Hidayat, R., Susanto, F., Rahayu, E., Hertiki., Nungki, A., Soelistijowati, J., Inne, C. (2022). Strategi Penyusunan Perangkat Pembelajaran Mata Pelajaran Bahasa Inggris melalui Peta Konsep dalam Kurikulum Merdeka. *Kanigara: Jurnal Pengabdian Kepada Masyarakat*, Surabaya.
- Inawati, L. (2018). Prinsip dan Teknik Pengajaran Bahasa Inggris untuk Anak Usia Pra-Sekolah. *Jurnal Pendidikan Anak Usia Dini*, 11.
- Inayati, U. (2022). Konsep dan Implementasi Kurikulum Merdeka pada Pembelajaran Abad-21 di SD/MI. *21st ICIE: International Conference on Islamic Education*, 298.
- Iqbal, M. (2022) . Pengertian dan Contoh Pertanyaan Pemantik. <https://www.masbabal.com/2022/05/pengertian-dan-contoh-pertanyaanpemantik-pdf.html>.
- Kartini, Utami S R. (2023). Kegiatan Pembelajaran Bahasa Indonesia Dalam Kurikulum Merdeka: Suatu Analisis Reflektif Berdasarkan Kebijakan Pendidikan. *Jurnal An Naba STIT Muhammadiyah Paciran*. <https://journal.stitmupaciran.ac.id/ojs/index.php/ojs/article/view/216/171>
- Kharimah I., Siminto., Qamariah Z. (2023). The Implementation Of Merdeka Curriculum For Formal English Learning. *English Teaching and Linguistics Journal (ETLiJ)*. <https://pbsi-upr.id/index.php/atmosfer/article/download/206/172>
- Komodromou, L., & Koutsellini, M. (2022). The Application of Differentiated Teaching and Learning: Potential Challenges and Obstacles. *Athens Institute for Education and Research*.
- Kusumawanti, W. D., & Bharati, D.A.L. (2018). The effectiveness of close and explicit reading instructions to enhance reading comprehension to high and

- lowly motivated students. *English education Journal of UNNES*.
- Lena, M. S., Sartino, S., Emilia, T., & Khairanis, S. (2023). Analisis Kesulitan Siswa dalam Pembelajaran Bahasa Inggris di Sekolah Dasar. *Bhinneka: Jurnal Bintang Pendidikan dan Bahasa*, 1(3), 42. <https://pbsi-upr.id/index.php/Bhinneka/article/view/175/143>
- Martin R, Simanjoran M. (2022). Pentingnya Peranan Kurikulum yang Sesuai Dalam Pendidikan Indonesia. *Journal Mahesa Center*, 125.
- Marzoan, M. (2023). Penerapan Pembelajaran Berdiferensiasi Di Sekolah Dasar (Tinjauan Literature dalam Implementasi Kurikulum Merdeka). *Renjana Pendidikan Dasar*. <https://prospek.unram.ac.id/index.php/renjana/article/view/360>
- Mahatika A., Demina., Zulmuqim., May C C. (2022). Evaluation of Learning Programs in the Independent Curriculum in Elementary Schools. *Jurnal Al-Fikrah: Jurnal Manajemen Pendidikan*. <https://ojs.iainbatuangsangkar.ac.id/ojs/index.php/alfikrah/article/view/7842>.
- Ma'rufah, Desi Wijayanti. (2021). Promoting Student Questioning in EFL Classroom: Teacher's Strategies in 2013 Curriculum Context. *OKARA: Jurnal Bahasa dan Sastra: Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto*.
- Moon, J. (2005). Teaching English to Young Learners: the Challenges and the Benefits. *London: British Council*, 30–34.
- Muhlisin, Pranasa R. K., Fadli M. N. (2023). Pelatihan Bahasa Inggris untuk Anak-Anak TK dan SD. *Jurnal Mengabdikan dari Hati*. <https://journal.mudaberkarya.id/index.php/JMH/article/view/31/19>.
- Muliani, R. (2022). Mengatasi Hambatan Pembelajaran Berdiferensiasi: Tips Dan Trik Untuk Guru. *Jurnal An-Nur: Kajian Ilmu-Ilmu Pendidikan* 2(1): <https://osf.io/2ru7j/download>.
- Mulyani, H., Asih, S. R., Alfani, Y., & Nazri, N. (2022). Analisis Pembagian Jam Pelajaran Berdasarkan Kurikulum Merdeka di SDN 181 Kota Pekanbaru. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 12822–12827. <https://doi.org/10.31004/JPDK.V4I6.10620>
- Mulyawati Y., Zulela MS., Edwita. (2022). Differentiation Learning to Improve Students' Potential in Elementary School. *Pedagonal: Jurnal Ilmiah Pendidikan*. <https://journal.unpak.ac.id/index.php/pedagonal/article/view/4485/3259>
- Nugroho, T., & Narawaty, D. (2022). Kurikulum 2013 , Kurikulum Darurat (2020-2021), Dan Kurikulum Prototipe Atau Kurikulum Merdeka (2022) *Mata Pelajaran Bahasa Inggris : Suatu Kajian Bandingan. Sinastra*.
- Ningsih, P. E. (2020). The Use of Freeze Framing Technique for Teaching English to Young Learners at Town for Kids Preschool Jambi. *Jurnal Inovasi Penelitian*, 1414.
- Nurhasanah. (2017). Peran Guru dan Kepala Sekolah Dalam Pengembangan Kurikulum Madrasah di MTs Muhammadiyah Balangnipa. *Jurnal Al-Qalam*, 68.
- Nurkhasanah A., Wulandari F., Setiawati A., Istiqomah A., Maajid I. L. (2023). Vocabulary Mastery: An Analysis of 4th Grade Elementary Students Taught

- by Non-English Education Graduate Teacher. *ETLiJ: English Teaching and Linguistic Journal*.  
<https://jurnal.umsu.ac.id/index.php/ETLiJ/article/view/13321/8425>
- Oktavia, D., Habibah, N., Balti, L., & Kurniawan, R. (2023). Kurikulum Merdeka dan Pengajaran Bahasa Inggris Di Sekolah Dasar: Need Analisis Study. *Jurnal Muara Pendidikan*, 8(1), 257-265.  
<https://doi.org/10.52060/mp.v8i1.1260>
- Pandu, R., Purnamasari, I., & Nuvitalia, D. (2023). Pengaruh Pertanyaan Pemantik Terhadap Kemampuan Bernalar Kritis dan Hasil Belajar Peserta Didik. *Pena Edukasia*, 1(2), 127-134.
- Perdana, M. Y. (2021). Persepsi Guru Pendidikan Jasmani, Olahraga dan Kesehatan Terhadap Merdeka Belajar di Sekolah Dasar Se-Kapanewon Tepus. *DI Yogyakarta: Lumbung Pustaka UNY*.
- Pitaloka, H., & Arsanti, M. (2022). Pembelajaran Diferensiasi dalam Kurikulum Merdeka. *Seminar Nasional Pendidikan Sultan*.  
<http://jurnal.unissula.ac.id/index.php/sendiksa/article/view/27283>
- Purba, M., Purnamasari, N., Soetantyo, S., Suwarna, I. R., & Susanti, E. I. (2021). Naskah Akademik: Prinsip Pengembangan Pembelajaran Berdiferensiasi (Differentiated Instruction). *Jakarta: Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi*.
- Puspitasari A., Muadin A., Salabi A. S. (2023). Evaluasi Implementasi Kurikulum Merdeka Menggunakan Midel Cipp di SD Bontang. *Jurnal An-Nizom*.  
<https://ejournal.iainbengkulu.ac.id/index.php/annizom/article/view/10272/4586>.
- Rajagopalan, I. (2019). Concept of Teaching. *Shanlax: International Journal of Education*, 5.
- Rahayu, E.Y., Nurjati, N., Khabib, S. (2022). Kesiapan Profesionalisme Guru Bahasa Inggris SMK dalam Implementasi Kurikulum Merdeka. *Seminar Nasional Hasil Riset dan Pengabdian*.
- Setiawan R., Syahria N, et al. Pengembangan Modul Ajar Kurikulum Merdeka Mata Pelajaran Bahasa Inggris SMK Kota Surabaya. *J Gramaswara*. 2023;8(30):42.
- Si, P. (2019). A Study of the Differences between EFL and ESL for English Classroom Teaching In China. *Hubei, China: IRA-International Journal of Education & Multidisciplinary Studies*.
- Suardipa, I. P. (2022). Lini Masa Kebijakan Kurikulum Merdeka dalam Tatanan Kotruksi Mutu Profil Pelajar Pancasila. *PINTU; Pusat Penjamin Mutu*, 3(2).
- Sugiyono, P. D. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: ALFABETA, CV.
- Susanti E., Alfiandra A., Ramadhan A R., Nuriyani R., Dameliza., Sari Y K. (2023). Optimalisasi Pembelajaran Berdiferensiasi Konten dan Proses pada Perencanaan Pembelajaran PPKn. *Education: Jurnal Ilmu Pendidikan*.  
<http://e-journal.hamzanwadi.ac.id/index.php/edc/article/view/14796>.
- Syafrizal, H. (2018). The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners. *Teaching, Journal of English Language*, 45.



- Triyatno, T., Fauziati, E., & Maryadi, M. (2022). Implementasi Kurikulum Merdeka Belajar dalam Prespektif Filsafat Progresivisme John Dewey. *Lentera: Jurnal Ilmiah Kependidikan*, 17(2), 17-23. <https://doi.org/10.33654/JPI.v17i2.1963>
- Usanto, S. (2022). Implementasi Kurikulum Merdeka Belajar dalam Meningkatkan Pemahaman Siswa. *Cakrawala Repositori IMWI*, 5(2), 494. <https://www.cakrawala.inwi.ac.id/index.php/cakrawala/article/view/142>
- Veenman, S. (1995). Cognitive and Noncognitive Effects of Multigrade and Multi-age Classes: A Best Evidence Synthesis, Review of Educational Research. *JSTOR*. <https://journals.sagepub.com/doi/abs/10.3102/00346543065004319>.
- Vivekanantharasa R., Saidek A. R., Setiawan H. (2022). Curriculum for Elementary Schools in The Merdeka Curriculum. *EJIP: Educational Journal of Innovation and Publication*. <https://ejournal.periexca.org/index.php/ejip/article/view/48/19>.
- Wahyuningsih, E. (2022). TEYL in Indonesian Elementary Schools: Why, Who, What, And How?. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*. [https://www.syekhnurjati.ac.id/jurnal/index.php/eltecho/article/view/178/pdf\\_86](https://www.syekhnurjati.ac.id/jurnal/index.php/eltecho/article/view/178/pdf_86).
- Zahir, A., Nasser, R., Supriadi, & Jusrianto. (2022). Implementasi Kurikulum Merdeka Jenjang SD Kabupaten Luwu Timur. *Jurnal Ilmu Pengetahuan Dan Teknologi Bagi Masyarakat*.

**Appendix 1**  
**Transcript of Interview**

Date : Wednesday, 31 May 2023

Class : IV

Teacher : TR

Researcher : Aurelia Izaz Salsabila

Research Title: The Analysis of Teachers' Perceptions on Merdeka Curriculum Implementation in English Teaching and Learning at SDN 3 Pakelen, Banjarnegara.

**1. The teachers' perceptions of the Merdeka Curriculum**

**a. Merdeka Curriculum in general concept**

Q: "What do you understand about Merdeka Curriculum?"

A: "Regarding this, at the beginning I received training at Madukara regarding the Merdeka curriculum which was attended by grade 1 and 4 teachers. So it was as short as technical guidance and only a few days. I understand that the Merdeka curriculum is new, from the explanation I received it is the same. So as a complement or complement to the previous curriculum. So the Merdeka Curriculum emphasizes more meaningful children's learning and how to direct children to what their strengths and talents are."

**b. The options' implementation of the Merdeka Curriculum**

Q: "What do you understand about the option of Merdeka Curriculum Implementation?"

A: "In my understanding, there are 3 options. There are Mandiri Belajar, Mandiri Berubah, And Mandiri Berbagi. The options depend on the needs of the school. The options themselves are actually free to choose, but the Banjarnegara government is more directed towards Mandiri Berubah."

**c. The English position in the Merdeka Curriculum at elementary school**

Q: “What do you think about the English position in Merdeka Curriculum?”

A: “The Merdeka Curriculum absolutely added English into intracurricular, so there are intracurricular, cocurricular, and extracurricular in Merdeka Curriculum. Intracurricular are the subject that are required to attend class, and English already allocated in intracurricular. Because it is already allocated, it is actually great. That is because English is one of the most difficult language. On the other hand, the allocation of English is related to the P5 programs that said “Berkebhinekaan global”. Which is we need respects to other peoples culture and definitely it can beneficial for students.”

## **2. The teachers' perceptions of Merdeka Curriculum implementation in teaching**

### **a. The English subject**

Q: “What do you think about the implementation of the English subject?”

A: “I personally agree that English is included in intracurricular activities, it is just that the implementation in class is quite constrained. As for my competence, the basic is not an English teacher, and you have to teach English that actually whether we want it or not. It's just that sometimes I'm afraid that I have the wrong concept in giving material.”

Q: “What do you think about the obstacle during the implementation of the Merdeka Curriculum in English subject?”

A: “For example, when I say "do/did" I'm afraid it might be wrong, maybe in usage or pronunciation. I'm worried that when they grow up, the children will remember what I taught, which was not quite right. For example, if you make a mistake in one vocabulary in the written and spoken language. Personally, the obstacles from my lack of competence in English, then from

facilities such as other supporting books. So it's not just an obstacle from the teacher, maybe with interesting teaching aids the children will be even more interested. It's been almost 2 semesters, the point is that children are excited and like English. So for practice I accustom children get used to preparing prayers with English, for example "Take a pray/ say good afternoon together."

Q: "What do you think about the solution during the implementation of the Merdeka Curriculum in English subject?"

A: "From the government, English subject teachers only teach their subjects in junior high or high school. In my opinion, when English is entered intracurricular, the elementary school level can accept these teachers (English subject teacher), who later can enter "dapodik" so there will be a current stages. When there are only invitees but in the future there is no prospect, it would be feel sorry for the teacher, it is better to open a field for English subject teachers in elementary schools. If this is not possible, training can be held to train elementary school teachers who need to improve their English competence. So more often given technical guidance, presentation of teaching aids."

**b. The allocation of phases**

Q: "What do you understand about the implementation of the Merdeka Curriculum in various educational units?"

A: "The phases are adjusted according to the class, so for the phases divide into phases A, B, C. For elementary school, there is phase A for grades 1 and 2, phase B for grades 3 and 4, and phase C for grades 5 and 6. So for elementary school there is only goes up to phase C. Then for that phase I think it's almost the same as the previous curriculum, because even though the distribution is per phase still has their own teaching

achievement for each class.”

Q: “What do you think about the allocation of phases in the implementation of the Merdeka Curriculum in elementary school?”

A: “I think it's almost the same as the previous curriculum, because even though the distribution is per phase still has their own teaching achievement for each class.”

**c. The learning approach**

Q: “What do you understand about the learning approach in the implementation of the Merdeka Curriculum in elementary school?”

A: “So because learning gives more freedom to children so that children can think critically about how learning is more meaningful, children are given more independence and that more suitable for project based learning (PBL) then an approach that focuses more on children.”

**d. The proportion of learning**

Q: “What do you understand about the proportion of curriculum structure in the implementation of the Merdeka Curriculum in elementary school?”

A: “In my understanding that intracurricular is 80% and cocurricular 20%.”

Q: “What do you think about the proportion of curriculum structure (80% for intracurricular and 20% for Pancasila Student Project Development) in the implementation of the Merdeka Curriculum in elementary school?”

A: “I think it's good, so apart from learning material, children can also learn about creativity and participation. Now this can later be applied in learning and everyday life. And what is certain is also to increase the values in Pancasila to everyday life.”

Q: “What do you think about the proportion of curriculum structure (80% for intracurricular and 20% for Pancasila Student Project Development) in the implementation of the Merdeka Curriculum in elementary school on the English subject?”

A: “At this time, English has entered the intracurricular, so English is included in the class schedule. For the time allocation, it's only 2 lesson hour (JP) a week, so it's allocated on Saturday with 2 lesson hour (JP). Actually, it can be held in 2 meetings, but sometimes the lessons are too sloppy (menyorok) so they are held in 1 meeting”.

**e. The teaching load**

Q: “What do you understand about the allocation of teaching load in the implementation of the Merdeka Curriculum in elementary school?”

A: “My teaching load in elementary school contains study hours and work hours. The work hours for me are 37.5 hours in 1 week counting from entry to return at 2.30 WIB. If the lesson hours are counted from 2 lesson hour (JP) of Indonesian, 2 lesson hour (JP) of English. Based on my previous training, for grades 1 and 2 there were around 30, for grades 3-6 there were 36 teaching loads.”

Q: “What do you think about the allocation of teaching load in the implementation of the Merdeka Curriculum in elementary schools on the English subject?”

A: “For English itself, a maximum of 2 lesson hours a week”.

**f. The arrangement of Teacher Linearity in Learning in the Merdeka Curriculum**

Q: “What do you understand about the regulation of teacher that allowed to teach English?”

A: “Linear means accordance right, so it means a teacher or teaching staff who have English skills to be able to teach English

subjects. Because there are no English subject teachers in this school, so we use teacher classes. Actually, it would be better if the teaching teacher is a teacher who really has competence in that field, if the teacher is from outside the school maybe a permit is needed. Other school teachers, they can teach here, but only according to the faculty. It means not the teacher class, because the class teacher has obligations in class, so it's more appropriate if the subject teacher.”

**g. The teachers' experience in delivering English subjects as a non-English-certified teacher related to Merdeka Curriculum Implementation.**

Q: “How is your experience to deliver English subject as a non-English-certified teacher related to Merdeka Curriculum Implementation?”

A: “It's a tense experience because I'm afraid if apparently delivered the wrong concept of English material. On the one hand, there is a sense of joy at being given this opportunity. From here it also made me learn again, and then I could share it with the children. On this side, I think I can provide a little knowledge, even if it's a little, at least it can be used for the provision of children later in the next class.”

**3. The teachers' perceptions of the Merdeka Curriculum Implementation in learning English**

**a. The principle of learning**

Q: “What do you understand about the principle of learning in the implementation of the Merdeka Curriculum?”

A: “The point is that learning is student-centered, then prioritizing the interests of children's talents so that learning will be more meaningful.”

**b. The differentiated learning**

Q: “What do you understand about differentiated learning in

Merdeka Curriculum?”

A: “According to my previous understanding based on what I got, differentiation is learning that gives freedom to students. So in learning, there is freedom for children and independence according to their talents and interests, so that children know what their potential is. Furthermore, to suit their competence, the learning is based on the learning readiness of different children. Actually, about this differentiation, I just heard about it recently and don't know much information about it.”

Q: “What do you think about the implementation of differentiated learning in English subjects?”

A: “Because English is a new subject, so from the point of view of the child's ability to teach it, we are the same, for the material. In grade 4 in the book, the material was automatically according to the grade, it was immediately high, but because this was first time for students, I still gave the material from the start. One of the materials is about letters like that. The level of understanding of children is indeed different, so there is one coincidental child each time that stands out. When he was taught, he often immediately understood. In addition, there was one child that had average understanding and the other two tend to be slow. From there it became more common for our activities to be together even though there were those who could or still needed guidance. Sometimes we differentiated, for students who are proficient or proficient enough I give them an added focus in writing and pronunciation vocabulary on the material in the learning process. Meanwhile children who need guidance can focus only on their pronunciation. So later it will still be differentiated, because when one is waiting for the other, too bad it won't increase later. Maybe sometimes it's just stuck there, so it has to be different. In English, my product can



be said to be making a small dictionary. So, one day the child writes at least 5 vocabularies. After that, students will look up the meaning on the tablet or smart device that I provide. For my own vocabulary, I set free the child.”

Q: “What do you think about the obstacle in the implementation of differentiated learning during English subjects?”

A: “The obstacle is time, because it takes more diverse actions and adjusting students automatically takes more time. On the other hand, English is only 2 lesson hour (JP) in a week, meanwhile the material also needs to be completed according to the schedule. Then we need to look for more ideas again to explain to the child, it happens if the children don't understand from the first explanation.”

Q: “What do you think about the solution in the implementation of differentiated learning during English subjects?”

A: “The solution might be habituation and learning time management, so that can use the time better.”

**c. The triggered question**

Q: “What do you think about the triggered questions during the learning process in English subject?”

A: “Yes there is, it's just that sometimes it's hard to pronounce like that, for example that day the children learned about rooms, right? Then I started it like "Where did you eat/ this morning, who ate/ where did you eat?". But I still use Indonesian. Then sometimes one meeting can be started as well like "How many rooms are there in your house? Try saying the number in English", like that and later the child will say the number in English.”

Date : Saturday, 3 June 2023

Class : I

Teacher : ED

Researcher : Aurelia Izaz Salsabila

Research Title: The Analysis of Teachers' Perceptions on Merdeka Curriculum Implementation in English Teaching and Learning at SDN 3 Pakelen, Banjarnegara.

### **The teachers' perceptions of the Merdeka Curriculum**

#### **a. Merdeka Curriculum in the general concept**

Q: "What do you understand about the Merdeka Curriculum?"

A: "What I understand about the Merdeka Curriculum is that character building is emphasized even more. Then the learning focuses on students, so the way the teacher teaches adapts to the needs of students."

#### **b. The options' in the Merdeka Curriculum**

Q: "What do you understand about the option of Merdeka Curriculum Implementation?"

A: "What I know is that there are 3 options, Mandiri Belajar, Mandiri Berubah, and Mandiri Berbagi. For each option, it is adjusted to the needs and conditions of the school. I don't really understand the differences, what I know is that there are types that are specific to pilot schools. But for Pakelen 3 itself, it used Mandiri Berubah and this is also based on recommendations from the district."

#### **c. The English position in the Merdeka Curriculum at elementary school**

Q: "What do you think about the English position in Merdeka Curriculum?"

A: "In my opinion, it is a good thing and I agree with the presence of English subject in elementary school. It is because could be introduced to the students from an early age. So that the

beginning of English's introduction not only start from junior high school.”

## **1. The teachers' perceptions of Merdeka Curriculum implementation in teaching**

### **a. The English subject**

Q: “What do you think about the implementation of the English subject?”

A: “In my opinion, it's very good, that there is English in elementary school. It's just from me personally as a teacher that it's difficult to implement it. Because my English skills are lacking. From grade 1 students also learning English is something that is very rare for them, even information about their English is almost impossible. The term simply means that English is the language of the "bule". Then the written and spoken language is different, for me it is difficult in teaching children. So even if they know how to pronounce it, children will tend to remember the written language better. For example "three" is pronounced “θri:”, but they still pronounced "tehere.”

Q: “What do you think about the obstacle during the implementation of the Merdeka Curriculum in English subject?”

A: ““The difficulty I encountered was that I myself had minimal knowledge of English and tended not to be able to. The abilities are not that great, moreover this is required to teach, there are definitely more challenges.”

Q: “What do you think about the solution during the implementation of the Merdeka Curriculum in English subject?”

A: "In my opinion, as a teacher you have to learn more about English. There is another way, which is allocating the English expertise teacher directly, this will be better for the children's learning process. So it would be better for English to be delivered by teachers who are in their field, so there are English

subject teachers in elementary schools as well as PJOK and religion teachers.”

**b. The allocation of phases**

Q: “What do you understand about the implementation of the Merdeka Curriculum in various educational units?”

A: “What I understand is that there are phases A B C, for grades 1 and 2 there is phase A, grade 3 and 4 is phase B, and grade 5 also 6 phase C.”

Q: “What do you think about the allocation of phases in the implementation of the Merdeka Curriculum in elementary school?”

A: “Regarding the phases, I think they are good, so children are given the opportunity to complete learning outcomes (CP) according to their stages. For example, if a learning outcomes (CP) phase A is not completed in class 1, then it can be completed in class 2.”

**c. The learning approach**

Q: “What do you understand about the learning approach in the implementation of the Merdeka Curriculum in elementary school?”

A: “In my opinion, because the Merdeka curriculum focuses more on children or student centers, so the approach is emphasizes children more in the learning process, that is an approach that provides a lot of space for children to be active in learning.”

**d. The proportion of learning**

Q: “What do you understand about the proportion of curriculum structure in the implementation of the Merdeka Curriculum in elementary school?”

A: “What I understand in learning consists of intra-curricular and cocurricular activities. For intracurricular it is 80% and for cocurricular or P5 it is 20%.”

Q: “What do you think about the proportion of curriculum structure (80% for intracurricular and 20% for Pancasila Student Project Development) in the implementation of the Merdeka Curriculum in elementary school?”

A: “I think it's good, so the child will not only learn the material but practice it in real situations, plus it's related to P5 program. So increasing Pancasila values through material like that. So, for example, when the theme is mutual cooperation, we organize cleaning activities in the neighborhood of residents around the school.”

Q: “What do you think about the proportion of curriculum structure (80% for intracurricular and 20% for Pancasila Student Project Development) in the implementation of the Merdeka Curriculum in elementary school on the English subject?”

A: “It is still difficult to apply in grade 1, at least it's just practice reading. So P5 in English hasn't been implemented yet because learning is difficult and the allocation of English subject was limited.”

**e. The teaching load**

Q: “What do you understand about the allocation of teaching load in the implementation of the Merdeka Curriculum in elementary school?”

A: “In elementary school, the learning load is 1 lesson hours (JP) 35 minutes. Only for the upper class, the hours of subjects are more. For each subject, the lesson hours (JP) per week is different, for example, Indonesian 9 lesson hours (JP) a week is divided into 7 lesson hours (JP) intra 2 lesson hours (JP). For English, 2 JP a week, the P5 follows the lesson hours (JP) allocation.”

Q: “What do you think about the allocation of teaching load in the

implementation of the Merdeka Curriculum in elementary schools on the English subject?"

**f. The arrangement of Teacher Linearity in Learning in the Merdeka Curriculum**

Q: "What do you understand about the regulation of teacher that allowed to teach English?"

A: "In my understanding, it is about teachers who are authorized to teach English. And what I know is that there are English subject teachers and class teachers."

**g. The teachers' experience in delivering English subjects as a non-English-certified teacher related to Merdeka Curriculum Implementation.**

Q: "How is your experience to deliver English subject as a non-English-certified teacher related to Merdeka Curriculum Implementation?"

A: "The experience is nervous. I was afraid to say the wrong things, especially at the beginning I was waiting by the principal and I lacked skills in English. Getting children to speak English is a bit difficult, because the spoken and written language was different, especially since children tend to be shy."

Someone once said something like, "Ma'am, teacher, when I'm at home studying English, what do I learn? My mother doesn't know how to learn English." Thank God, my child is happy to learn English, sis, so he's enthusiastic.

I personally have a new experience so I need additional work by learning more about English, honestly it is become additional work for class teacher. However, it's good for children because they learn English from a young age. It would be better if English subject teachers were allocated to the elementary level, because not all teachers have competent English skills and the skills to teach English itself. There was technical guidance, but

in my opinion it's still not optimal. English is not enough with technical guidance, experience is needed. Even though I have studied with technical guidance, I am afraid that English will become a malpractice.

## **2. The teachers' perceptions of the Merdeka Curriculum Implementation in learning English.**

### **a. The principle of learning**

Q: "What do you understand about the principle of learning in the implementation of the Merdeka Curriculum?"

A: "I've heard about it, but I don't really understand. I understand that learning principles are like guidelines for teachers. To later implement learning in class, then how is the learning process supposed to be."

### **b. The differentiated learning**

Q: "What do you understand about differentiated learning in Merdeka Curriculum?"

A: "In my understanding, differentiated learning is learning that is not equated. So between students there will be differences in the process implementation of learning. The level of ability of children is different, so that's what makes the learning not the same."

Q: "What do you think about the implementation of differentiated learning in English subjects?"

A: "Because English is a new subject, the ability of children in English is almost the same. So there is no material differentiation. The way to differentiate is in the assignment, so the assignment is different. For example in the introductory task, here the girls are shy and the boys are bolder. So for implementation, girls can do their introductions at home by sending videos like that. Meanwhile, for boys introducing in class. It turns out that by going through it the child speaks

fluently, whether because he is accompanied by his parents or because he is at home, the point is that the child can try that way. In addition to sending videos, there are also used images. For example, if a child has difficulty reciting vocabulary that has previously been memorized, it can be replaced by using the drawing line. During the learning process, I usually explain more or sometimes repeat it with children who need guidance. If those with more abilities usually just explain 1-2 times, they understand.”

Q: “What do you think about the obstacle in the implementation of differentiated learning during English subjects?”

A: “There are a few obstacles, so it's more about preparation for differentiation in learning. Like what needs to be done for activities in learning, then adjusting the activities to the child's abilities. Here, to be honest, sometimes it's a little overwhelming. Here only four students, the overwhelming could still be handled. If there are 20 children in the class, it can be even more overwhelming.”

Q: “What do you think about the solution in the implementation of differentiated learning during English subjects?”

A: “The solution is to learn again in choosing activities in its differentiation, and habituation by the teacher himself. Whether we like it or not, we have to welcome and implement the Merdeka curriculum. Whether it's overwhelming or not, it's the teacher's responsibility.”

**c. The triggered question**

Q: “What do you think about the triggered questions during the learning process in English subject?”

A: “I think it's good, so it can trigger a child's mind to think more, so I sometimes ask questions like “How do you say pen in English? Three letters!.”



## Appendix 2

### Checklist of Observation

#### B. Observation Guide

##### Observation guide checklist

Date : Wednesday, 31 May 2023

Class : IV

Teacher : TR

Researcher : Aurelia Izaz Salsabila

Research Title : The Analysis of Teachers' Perceptions on Merdeka Curriculum Implementation in English Teaching and Learning at SDN 3 Pakelen, Banjarnegara.

No	Statement	Checklist		Note
		Yes	No	
Opening				
1.	Teachers and students greet each other and prepare themselves to follow the lesson.	✓		Teacher and students said "Good morning friends!", "Good morning teacher!".
2.	The teacher starts class by praying together.	✓		One student lead the praying session by said "Let's pray a pray!".
3.	The teacher checks students' attendance.	✓		"Everybody are here (coming)?".
4.	The teacher conditions the class with the habituation of disciplinary values, stand students follow the lesson in an orderly manner.	✓		Students prepared the seats of learning (desk, pencil, etc.) - Checking the proper outfit
5.	The teacher conveys the purpose of learning activities.		X	Teacher: "We are going to continue our activity from last meeting."
6.	The teacher conveys meaningful understanding (benefits that students will get).		X	Teacher continue the next activity.

#### Core Activities

7.	The teacher asks students to pay attention to the object given by the teacher.	✓		"Attention!", "Please pay attention on this picture (vehicles picture)!".
8.	The teacher invites students to imitate the vocabulary spoken by the teacher based on the material.	✓		"Repeat after me, bus!/bikel/etc!".
9.	The teacher conveys 3 core things in the material that need to be understood by students who need guidance. (Differentiated based on material)		X	Teacher said that all students are in the same level.
10.	The teacher conveys the whole material that students can understand quite proficiently. (Differentiated based on material)		X	Teacher said that all students are in the same level.

11.	The teacher delivers enrichment to students who are already very proficient. (Differentiated based on material)		X	The teacher said that all students are in the same level.
12.	The teacher asks students to take part in listen and say activities based on the learning material.	✓		"Please say what you hear from me!" Teacher said "Father goes to the office at 07.00 by bus!"
13.	The teacher invites students to participate in games based on learning materials.		X	The teacher not provide the learning material by a games.
14.	Teacher teaches directly to students who need guidance. (Differentiated based on process)	✓		Teacher came directly to the students who need guidance to help explain the material.
15.	The teacher teaches starting with modeling in combination with independent work, for students who are quite proficient. (Differentiated		X	Teacher gave more explanation and repetition on explanation.

	based on process)			
16.	Teacher can give trigger questions or independent assignments to students who are very proficient. (Differentiated based on process)		X	Teacher gave triggered questions to all students
17.	The teacher invites students to carry out see and say activities based on learning material.	✓		Teacher gave instruction to students to open page 122.
18.	The teacher gives instructions in English.	✓		"Attention!", "Let's take a break!", "Please pay attention on the screen!" Teacher mostly used Indonesian instructions.
19.	The teacher gives trigger questions based on learning material.  Example: • "What does the word How are you mean in Indonesian?" • "What are you doing?"	✓		"What do you understand about the types of vehicles?" "How do you go to school?" "What type of vehicle that contains 4 letter?"
20.	The teacher invites students to do viewing and writing activities based on learning material.	✓		Teacher instructed students to open page 122, and do the activity.

21.	The teacher invites students to practice using vocabulary based on learning material.	✓	Students minimize the gap since from teacher "I got to school by (vehicle)" and replace the vehicle according to their vehicle.
22.	The teacher tells students that students will carry out learning projects.	✗	Teacher not provide project on the learning process.
23.	The teacher invites students to participate in learning projects based on learning materials.	✗	Teacher not provide project on the learning process.
24.	The teacher gives questions about the core content of the material, which can be answered by students who need guidance. (Differentiated based on product)	✗	Teacher provided differentiation on the writing activity.
25.	The teacher gives simple presentation activities to students who are quite proficient. (Differentiated based on product)	✗	Teacher provided differentiation on the writing activity.

	(Differentiated based on product)		Teacher provided differentiation
26.	Teacher provides innovation activities/examine more complex problems, for students who are very proficient. (Differentiated based on product)	✗	Teacher provided differentiation on the writing activity.
27.	The teacher carries out differentiated learning based on the material.	✗	Teacher said that all students has same level.
28.	The teacher carries out differentiated learning based on the process.	✓	Teacher came directly to the student need guidance to give more explanation and sometimes repetition. Proficient student already find once explanation parameter.
29.	The teacher carries out differentiated learning based on the product	✓	Students need guidance write the keywords. Proficient students write the full sentences. (Based on accuracy page 132).
30.	The teacher carries out questions and answers with students regarding learning material.	✓	
31.	Teacher uses a variety of learning approaches in the classroom.	✗	Teacher used differentiated learning approach.

32.	Teacher uses alternative learning approaches based on student achievement stages. (Learning approaches)		X	Teacher used differentiated learning approach.
33.	English is taught according to the provisions of the teacher's linearity arrangement.	✓		Person who taught English subject is teacher class IV.
34.	The teacher carries out learning based on the student phase. (Allocation of Phase)	✓		Teacher carried out English subject learning in 2 lesson hours in a week.
35.	The teacher carries out project-based learning.		X	Teacher did not carry out learning by project-based learning.
36.	The teacher finds obstacle in implementing variative learning approach during the learning process.		X	The teacher only used differentiated learning approach.
37.	The teacher implements learning in accordance with the proportions of the curriculum structure (80% intracurricular learning and 20% projects strengthening Pancasila student profiles).		X	Teacher only implemented the intracurricular learning. Unfortunately, the P5 program did not implemented because the time allocation of English subject is limited.
38.	The teacher allocates a maximum of 2 lesson hours (JP) a week in English.	✓		Teacher taught English subject 2 lesson hours in a week every Wednesday.
39.	The teacher invites students to recall all the vocabulary that has been studied.	✓		The teacher invite students to recall/remember the vocabulary together.
Closing				
40.	The teacher asks what things are interesting for them during the learning process that day.	✓		"What are things that interested you during the learning process?"
41.	The teacher asks the students whose turn to lead the prayer to close the learning process.	✓		"Please the students who scheduled to lead the pray, lead the pray!"
42.	Students say good bye and thank you.	✓		"Teacher: "Thank you teacher!"
43.	The teacher and students say goodbye to each other.	✓		Student: "Good bye teacher!" Teacher: "Good bye students!"

3. Observation Guide

Observation guide checklist

Date : Sunday, 3 June 2023

Class : 1

Teacher : ED

Researcher : Aurelia Izaz Salsabila

Research Title : The Analysis of Teachers' Perceptions on Merdeka Curriculum Implementation in English Teaching and Learning at SDN 3 Pakelen, Banjarnegara.

No	Statement	Checklist		Note
		Yes	No	
Opening				
1.	Teachers and students greet each other and prepare themselves to follow the lesson.	✓		Teacher and students greet each other by hand "Good Morning students!", "Good morning teacher!", "How are you?"
2.	The teacher starts class by praying together.	✓		Teacher starts the meeting by pray! "Teacher"
3.	The teacher checks students' attendance.	✓		"Everybody coming?"
4.	The teacher conditions the class with the habituation of disciplinary values, stand students follow the lesson in an orderly manner.	✓		"Prepare the tools of learning (book, paper, etc.) - Check the students to become proper students."
5.	The teacher conveys the purpose of learning activities.		✗	Teacher : "We are going to continue our activity from last meeting."
6.	The teacher conveys meaningful understanding (benefits that students will get).		✗	Teacher only continue the next activity.
Core Activities				
7.	The teacher asks students to pay attention to the object given by the teacher.	✓		"Attention!" "Please pay attention on this picture of apple!"
8.	The teacher invites students to imitate the vocabulary spoken by the teacher based on the material.	✓		"Repeat after me, apple!, banana!, mango!, etc."
9.	The teacher conveys 3 core things in the material that need to be understood by students who need guidance. (Differentiated based on material)		✗	Teacher said that all student are in the same level.
10.	The teacher conveys the whole material that students can understand quite proficiently. (Differentiated based on material)		✗	Teacher said all student are in the same level.
11.	The teacher delivers enrichment to students who are already very proficient. (Differentiated based on material)		✗	Teacher said that all student are in the same level.
12.	The teacher asks students to take part in listen and say activities based on the learning material.	✓		"Please say what you hear from me!" Teacher said "She likes apple!"
13.	The teacher invites students to participate in games based on learning materials.		✗	The teacher not provide the learning process by the game.
14.	Teacher teaches directly to students who need guidance. (Differentiated based on process)	✓		Teacher comes closer to the student who need them, and explain directly.
15.	The teacher teaches starting with modeling in combination with independent work, for students who are quite proficient. (Differentiated		✗	Teacher give more explanation directly to the students need guidance.

16.	Teacher can give trigger questions or independent assignments to students who are very proficient. (Differentiated based on process)		X	Teacher gave triggered questions to all students.
17.	The teacher invites students to carry out see and say activities based on learning material.	✓		The teacher showed a picture of fruits, passed the name of fruit, and ask students to say the name of fruit.
18.	The teacher gives instructions in English.	✓		"Pay attention on the picture", "say the name of fruit", "Repeat after me!"
19.	The teacher gives trigger questions based on learning material. Example: • "What does the word How are you mean in Indonesian?" • "What are you doing?"	✓		"Please mention 2 good, contains 3 letter!" • "How do we say it we like fruits?" • "Who remember the name of several fruits?"
20.	The teacher invites students to do viewing and writing activities based on learning material.	✓		Teacher gave student a survey activity, in this activity student (proficiency) have to write name type of fruit on the paper.
21.	The teacher invites students to practice using vocabulary based on learning material.	✓		Teacher made student to practice spelling the name of fruits. Teacher gave easiness "is like (fruit)", student repeat it by replace the name of fruit.
22.	The teacher tells students that students will carry out learning projects.		X	Teacher not provided project on the learning process.
23.	The teacher invites students to participate in learning projects based on learning materials.		X	Teacher not provided project on the learning process.
24.	The teacher gives questions about the core content of the material, which can be answered by students who need guidance. (Differentiated based on product)		X	Teacher gave differentiated product by survey activity.
25.	The teacher gives simple presentation activities to students who are quite proficient. (Differentiated based on product)		X	Teacher gave differentiated product by survey activity.
26.	Teacher provides innovation activities/examine more complex problems, for students who are very proficient. (Differentiated based on product)		X	Teacher gave differentiated product by survey activity.
27.	The teacher carries out differentiated learning based on the material.		X	Teacher didn't give differentiated learning/contents because all students in the same level.
28.	The teacher carries out differentiated learning based on the process.	✓		Teacher gave more explanation and repetition to the student need guidance also teacher came to the student desk. Teacher gave more explanation to the group error student.
29.	The teacher carries out differentiated learning based on the product	✓		Teacher gave differentiation on checklist and write word in the survey activity. Teacher student: write name of fruit. Need guidance student: give a checklist on the paper.
30.	The teacher carries out questions and answers with students regarding learning material.	✓		Extending the work / the content of the lesson
31.	Teacher uses a variety of learning approaches in the classroom.		X	Teacher used differentiated learning approach.

32.	Teacher uses alternative learning approaches based on student achievement stages. (Learning approaches)		X	Teacher used differentiated approach, -the activity related to the student achievement stages.
33.	English is taught according to the provisions of the teacher's linearity arrangement.	✓		The teacher who teaches the English subject is teacher's class.
34.	The teacher carries out learning based on the student phase. (Allocation of Phase)	✓		The teacher carried out English subject 2 lesson hour in a week.
35.	The teacher carries out project-based learning.		X	Teacher did not carried out the learning by project-based learning.
36.	The teacher finds obstacle in implementing variative learning approach during the learning process.		X	The teacher only gave used differentiated learning approach.
37.	The teacher implements learning in accordance with the proportions of the curriculum structure (80% intracurricular learning and 20% projects strengthening Pancasila student profiles).		X	Teacher only provided the intracurricular learning. The OS program did not implemented because the limited of English subject allocation.
38.	The teacher allocates a maximum of 2 lesson hours (JP) a week in English.	✓		The teacher implemented English subject with by 2 hour lesson hour in a week (on Saturday).
39.	The teacher invites students to recall all the vocabulary that has been studied.	✓		Teacher invite students to recall the prior socializing program.
Closing				
40.	The teacher asks what things are interesting for them during the learning process that day.	✓		"What are the things you think interesting on today's learning?"
41.	The teacher asks the students whose turn to lead the prayer to close the learning process.	✓		"Please the students whose schedule to lead the pray."
42.	Students say good bye and thank you.	✓		"Thank you teacher!" "Bye!"
43.	The teacher and students say goodbye to each other.	✓		"Thank you students!", "Thank you teacher!", "Good bye!"

## Appendix 3 Documentation

### A. Teaching Module

**MODUL AJAR KURIKULUM MERDEKA 2022/ 2023  
BAHASA INGGRIS SD KELAS 1**

**INFORMASI UMUM**

**A. IDENTITAS MODUL**

Nama Penyusun : Eda Wahyuni, S.Pd.SD.  
Instansi : SD Negeri 3 Pakelen  
Tahun Penyusunan : Tahun 2022/ 2023  
Jenjang Sekolah : SD  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : I (Satu) / II (Genap)  
Alokasi Waktu : 6 Minggu (2 X 35 Menit)  
Unit/Tema : 13 / I like fruits

**B. KOMPETENSI AWAL**

- Anak dapat menggunakan like dan likes untuk membicarakan buah kesukaan seseorang

**C. PROFIL PELAJAR PANCASILA**

- Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
- Kebhinekaan global
- Mandiri
- Bergotong royong
- Kreatif
- Bernalar kritis

**D. SARANA DAN PRASARANA**

- Alat Pembelajaran : Komputer / laptop, jaringan internet, proyektor
- Sumber Belajar (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 Buku Panduan Guru dan Buku Siswa, Bahasa Inggris untuk SD Kelas 1 Penulis: Lala Intan Gemala, dkk).
- Lampu ruang kelas yang memadai
- Ruang kelas yang cukup luas

**E. TARGET PESERTA DIDIK**

- Peserta didik reguler/tipikal

**F. JUMLAH PESERTA DIDIK**

- Minimum 15 Peserta didik, Maksimum 25 Peserta didik

**G. MODEL PEMBELAJARAN**

- Tatap Muka

**KOMPONEN INTI**

**A. TUJUAN KEGIATAN PEMBELAJARAN**

**Capaian Pembelajaran (Fase A) :**  
**Menyimak – Berbicara**

- Peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal.
- Peserta didik merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana.
- Peserta didik memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosa kata sederhana.
- Peserta didik menggunakan alat bantu visual untuk membantu mereka berkomunikasi.

**Tujuan Pembelajaran Unit 13 :**

- Peserta didik mampu menggunakan kata *like* dan *likes* untuk menyebutkan buah kesukaannya dan orang lain.

**B. PEMAHAMAN BERMAKNA**

- Anak dapat menggunakan like dan likes untuk membicarakan buah kesukaan seseorang



## B. PEMAHAMAN BERMAKNA

- ❖ Children are able to identify daily activities with vehicles used.
- ❖ Children are able to tell how do they go to public places.

## C. PERTANYAAN PEMANTIK

- ❖ Apa Arti " He goes to school by bike " Dalam Bahasa Indonesia

## D. KEGIATAN PEMBELAJARAN

### Kegiatan Pendahuluan

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

### Kegiatan Inti

1. Peserta didik mengamati gambar pada halaman 127 pada buku peserta didik.
2. Guru bertanya kepada peserta didik.  
Contoh kalimat guru untuk peserta didik:  
"Look at the picture, they are Made and Joshua".  
"Where do they go?"  
"How do they go?"
3. Peserta didik menjawab pertanyaan guru.  
Contoh kalimat peserta didik untuk guru:  
"They go to school".  
"They go there by bike"
4. Kemudian guru bertanya kepada beberapa peserta didik, tentang kendaraan yang digunakan mereka untuk pergi ke sekolah.  
Contoh kalimat guru untuk peserta didik:  
Guru: "How do you go to school?"  
Peserta didik: " I go to school by .... "

### Look and Say

1. Guru menyebutkan hari ini peserta didik akan belajar tentang transportasi yang biasa digunakan dalam kehidupan sehari-hari.  
Contoh kalimat guru:  
"Today, we will study about family's activities".  
"Where they go?"  
"How they go?"
2. Guru bersama peserta didik menyebutkan satu persatu karakter atau tokoh pada halaman tersebut dan menanyakan tentang gambar di halaman 128.  
"Open page 128, who are they?"
3. Kemudian guru bersama peserta didik menyebutkan kalimat yang berhubungan dengan gambar.  
Contoh kalimat guru yang disampaikan pada halaman ini kepada peserta didik:  
Guru: "He is father, his name is pak Johannes".  
"Where does father go?"  
"How does he go to the office?"  
"What time he goes to office?"
4. Guru meminta peserta didik menirukan kalimat yang diucapkan tentang gambar dengan baik dan benar.  
"Now repeat after me".  
"Pak Johannes goes to office at 07.00 by bus".  
"Joshua goes to school at 06.30 by bike".  
"Bu Maria goes to the market at 06.00 by pedicab".

### Look and Match

1. Guru memberitahukan bahwa peserta didik kegiatan yang akan dipelajari pada halaman 130.
2. Guru meminta peserta didik mencocokkan gambar dengan kalimat yang tepat.
3. Guru meminta peserta didik memperhatikan gambar satu-persatu dan kalimat yang ada pada halaman tersebut.
4. Guru menunjuk pada satu gambar sebagai contoh dan memberikan pertanyaan.

Contoh pertanyaan guru:

*"Who is he?"*

*"Where does he go?"*

*"How does he go to school?"*

5. Guru memberikan instruksi sederhana kepada peserta didik untuk mencari jawaban dan mencocokkannya dengan kalimat pilihan yang tersedia dibawah gambar, kemudian menuliskan huruf yang tepat pada kotak yang tersedia.

Contoh instruksi guru untuk peserta didik:

*"Look at the pictures and match with the sentences below".*

### Game

1. Guru memberitahukan peserta didik hari ini akan bermain dengan kartu

Contoh kalimat untuk guru:

*"Hello... children, I will bring cards, let's play with cards"*

2. Guru memanggil peserta didik maju ke depan sebagai model untuk memainkan kartu bersamanya.
3. Guru yang pertama mengambil kartu bergambar.
4. Guru menyebutkan kalimat yang sesuai dengan gambar.

Contoh kalimat guru:

*"I take one card, look this is a plane. Where do I go by plane?"*

*"Now try making sentence from this card".*

*"I go to Jogja with my sister by plane.*

5. Guru meminta peserta didik (model) mengambil satu kartu dan memintanya untuk menyebutkan kalimat yang sesuai dengan kartu.

Contoh kalimat guru:

*"Take one card, look this is a car. Where do you go by car?."*

*"Now make sentence from this card".*

*"I go to the zoo with my family by car".*

6. Guru mengelompokkan peserta didik menjadi 5 atau 6 kelompok untuk bermain kartu, setiap kelompok mendapat 1 set kartu.
7. Guru meminta peserta didik bermain kartu seperti yang telah dicontohkan guru.

#### Catatan:

Dalam permainan ini guru membawa beberapa set kartu bergambar kegiatan dengan transportasi yang digunakan. 1 set kartu berisi 10 gambar.

### Look and Write

1. Guru memberitahukan bahwa peserta didik akan mengerjakan latihan soal pada halaman 132.
2. Guru meminta peserta didik membuka dan memperhatikan gambar pada halaman tersebut.
3. Guru meminta satu peserta didik membaca contoh kalimat yang ada pada buku.
4. Guru meminta peserta didik menyebutkan manakah gambar yang cocok pada kalimat tersebut.
5. guru menginstruksikan peserta didik untuk menuliskan kalimat pada setiap nomer dengan melihat gambar yang ada.

Guru mengucapkan:

*"Now we are going to make simple sentences about many activities".*

### Kegiatan Penutup

#### My New Words

1. Pada tahapan ini guru mengajak peserta didik untuk mengingat dan menyebutkan kembali kalimat yang berkaitan dengan transportasi yang biasanya digunakan dalam kegiatan sehari-hari seperti telah dipelajari sebelumnya.
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

### E. REFLEKSI

#### Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

#### Refleksi Peserta Didik:

1. Menyebutkan hal hal yang ingin mereka lakukan setelah mempelajari pada unit ini.
2. Menyebutkan bagian kegiatan yang sangat mereka sukai pada unit ini.

### F. ASESMEN / PENILAIAN

Pada unit ini penilaian yang diambil adalah penilaian membaca

**Indikator:** Bertanya jawab tentang kendaraan yang dikendarai jika pergi kesuatu tempat dengan baik

No.	Nama	Aspek									Rata-rata
		Akurasi (grammar)			Ketuntasan			Mekanik (pactuation, spelling, kapitalisasi)			
		1	2	3	1	2	3	1	2	3	
1											
2											
3											

#### Kelancaran:

1. Jeda lama dalam berkomunikasi
2. Sedikit jeda dalam berkomunikasi
3. Berkomunikasi tanpa jeda yang lama

#### Ketuntasan:

1. Kesulitan berkomunikasi
2. Sedikit kesulitan berkomunikasi
3. Berkomunikasi dengan baik

#### Pelafalan:

1. Kesulitan melafalkan
2. Sedikit kesulitan melafalkan
3. Lancar melafalkan.

**Rubrik penilaian writing meliputi:**

1. Akurasi (grammar)
2. Ketuntasan (kelancaran)
3. Tulisan (rapi/tidaknya tulisan)
4. Mekanik (punctuation, spelling, kapitalisasi)

**Rubrik penilaian reading meliputi :**

1. Accuracy
2. Pronunciation
3. intonation

**G. KEGIATAN PENGAYAAN DAN REMEDIAL**

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

**LAMPIRAN**

**A. LEMBAR KERJA PESERTA DIDIK**

**LEMBAR KERJA PESERTA DIDIK (LKPD)**

Nama : .....

Kelas : .....

Petunjuk!



Father goes to the office  
at 07.00 by bus.



Joshua goes to school  
at 06.30 by bike.



Mother goes to the market  
at 06.00 by pedicab.



Cici goes to the book store at 09.00 by car.



Grand father goes to the paddy field at 06.30 on foot.



### Look and Match

Match the picture with the sentences.



- Aisyah and her family go to Surabaya by car.
- Mrs. Maria goes to the office at 07.00 by bus.
- Joshua and Made go to Malang at 06.00 by train.
- My mother goes to the market at 08.00 by pedicab.
- Joshua goes to school at 06.30 by bike.



Take your cards  
and tell to your friend.

I go to Bali by plane



### Look and Write

Write a sentence through the table.



Sentence:

1. Father goes to work at quarter to seven by motorcycle.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Nilai

Paraf Orang Tua

#### B. BAHAN BACAAN GURU & PESERTA DIDIK

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021, *Teacher Book - My Next Words Grade 4*, Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-510-4 (jil.4)
- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021, *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-513-5 (jilid4)

#### C. GLOSARIUM

He Goes to School by Bike  
Supermarket, office, paddy field, book store, by, at, go to

#### D. DAFTAR PUSTAKA

- A. Scott, Wendy and H. Ytreberg, Lisbeth. 2012. *Teaching English to Children*. Pearson Education Limited. England
- Boyd, Brian. 2009. *Motivating Learning*. British Council. UK
- Boyd, Paul and Batstone. 2006. *Differentiated Early Literacy for English Language Learners*. California State University-Long Beach. Pearson. USA
- Doff, Adrian and Jones, Christopher. 2005. *Language Links Grammar and Vocabulary for Self-study*. Cambridge University Press. UK
- Elizabeth, M.E.S. dan Rao, Digumarti Bhaskara, 2007, *Method of Teaching English*. Discovery Publishing House. New Delhi. India
- House, Susan. 1997. *An Introduction to Teaching English to Children*. Richmond Publishing. London. UK
- Hutchison, Susan and Roberts, Rachael. 2008. *Premium B1 Level Teacher Book*. Pearson Longman. England
- Jason, Renshaw. 2007. *Boost! Writing 4*. Pearson Longman Asia ELT. Hongkong
- Kelly, Miles, 2013. *Nursery Treasury*, Miles Kelly Publishing. UK
- K.E. Suyanto, Kasihani. 2014. *English for Young Learners*. PT. Bumi Aksara. Jakarta
- Lewis, Gordon with Bedson, Gunter. 1999. *Games for Children*. Oxford University Press. UK
- Linse, Caroline dan Schottman, Elly. 2016. *Cambridge Global English Learner's Book 3*. Cambridge University Press. UK
- Linse, Caroline dan Schottman, Elly. 2016. *Cambridge Global English Activity Book 3*. Cambridge University Press. UK
- Stevenson, Angus. 2010, *Oxford Dictionary*, Oxford University Press. New York
- Taylor, Anne and Kilpatrick, Linda. 2006. *Listening Starter 1*. Compass Publishing. USA
- Taylor, Anne and Kilpatrick, Linda. 2006. *Listening Starter 2*. Compass Publishing. USA

MODUL AJAR KURIKULUM MERDEKA 2022/ 2023  
BAHASA INGGRIS SD KELAS 1

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Eda Wahyuni, S.Pd.SD.
Instansi	: SD Negeri 3 Pakelen
Tahun Penyusunan	: Tahun 2022/ 2023
Jenjang Sekolah	: SD
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: I (Satu) / II (Genap)
Alokasi Waktu	: 6 Minggu (2 X 35 Menit)
Unit/Tema	: 13 / I like fruits

B. KOMPETENSI AWAL

- Anak dapat menggunakan like dan likes untuk membicarakan buah kesukaan seseorang

C. PROFIL PELAJAR PANCASILA

- Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
- Kebhinekaan global
- Mandiri
- Bergotong royong
- Kreatif
- Bermoral kritis

D. SARANA DAN PRASARANA

- Alat Pembelajaran : Komputer / laptop, jaringan internet, proyektor
- Sumber Belajar (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 Buku Panduan Guru dan Buku Siswa, Bahasa Inggris untuk SD Kelas 1 Penulis: Lala Intan Gemala, dkk).
- Lampu ruang kelas yang memadai
- Ruang kelas yang cukup luas

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal

F. JUMLAH PESERTA DIDIK

- Minimum 15 Peserta didik, Maksimum 25 Peserta didik

G. MODEL PEMBELAJARAN

- Tatap Muka

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

Capaian Pembelajaran (Fase A) :

Menyimak – Berbicara

- Peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal
- Peserta didik merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana.
- Peserta didik memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosa kata sederhana.
- Peserta didik menggunakan alat bantu visual untuk membantu mereka berkomunikasi.

Tujuan Pembelajaran Unit 13 :

- Peserta didik mampu menggunakan kata *like* dan *likes* untuk menyebutkan buah kesukaannya dan orang lain.

B. PEMULUHAN BERMAKNA

- Anak dapat menggunakan like dan likes untuk membicarakan buah kesukaan seseorang



### C. PERTANYAAN PEMANTIK

- Arti kata I like fruits dalam bahasa Indonesia ?

### D. KEGIATAN PEMBELAJARAN

#### Kegiatan Pembukaan:

- Mengucapkan salam
- Berdoa menurut keyakinan masing-masing
- Mengecek kehadiran
- Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar pelajar tertib mengikuti proses pembelajaran

#### Kegiatan Inti

##### Prosedur Kegiatan:

##### 1. Look and Say

Kegiatan ini guru bisa menyiapkan gambar-gambar buah – buahan yang dipelajari peserta didik. Gambar buah – buahan tersebut memiliki jumlah yang berbeda. Contoh: gambar 5 apel, 10 mangga, 2 semangka, dll.

- Guru memberitahu bahwa peserta didik akan bermain menyebutkan nama – nama buah sesuai gambar yang ditunjukkan guru dengan menggunakan kalimat "I like ...."
- Guru mengajak peserta didik membuka buku halaman 117 dan meminta peserta didik menirukan kalimat yang diucapkan guru.  
Guru: *Students look on the table. There are fruits. Now Let's say names of fruits? I have 3 bananas, I have 2 watermelons,*

##### 2. Puzzle

Guru sebelumnya sudah memberi tugas peserta didik membawa lem dan gunting.

- Guru memberitahukan bahwa peserta didik akan menggunting dan menempel
- Peserta didik diminta membuka halaman 118.
- Guru meminta peserta didik menggunting gambar terlebih dahulu kemudian menempel pada halaman yang disediakan.

##### Prosedur Kegiatan:

##### 3. Cut and stamp

Sebelum kegiatan ini peserta didik sudah diberi tahu membawa lem dan gunting.

- Guru memberitahukan bahwa peserta didik akan menggunting dan menempel.
- Peserta didik diminta membuka halaman 119.
- Guru meminta peserta didik menggunting gambar terlebih dahulu kemudian menempel pada kalimat yang sesuai.

##### Prosedur Kegiatan:

##### 4. Look and Read

- Guru menyampaikan pada peserta didik bahwa hari ini belajar mengungkapkan buah kesukaan dengan mengucapkan *I like..., he/she likes..., you like...*
- Guru mengajak peserta didik membuka buku halaman 121.
- Guru mengucapkan kalimat sesuai gambar dan peserta didik menirukan.

##### Prosedur Kegiatan:

##### 5. Let's do a survey

- Guru menyampaikan bahwa peserta didik akan melakukan survei.  
Guru: *Students... now we will do a survey.*
- Guru meminta peserta didik membuka halaman 122.
- Guru memberi contoh dengan bertanya pada salah satu peserta didik.  
Guru: *Do you like orange?*  
Peserta didik: *Yes.*  
Guru: *Ok... put a tick on orange picture.*
- Guru meminta peserta didik bertanya pada 4 teman tentang buah yang disukai.
- Setelah bertanya pada temannya peserta didik mencentang hasil surveynya pada gambar yang sesuai.

##### Prosedur Kegiatan:

##### 6. Listen and circle

- Guru menyampaikan bahwa peserta didik akan melingkari gambar buah sesuai instruksi guru
- Guru meminta peserta didik membuka buku hal. 122-123  
Guru: *Boys and girls, Now let's open your book page 122-123, look at the picture, listen to me and circle.*
  - *Aisyah likes apple*
  - *Joshua likes watermelon*

- *Made likes mango*
- *Cici likes orange*
- *Lili likes bananas*

**Prosedur Kegiatan:**

**7. Let's do a survey**

Dalam kegiatan ini guru telah menginstruksikan peserta didik untuk membawa 1 jenis buah yang mereka sukai.

- Guru menyampaikan bahwa peserta didik akan melakukan survey  
Guru: *Students... now we will do a survey to your friends.*
- Guru meminta peserta didik membuka halaman 124.
- Guru memberi contoh dengan bertanya pada salah satu peserta didik.  
Guru: *What fruit do you like?*  
Peserta didik: *I like mango* (peserta didik menunjukan buah yang telah mereka bawa).
- Guru meminta peserta didik bertanya pada 4 teman tentang buah yang disukai  
Guru: *Ok... now write your friend's name and ask to them what fruit that he/she likes.*

**Prosedur Kegiatan:**

**8. My new words**

Pada tahapan ini guru mengajak peserta didik untuk menyebutkan kembali semua kosa kata yang telah dipelajari dengan benar dan tepat.

**Kegiatan Penutup**

- Siswa menjawab pertanyaan dari guru seputar hal apa yang menarik bagi mereka selama proses pembelajaran hari tersebut. Pertanyaan : *Menyebutkan macam-macam kesukaannya dan buah kesukaan anggota keluarganya?*
- Guru meminta peserta didik untuk membawa LKPD hasil Belajar ke rumah masing-masing, dan meminta peserta didik untuk menunjukkan kepada orang tua/keluarga (penguatan refleksi pemikiran dan proses berfikir).
- Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
- Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah

**E. ASESMEN / PENILAIAN**

Indikator: Menyebutkan macam-macam kesukaannya dan buah kesukaan anggota keluarganya.

No	Nama	Aspek									Rata-rata
		Kelancaran			Ketuntasan			Pelafalan			
		1	2	3	1	2	3	1	2	3	
1.											
2.											
3.											

**Kelancaran:**

1. Jeda lama dalam berkomunikasi
2. Sedikit jeda dalam berkomunikasi
3. Berkomunikasi tanpa jeda yang lama

**Ketuntasan:**

1. Kesulitan berkomunikasi
2. Sedikit kesulitan berkomunikasi
3. Berkomunikasi dengan baik

**Pelafalan:**

1. Kesulitan melafalkan
2. Sedikit kesulitan melafalkan
3. Lancar melafalkan.

**F. KEGIATAN PENGAYAAN DAN REMEDIAL**

**Pengayaan**

- Pengayaan: Berisi informasi tentang kegiatan pembelajaran yang dapat digunakan guru untuk siswa yang memiliki minat tinggi terhadap topik/kegiatan pembelajaran atau memperlihatkan penguasaan

kompetensi yang lebih tinggi dibanding kompetensi yang sedang dipelajari. Kegiatan Pengayaan dilakukan memilih satu kegiatan tersebut :

1. Kegiatan pengamatan aktifitas yang sesuai dengan *I like .... She likes .... Kinds of fruits.*
2. Kegiatan pendampingan dengan peserta didik lain yang belum menguasai penerapan *I like .... She likes ...., Kinds of fruits*

#### Remedial

- Remedial : Berisi informasi tentang kegiatan pembelajaran untuk peserta didik yang ingin memperkuat pemahaman pada kompetensi sebelum kompetensi yang sedang di pelajari atau untuk peserta didik yang memperlihatkan penguasaan kompetensi yang lebih rendah dibanding kompetensi yang sedang dipelajari. Kegiatan remedial dilakukan melalui kegiatan:
  1. Mengikuti kegiatan penguatan konsep penerapan yang sesuai dengan *I like .... She likes ...., Kinds of fruits*
  2. Peserta didik setelah itu melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran

### LAMPIRAN

#### A. LEMBAR KERJA PESERTA DIDIK

##### LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-1

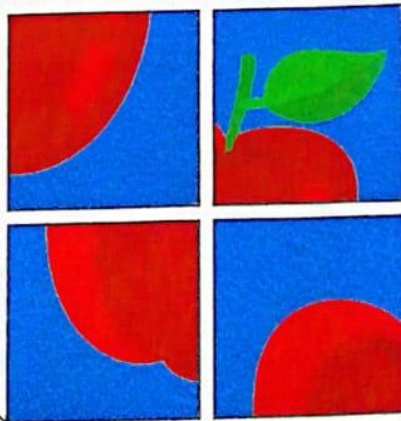
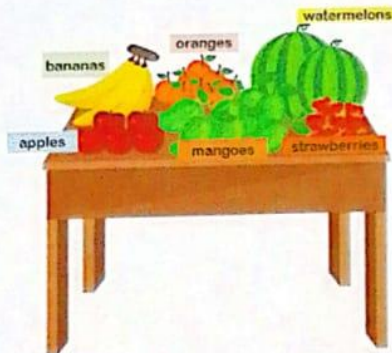
Nama :

Kelas :

Petunjuk!



Read aloud the name of the fruits below.

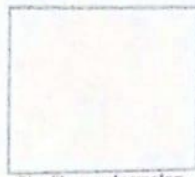


LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-2

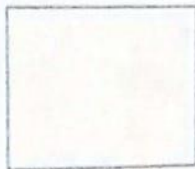
Nama :  
Kelas :  
Petunjuk!



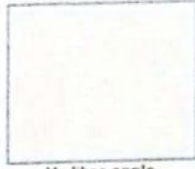
She likes orange.



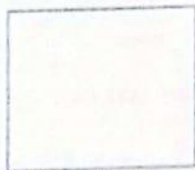
She likes watermelon.



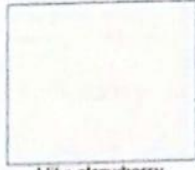
He likes banana.



He likes apple.



You like mango.



I like strawberry.



LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-3

Nama :  
Kelas :  
Petunjuk!



She likes watermelon.



He likes banana.



I like apple.



You like orange.



He likes mango.



She likes strawberry.

LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-4

Nama :  
Kelas :  
Petunjuk!



Ask your friends if they like these fruits.

Do you like orange, Cici?













Yes / No

No	Name					
1.	Cici		√			
2.	Like					
3.						
4.						
5.						



Listen to your teacher.  
Circle the right fruit.

1.				
2.				

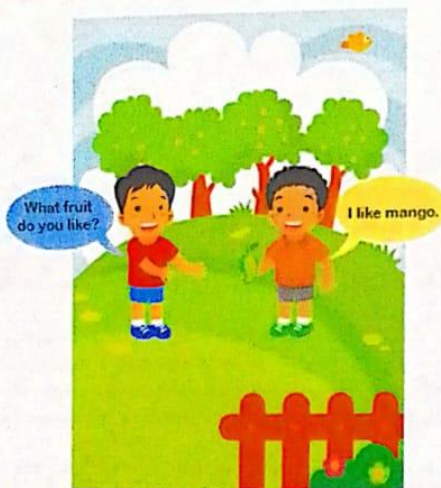
3.				
4.				
5.				

LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-5

Nama :  
Kelas :  
Petunjuk!



Ask your friends about their favorite fruits.



1.	Joshua	I like mango.
2.		I like ...
3.		I like ...
4.		I like ...
5.		I like ...

## LEMBAR KERJA PESERTA DIDIK (LKPD) Ke-6

Nama :  
Kelas :  
Petunjuk!



Write the missing letter.



1 A p \_ l e s



2 M \_ n g o e s



3 O r a n \_ e s



4 \_ a n a n a s



5 S t r \_ w b e \_ r i e s



6 \_ a t e r \_ e l o n s

Nilai
-------

Paraf Orang Tua
-----------------

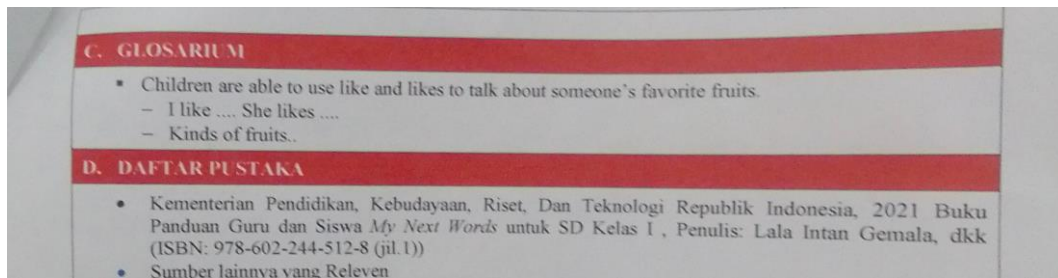
### B. REFLEKSI PESERTA DIDIK DAN GURU

#### A. Refleksi Guru:

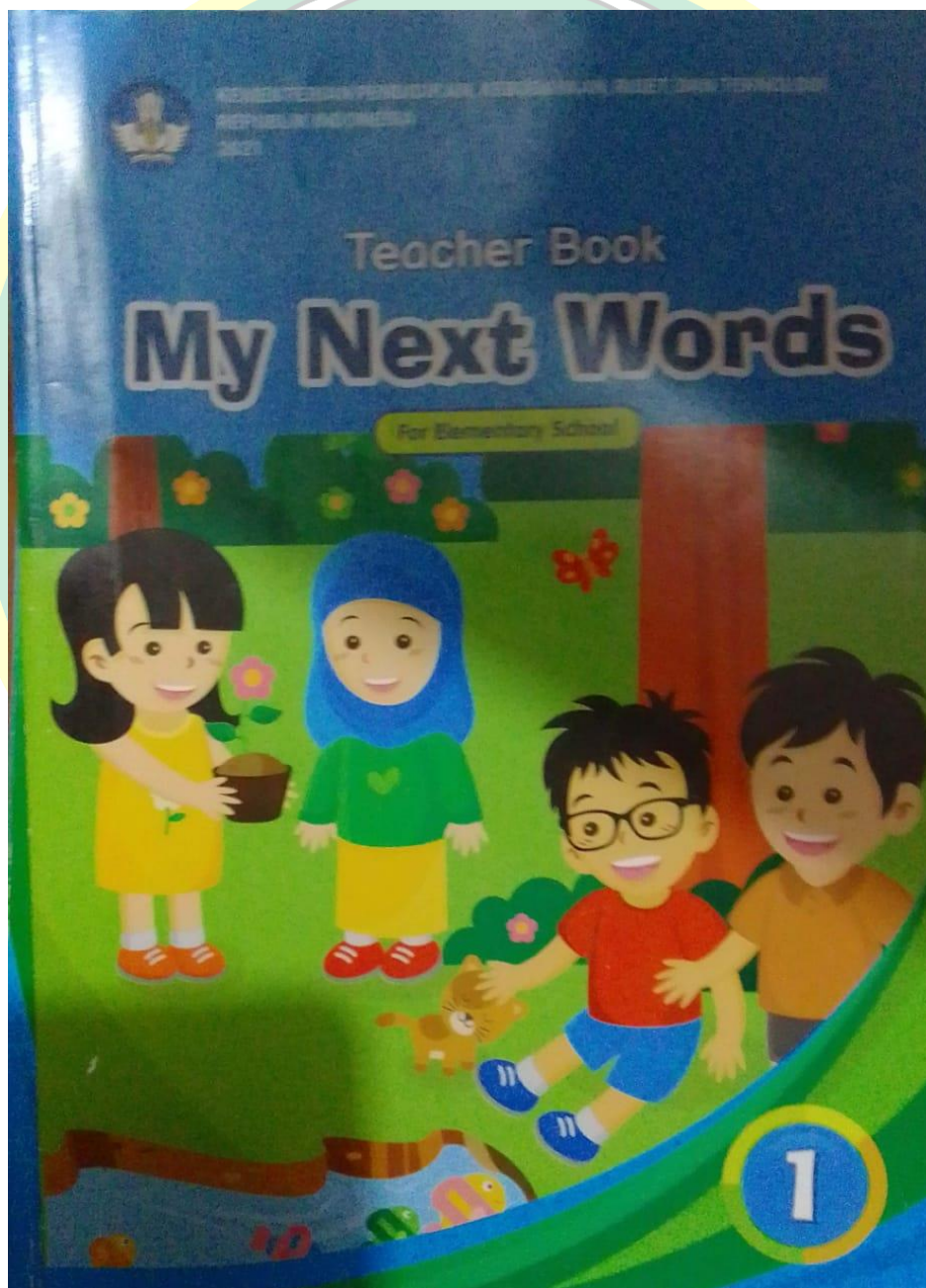
1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

#### B. Refleksi Peserta Didik:

Saya senang	☹️	😐	😊
1. Bermain puzzle			
2. Menggambar macam-macam buah kesukaan keluarga			
3. Menempel macam-macam gambar			
Saya bisa	☹️	😐	😊
1. Menyebutkan macam-macam buah kesukaan keluarga			
2. Menentukan macam-macam buah yang disebutkan guru			
3. Melengkapi kalimat yang sesuai dengan gambar			
4. Merespon pertanyaan guru tentang macam-macam buah kesukaan			



B. English subject teachers' book







KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, AGAMA, DAN TEKNOLOGI  
REPUBLIK INDONESIA  
2021

# Student's Book **My Next Words**

For Elementary School



## Appendix 4



PEMERINTAH KABUPATEN BANJARNEGARA  
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA  
**SD NEGERI 3 PAKELEN**  
KECAMATAN MADUKARA

Alamat : RT.002 RW.003 Dusun Sela, Desa Pakelen, Kec. Madukara, Kab. Banjarnegara 53482

### SURAT KETERANGAN

Nomor : / /2023

Yang bertanda tangan dibawah ini:

Nama : Taufiq Hidayat, S.Pd.SD  
NIP : 197212102006041007  
Jabatan : Kepala Sekolah  
Unit Kerja/ Instansi : SD N 3 Pakelen

Menerangkan bahwa:

Nama : AURELIA IZAZ SALSABILA  
NIM : 1917404049  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Universitas : Universitas Prof. K.H. Saifuddin Zuhri Purwokerto

Telah mengadakan penelitian di SD Negeri 3 Pakelen guna penulisan skripsi dengan judul **“The Analysis of Teachers’ Perceptions towards Merdeka Curriculum Implementation in English Teaching and Learning at SDN 3 Pakelen, Banjarnegara”** mulai tanggal 30-05-2023 s/d 30-07-2023.  
Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Pakelen, 20 Juli 2023

Kepala SDN 3 Pakelen

**TAUFIQ HIDAYAT, S.Pd.SD**  
NIP. 19721210 200604 1 007

## Appendix 5

### CURRICULUM VITAE

#### DAFTAR RIWAYAT HIDUP

##### A. Identitas Diri

1. Nama Lengkap : Aurelia Izaz Salsabila
2. NIM : 1917404049
3. Tempat/Tgl. Lahir : Banjarnegara, 18 Juli 2000
4. Alamat Rumah : Banjarkulon RT 03 RW 03, Banjarmangu,  
Banjarnegara.
5. Nama Ayah : Sudiantoro
6. Nama Ibu : Endah Wahyuningsih

##### B. Riwayat Pendidikan

###### 1. Pendidikan Formal

- a. SD/MI, tahun lulus : SD Negeri 2 Banajrkulon, 2012
- b. SMP/MTS, tahun lulus : SMP IT Permata Hati Banjarnegara, 2015
- c. SMA/MA, tahun lulus : SMK Negeri 1 Bawang, 2018
- d. S1, tahun lulus : UIN Prof. K.H. Saifuddin Zuhri  
Purwokerto, 2023

###### 2. Pendidikan Non-Formal

- 2019-2021 : Pondok Pesantren Sirojuddin, Sidabowa,  
Patikraja

##### C. Pengalaman Organisasi

Javelin English Club

Purwokerto, 4 Oktober 2023

  
**Aurelia Izaz Salsabila**

**NIM. 1917404049**