STUDENT-CENTERED APPROACH IN MERDEKA CURRICULUM: TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING AT SMP MA'ARIF NU PAGUYANGAN, BREBES

AN UNDERGRADUATE THESIS

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

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STATEMENT OF ORIGINALITY

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Declare that the thesis I have complied with the title, **"Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in English Teaching at SMP Ma'arif NU Paguyangan, Brebes"** 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 work several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, January 3, 2024

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APPROVAL SHEET

APPROVAL SHEET

The thesis, entitled:

STUDENT-CENTERED APPROACH IN MERDEKA CURRICULUM: TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING AT SMP MA'ARIF NU PAGUYANGAN, BREBES

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Wassalamu'aliakum Warahmatullahi Wabarakatuh

Purwokerto, January 3, 2024

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MOTTO

"Today Should be Better than Yesterday"

DEDICATION

I dedicate this thesis to:

My Beloved Parents, Slamet Riyanto & Aisah

Myself

PREFACE

In the name of Allah, the merciful and benevolent. Thanks to be Allah, the Creator of the Universe, who has enabled the author to successfully complete this thesis. Sholawat and Salam are given upon our prophet Muhammad SAW who has guided us from the darkness to the brightness.

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Purwokerto, January 3, 2024

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STUDENT-CENTERED APPROACH IN MERDEKA CURRICULUM: TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING AT SMP MA'ARIF NU PAGUYANGAN, BREBES

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Abstract: The purpose of this study is to investigate the implementation of student-centered approach within the context of the Merdeka Curriculum, with a particular focus on English teaching at SMP Ma'arif NU Paguyangan, Brebes. This research utilized a qualitative descriptive method, with data collected by observations, interviews, and documentation. The acquired data is submitted to a stringent analytical procedure that includes data reduction, data representation, and verification. The finding revealed that the Merdeka curriculum approach is student-centered, which is supported by McCombs and Whisler (1997) theory, was implemented at SMP Ma'arif NU Paguyangan, Brebes. Based on the research, it can be concluded that there are twelve indicators: (1) fostering student-centered learning through meaningful themes, (2) cultivating intellectual excellence through complex learning challenges, (3) elevating education through critical and higher-order students thinking skills, (4) empowering through autonomous learning journey, (5) building an inclusive and diverse learning community, (6) adapting instruction to diverse learner needs, (7) cultivating relevance and connection, (8) fostering student empowerment and ownership in education, (9) valuing student perspectives and fostering mutual respect, (10) enabling student improvement through constant evaluation and individualized feedback, (11) providing extensive evaluation through a variety of assessment approaches, and (12) fostering inclusion and cooperation through diversity grouping has been found based on the results of classroom observations, interviews, and documentation.

Keywords: *student-centered approach, Merdeka curriculum, English teaching.*

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CHAPTER I
INTRODUCTION

According to Naibaho (2019), there are numerous responsibilities that teachers have to fulfill while teaching English. Despite the ever-changing educational landscape, the adoption of the Merdeka Curriculum in the field of English language instruction should be addressed as soon as practicable. The purpose of this study is to determine the application of the autonomous curriculum in English instruction at SMP Ma'arif NU Paguyangan, Brebes with a focus on addressing student-centered approaches. This study aims to contribute to the broader discourse of curriculum reform and its impact on English language teaching practices, with the ultimate goal of improving the quality of English language education in the current Indonesian educational environment by investigating the Merdeka Curriculum's implementation.

A. Research Background

There are empirical evidences proving that students who are given the freedom to explore areas based on their personal interests and who are accompanied in their learning by supportive, understanding facilitator, not only achieve superior academic results but also develop socially and grow personally (Ramdhani, 2014). One of those evidences is the implementation of the student-centered approach used in the education curriculum in Indonesia since the 2013 curriculum and reused in the new curriculum on February 11 2022 by Nadiem Anwar Makarim based on the Ministry's official website of Indonesian Education, Culture, Research and Technology. The student-centered approach, which prioritizes the learner, is gaining popularity as a significant shift from teacher-centered teaching, where the teacher is the sole focus (Findo & Ahmed, 2023). Pure student-centered teaching is more demanding in terms of communication, organization, as well as the provision of learning material (Motschnig-Pitrik, 2022). Student-centered instruction in the classroom has recently challenged the emphasis on teachers for allowing

students to construct their understandings using their experiences and actions. Compared with student-centered classroom, students in teacher-centered classroom are passive and respond to environmental stimuli (Serin, 2018). Based on existing benefits of student-centered approach, Nadim Makarim as Minister of Education and Culture has launched a new curriculum that is the Merdeka Learning Campus-Merdeka Curriculum (MBKM). The concept of Merdeka learning aims to liberate education in free way of thinking and free to innovative (Vhalery, 2022). The new curriculum uses a student-centered approach in the implementation.

The concept of Merdeka Curriculum has become an issue that is widely discussed in the world of education (Fuadi, 2021). The Merdeka Curriculum instills diverse learning; students are expected to explore a lot of lessons outside the classroom so that learning can be applied in real life. Monotonous learning must be stopped and turned into critical learning and awaken students' reasoning. The concept of Merdeka Curriculum is to build critical thinking aimed not only students but also teachers. Teachers are expected to be able to make interesting learning and make their students think far beyond the theory being taught.

The procedure for implementing the new curriculum is not easy to implement, considering that the backgrounds of teachers, students, and the environment in each school are different. Teachers' problem in implementing Merdeka Curriculum is lacks understanding of the procedures. This occurred because there was no structural justification for the distinctions between the curriculum they had been using up until that point and the Merdeka Belajar Curriculum, also known as the Freedom of Learning Curriculum (Yuhastina, 2020). Based on Yuhastina's statement, action must be taken quickly. The Merdeka Curriculum procedure must be understood, the teacher is required to be someone who is skilled at making decisions that can lead students to become the expected learners. Students' problem in implementing the new curriculum lies in their mental readiness and thoughts that will be changed

according to existing procedures. Then, environmental problem that occurs in the implementation of the new curriculum is school readiness in terms of facilities and infrastructure. Therefore, the implementation of this new curriculum is usually carried out by schools in the early grades as experimental material to measure the level of success and obstacles encountered.

SMP Ma'arif NU Paguyangan, Brebes is a very strategic school for this research considering that the school has started implementing the Merdeka Curriculum experiment in grade seven. After making observations, it is known about the development of the schools, especially in the field of English. The state of students' English proficiency is lacking because many students did not learn it in primary school before. Based on this phenomenon, the goal of this research is to investigate more about changes in students' English as a result of the new curriculum by adopting the Merdeka Curriculum in the school.

This research is evaluated based on the results of research from many experts relevant to the topic discussed, the student-centered approach and its relationship to Merdeka Curriculum also English language teaching. These experts include the following: Emaliana (2017) focused on students-centered approaches in learning English, Anis & Anwar (2020) on curriculum implementation in ELT, Situmorang (2023) on Merdeka curriculum at middle school, Tricahyati & Zaim (2023) on Merdeka curriculum in English teaching at middle school, Meece (2014) on learner-centered at middle school, and Kharimah (2023) on student-centered approach of Merdeka Curriculum. Based on many studies, further research is carried out in a student-centered approach that focuses on teaching English language.

Considering that Merdeka Curriculum with student-centered approach is a new curriculum that is applied, especially the implementation in English teaching, the writer is interested in conducting this research entitled ***"Student-***

Centered Approach in Merdeka Curriculum: Teachers' Implementation in English Teaching at SMP Ma'arif NU Paguyangan, Brebes".

B. Conceptual Definition

1. Student-Centered Approach

The student-centered approach emphasizes accountability by delegating some learning duties to students, allowing them to take greater ownership of their learning experience (Henninger, 2016). The responsibility for finding problems, finding solutions, solving them, so that students are able to develop the material or problems they get belongs to the students themselves. Furthermore, Richardson stated that this approach encourages higher student involvement to ask questions, speculate, reflect, analyze, and find solutions to challenges during lectures (Henninger, 2016). Inevitably students have to think hard to get to this stage; this also causes students to be active in the learning process. Renewal of learning strategies must be increased, not only the theory learned but more directed at its impact in the future, so that students' learning motivation grows as early as possible. Active learning, which is focused on student action; and contextual learning, which uses real-world students, is both successful learning methodologies used in student-centered learning (Antika, 2014).

2. Student-Centered in ELT

Student-centered refers to a learning approach where students have full responsibility for their own learning, allowing them to plan and control their learning according to their needs and abilities (Boyadzhieva, 2016). All students have the same right to achieve what they want, regardless of the differences in the skills they have. In this case the teacher actually has a very tough task because they have to make a concept for each student. The concept created must be in accordance with existing procedures, have variants in its implementation, and produce students who are more than the previous concept. The student-centered approach greatly influences the process of

learning English where the strategies, techniques and methods used must adapt to the needs of students. Students' needs are reflected in three aspects: language acquisition, language use, and ability improvement (Wu, 2021) .

3. Merdeka Curriculum

Zakiyyah *et al* (2021), explained that teaching assistant, student exchange, Merdeka research, target villages, internships/PKL, entrepreneurship, research, humanitarian initiatives, and country defense are among the nine activities included in the MBKM curriculum (Zakiyyah *et al*., 2021). Based on this opinion, it can be concluded that the Merdeka Curriculum is an improvement from the previous curriculum. The concept of Merdeka Curriculum is a manifestation of the Indonesian people's intention to improve the condition of education after the COVID-19 pandemic. Challenges and of course will be obstacles in the realization of this curriculum, but there have been many studies which state that the impact or results of the Merdeka Curriculum are quite satisfactory compared to the previous curriculum. The Merdeka Curriculum was created to adapt to the existing generation by using technology and concepts that are brief but have a better purpose than before.

C. Research Question

This research is to answer the following question: How do teachers implement student-centered approach in Merdeka Curriculum in English teaching to their students at SMP Ma'arif NU Paguyangan, Brebes?

D. Objective and Significant of the research

1. Objective of The Research

Based on the research question, the objective of this research is: to investigate the implementation in student-centered approach to the Merdeka curriculum in English teaching at SMP Ma'arif NU Paguyangan, Brebes.

2. Significance of The Research

a. Theoretical

This research is expected to be used as new insights and knowledge for writer, readers, and the wider community.

b. Practical

1) For Teacher

To learn more about the implementation of a student-centered approach to the Merdeka Curriculum in English language instruction, look into tactics, teaching styles, concepts, and so on.

2) For Other Researcher

The results of the research can be used as material for further research studies on the Student-Centered Merdeka Curriculum approach in teaching English.

E. Structure of the Research

The following is the research's structure:

Chapter I is an introduction which consists of the background of the study, operational definition, research questions, objective and significances of the research. The background of the problem describes the context or situation that underlies the emergence the problem that is of concern; the operational definition is a substantive affirmation of the title that begins with an explanation terms and variables used; research problem is an expression of the problem or question that must be answered; research objectives must be put forward it is clear what you want to achieve in research; and the benefits of research illustrate the importance of doing research a topic (Suwito *et al*., 2022).

Chapter II is literature review with the theories "Student-Centered Approach in Merdeka Curriculum: Teachers' Implementation in English Teaching at SMP Ma'arif NU Paguyangan, Brebes". This includes a review of related theories about student-centered approaches, student-centered

approaches in Merdeka Curriculum, and student-centered approaches in teaching English, then Merdeka Curriculum or MBKM, and the implementation of the Merdeka Curriculum in ELT (English Language Teaching). The theoretical framework explains the theoretical tenets, principles, and potential presumptions that might be used to provide solutions to research challenges; Review of previous research is a study of research conducted in the configuration of the previous research to find differences and originality of research (Suwito *et al.*, 2022)

Chapter III is research methods. This chapter deals with the research design, object of the study, subject of the study , techniques of collecting data, and techniques of analyzing data. Research methodology is useful for defining the structure of research, such as strategy, approach, research philosophy, and methodological components (Jharotia & Singh , 2015). This research is a type of field research, with a qualitative descriptive approach; observation, interviews, and documentation will be used to collect data, data validity testing techniques will use Tringulation, then data analysis techniques will be used by Miles and Huberman's (1984) theory.

Chapter IV is the finding and discussion. The most crucial aspect of conducting research is obtaining results, which can be utilized to add to or expand current knowledge, whereas discussion of research results can be arranged to compare with previous studies (Nugroho *et al*., 2020).

Chapter V is the conclusion, suggestion, and limitation of the research. Conclusions state whether the research objectives have been achieved, while suggestions contain constructive suggestions so that they are useful for further research development (Nugroho *et al*., 2020).

CHAPTER II

LITERATURE REVIEW

In the realm of contemporary educational paradigms, the student-centered Merdeka curriculum approach is renowned as a transformative model in teaching English in schools. Based on Kharimah's statement (2023), the implementation of the Merdeka Curriculum in Middle School English Language Learning, namely by implementing the Project Based Learning method, is an application of student-centered learning. This literature review section critically examines the theories that serve as references in researching the implementation of the Merdeka Curriculum in the context of secondary school education, with a special focus on the role of teachers in the delivery of English language teaching. This review includes a comprehensive analysis of scientific work and research findings, which collectively explain the challenges and effective strategies related to the student-centered approach in the Merdeka Curriculum. By reviewing related literature, this section seeks to provide a sound and scientific basis for understanding the pedagogical implications and potential outcomes of this approach, ultimately contributing to a differentiated understanding of its impact on the landscape of secondary school English education, particularly at SMP Ma'arif NU Paguyangan, Brebes.

A. Theoretical Framework

1. Student-centered

a. Definition of Student-Centered

The world of education always requires appropriate changes in order to produce clear outputs. Student-centered learning is an ideal learning process where students learn to be active, critical, and observe as creatively as possible. Student-centered learning makes the traditional learning model where only the teacher participates in the class becomes active student

learning in the classroom. Overby (2021) stated that teacher is considered a “guide on the side”, assisting and guiding students to meet the goals that have been made by the students and the teacher. Teachers are considered as guides who direct students towards the future according to their talents and skills. Students' talents and interests must be considered in making learning designs, so that learning is not only fun but also productive.

Breamner (2021) revealed that 'student-centered' or ‘learner-centered’ education (SCE/LCE) means ‘Active participation’, ‘Adapting to needs’, ‘Autonomy’, ‘Relevant skills’, ‘Power sharing’ and ‘Formative assessment’. ‘Active Participation’ means that in the learning process students learn to actively solve their own problems, students are no longer given the material in its entirety, but a way to complete the material. ‘Adapting to Needs’ means that the material and lessons learned must be related to the real life of students, so that the perceived benefits are much greater for individuals, society, and science. ‘Autonomy’ means that in the learning process students are given the authority to explore and seek knowledge in an unstructured manner. ‘Free’, means that students can get learning resources from anywhere and structured means that there are still limitations that are guided by the teacher. ‘Relevant Skill’ means that teachers must assist students in developing their skills according to current needs. ‘Sharing Power’, means that in the learning process not only the teacher plays a role but also the students. The teacher accompanies and provides direction on what will be learned, and in the process students also contribute according to the roles and talents of each student. The purpose of ‘Formative Assessment’ is that in the learning process the teacher unites

and improves the learning process and aims for learning objectives.

b. Student-Centered Approach

Weimer's learner-centered teaching model is taken into consideration when the quality standards at educational institutions are assessed through an investigation of instructors' and students' views, beliefs, and behaviors (Stoliarenko, 2018). The first key component of Weimer's Model, a paradigm shift from teacher-centered to student-centered, is the main indicator that teachers are using student-centered approaches. Furthermore, Glider (2019) stated that teaching-focused theories like Bloom's Taxonomy (1956), Kolb's experiential learning based on J. Dewey (1984), K. Lewin (1947), and J. Piaget's (1947) concepts of learning, and flexible approach to teaching revealed that student-centered approach to teaching is a paradigm shift from teacher to learner-centered, a deliberate effort to facilitate learner to achieve learning objectives by creating conducive learning environment using a variety of activities like activity based teaching (Gredler, 2019).

c. Student-Centered Approach in Middle School

Mieg (2019) explained a student-centered learning culture is oriented on constructivist findings, considering the activity of learners in the process of knowledge acquisition. Constructivist learning means that students are guided to find and create meaning from what they learn. Experience, material or direction given to students must be concluded as a result of the learning process. Students must be able to follow the instructions given by the teacher, and teachers must ensure that their stu In applying student-centered approach at the middle school level, it needs to be treated differently from other levels.

the implementation of SCL (Student-Centered Learning) strategies necessary to allow students to engage fully in educational activities to achieve better learning outcomes, which will enable them to master content and develop skills for optimal success in school, career, and civic life (Plaisir, 2021). Things to note are as follows:

1) Students' resistance and inability.
2) Problems relinquishing control.
3) Pressure on curriculum and testing
4) Lack of technological resources.
5) Lack of quality professional development.
6) Overcrowded and noisy classrooms.

English language teaching requires a comprehensive understanding of students' needs, addressing challenges like self-directed learning, standardized curricula, technological constraints, professional development opportunities, and classroom management. By addressing these aspects, educators can enhance the learning experience and contribute to innovative, student-centered pedagogical practices, ensuring the efficacy and inclusivity of English language teaching.

2. Student-Centered in ELT

a. English Language Teaching

English Language Teaching or ELT is a comprehensive approach to teaching English language skills, involving individuals and large groups, aiming to develop listening, speaking, reading, and writing abilities, intercultural competence, and language proficiency for academic or vocational contexts (Harmer, 2015). Teaching is not only carried out by an educator, but peers who teach English who

are not native speakers are also referred to as teaching English. English language teaching is considered successful by the teacher's adept facilitation of transformative learning experiences, ultimately fostering a communicative language teaching (CLT) approach (Normurodovna, 2023). Therefore, every teaching must have goals to be achieved; these goals can be determined directly by English learners or determined by people who teach English. The drive to master English language has to show with continues efforts to learn English language and practice it in daily life (Pido, 2019). Even though learning outcomes have been determined by the English teacher, in the end the deeper mastery is in the hands of the learner who is driven by the learner's own motives.

b. Student-Centered Approach to Teaching

Student-centered approach to teaching is conceived as an instructional philosophy and modern pedagogical approach (Stoliarenko, 2018). Modern pedagogy leads to education for today's society because every knowledge or education will definitely continue to develop depending on where education is located and what kind of society it faces. The concepts of quality education to the community are (Blumberg, 2018):

1) Children are given access to modern facilities like computer education according to their grade level.
2) Individual attention is given to overcome learning difficulties through learner focused teaching.
3) Teachers are given opportunities to learn through training, workshops, seminars, co-teaching with expert teachers to improve teaching learning practices.

4) Providing students with opportunities to participate in local, regional and national level competitions to show their talents.
5) Monitoring and evaluation of every teaching and learning activity is ensured through internal and external institutional support.
6) Learning achieve means are shared with parents, community and supporting institutions to encourage children to excel in curricular and co-curricular activities.
7) High achievers, competition winners and runners-up are appreciated in the community programs to boost their morale.
8) Every event or activity is organized around learners' development and is well justified.

In conclusion, Stoliarenko (2018) noted that a student-centered approach is a progressive educational philosophy that links education with society demands. It provides pupils with current materials, customized attention, and growth possibilities, while also promoting instructors' professional development. This strategy encourages overall growth, academic success, and the acknowledgment of top performers, making it an essential pillar of educational advancement.

c. Student-Centered Approach in English Language Teaching

To enable students' succeed in learning English as Foreign Language (EFL), language teaching and learning has witnessed a number of paradigm shifts in the areas of teaching methodology and pedagogic aims (Emaliana, 2017). To create interest in English learning, teachers can use multiple ways to engage learners through a variety of activities like activity based teaching. Student-centered approach is a paradigm shift

in teaching methodologies in order to create a cooperative and collaborative learning environment in their classroom (Panitz, 2016).

In teaching English, cooperative and collaborative learning can use a variety of media and methods. In this case teacher and students must be mutually responsible for the learning process that occurs. Teaching English that only listens to the teacher's explanation and then solves problems based on that explanation must be stopped, because this only limits students' ability to find or solve more concrete problems. The learner, who at the time of the grammar-translation and audio-lingual methods was treated as an empty vessel, is now expected to actively participate in the teaching /learning process in and out of the language classroom (Boyadzhieva, 2016).

Student-center in ELT (English Language Teaching) means changing traditional learning where language learners simply listen to an English teacher and then copy it down to students who independently look up vocabulary they don't know. Learners who only focus on grammar become active learners in all existing skills. What is learned from the teacher is something that is limited and students must independently develop their abilities outside the classroom. A teacher must also have new innovations so that students or language learners here have high enthusiasm and encouragement towards Merdeka learners. New concepts are needed for language learners to feel confident about what they are learning. It IIMediately implies that the teaching and learning process in FLT (Foreign Language Teaching) presupposes equal participation between teachers and students which ends in togetherness responsibility (Boyadzhieva, 2016).

d. Teacher-Centered VS Student-Centered in EFL

Teachers have key responsibilities to play in the learning process when it is teacher-centered. According to Freire's concepts, in the journal of Muganga & Ssenkusut (2019), degree of student engagement can differentiate between teacher-centered and student-centered learning. Teacher-centered methods, in particular, involve the mass transmission of information from teachers to students via lectures, notes or handouts that require memorization, and summative assessments, such as standardized tests, that assess students on their ability to duplicate teacher-delivered material (Vavrus et al., 2011). Student-centered approaches, on the other hand, encourage students to actively construct their own knowledge through real-world experiences while also providing activities and evaluations of their choice (Freire, 2018). Zohrabi in the journal of Emaliana (2017) claimed that in the teaching of EFL (English as Foreign Language), the main focus is getting the students to perform well on state mandated tests rather than catering to students' need (Emaliana, 2017). Most teacher-centered English learning only creates students who are able to complete the test and does not form students who want to know the reason why the answer is the right answer.

Student-centered classroom is a place where teachers consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time (Emaliana, 2017). Student-centered English learning will not only create critical and Merdeka students, but also create teachers who are more creative in the learning process. The process of learning English which is mostly carried out individually both in terms of knowledge and

abilities, can be transformed into learning English which involves many students together to achieve the learning objectives that have been made.

3. Merdeka Curriculum

a. Characteristics of Merdeka Curriculum

The Merdeka Curriculum is a new curriculum used in Indonesia with the aim of creating better students than before due to the impact of the Covid-19 pandemic. In the Merdeka learning curriculum that is in accordance with 21st century learning, students are required to truly become strong and Merdeka individuals. According to the Ministry of Education and Culture's official website, three features of the autonomous curriculum include soft skills and character development, a concentration on vital material, and flexible learning.

1) Soft Skills and Character Development

According to the official website of the Ministry of Education and Culture, one of the key elements of the Merdeka curriculum is a concentration on soft skills and character development. This implies that the curriculum seeks to develop skills such as critical thinking, communication, teamwork, and character traits such as resilience, empathy, and responsibility in addition to traditional academic subject. The curriculum acknowledges that these characteristics are required for pupils to prosper in the dynamic and interconnected world of the twenty-first century.

2) Concentration on Vital Material

Another important component of the Merdeka curriculum, as articulated by the Ministry of Education and

Culture, is its emphasis on vital material. This implies that the curriculum focuses a significant emphasis on the important information and skills that students must learn. By emphasizing these essential concepts and abilities, the curriculum guarantees that students are well-prepared to face real-world situations and make significant contributions to society.

3) Flexible Learning

The Ministry's official website emphasizes the value of flexible learning within the Merdeka curriculum as well. This adaptability allows educators to tailor their teaching techniques and approaches to individual students' needs and preferences. It recognizes that students' learning styles and paces differ, and it supports the use of a variety of instructional tactics to create a more inclusive and successful learning environment. Because of this versatility, the curriculum remains current and responsive to the changing educational context.

b. Teaching Principles of Student-Centered Approach in Merdeka Curriculum

Based on the student-centered approach of Merdeka curriculum which is supported by McCombs and Whisler (1997), the principles of student-centered classroom teaching are:

1) Fostering Student-Centered Learning through Meaningful Themes

Fostering student-centered learning through meaningful themes is a fundamental concept in education that aligns with the theoretical framework proposed by McCombs and Whisler (1997). Their theory emphasized the importance of tailoring the learning

experience to meet the individual needs of students. By integrating the principles of student-centered learning with the implementation of the Merdeka curriculum, educators can create a dynamic and engaging educational environment. According to Yatim *et al* (2023), Student-centered learning development through meaningful themes in the Merdeka Curriculum is intended to encourage critical thinking and creativity, which can be enhanced by including meaningful themes that match their interests and experiences to guide students to become independent. This agreement between McCombs and Whisler's (1997) theory and Merdeka curriculum practice emphasizes the need of prioritizing student-centered approaches to curriculum creation and instruction, resulting in a more successful and rewarding learning experience.

2) Cultivating Intellectual Excellence through Complex Learning Challenges

Cultivating intellectual excellence through complex learning challenges is a central tenet of McCombs and Whisler's (1997) theory on student-centered education, and this principle resonates strongly with the goals of implementing the Merdeka curriculum. Their theory underscored the importance of providing students with opportunities to engage in deep, critical thinking and problem-solving. According to Rizaldi and Fatimah (2016), the complexity of learning materials in the Merdeka curriculum provides opportunities for teachers and students to improve the topic studied in order to achieve intellectual greatness. By incorporating hard learning challenges into the curriculum, educators may empower students to take ownership of their learning while also supporting the development of important cognitive talents. The relationship between McCombs and Whisler's (1997) student-centered ideas and the Merdeka

curriculum's emphasis on nurturing intellectual greatness via the provision of difficult, thought-provoking educational experiences.

3) Elevating Education through Critical and Higher-Order Thinking Skills

Elevating education through critical and higher-order thinking skills is a cornerstone of the Merdeka curriculum, which aligns seamlessly with McCombs and Whisler's (1997) theory on student-centered learning. Based on Saputra *et al* (2023), the Merdeka curriculum is expressly designed to encourage the development of these critical cognitive abilities, fostering a dynamic educational environment in which students are encouraged to think critically, analyze with HOTS (Higher-Order Thinking Skill) assessment, and engage in complex problem solving. McCombs and theory, with was emphasis on tailoring education to individual student needs, stressed the significance of nurturing these thinking skills. By implementing the Merdeka curriculum, educators can create a learning environment that not only empowers students to become independent thinkers but also cultivates the very skills that are at the heart of McCombs and Whisler's (1997) aim for student-centered education. This alignment highlights the potential synergy between the Merdeka curriculum and the theory, making it a promising option for improving educational performance.

4) Empowering Students through Autonomous Learning Journeys

Empowering students through autonomous learning journeys is a fundamental objective shared by both the implementation of the Merdeka curriculum and the principles outlined in McCombs & Whisler's (1997) theory on student-

centered education. According to Irawati *et al* (2022), the Merdeka Curriculum is intended to give students the flexibility to develop and execute learning depending on their skills, offering students the ability to build their own learning experiences, and fostering autonomous inquiry and discovery. McCombs & Whisler's (1997) theory, likewise, noted the importance of adapting education to meet the individual needs and interests of students. By granting students the freedom to embark on autonomous learning journeys, the Merdeka curriculum not only instills a sense of ownership and engagement but also aligns closely with the student-centered approach advocated by McCombs & Whisler (1997). This parallel underscores the potential of the Merdeka curriculum to empower students and create a learning environment centered on their unique learning pathways, ultimately enhancing the overall educational experience.

5) Building an Inclusive and Diverse Learning Community

Building an inclusive and diverse learning community is a pivotal aspect that bridges the implementation of the Merdeka curriculum with the principles laid out in McCombs & Whisler's (1997) theory on student-centered education. The Merdeka Curriculum is intended to foster a learning environment that values diversity and accommodates a variety of learning styles, skills, and cultural backgrounds (Junarti *et al*., 2023). As a result, this curriculum will strength learning outcomes, character, and collaborate with various parties both domestically and globally (Fauzan *et al*., 2023). McCombs & Whisler's theory emphasized the importance of tailoring education to the individual needs of students, recognizing that a one-size-fits-all approach is inadequate. By fostering inclusivity and diversity, the Merdeka curriculum aligns seamlessly with the student-centered approach

proposed by McCombs & Whisler (1997). This convergence underscores the potential of the Merdeka curriculum to not only empower students but also create a learning community that respects and values the unique attributes and backgrounds of each learner, thus enhancing the overall educational experience.

6) Adapting Instruction to Diverse Learner Needs

Adapting instruction to diverse leaner needs is a core concept within McCombs & Whisler's (1997) theory on student-centered education, and this principle finds a natural alignment with the implementation of the Merdeka curriculum. McCombs & Whisler's (1997) theory pointed out the significance of adapting the educational experience to meet the unique needs, interests, and abilities of each student. According to Nurzen (2022), the Merdeka Curriculum aims to provide more opportunities for students to learn and develop based on their interests and talents, with a focus on developing personalized learning paths that will allow educators to effectively implement education tailored to individual students. By tailoring education to individual learners through the Merdeka curriculum, educators can create an environment where students can thrive and engage with the curriculum at their own pace and in a manner that suits their learning styles. This combination demonstrates the Merdeka curriculum's ability to realize McCombs and Whisler's (1997) vision of student-centered education by providing each student with a flexible, adaptable, and individualized learning experience.

7) Cultivating Relevance and Connection

Cultivating relevance and connection is at the core of both McCombs & Whisler's (1997) theory on student-centered

education and the implementation of the Merdeka curriculum. McCombs & Whisler's theory noted the importance of creating educational environments that are not only tailored to individual learners but also designed to engage students deeply with the material. Nurzen (2022) stated that the Merdeka Curriculum gives teachers independence and autonomy in creating and executing the curriculum, with the goal of providing students with a more relevant and meaningful learning experience. In other words, cultivating meaningful Merdeka curriculum learning experiences implies that teachers may create chances for students to study themes which match their interests and experiences, resulting in a deeper and lasting comprehension of the content. This connection points out the Merdeka curriculum's ability to actualize McCombs and Whisler's (1997) concept of student-centered education by creating meaningful and rewarding learning experiences that empower students and encourage their educational advancement.

8) Fostering Student Empowerment and Ownership in Education

Fostering student empowerment and ownership in education is a critical aim shared by McCombs and Whisler's (1997) student-centered approach and the Merdeka curriculum implementation. McCombs & Whisler's theory stressed the importance of tailoring the educational experience to meet the unique needs and interests of individual students, thereby empowering them to take an active role in their learning journey. In the journal of Anggara (2022), Sukmariningsih *et al* (2022) stated that MBKM empowers students to take ownership of their learning experience. Growing Student Empowerment and Ownership in Merdeka Curriculum can be accomplished by educators creating an environment in which students are not only passive recipients of knowledge but active participants in the

learning process. This confluence highlights the Merdeka curriculum's ability to actualize McCombs and Whisler's (1997) goal for student-centered education by instilling in students a feeling of ownership, autonomy, and involvement, thereby improving their educational experience and outcomes.

9) Valuing Student Perspectives and Fostering Mutual Respect

Valuing student perspectives and fostering mutual respect are foundational principles that establish a strong correlation between McCombs & Whisler's (1997) theory on student-centered education and the implementation of the Merdeka curriculum. The idea of McCombs and Whisler (1997) pointed out the need of personalizing the educational experience to match the unique needs, interests, and views of individual students, developing mutual respect. The Merdeka curriculum, according to Anggara (2022), attempted to provide students more autonomy and freedom in determining their own educational route by valuing student viewpoints. Teachers create a learning atmosphere in which students feel acknowledged and valued by emphasizing the importance of recognizing students' perspectives and developing mutual respect through the Merdeka Curriculum. This agreement emphasizes the Merdeka curriculum's potential to realize McCombs and Whisler's (1997) objectives for student-centered education by instilling respect and appreciation for students' voices, thereby improving the overall educational experience and promoting a more inclusive and engaging learning environment.

10) Empowering Student Growth through Ongoing Assessment and Personalized Feedback

Enabling student improvement through constant evaluation and individualized feedback is an essential aspect of McCombs and Whisler's (1997) philosophy of student-centered education and the Merdeka curriculum's implementation. According to McCombs and Whisler's (1997) idea, it is critical to modify education to match the unique requirements of each student. Teachers must regularly assess student achievement and offer feedback on individual growth and advancement. Based on Shandri *et al* (2023), there are five assessment principles in the Merdeka curriculum. At this point the researcher only focuses on the third point that is related to McCombs & Whisler (1997) "Assessment and Feedback" theory. The third assessment principle in the Merdeka curriculum is that assessments must be designed fairly, proportionally, validly, and consistently in order to explain learning progress, determine next steps, and serve as the foundation for developing appropriate subsequent learning programs through continuous assessment and feedback. Continuous evaluation and tailored feedback on Merdeka curriculum, allowing students to examine their progress on a regular basis, discover areas for development, and receive particular comments to help them advance. The Merdeka curriculum exhibits the practical application of McCombs and Whisler's (1997) concept for student-centered education by providing constant evaluation and tailored feedback. It promotes individual growth and accomplishment by creating a learning environment in which students are encouraged to take responsibility of their educational path.

11) Ensuring Holistic Evaluation with Diverse Assessment Approaches

Providing extensive evaluation through a variety of assessment approaches is a correlation between McCombs and Whisler's (1997) concept of student-centered education and Merdeka curriculum implementation. Based on McCombs and Whisler's (1997) student-centered theorizing, teachers employ standardized and alternative types of assessment and allow students to show competency and accomplishment of educational standards in a variety of methods. According to Shandri *et al* (2023), there are five assessment principles in the Merdeka curriculum. At this point the researcher only focuses on the second point that is related to McCombs & Whisler (1997) "Diverse Assessment Approaches" theory. The second principle of the Merdeka curriculum is that the Merdeka Curriculum assessment is carried out in accordance with the objectives of the assessment, namely: fairness, assessment that does not take sides in background, identity, or students with special needs, teachers need to provide assessments fairly with a variety of approaches to suit student needs. This second principle is consistent with McCombs and Whisler's (1997) "Diverse Assessment Approaches" theory, in which evaluation is carried out based on correct information regarding student accomplishment or learning outcomes, utilizing multiple approaches to adapt all pupils according to their capacities. The Merdeka curriculum represents the practical implementation of McCombs and Whisler's (1997) philosophy for student-centered education by embracing varied assessment techniques, ensuring that students are tested in a manner that honors their individual strengths and promotes their overall educational growth. This strategy promotes a well-rounded

learning experience that empowers students and enables their own progress.

12) Fostering Inclusivity and Collaboration through Heterogeneous Grouping

Fostering inclusion and cooperation through diverse grouping is a cornerstone that strongly integrates McCombs and Whisler's (1997) theory of student-centered education with the implementation of the Merdeka curriculum. The theory of McCombs and Whisler (1997) emphasized inclusion and collaboration through various groups to promote student cooperation, shared responsibility, and a sense of belonging. According to Junarti *et al* (2023), the Merdeka Curriculum encourages autonomous and collaborative learning by letting students engage with teachers and peers. Students from varied backgrounds and experience may cooperate by utilizing heterogeneous grouping in the Merdeka Curriculum, encouraging inclusion and a sense of oneness. This strategy encourages kids to learn from their peers' viewpoints and experiences, to accept responsibility for their difficulties, and to take charge of their education. By building a learning environment that encourages variation and develops collaboration, the Merdeka curriculum efficiently executes McCombs and Whisler's (1997) concept for student-centered education. As a consequence, it improves the whole educational experience and prepares students to flourish in a globalized and diverse society.

In conclusion, the Merdeka Curriculum aligns to McCombs and Whisler's (1997) student-centered perspective. The emphasis on developing soft skills and character, as well as critical knowledge, emphasizes the need of student-centered practices that

provide meaningful and comprehensive learning experiences. Furthermore, the curriculum's emphasis on flexible learning is consistent with student-centered philosophy, which emphasizes personalization, inclusion, cooperation, and an understanding of students' particular needs. Teachers can create a learning environment that not only provides students with necessary knowledge but also encourages personal growth, inclusivity, and adaptability to an ever-changing educational landscape by incorporating McCombs and Whisler's (1997) principles into the Merdeka Curriculum, ultimately contributing to the holistic development of future generations.

c. Merdeka Curriculum in ELT

The policies and implementation of the Merdeka Curriculum are different from the previous curriculum. To apply it in EFL (English as a Foreign Language) of Indonesia higher education policy, the government design 6C (six competences) for HOTS known as Higher Order Thinking Skill there are critical thinking, creativity, collaborative, communicative, character, and citizenship (Rohiyatussakinah, 2021). Each of the skills is needed in an individual's life and career, although its importance depends on the kind of career she/he chooses. The skills are (Rohiyatussakinah, 2021):

1) **Critical thinking skill**. It is the ability to find solution to problem faced. It also called problem solving skills.
2) **Creative thinking skill**. It is the skill thinking outside the confines of tradition or thinking out of the box and making innovation this skill empower individuals to see concept in a different light, which lead to innovation.

3) **Collaboration skill**. It is skill to collaborate with others, to work together, achieve compromises, and get the best possible result for solving a problem. The critical element of collaboration is willingness.
4) **Communication skill**. It is the ability to communicate and talk with others. Effective communication is also one of the essential soft skills. Without understanding proper communication individual in the 21st century will lack a crucial skill to progress their career.
5) **Character skill**. It is the ability to instill certain character values in students in which there are components of knowledge, awareness or will, as well as actions to implement these values.
6) **Citizenship skill**. It is students' ability to become politically mature citizens and participate in building a democratic political system.

This curriculum's policies and execution are critical to creating a well-rounded and internationally competitive education system. Equally crucial is the development of pupils' talents in accordance with the Merdeka Curriculum principles, which aim to cultivate independence, creativity, and flexibility. By emphasizing these factors, we not only improve the learning experience but also educate our students to manage the modern world's difficulties and possibilities. We can enable our kids to be knowledgeable, skilled, and responsible citizens, contributing to the success and prosperity of the country, if we take a comprehensive approach.

d. Merdeka Curriculum Implementation at Middle School

According to Darwisah (2020) in the journal of Tricahyati & Zaim (2023) curriculum development in Indonesia occurs to recover and improve the quality of education in Indonesia by

developing and advancing science and technology. Curriculum development in Indonesia is a critical activity aiming not only at improving educational quality but also at easing the country's recovery by emphasizing scientific and technological innovation. This strategy, in accordance with Darwisah's (2020) insights, is a proactive reaction to the developing educational landscape and the needs of a globally competitive world. Indonesia fosters creativity, research, and problem-solving abilities among its students by incorporating science and technology into the curriculum, therefore contributing to the country's economic development and societal advancement. This strategic emphasis emphasizes the country's commitment to training a well-equipped workforce and promoting lifelong learning, both of which are critical in the current quickly changing technology world. Furthermore, such curriculum creation needs collaboration among numerous stakeholders, such as educational institutions, government agencies, and industry.

Merdeka curriculum confronts difficulties in implementing differentiated learning for students, which necessitates instructors recognizing and adjusting learning skills depending on student features and talents (Tricahyati & Zaim, 2023). The Merdeka curriculum has obstacles in properly implementing differentiated learning techniques for students, requiring educators to discern and change their teaching approaches in line with each student's particular qualities and skills. This educational approach emphasizes the identification of individual learning styles, preferences, and aptitudes, necessitating educators to be observant and flexible in their instructional techniques. It emphasizes the need of individualized education, in which the curriculum is tailored to the students' different needs and skills. By recognizing and adapting these differences, the Merdeka curriculum aspires to create a more inclusive and fair educational experience that

nourishes each student's full potential, supporting not only academic achievement but also cultivating a deeper and more meaningful understanding of the world.

B. Review of Relevant Study

There had been relevant preceding research to prove the originality of this study. The research carried out includes student-centered approaches, student-centered approaches in Merdeka Curriculum, and student-centered approaches in teaching English, then Merdeka Curriculum or MBKM, and the implementation of the Merdeka Curriculum in ELT (English Language Teaching).

First, research conducted by Ive Emaliana (2017) with her journal entitled *"Teacher-centered or Student-centered Learning Approach to Promote Study?"* By using a quantitative approach method, focused on students-centered approaches in learning English. The findings were obtained research provides EFL teachers with in-depth information about students learning needs as input for syllabus planning and materials, for lessons plan and practice classroom instruction. Studies show the importance of a good understanding of student variables in TEFL (Teaching English as a Foreign Language) programs at the university level in Indonesia. The similarity of this research lies in the focus taken, student-centered, with distinction in subjects where Emaliana's research is conducted at the university level while this research will be conducted at the junior high school

Second, Muhammad Anis and Choiril Anwar's (2020) research with the title "*Self-organized learning environment teaching strategy for ELT in Merdeka Belajar concept for high school students in Indonesia*" also focuses on the implementation of Merdeka curriculum in ELT (English Language Teaching). This research used conceptual analyses in methodology. The results of this article revealed that Merdeka Belajar and SOLE (Self-Organized Learning Environment) both have noble goals which lead to the

formation of a strong character for students, especially high school students. The resemblance of this research is the implementation of the Merdeka curriculum in ELT, with disparity in subjects where Anis's research is conducted at the high school level while this research will be conducted at the junior high school level.

Third, research conducted by Sania Tricahyati & M. Zaim (2023) with the title *"English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang"*, quantitative was used in this research, with the results showing that teachers have obstacles in this regard formulate learning outcomes and apply them differently learning in the teaching and learning process. Even teachers is in the ready category, still requires workshops and training. The similarity of this research lies in the application of the Merdeka Curriculum in teaching English at the secondary school level, while the difference lies in the student-centered approach which is the focus of this study.

Fourth, previous research which is also related to this research is a thesis written by Dewi Laura Situmorang (2023) entitled *"Junior High School English Teachers' Experience towards Merdeka Curriculum Implementation in Jambi City"* which used a questionnaire in her research. The results of this thesis show that respondents have different perceptions of the level of teacher skills in teaching in implementing Merdeka Curriculum. The similarity with this research is the application of the Merdeka Curriculum to junior high school students, while the focus on student-centered is the difference.

Next, Judith L Meece's (2014) journal article with the title *"Applying Learner-Centered Principles to Middle School Education"* is also theoretical reference material in this research, using survey data from 2,200 secondary schools, Students from various communities across America. Nonetheless, these findings demonstrate the many important motivational benefits of learner-centered practices for young people teenager. The similarities are

visible in the context of student-centered secondary school students, whereas the difference is not in the context of the Merdeka curriculum.

The last, Iffa Kharimah (2023) in her journal "*The Implementation of Merdeka Curriculum for Formal English Learning"* stated that Implementation of the Merdeka Curriculum in English Learning at the Middle School Level, namely by applying the Project Based Learning method is the application of student-oriented learning (student-centered). Using qualitative data collection, the study revealed that the Merdeka Curriculum's implementation at the elementary, middle, and high school levels prioritizes project-based learning, focusing on mastery of character, literacy, skills, and technology, and adheres to a basic framework, targeted competency, curriculum structure, learning process, assessment, teaching resources, and tools. This journal from Kharimah is similar to this study discussion of the student-centered approach in the Merdeka curriculum, the difference only lies in the SMP objects used.

This thesis was prepared based on the background information provided. The topic of discussion: Student-Centered, Merdeka Curriculum, English Teaching, Middle School are the same as previous research, but what makes this proposal different is the focus of the field of study; As stated above, the findings of previous studies are combined and studied so that the results can be in accordance with the objectives that have been written, namely *"Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in English Teaching at SMP Ma'arif NU Paguyangan, Brebes"* with a specific location "SMP Ma'arif NU Paguyangan, Brebes" which was determined so that research can be right on target and in accordance with the talents possessed.

CHAPTER III

RESEARCH METHODOLOGY

The qualitative descriptive technique is used in this study strategy portion of this thesis to explore the implementation of the student-centered approach in middle school English classes within the context of the Merdeka Curriculum. This technique provides for an in-depth examination of teachers' experiences and practices, providing vital insights into the dynamics of student-centered pedagogy and its alignment with the new curriculum. Using a qualitative descriptive approach, this study aims to collect rich and nuanced data that will contribute to an extensive awareness of how teachers engage with this innovative approach in the English language classroom, ultimately shedding light on the effectiveness and challenges of its implementation.

A. Type of the Research

To complete the research, qualitative descriptive research methods have been used. According to Fadli (2021) qualitative research is carried out with the aim of uncovering phenomena in a holistic-contextual manner by collecting data from nature and using researcher as key instruments. This research was carried out by collecting real data in the field as a whole. Furthermore, Gerring (2017) also argues that qualitative work is expressed in natural language, while quantitative work is expressed in numbers and statistical models. The research results are explained theoretically and in natural language according to existing procedures.

Qualitative research design can be used as a method in research because the design is described in a comprehensive manner that is easy to understand by researcher and academics (Fadli, 2021). This research was conducted with the aimed of investigated the implementation of the student-centered approach in Merdeka curriculum by teachers in teaching English at SMP Ma'arif NU Paguyangan, Brebes and used descriptive qualitative by describing the English teaching process and its suitability

with RPP (Lesson Plan) and the teaching process was also adapted to the theory of McCombs & Whisler (1997). Field results that are not in accordance with the theoretical basis are explained regarding the difficulties and obstacles faced in teaching English with a student-centered approach.

B. Object and Subject of the Research

Object should be a wider range of phenomena, which we have called a set of conditions (Tolochek, 2021). The object of this proposal is student-centered approach of Merdeka Curriculum; this phenomenon will be studied as a result of the conditions of the new curriculum being implemented in Indonesia, especially at SMP Ma'arif NU Paguyangan, Brebes.

There are 4 English teachers at SMP Ma'arif NU Paguyangan, Brebes. Two of them were female and two were male. The four teachers have separate sections in grades 7, 8, 9. This research has collaborated with one male and one female English teacher in grades 7 and 8, where both grade levels have implemented the Merdeka curriculum. This subject was chosen based on a recommendation from the Ma'arif Middle School principal because the selected teachers had implemented the Merdeka curriculum in their classes. Based on the results of preliminary observations that have been made, the identities of the 2 teachers are as follows:

1. IIm

Her educational background: SDN Cilibur 02 (2004-2010), SMP Ma'arif NU Paguyangan (2010-2013), MA Al-Hikmah 02 Benda, Sirampog (2013-2015), and Peradaban University (2016-2020). She teaches English for seventh grade.

2. ZR

His educational background: MI Mimbarul Huda Langkap (1994-2000), SMP Ma'arif NU Paguyangan (2000-2003), SMK Al-Hikmah Benda, Sirampog (2003-2006), and STKIP Islam Bumiayu (2009-2013). He teaches for eighth grade.

C. Techniques of Data Collection

In collecting the data, participant observation, structured interviews and documentation were used. Observations were conducted to investigate how the student-centered approach in Merdeka Curriculum course was implemented in English classes. Structured interviews were conducted with research subjects, two English teachers at SMP Ma'arif Paguyangan, Brebes. Furthermore, documentation data is used to see the suitability of the lesson plan to ongoing teaching.

1. Observation

Observation, as the name implies, is a way of collecting data through observing. According to Dudovskiy (2022) observation data collection method is classified as a participatory study, because the researcher has to IIMerse herself in the setting where her respondents are, while taking notes and/or recording. Method of gathering observational data may involve watching, listening, reading, touching, and recording behaviour and characteristics of phenomena (Dudovskiy, 2022). Observations were carried out directly during the English learning process for grades 7 and 8 at SMP Ma'arif NU Paguyangan, Brebes. There are several types of observation techniques that can be used depending on the situation and the problem at hand (Sukandar, 2004).

Participant observation was employed in this study to directly monitor the learning process in the classroom. Throughout the procedure, videos of learning activities and images taken during observations were captured as archives for data analysis. Classes 7 and 8 at SMP Ma'arif NU

Paguyangan, Brebes are divided into four groups: A, B, C, and D. In order to address the research objectives in this study, five observations were made: two in classes 7 A and C and three in classes 8 A, B, and D. These classes were taken since these were filled with two hours of classes, or two 40-minute lessons, therefore the data was comprehensive and accurate.

2. Interview

Interviews can be defined as a qualitative research technique which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation (Dudovskiy, 2018). There are three different formats of interviews: structured, semi-structured and unstructured.

This study employed structured interviews to ask respondents questions. Three interviews were performed with the individuals of this study, one imediately after the end of the English learning observation. Interviews were conducted to elicit perspectives and explanations for the observation analysis findings. The first interview was conducted previously to acquire the teacher's overall description of the students participated in the Merdeka curriculum implementation. During the interview, audio recording and documentation are made for data retention and analysis.

3. Documentation

The documentation method is a method looking for data about something in the form of notes, books, transcripts, newspapers, inscriptions, magazine, minutes of meetings, agendas, and photos activity (Arikunto, 2016). The documentation method in this study is used to complete the data from interviews and observations.

The documentation method is a data collection technique by studying documented data. From origin he said, documentation, namely documents, meaning goods written. In applying the documentation method, researcher investigate written objects, such as books, magazines, regulations, documents, minutes of meetings, daily notes, and so on (Sukandar, 2004). Lesson plan was used as a reference in the use of data collection methods in this study

D. The technique of Data Analysis

In order for the results to be readily understood and disseminated to others, data analysis techniques entail meticulously seeking out and compiling information from participant observations, semi-structured interviews and documentations. According to Miles and Huberman (1984), activities in qualitative data analysis are carried out continually and interactively until they are finished, leaving the data saturated. Data reduction, data display, and verification are all activities involved in the analysis (Miles & Huberman, 2014).

1. Data reduction

Because the amount of data gathered in the field is so huge, it needs to be meticulously and consistently documented. The data is subsequently condensed, which involves summarizing, choosing the most crucial information and concentrating on it, looking for themes and patterns, and removing irrelevant information (Evans, 2011). As a result, the reduced data will provide a clear picture, making it easier for researcher to collect data.

2. Data display

Following data reduction, the data obtained through qualitative research is presented. Data can be presented in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. Understanding what is happening in the field will be easier if research

data is presented, and further work is carried out in accordance with what is understood. Visual displays help in the presentation of inferences and conclusions and represent ways of organizing, summarizing, simplifying, or transforming data (Verdinelli & Scagnoli , 2013).

3. Verification

In qualitative research, verification refers to the mechanisms used during the process of research to incrementally contribute to ensuring reliability and validity and, thus, the rigor of a study (Morse *et al.*, 2016). The penultimate phase of data analysis involves drawing conclusions and verifying the data. In the absence of further convincing evidence, the data used to draw the first findings are still not reliable. But if they are backed up by credible evidence, early judgments might still be accurate findings. Data validation was carried out using three approaches since triangulation refers to data gathering methods, which in this study included three methods (observation, interviews, and documentation). The consistency or inconsistency of information received from the various procedures is used to make decisions on the three ways.

4. Instrument

Data gathering instrument or research instruments are the facts finding strategies. They are the tools for data collection, and these principally include questionnaire, interview, observation, reading and transcribing (Annum, 2019). This is a qualitative study; the data tends to be in the form of descriptive data, with the quality of the data acquired being prioritized. As a result, the following instruments were utilized in this study: an observation checklist, an interview guidelines and a structured field guide (teaching module and theory applied).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The researcher provides the data analysis and discussion in this chapter to address research questions gathered through interviews, observations, and documentation. The important points of this chapter are to investigate the implementation of student-centered approach to the Merdeka curriculum in English teaching at SMP Ma'arif NU Paguyangan, Brebes.

A. Findings and Discussion

Based on Anwar et al (2022), in the journal of Rizaldi & Fatimah (2022) Merdeka curriculum is a transformational educational reform that focuses on intra-curricular learning, maximizing material quality and diversity (Kemendikbudristek, 2022). It aims to enhance the educational experience for pupils by engaging them in a well-rounded, transformational learning environment (White and Nitkin, 2014). Based on Mrs. IIM Merdeka curriculum a tool designed to promote student skill development through customized interests, aligns with Mr. ZR's belief in the importance of student engagement in education. By incorporating students' interests into the learning process, the Merdeka curriculum not only enhanced skill development (Fauzan et al., 2023) but also fosters a genuine passion for learning (Fredricks et al., 2010), thereby enhancing overall student engagement.

B. Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in Teaching English

The study findings in this part illustrate how the Merdeka curriculum's student-centered approach is used in English language acquisition. This part is divided into twelve sections: fostering student-centered learning through meaningful themes, cultivating intellectual excellence through complex learning challenges, elevating education through critical and higher-order thinking skills, empowering students through autonomous learning journey, building an inclusive and diverse learning

community, adapting instruction to diverse learner needs, cultivating relevance and connection, fostering student empowerment and ownership in education, valuing student perspectives and fostering mutual respect, enabling student improvement through constant evaluation and individualized, providing extensive evaluation through a variety of assessment approaches, fostering inclusion and cooperation through diverse grouping. This part is governed by the implementation of the Merdeka Curriculum, which is student-centered and is based on McCombs and Whisler's (1997) theory.

The research results are explained based on the observation checklist, interview script and teachers' teaching module. Checklist observations were obtained from teacher teaching modules that researcher had developed based on journals or references. While interview questions are obtained from indicators related to theory. As following explanation:

NO	Checklist	Aspects of Student-Centered of Merdeka Curriculum											
		1	2	3	4	5	6	7	8	9	10	11	12
1	First Observation					1	2	1	1		2	2	1
2	Second Observation	1				1	1	1	1	1	1		1
3	Third Observation	2			1	1	2	2	2		1		1
4	Fourth Observation	1					1	1	1	1	1		
5	Fifth Observation			1	1	3	1		2		1		3
Total Frequency		**4**	**0**	**1**	**2**	**6**	**7**	**5**	**7**	**2**	**6**	**2**	**6**

Table 4. 1 Observation Table Results

The table above is the checklist result for each observation that has been made. Points 1 to 12 above mean twelve sub-theories student-centered approach of Merdeka curriculum adapted to McCombs and Whisler (1997) explained in detail at each theoretical point in the next section. Then the frequency of 1, 2 or 3 is the result of the number of checklists that appeared in theory for each observation made. Meanwhile, the total frequency is the total number of checklists that appeared in each part of the theory.

1. **Fostering Student-Centered Learning Through Meaningful Themes**

Based on five observations, the researcher determined that there were 4 checklists (see Table 4.1 on Appendix) identified that the student-centered approach of Merdeka curriculum adapted to McCombs and Whisler (1997) had been implemented in teaching English. Checklist explanation based on *Table 4.1 (see Table on Appendix)* as follows:

In the second observation data collection on Monday, October 30, 2023 which was analyzed on Thursday, December 7, 2023 in class 7C the implementation of student-centered learning development through meaningful themes was contained in checklist number 32 for teachers in providing meaningful material according to students' abilities and experience. In classroom application, the teacher asked students to look for their favorite food vocabulary and then convey it.

In the third observation data collection on Tuesday, October 31, 2023 in class 8A which was analyzed on Thursday, December 7, 2023, the implementation of student-centred learning development through meaningful themes was included in checklist number 30 for teachers who use a learning approach based on student abilities and in checklist number 32 in point the teacher provides meaningful material according to the students' abilities and experience where in its application in the classroom the teacher required students to develop as much English vocabulary as possible regarding their daily activities.

In the fourth observation data collection on Saturday, November 4, 2023 in class 7A which was analyzed on Friday, December 8, 2023 the implementation of student-centred learning development through meaningful themes is in checklist number 32 at the point where teachers provide meaningful material according to ability and experience students where in its application in the classroom the teacher required students to develop as much English vocabulary as possible regarding daily activities.

The results of this observation are supported by the documentation carried out by the researcher, Mrs. IIM teaching module.

> *"The teacher asks students to do Worksheet 2.2. The answer may be ambiguous, it could be heavy food or light food, depends on student habits". (Translated in English) (Mrs. IIM's teaching module, the first meeting of "Culinary and Me" material)".*

In the teacher teaching module it can be concluded that the point on the words "student habits" not only fosters intellectual flexibility but also underlines the importance of subjective interpretation in real world scenarios.

Based on interviews conducted, the results of the research on the student-centered approach of Merdeka curriculum points fostering student-centered learning through meaningful themes can be explained as follows:

> *"I often use group learning or cooperative learning, where I engage students in group conversations while considering different points of view regarding inclusion. Theme selection is guided by regular assessments, and student feedback keeps the class lively". (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

As stated by Mrs. IIM making meaningful links between class materials and students' real-life experiences and environments is a top priority in the effort to adopt the student-centered Merdeka curriculum. A key tactic in this attempt is the application of cooperative or group learning approaches. The educational landscape is changed into a dynamic forum where students actively engage with the subject matter through the use of such collaborative approaches. Creating group discussions that inspire students to consider many viewpoints on the issue of inclusion is a perceptive illustration of this instructional strategy. Furthermore, statement from Mr. ZR as follows:

> *"There are several things that have been prepared, learning media using teaching aids and using an LCD projector, I show the process directly in real life, For example, when expressing something in English, I use the vocabulary closest to the students." (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

Based on Mr. ZR interview script a careful integration of instructional resources and technology facilitates the connection between lesson materials and students' real-life experiences in the student-centered Merdeka curriculum. The curriculum's applicability to real-world scenarios is IIMediately illustrated in the classroom through the use of instructional aids and an LCD projector. The instructor created a contextualized and relatable learning environment by using vocabulary that is closely matched with the students' everyday experiences. This deliberate language use improves understanding while creating a link between the academic material and the students' IIMediate environment.

Based on Frazer *et al* (2017) learning is connected to real life situations and its application is an indicator of fostering student-centered learning through meaningful themes. The perspectives provided by Mr. ZR and Mrs. IIM provide light on a well-thought-out strategy for integrating student-centered learning into the Merdeka curriculum. In order to create a clear connection between classroom instruction and real-world scenarios (Azhari *et al*., 2023), Mr. ZR's use of technology (Melati *et al*., 2023) and instructional media, any form of learning means that can be used in a learning process (Resti & Rachmijati, 2020) is enhanced by Mrs. IIM's emphasis on group learning, which is centered around themes like inclusivity. Because pictures and objects are highly dependable sources of memory, using visual media to aid in vocabulary learning can benefit students by providing signals for words (Sukirno & As Sabiq, 2020). The result of this convergence is a comprehensive educational framework that prioritizes group and interactive learning and regularly modifies themes based on student needs. The way that Mr. ZR used pertinent vocabulary to connect academic material to students' everyday experiences is one way that this is strengthened, connecting each subject with real-world situations (Rahimah & Widiastuty, 2023).

Both of Mrs. IIM and Mr. ZR approach distinguishes itself through his expert use of relevant words, skilfully integrating academic

information with practical aspects of students' daily life. In order to build students to learn new vocabularies and their usages (Widagdo, 2018), this method not only improves the overall learning experience, but it also contextualizes each subject within the context of real-world problems (Yalcin, 2017). This method not only promotes a greater comprehension of academic subjects, but it also builds a link between theoretical knowledge and its application in the students' everyday lives. This model encourages student participation and relevance, making the learning processes more relevant (Rahimah & Widiastuty, 2023).

Finally, the combination of these approaches demonstrates a strong commitment to supporting student-centered learning through the incorporation of relevant themes into the educational framework. This focus ensures that the learning experience is suited to the students' requirements and interests. The teaching environment becomes more interesting and relevant by introducing themes that resonate with students, allowing for a greater connection between theoretical principles and practical implementations. This student-centered approach not only promotes comprehension but also active engagement and critical thinking. As a result, every individual participating has an educational experience that is not only enriching but also meaningful, resulting in a dynamic and responsive learning environment that responds to the different requirements of the pupils.

2. Cultivating Intellectual Excellence Through Complex Learning Challenges

Based on five observations, the researcher determined that there were 0 checklists (see Table 4.1 on Appendix) that identified the student-centered approach of Merdeka curriculum adjusted to McCombs and Whisler (1997) had been implemented in teaching English. It can be concluded that cultivating intellectual excellence through complex learning challenges was not found in the five classroom observations carried out.

The application of cultivating intellectual excellence through complex learning challenges based on interview results is following:

> *"Students must be more confident in learning English, especially junior high school students. Even though I carried out text analysis activities, I still focused on building their courage to speak". (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

By stating that students should be given instructions for analyzing and evaluating information/lesson material, Mrs. IIM affirms a crucial component of putting the student-centered Merdeka curriculum into practice. The emphasis on building confidence in English language acquisition, especially among junior high school pupils, is an example of this method. The interviewee emphasizes developing pupils' speaking skills despite participating in text analysis exercises. This dual approach demonstrates a dedication to both the development of useful language skills and academic achievement. The interviewee presents a comprehensive approach to teaching that is consistent with cultivating intellectual excellence through complex learning challenges the student-centered ethos of the Merdeka curriculum by motivating students to assess and analyze data in the context of developing language confidence.

Then the results of the second interview, Mr. ZR can be explained as follows:

> *"Vocabulary analysis based on conversational dialogue" (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

An essential component of the student-centered Merdeka curriculum's implementation is revealed in the transcript of Mr. ZR's interview, which emphasizes the inclusion of guidelines asking students to assess and analyze data or course content. The example's specificity it focuses on word analysis taken from conversational dialogue highlights the dedication to fostering intellectual greatness through challenging assignments. The method develops critical thinking abilities in addition to

language ability by pushing pupils to explore the subtleties of language in authentic interactions.

Even though during the observations no checklist was obtained, the explicit implementation of cultivating intellectual excellence through complex learning challenges can be n in the teacher's teaching module, which is explained as follows:

> *"The teacher asks students to do Worksheet 2.2. The answer may be ambiguous, it could be heavy food or light food, depends on student habits". (Translated in English) (Mrs. IIM's teaching module, the first meeting of "Culinary and Me" material)".*

Mrs. IIm challenged pupils to think critically and explain their reasons by giving them assignments with unclear answers that rely on individual habits. To operate effectively, students must not only understand what is conveyed explicitly but also able to reason if there is missing or unclear information.

The perspectives offered by Mr. ZR and Mrs. IIM come together to show how the student-centered Merdeka curriculum takes a cohesive approach, focusing on developing intellectual excellence through challenging assignments. When combined with text analysis exercises, Mrs. IIM's commitment to helping junior high school pupils become more confident in their English speaks to a complete approach that goes beyond language competency to develop strong speaking abilities (Mei & Masoumeh, 2017), they have to be brave and have enough self-confident when they want to talk something (Hamsia, 2018) . This all-encompassing method captures the spirit of intellectual greatness, enabling pupils to confidently negotiate language's complexities. In addition, Mr. ZR supports vocabulary analysis based on conversational discourse to connect education with practical situations (Khalil *et al*., 2021). Collectively, these endeavours demonstrate a dual dedication to language proficiency and proficient communication, encapsulating the Merdeka curriculum's goal of

equipping learners with the necessary skills (Kemendikbudristek, 2022) to effectively navigate and thrive in a variety of real-world scenarios.

Mr. ZR and Mrs. IIM's combined perspectives provide a thorough understanding of the student-centered Merdeka curriculum, demonstrating a unified approach centered on the fostering of intellectual brilliance. This emphasis is especially noticeable in the curriculum's design, which stresses student development through entertaining and demanding assignments. Vocabulary assessment strategy is used very helpful for students to achieve the targets (Tampubolon *et al.*, 2022). Mrs. IIM's inclusion of text analysis tasks provides an important dimension, emphasizing not only language competency but also the development of good speaking skills. As Hamsia (2018) emphasized, her devotion extends beyond traditional language acquisition, encouraging students to be fearless and self-confident in their vocal communication (Gurler, 2015), which is an important component of the curriculum's holistic approach.

By enabling pupils to successfully negotiate the complexities of language, this all-encompassing strategy captures the essence of intellectual greatness (Nelson, 2011). Mr. ZR's contribution to vocabulary analysis based on conversational discourse also reveals a practical link between schooling and real-world problems. This extra layer promotes the Merdeka curriculum's goal of improving not only language competency but also effective communication skills (Bulus et al., 2017). These initiatives demonstrate a dual commitment to language proficiency and effective communication, which aligns with the curriculum's overarching goal of equipping learners with the necessary skills to successfully navigate and thrive in a variety of real-world scenarios, as outlined by Kemendikbudristek (2022).

In conclusion, Mrs. IIM's and Mr. ZR's perspectives merge to demonstrate the Merdeka curriculum's cohesive and student-centered nature, which stresses intellectual achievement through challenging and

demanding assignments. The Merdeka curriculum's unified approach, as expressed in the perspectives of these educators, emphasizes the importance of promoting critical thinking abilities and intellectual progress. The educational framework aims to develop well-rounded and intellectually proficient individuals within the academic setting by incorporating challenging assignments into the curriculum.

3. Elevating Education Through Critical and Higher-Order Thinking Skills

Based on five observations, the researcher determined that there was 1 checklist (see Table 4.1 on Appendix) that identified that the student-centered approach of Merdeka curriculum adapted to McCombs and Whisler (1997) had been implemented in teaching English. Checklist explanation based on *Table 4.1 (see Table on Appendix)* as follows:

In the fifth observation data collection on Saturday, November 11, 2023 this was analyzed on Friday, December 8, 2023 in class 8B. The implementation of improving education through critical and high-level thinking skills has been carried out in checklist number 31 in providing material by teacher encourages students' critical thinking points. Where in the classroom application the teacher instructs students to translate and analyze in groups the text of the students' LKS book "The Origin of the Landak River" page 37 then continues with the results of their unfinished work at the next meeting.

Next, the implementation of improving education through critical and higher level thinking skills based on the results of interviews conducted by researcher is explained as follows:

> *"I build it by frequently asking questions and discussing everything in class, not just the objects we study." (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

According to Mrs. IIM, the instructor fostered an environment that promotes intellectual curiosity by often presenting questions and encouraging open debates covering a wide range of issues beyond the

specific objects of study. When questions are purposefully used, they encourage critical thinking and involve students in the process of learning.

> *"By applying interactive learning models and methods according to the learning topics that will be taught in class, learning models and methods are designed according to students' initial abilities and curiosity" (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

According to Mr. ZR, the instructor created a dynamic and interesting learning environment in the classroom by using interactive learning models and techniques that are appropriate for the particular subjects being covered. Creating these models and techniques with the initial curiosity and skills of the students in mind emphasizes a customized and flexible teaching approach. This method meets the unique learning styles and curiosities of each learner while also capturing their attention.

The results of observations and interviews carried out are also supported by documentation carried out by researcher, specifically on Mr. ZR.

> *"The teacher asks students to analyze the adjectives in the story". (Translated in English) (Mr. ZR's teaching module, the third meeting of "Kindness Begins with Me" material).*

> *"Students are given several examples of other narrative texts and asked to analyze them". (Translated in English) (Mr. ZR's teaching module, the second meeting of "Kindness Begins with Me" material).*

Based on a part of teacher's teaching module above the development of analytical thinking skills will take place when students practice and develop their analytical thinking skills through the learning process within the classroom. In addition to developing students' critical thinking skills and linguistic aptitude, this analytical exercise raises their awareness of linguistic nuances.

The combined perspectives of Mrs. IIM and Mr. ZR show how to use increasing education through higher-order and critical thinking

abilities in a complete way. Mrs. IIM's strategy for arousing curiosity can propel students to ever-greater educational achievement (McREL.org, 2019) goes beyond the requirements of the curriculum by regularly posing questions and holding discussions with them. Questions are frequently used to elicit memory of prior knowledge, increase comprehension, and develop critical-thinking abilities (McComas & Abraham, 2012). By talking about topics outside of the curriculum, the teacher not only helps the students explore their varied interests (Fajaria & Nurhasanah, 2022) but also fosters a curious mind set outside of the classroom (Jirout & Vitiello, 2018), which is in line with the main objective of the Merdeka curriculum, still a love of learning that lasts a lifetime.

To reinforce this, Mr. ZR emphasized the use of interactive learning models help improve student learning outcomes (Simanjutak et al., 2019) that are customized to students' aptitudes and interests, which is in line with the larger goal of fostering higher-order thinking abilities. The educators contribute to a comprehensive learning experience (Rezaee et al., 2023) matched with the Merdeka curriculum objectives by encouraging students to question, evaluate, and interact with tough tasks. Such evaluation activities should elicit students' cognitive understandings of creating valid and reliable experiments, rather than only their hands-on manipulating abilities (Chan et al., 2023). This unified method, the educational setting becomes a dynamic arena where students not only gain knowledge but also develop the analytical and problem-solving abilities required for success in a continuously changing world.

In conclusion, Mrs. IIM and Mr. ZR stress the importance of an integrated approach to education, with a focus on improving higher-order and critical thinking skills. They emphasize the need of a sophisticated approach that promotes analytical thinking, problem-solving, and hands-on experience. This strategy both prepares children for academic success

and motivates students to commit to intellectual growth and inquiry throughout their lives.

4. Empowering Students Through Autonomous Learning Journey

Based on five observations, the researcher determined that there were 2 checklists (see Table 4.1 on Appendix) that identified that the student-centered approach of Merdeka curriculum adjusted to McCombs and Whisler (1997) had been implemented in teaching English. Checklist explanation based on *Table 4.1 (see Table on Appendix)* as follows:

In the third observation data collection on Tuesday, October 31, 2023 in class 8A which was analyzed on Thursday, December 7, 2023and fifth on Saturday, November 11, 2023 which was analyzed on Friday, December 8, 2023, in class 8B, both implementation of student empowerment through an independent learning journey are stated in checklist number 55. Teachers give students the freedom to develop their abilities independently. In its application in the classroom, teachers give students the obligation to develop English vocabulary independently and give students the freedom to choose the vocabulary they are looking for each section has its own topic such as verbs, nouns, and so on.

In the next section, the results of the interview regarding the implementation of Student Empowerment through Autonomous Learning Journeys will be explained further as follows:

> *"By telling Students that they should become independent learners, improve their skills and knowledge in ways that they enjoy" (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

Mrs. IIMs implemented the autonomous learning journey by instilling in the students a sense of responsibility for their own educational path and communicating to them that they should see themselves as independent learners. Students were empowered to take charge of their education when they are given the opportunity to grow in areas that suit their interests and learning styles. In addition to encouraging independent

study outside of school hours, this strategy acknowledges the variety of personal learning preferences.

> *"This is done by: Getting used to peer assessment, guiding and mentoring students in learning, accept variations in learning styles in teaching and learning activities in class, provide grades as feedback, reflect together". (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

In order to empower students through an independent learning path, Mr. ZR presented a comprehensive method to applying the student-centered Merdeka curriculum. He urges students to actively participate in evaluating their peers in addition to promoting collaboration through the use of peer assessment. Dedication to personalized learning that acknowledges and accounts for differences in learning styles is demonstrated by the mentoring and advice given to pupils. Using grades as a means of feedback encourages introspection and progress. The instructor guarantees that students actively participate in the evaluation process by having them reflect collectively. This helps students develop a sense of agency in their learning experience.

Mrs. IIM emphasized how important it is to help pupils develop an attitude of self-directed learning, the actions taken by which the students take initiative with or without the help of others (Daar & Jemadi, 2020), and how to advance their abilities in methods that are in line with their own interests. Individualizing education to individual interests not only increases motivation but also encourages deeper engagement with the learning content (Crampton *et al*., 2020). Educators may create a more meaningful and relevant learning experience by including subjects and concepts that appeal with pupils on a personal level (Mija *et al.*, 2023). This method takes into account students' different interests and learning methods, allowing them to combine academic subject with their own passions and experience (Saleh *et al*., 2019). As a consequence, the curriculum evolves into more than a series of predefined courses; it

evolves into a dynamic and responsive framework that attempts to inspire and engage students by connecting with their specific interests, producing a more passionate and effective learning environment.

Mr. ZR added detail about useful tactics including accepting differences in learning styles, peer evaluation, and guidance. Reflective practices and the inclusion of grades as feedback both aid in the development of independent learners (Mathew *et al*., 2017) and (Adarkwah, 2021). When these strategies work together, they provide a comprehensive learning environment that acknowledges the diversity of learning styles (Aggarwal *et al*., 2019) and gives students the agency to actively design their educational path (Meyer & Norman, 2020) in line with the fundamental ideas of the Merdeka curriculum.

Together, Mrs. IIM and Mr. ZR present a comprehensive viewpoint on the development of self-directed and autonomous learning within the student-centered Merdeka program. Their collective observations highlight the necessity of creating an atmosphere in which students are active participants in their own educational journey rather than passive users of knowledge. These educators help to the development of skills that allow students to take responsibility of their learning by introducing interactive and challenging components into the curriculum.

5. Building an Inclusive and Diverse Learning Community

The researcher assessed that there were 6 checklists (see Table 4.1 on Appendix) that identified that the student-centered approach of the Merdeka curriculum customized with McCombs and Whisler (1997) had been utilized in teaching English based on five observations. The following is an explanation of the checklist based on *Table 4.1 (see Table on Appendix)*:

In the first observation data collection on Monday, October 30, 2023 which was analyzed on Thursday, December 7, 2023 in class 8D, in

the third observation data collection on Tuesday, October 31, 2023 in class 8A which was analyzed on Thursday, December 7, 2023 and fifth on Saturday, November 11, 2023 which was analyzed on Friday, December 8, 2023, in class 8B, the three all them implementation of building an inclusive and diverse learning community is carried out in checklist point 17, namely the teacher divided students into several groups to discuss related material. In its implementation in class, the teacher divides students into several groups to complete the tasks given. Group division is carried out randomly and does not differentiate based on ability background.

The implementation of building an inclusive and diverse learning community is carried out in checklist point 18 during the second observation data collection on Monday, October 30, 2023, which was analyzed on Thursday, December 7, 2023 in class 7C, the teacher gives trigger questions, and students are directed to discuss them with the group. In class, the teacher splits students into groups and assigns them the task of seeking for ready-to-eat food in Indonesia (Food and Drink Material) with a question prompt in the form of ready-to-eat food samples such as meatballs and chicken noodles. All learners, regardless of background or characteristics, have equitable access to educational resources, opportunities, and support services.

In checklist point 20 of the fifth observation data collection on Saturday, November 11, 2023, which was analyzed on Friday, December 8, 2023 in class 8B, the implementation of building an inclusive and diverse learning community is carried out. The instructor assigned a mission in the form of translating and assessing recount material in groups during classroom implementation. Race, ethnicity, gender, age, ability, socioeconomic level, and other pertinent criteria are all represented in these learning communities. Following that, teachers in point 36 utilize simple project-based learning to enhance collaborative abilities. At the conclusion of the recount text material meeting, project-based learning is

carried out. Students are required to create recount narratives in English on their own and in groups.

The next discussion is a presentation of the results of the interview regarding the implementation of building an inclusive and diverse learning community, explained in more depth in the following paragraphs:

> *"In various ways, but I always choose groups at random, I provide group activities that inspire students to collaborate on projects in addition to one-on-one conversations. Students from different backgrounds or skill levels are paired to encourage the exchange of different ideas and viewpoints." (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

Using a deliberate approach to creating varied and meaningful student groups is a top priority in the building an inclusive and diverse learning community, according to the script of Mrs. IIM's interview. Although some randomization may be necessary, the major objective is to attain heterogeneity within each group by taking into account the diverse backgrounds and ability levels of the students. The process of breaking people into groups is driven by a deliberate focus on cooperation and understanding, which is aided by carefully planned group activities and individual discussions. In order to promote the interchange of many ideas and viewpoints and create a holistic learning environment, this method purposefully connects students from various backgrounds. Finally, a dedication to both intentional inclusion and randomization characterizes the Merdeka curriculum, guaranteeing a dynamic and cooperative learning experience for all participating children.

> *"From heterogeneous groups, groups formed based on several considerations, for example gender, intelligence, background, ethnicity and religion. In one group, smart children are grouped with less intelligent children, rich children are grouped with less well-off children, and children from different ethnicities are put into one group". (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

According to Mr. ZR the curriculum made sure those diverse groups of students are formed, reflecting the complex structure of society, by carefully selecting students into groups. The range of perspectives found in each microcosmic learning environment is enhanced by the many criteria used to establish these groups, which include things like gender, intellect, socioeconomic background, ethnicity, and religion. This planned variability goes beyond traditional academic metrics, with specific pairings filling gaps in intellectual achievement as well as economic inequality. Students from different backgrounds working together foster social inclusion and intellectual excellence at the same time. The integration of pupils from various racial and religious origins promotes cross-cultural dialogue and understanding. To put it simply, the goal of the Merdeka curriculum is to create a learning community that accurately represents the richness and diversity of society at large, guaranteeing that each student will have an engaging and inclusive educational experience.

The results of observations and interviews carried out are also supported by documentation carried out by researcher, specifically on Mr. ZR.

> *"Then the teacher asks students to translate together the text they have read". (Translated in English) (Mr. ZR's teaching module, the first meeting of "Kindness Begins with Me" material).*

Based on a part of Mr. ZR's teaching module was concluded that the educational process, group work is crucial, and the word "together" stressed a collaborative and cooperative learning approach. Students are urged to combine their varied language abilities, cultural understanding, and personal assets by interpreting the text collectively. Because each student's input is valued in this cooperative activity, inclusivity is promoted, regardless of the students' language skills.

Mrs. IIM stressed group projects and one-on-one interactions as means of fostering student participation (Serumena *et a*l., 2023). She also

used a variety of group formation techniques, such as choosing at random. Randomization is generally considered the gold standard to provide unbiased estimates of causal effects (Conner *et al*., 2020). This procedure helps to reduce the effect of confounding randomization improves a study's internal validity by reducing the influence of possible biases (Azaim, 2018) and guaranteeing that both known and unknown variables are similarly distributed among groups (Vijfeijken & Denessen, 2021).

As opposed to this, Mr. ZR supported the creation of diverse groups that are informed by factors including gender, IQ, socioeconomic status, ethnicity, and religion. Especially, he places students in these groups in pairs according to their backgrounds and skill levels, which creates an atmosphere that promotes the sharing of different perspectives and thoughts as well-known as collaborative learning (Davidson & Major, 2014). He uses known student characteristics such as prior academic achievement (Matta *et al*., 2010). Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences (Burke, 2011).

In closing, Mrs. IIM and Mr. ZR's common emphasis on embracing diversity as a basic precept demonstrates their dedication to creating learning environments that transcend traditional barriers. These instructors build environments that acknowledge and appreciate each student's individual skills and viewpoints by integrating interactive and personalized techniques. This dedication goes beyond standard teaching methods, creating a dynamic environment in which varied learning styles, interests, and backgrounds are not just acknowledged, but actively included into the educational process.

6. Adapting Instruction to Diverse Learner Needs

Based on five observations, the researcher determined that there were 7 checklists (see Table 4.1 on Appendix) that indicated that the Merdeka curriculum's student-centered approach adapted to McCombs

and Whisler (1997) had been used in teaching English. Based on *Table 4.1 (see Table on Appendix)*, here is an explanation of the checklist:

In the first observation data collection on Monday, October 30, 2023 which was analyzed on Thursday, December 7, 2023 in class 8D, the implementation of teaching adjustments to various student needs is carried out in checklist number 29, the teacher presents audio in delivering related material. In practice, in this second meeting the teachers provide material listening section of the book "English Language Course for SMP/MTS Class VIII/Phase D" from the Erlangga publisher in 2022 page 24, where on the sheet there is a dialogue where students are then instructed to analyze vocabulary in English. Listening is one variation to provide an audio learning style, using a variety of assessment methods that consider students' different learning strengths.

From the five observations made, apart from the second observation point 33, teachers provide diverse learning style was checked 4 times, teachers' implementation in the class room on the first observation at 8D teacher provided students' auditory learning style on listening section material, on the third at 8A and fourth at 7A observation teacher provided students' linguistic/social learning style with peer-teaching in the prohibition material, last observation at 8B teacher provided group and individual activity in the recount text material.

Next, in the point 43 the teacher provided various methods adapted to students' abilities and needs, checked in the second observation at 7C and the third observation at 8A. Teachers apply various methods such as discussion, question and answer, and group work.

The implementation results of adapting instruction for diverse learner needs from the interviews are described as follows:

> *"I ask them to look for lessons from various sources, do every homework themselves and write down every material explained by the teacher." (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

A proactive and self-directed learning style was used by Mrs. IIM to customize training for a variety of learner demands. She made learning individualized and self-directed by pushing students to look for lessons from other sources, finish homework on their own, and carefully record what they learn in class. This approach encourages students' critical thinking abilities and self-efficacy in addition to meeting the needs of a variety of learning styles. Mrs. IIM is committed to meeting a variety of learning requirements and enabling students to actively participate in their education, as evidenced by her emphasis on individual effort and participation. This method is representative of a learner-centered educational paradigm that acknowledges and attends to each individual student's specific needs.

Next is a statement of the response that Mr. ZR provided:

> *"Visual and kinesthetic learning styles". (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

According to the transcript of Mr. ZR's interview on December 14, 2023, the phrase "Visual and kinesthetic learning styles" emphasized the importance of using a variety of teaching approaches to meet the needs of diverse learners. This implies that the teaching approach should take into account the visual and kinesthetic learning modalities. Mr. ZR showed a dedication to fostering an open and productive learning environment by acknowledging and accommodating various learning preferences. This implementation outcome shows a deliberate attempt to involve students using techniques that suit their unique learning preferences, resulting in a more thorough and accommodating educational experience.

The results of research based on observations and interviews regarding adapting teaching to the various needs of students are also supported by the results of documentation carried out by researcher, which is specifically contained in Mrs. IIM teaching module, explained as follows:

> *"The teacher distributes Worksheet 2.1 to each student or to each group of students, and asks them to mark the food and drink they have eaten and drunk". (Translated in English) (Mrs. IIM's teaching module, the first meeting of "Culinary and Me" material).*

Based on a part of Mrs. IIM's teaching module conclude that education takes into account each student's unique history, dietary preferences, and cultural viewpoints by having them record their own intake. By acknowledging that students may have varying degrees of experience with specific beverages and foods depending on their cultural, regional, or personal settings, this adaptability meets the requirements of varied learners.

Mrs. IIM emphasized self-directed learning, encouraging independent study and personal responsibility (Ayish & Deveci, 2019). Mrs. IIM's emphasized on self-directed learning is a pedagogical style that prioritizes allowing students to take control of their education demanded to survive in the 21st century (Padmadewi, 2019). Mrs. IIM aspired to promote a learning atmosphere in which students actively interact with the curriculum and lead their own academic journey by promoting independent study and creating a feeling of personal responsibility. Teaching techniques are incredibly successful not only in terms of information acquisition (McLean *et al*., 2016), but also in terms of the development of personal skills and the character of pupils (Malikovna *et al*., 2022).

Mr. ZR focused on visual and kinesthetic learning styles, creating a stimulating learning environment (Nissim et *al*., 2016). Recognizing that individuals acquire and process knowledge in different ways, Mr. ZR combines visual aids, hands-on exercises, and interactive experiences (Malikovna *et al*., 2022) into his teaching technique. He ensured that the learning process is inclusive and accessible to a wide spectrum of pupils by catering to visual learners who benefit from visual aids and kinesthetic

learners who thrive on physical interaction. This multisensory method not only grabs and holds students' attention (Niear *et al*., 2016), but it also improves comprehension and retention of academic knowledge.

To sum up, Mrs. IIM and Mr. ZR have both shown a common dedication to putting techniques into place that modify education to meet the requirements of a variety of learners. Mrs. IIM recognizes the variety of methods in which students interact with academic information, and her emphasis on self-directed learning fosters independent study and personal responsibility. However, Mr. ZR's emphasis on kinesthetic and visual learning modalities fosters a vibrant, welcoming learning atmosphere that recognizes and accommodates the various ways students learn. Their combined efforts highlight how crucial it is to identify and meet a variety of learning requirements in order to provide engaging and easily accessible learning environments.

7. Cultivating Relevance and Connection

Based on five observations, the researcher determined that there were 5 checklists (see Table 4.1 on Appendix) that identified that the student-centered approach of Merdeka curriculum adjusted to McCombs and Whisler (1997) had been implemented in teaching English. Checklist explanation based on *Table 4.1 (see Table on Appendix)* as follows:

Of the five observations that have been made, except for the fifth observation, there is checklist number 23 where the instructor integrated the content with instances from the surroundings around the students. The first class observation in class 8D, the instructor tied the subject to the students' life, namely online shopping; the teacher reviewed terminology based on phrases that frequently arise in online shopping, such as COD from the English word "Cash on Delivery" and so on. In the second observation in class 7C, the instructor dealt with meals and drinks, and students were encouraged to seek for English terminology related to fast food around them. In the third observation in class 8A, the instructor

related the prohibition material to the school environment, such as "No littering, No bullying, No smoking" and so on. The instructor offered the identical directions as in 7C for the fourth observation in class 7A on meals and beverages, namely to locate English terminology concerning fast food in their surroundings. Teachers have implemented cultivating and relevance and connection indicators to their students by organizing field trips or experiential learning opportunities that connect classroom concepts to real-world environments.

In the third observation data collection on Tuesday, October 31, 2023 in class 8A which was analyzed on Thursday, December 7, 2023 the application of Growing Relevance and Connection is on checklist number 24, the teacher connects the material to be culturally relevant for students. The application in the classroom, the teacher taught the meaning of the prohibition "Do not bully/No Bullying" in the school environment, the teacher explained with an approach that was appropriate to the culture and language of junior high school students so that it is easy for students to understand and put into practice. Students were required to recognize the linkage between learning experiences and real life through cultivation and relevance, as well as connection or contextual learning systems. This is critical because by correlating content found in real life, the material becomes far more relevant and imprinted in students' minds, making it difficult to forget.

Based on the interview results, the implementation of cultivating relevance and connection can be described as follows:

> *"How to be a good person, active wherever you are, building good communication with other people around them". (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

A comprehensive approach to education is emphasized by Mrs. IIM's explanation of the application of fostering relevance and connection, as shown in the interview transcript dated December 14, 2023. She crossed typical academic boundaries by highlighting the value of being a decent person and encouraging active engagement in any environment. Mrs. IIM

emphasized the value of interpersonal skills and effective communication by emphasizing the need of forming meaningful connections with people. This strategy implied a dedication to developing not only highly qualified academics but also well-rounded people who benefit their communities. Mrs. IIM hoped to foster a sense of relevance by incorporating these principles into the curriculum and inspiring students to make connections between their academic experiences and more general facets of personal development and societal engagement.

To support the research results from observations and interviews that have been carried out, the researcher also explains the results of the documentation that has been obtained in implementing cultivating relevance and connection As follows:

> *"The teacher shows each picture on LKS 2.1 which is printed large enough for all students in the class to see. Then the teacher asked several students to paste the names of the foods under each picture. The students have eaten and drank." (Translated in English) (Mrs. IIM's teaching module, the first meeting of "Culinary and Me" material).*

Mrs. IIM created a clear link between the curriculum and the students' lives by relating the class content to the students' own experiences with food and drink consumption. By instantly relating the course information to the experiences of the pupils, this method fosters relevance.

> *"The teacher asks several students using favorite food and drink questions". (Translated in English) (Mrs. IIM's teaching module, the second meeting of "Culinary and Me" material).*

By asking students about their favourite foods and beverages, Mrs. IIM is purposefully integrating the course subject with their own interests and preferences. By giving each learner a more personalized learning experience, this method fosters relevance. The teacher draws the students' attention and creates a link between the curriculum and their unique

experiences by talking about subjects that are closely related to their interests.

The interview transcript from Mrs. IIM, the explication that follows, “How to be a good person, active wherever you are, building good communication with other people around them,” demonstrated a dedication to fostering relevance and connection in the learning process. A strategy that goes beyond conventional academic results is highlighted by the emphasis on students’ attitude (Savelsbergh *et al*., 2016) and encouraging active engagement (Lumpkin *et al*., 2015). The emphasis on developing effective communication skills and being involved in a variety of circumstances points to a larger educational objective of developing socially conscious people (Pattiwael, 2019) who can relate what they learn to their own lives and cultural surroundings (Lewar *et al*., 2023).

To wrap it up, developing effective communication skills with others implies a real-world, experiential method of enhancing interpersonal abilities (Hébert & Hauf, 2015). Mrs. IIM’s emphasized on communication and personal development (Abbott, 2021) suggests an immersive and participatory learning method. Experiential learning is learning via first-hand experience and reflection (Jose *et al.*, 2017). Mrs. IIM’s method emphasizes the role of practical experiences in the development of values and good communication skills, going beyond academic training by encouraging students to actively apply ethical ideas and promote students’ sense of community (Lin & Gao, 2020). This is consistent with the theory of experiential learning, which holds that meaningful learning happens when people actively engage in situations and considers the results, offering a useful basis for social and personal growth (Evans et al., 2021). From this angle, Mrs. IIM’s viewpoint highlights the importance of experiential learning in developing not just academic knowledge but also the critical life skills required for success in both the personal and social spheres.

8. Fostering Student Empowerment and Ownership in Education

Based on five observations, the researcher established that there were 8 checklists (see Table 4.1 on Appendix) that recognized the use of the Merdeka curriculum's student-centered approach customized with McCombs and Whisler (1997) in teaching English. The following is an explanation of the checklist based on *Table 4.1 (see Table on Appendix)*:

Of the five observations, the theme of fostering student empowerment and ownership in education received seven checklists with points 21 and 55 dominating, checklist number 21 appeared 4 times and checklist 55 appeared 3 times.

Checklist number 21, teachers required students to bring an English dictionary to every English lesson, this appears in 5 observations made by researcher apart from the first observation or in other words classes 7C, 8A, 7A, and 8B applied the student-centered approach of Merdeka curriculum in the sub-theme of fostering student empowerment and ownership in education. Teachers at SMP Ma'arif NU Paguyangan asked each student to carry an English dictionary to every English session in order to enhance students' interest in learning English. The teacher hoped that pupils will utilize the dictionaries they bring to learn English in their spare time. The English dictionary also serves as a gateway for pupils who have not previously studied English. The teacher will begin each meeting by expanding vocabulary and using the dictionaries that the students bring. Vocabulary development is also utilized to assess student accountability and ownership in education, since students who do not bring an English dictionary to class are told to borrow one from another class or the library.

Checklist number 55, the teacher gave students the freedom to develop their abilities independently appeared three times in the first, third and fifth observations. The teacher required each student to develop an English vocabulary of their own choosing, which will then be checked by the teacher regularly.

The next section discussed the results of interviews conducted by researcher regarding fostering student empowerment and ownership in education, explanation below:

> *"Projects I held about the theme of holidays in Indonesia (HUT RI) and English language materials related to student life". (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

Project based learning is an indicator of fostering student empowerment and ownership in education, Mrs. IIM's recognition of the used of project-based learning in the student-centered Merdeka curriculum as a means of teaching English is proof positive of its implementation. This method encouraged student empowerment and ownership in their educational journey by creating projects with themes such as Indonesian Independence Day (HUT RI) and English language resources connected to student life. By involving students in projects related to nationally recognized holidays or other culturally significant occasions, teachers can foster a greater appreciation of their background while integrating language instruction into a comfortable setting.

From Mr. ZR interview script, can be explained as follows:

> *"Projects related to material, for example in recount text by creating group story telling". (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

Mr. ZR stated that Project-based learning is a useful tool for empowering students and encouraging their ownership of their education while implementing the student-centered Merdeka curriculum (PBL). It showed a dedication to an instructional strategy that actively involved students in worthwhile, real-world projects by selecting "Frequently" in response to the question regarding applying PBL. In the context of teaching English, for example, projects pertaining to certain language skills, like recount texts, might be created with the intention of empowering students. Group storytelling projects are mentioned, which

points to an interactive, cooperative learning atmosphere where students take charge of their education. Students gain critical thinking, communication, and teamwork skills in addition to improving their English language competence through these projects. Teachers are able to foster a student-centered atmosphere that goes beyond conventional teaching techniques and develops self-reliant, capable learners by implementing project-based learning.

The implementation of fostering student empowerment and ownership in education based on observations is the obligation to bring an English dictionary, based on interviews is the existence of project based learning then based on the results of documentation the implementation is carried out with activities that encourage student contributions in the learning process.

> *"The teacher asks students to show the imaginary story they have". (Translated in English) (Mr. ZR's teaching module, the fourth meeting of "Kindness Begins with Me" material).*

In addition to encouraging creativity, Mr. ZR gave pupils agency and control over their education by encouraging them to share their own creative tales. Through the expression of their individual viewpoints and ideas, students are able to actively participate in the educational process and feel empowered as a result.

The information gleaned from Mrs. IIM's interview regarding the Merdeka curriculum's implementation indicated a concentration on projects that are in line with the subject of Indonesian Independence Day (HUT RI) and English language resources pertaining to student life. Focusing on initiatives associated with Indonesian Independence Day fosters a greater grasp of historical and cultural backgrounds (Seixas, 2015) in addition to instilling a sense of national pride (Booth & Graves, 2018). Concurrently, the inclusion of English language materials related to student life fosters language learning within a realistic and relevant

framework. Mrs. IIM's approach was in line with the ideas of contextualized learning (Glahn & Gruber , 2020), which made academic material directly applicable to students' lives and the larger cultural environment. The Merdeka program's deliberate integration of language proficiency (Lindsey & Lindsey, 2014) with relevant cultural and contextual information is a reflection of the program's careful and thorough approach to curriculum design. In addition to offering a culturally appropriate setting, this theme approach enables students to make personal connections between what they were learning and their experiences, which promoted a sense of relevance and ownership (Suryani et al., 2020).

Furthermore, the focus that Mr. ZR placed on assignments pertaining to certain English language resources, including group storytelling to retell readings, highlights the dedication to interactive and cooperative learning (Gashti, 2021). Through group storytelling, students may benefit from each other's perspectives and talents as a means of facilitating cooperative learning (Atta-Alla, 2012). Mr. ZR's emphasized on interactive projects is in line with modern educational theories that acknowledge the value of group learning in improving comprehension and social skills (Dasi et al., 2013). All things considered, his method helps to create a lively and engaged learning environment in the classroom, encouraging a learning process that goes beyond individual success to include the development of communal knowledge. Story telling demonstrated a conscious attempt to give students agency by introducing tasks that foster creativity and collaboration in addition to improving language proficiency (Kim & Li , 2020).

In conclusion project-based learning techniques were being implemented by Mrs. IIM and Mr. ZR to foster an atmosphere that is focused on the needs of the students. In order to promote student autonomy and collaboration, they place a strong emphasis on projects that

are in line with cultural themes, English language resources, and interactive assignments. This method prepares kids for academic success and difficulties in a changing world by giving them the essential tools for success and lifetime learning.

9. Valuing Student Perspectives and Fostering Mutual Respect

Based on five observations, the researcher determined that there were 2 checklists (see Table 4.1 on Appendix) that identified that the student-centered approach of Merdeka curriculum customized with McCombs and Whisler (1997) had been implemented in teaching English. Checklist explanation based on *Table 4.1 (see Table on Appendix)* as follows:

Checklist number 26, the teacher gave students the opportunity to express opinions independently, carried out in the second observation in class 7C and the fourth observation in class 7A. Both 7th classes discussed the same material "Foods and Drinks" and in the third meeting the discussion of the material had reached the point of revealing students' favorite foods. The teacher asked students to verbally express in English their favorite foods and drinks one by one. Eliminating the fear of mispronouncing English vocabulary, students were instructed to say it out loud. This concluded that students' perspectives can be conveyed through the favorite foods they mention and a sense of mutual respect can also be established between students when pronouncing the vocabulary.

Furthermore, the results of the interview showed that the implementation of valuing student perspectives and fostering mutual respect can be explained as follows:

> *"I pay attention to the habits of the students in my class, how their daily lives are then slowly started to encourage students through different learning methods". (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

Based on Mrs. IIM's interview transcript above the fundamental component of Mrs. IIM's teaching style is her strong dedication to

appreciating and comprehending each student's unique needs and experiences. She recognized the uniqueness in her classroom by closely watching each student's routine and way of life, going beyond a set teaching approach. Her proactive approach of gradually motivating students using a range of instructional techniques demonstrates a versatile and adaptable teaching style. This strategy fostered an inclusive environment that values and honours each student's distinctive viewpoints since it is designed to suit a range of learning preferences. A respectful environment exists in the classroom because of Mrs. IIM's commitment to identifying and addressing individual differences. All things considered, her student-centered approach improves the educational process by creating a nurturing atmosphere in which students feel valued, appreciated, and inspired to engage fully in their education.

Meanwhile, in developing students who were active in expressing their opinions in the classroom, Mr. ZR implemented the following:

> *"I often randomly point out students' opinions regarding their understanding and opinions regarding the material that has been taught". (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

Mr. ZR's method of helping pupils become engaged, opinion-expressing members of the class highlights a dynamic, interactive teaching style. He fostered an environment of participation and communication by regularly and haphazardly asking students about their thoughts on the content being taught. In addition to guaranteeing that students participate in the learning process on a regular basis, this tactic encourages students to take ownership of their knowledge and viewpoints. The emphasis placed by Mr. ZR on being spontaneous when choosing pupils to provide feedback points to a democratic and welcoming environment where each student is given the chance to participate. In addition to improving student's communication abilities, this method fosters critical thinking and a sense of control over their education.

School is education and learning platform, and plays an important role in shaping the character of students (Ningsih *et al*., 2021). Mutual students' voice and respect must be implemented through teaching. Student-centered approach that took into account individual needs and backgrounds is exemplified by Mrs. IIM's careful use of varied learning techniques in conjunction with her devotion to understanding the daily lives and habits of her students (Paonganan *et al*., 2015). Focusing on the unique needs and histories of each student, Mrs. IIM's teaching philosophy is valuing student perspectives and fostering mutual respect. She observed students' everyday life in the classroom and used a variety of teaching strategies (Chen, 2016). Through a more meaningful connection between students and the material, this individualized approach created a welcoming and inclusive learning atmosphere where each student's individual talents and weaknesses ware respected (Diddams & Chang, 2012). Students that used this approach feel appreciated and recognized in a welcoming setting, contributed to the development of more equitable classroom practices (Sather, 2020).

In a same vein, Mr. ZR's method of randomly asking students for their thoughts in class fosters an environment of democratic and inclusive discourse (Linares *et al.*, 2018) as well as active involvement. Regardless of a student's typical level of engagement, Mr. ZR guaranteed that every student has an opportunity to participate to the class discussion (Xu *et al*., 2020) by using this strategy. This promoted the hearing of a wide variety of viewpoints while also democratizing the learning environment. This kind of inclusive teaching created a classroom environment where all voices are respected (Sathe, 2019) and gives children a sense of validation and belonging (Osterman , 2023). The random selection approach also encourages readiness and participation by keeping pupils alert. The idea was presented as a tool for school improvement and performativity; however it lacks any centrality for a person-centered approach, which why student voice was important (Fleming, 2015).

Together, the revelations from the interviews with Mrs. IIM and Mr. ZR highlight the need for a thorough strategy to be implemented in order to value student opinions and promote mutual respect in the classroom. When combined, these instructional strategies showed a commitment to acknowledging and addressing individual differences as well as aid in the creation of a respectfully-based classroom environment.

10. Enabling Student Improvement Through Constant Evaluation and Individualized Feedback

The researcher assessed that there were 6 checklists (see Table 4.1 on Appendix) that identified that the student-centered approach of the Merdeka curriculum adapted to McCombs and Whisler (1997) had been adopted in English instruction based on five observations. Based on *Table 4.1 (see Table on Appendix)*, here is an explanation of the checklist:

Checklist number 22, teacher checked students' vocabulary progress is checked in the third observation in class 8A, the fourth observation in class 7A, and the fifth observation in class 8B. Implementation in the classroom is carried out by checking students' vocabulary skills one by one or peer-teaching regularly, facilitating peer-assisted learning opportunities where students support each other's understanding and growth at least once a week. This is done by rote memorization or by written and oral tests. In these three classes the teacher gave half an hour of lessons for vocabulary building activities.

Checklist number 40 points, the teacher provided a more in-depth explanation to students who are passive in class, checked in the first observation in class 8D and the second observation in class 7C. Implemented in class 8D with the teacher asked more in-depth questions regarding the material that has been studied, the teacher called directly the names of students who are considered passive in class "S... do you understand?" with an appropriate tone so that students do not feel inferior to other students. Meanwhile in class 7C, the teacher gave more examples of the material being studied when the students feel silent, when the

teacher says “do you understand?” Repetition by the teacher or checking students’ understanding is important to avoid errors in the material and make it easier for students to carry out further activities regarding the material discussed.

In the second observation, checklist number 50 also appeared the teacher provided feedback on the progress of English learning to each student every month after learning, the feedback given by the teacher through vocabulary was carried out once a week, while formative assessments were carried out at every meeting.

The application of enabling student improvement through constant evaluation and individualized feedback was also found in Interviewee responses which are explained as follows:

> *“by valuing them” and “by students’ progress in their understanding”. (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

The response to the query concerning aiding students’ advancement in the application of the student-centered Merdeka curriculum exhibits a sophisticated and student-focused methodology. The phrase “By respecting them” emphasized the importance of seeing every student as a person with special talents and learning preferences. Furthermore, the statement “By students making progress in their understanding”, in response to the issue of how to evaluate students’ academic achievement and general abilities, emphasized the need of formative evaluation and active student participation. The focus on understanding by pupils as a gauge of development suggests a dynamic, continuous assessment approach that goes beyond conventional measurements. The teacher promoted a personalized and comprehensive approach to evaluation by appreciating and respecting students and emphasizing their comprehension as a barometer for success. This helps to create a learning environment that supports ongoing improvement and tailored feedback.

Next, the response from Mr. ZR is explained as follows:

> *"by assessing according to the module, namely individual assessment" and "By checking abilities one by one". (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

The response from Mr. ZR offered insight into the teacher's method of assessing individual students. The phrase "assessment according to the module, namely individual assessment" alluded to a methodical evaluation procedure that is in line with the curriculum's modules. By basing the evaluation of each student's performance on the particular material taught in the modules, this technique proposes a methodical and focused approach. Moreover, the phrase "By checking the abilities one by one" implied a methodical and customized strategy to comprehending the general talents and academic advancement of children. The emphasized on evaluating skills on an individual basis suggests a comprehensive evaluation that considers each student's distinct strengths and areas for development. This strategy adheres to the ideas of tailored feedback, demonstrating a dedication to identifying and meeting the various needs of students inside the framework of the curriculum that is focused on the needs of the student.

Mrs. IIM emphasized how important it is to value and recognized each kid for who they are as an individual. Mrs. IIM contributes to a more comprehensive and caring learning environment by creating an environment that not only values students' different origins, experiences, and skills (Abacioglu & Volman, 2019) but also encourages academic advancement. Her emphasis on comprehension in the classroom reflects a dynamic assessment method (Ebadi & Rahimi, 2019) that emphasizes a comprehensive knowledge of the pupils' academic development, ensuring that assessment is authentic brings forth additional challenges (Ajjawi *et al*., 2020). Mrs. IIM made sure that every student's strengths and areas for growth are recognized by routinely evaluating their progress and offering tailored feedback. This methodology not only facilitates focused assistance

but also conveys to pupils that their personal development and accomplishments are of utmost importance (Difuza *et al*., 2021). Constant evaluation becomes an instrument for identifying and meeting individual student needs as well as for grading (Chamberlin *et al*., 2018). Mrs. IIM cultivates a culture of continuous growth and personalized academic development by employing tailored feedback to create a learning environment that recognizes each student's unique strengths and difficulties.

However, Mr. ZR used a methodical approach that included customized checks and assessments based on modules to carefully measure pupils' development. His methodical approach showed that he is dedicated to identifying and resolving the particular strengths and shortcomings of each pupil (Miciak *et al*, 2016). Mr. ZR guarantees a focused evaluation of students' comprehension and advancement in several domains by integrating examinations (Brookhart & Nitko, 2019) that are specifically linked to the module material. This approach not only offers a thorough assessment of each person's growth but also enables customized feedback that targets certain areas of strength and growth (Baht, 2019). The rigorous approach to assessment emphasizes a planned and deliberate evaluation procedure to assist each student's academic path, which is in line with the objective of supporting continuous progress (Maier & Klotz, 2022). Mr. ZR fosters a learning atmosphere that focuses each student's unique requirements and developmental trajectory, encouraging a culture of continual improvement and academic success through his meticulous evaluation and personalized feedback.

Therefore, the transcripts of the interviews reveal that Mr. ZR and Mrs. IIM approached student development via evaluation and feedback in distinct yet complimentary ways. The combination of Mrs. IIM's values-based emphasis with Mr. ZR's structured evaluations yields a thorough commitment to recognizing, valuing, and supporting students along their

academic journeys. This creates a climate that is conducive to continual improvement and customized.

11. Providing Extensive Evaluation Through Variety of Assessment Approaches

The researcher found that 2 checklists (see Table 4.1 on Appendix) acknowledged the application of the student-centered approach of the Merdeka curriculum adjusted to McCombs and Whisler (1997) in English instruction, based on five observations. An explanation of the checklist based on *Table 4.1 (see Table on Appendix)* is provided below:

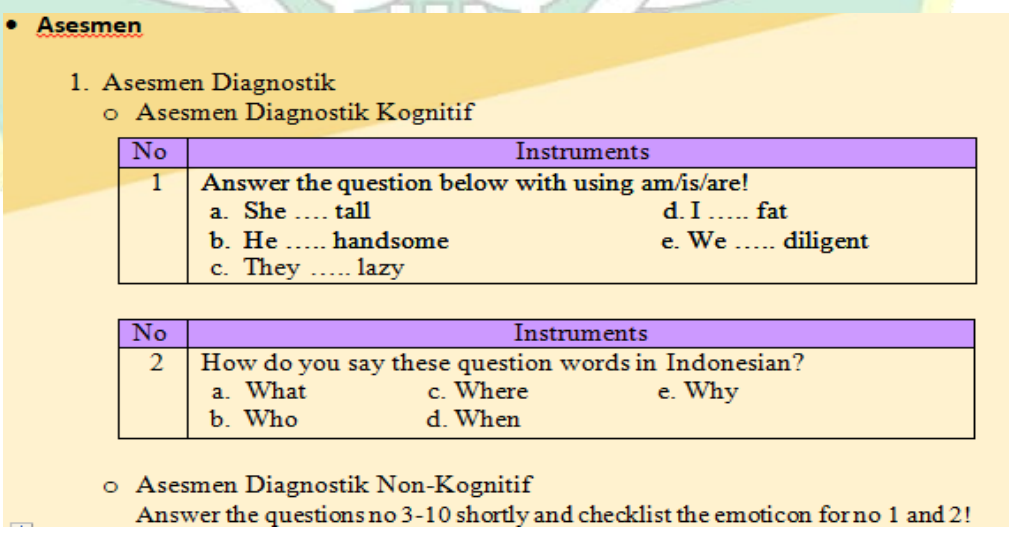
Checklist numbers 48 and 53 demonstrated the implementation of giving broad evaluation through various assessment procedures in the collection of the initial observation data in class 8D on Monday, October 30, 2023, which was examined on Thursday, December 7, 2023. Checklist 48, the teacher provided formative assessment using various methods, in the first observation in class 8D this can be seen from taking students' grades for the assignments given, one by one the students are called to state the grades they got. Assessment was carried out at the end of learning after the learning process or material has been presented. As part of checklist 53, the teacher assesses students by having them listen to relevant material. The teacher also conducts a thorough evaluation in the classroom using a variety of assessment techniques. In the first observation, which takes place in class 8D, the teacher assessed students by having them listen to the material which was provided on audio to facilitate the assessment process.

The next paragraph explained the implementation providing extensive evaluation through a variety of assessment approaches based on interviews that researcher have conducted;

> *"The assessment is carried out according to the teaching module that I created, from various aspects". (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

The respondent demonstrated thorough approach to evaluation in their response to the question regarding the student-centered of Merdeka curriculum. An organized and purposeful evaluation system in line with the curriculum's design is shown by the statement that evaluations are conducted in accordance with the teaching module. The emphasised on "various aspects" points to a comprehensive approach, meaning that the evaluations cover a range of learning experiences, including acquiring knowledge, applying it practically, developing critical thinking abilities, and collaboration skills. This approach aligned with the tenets of student-centered education, guaranteeing a comprehensive assessment that surpasses conventional testing techniques. Through the integration of various assessment methodologies into the structure of instructional modules, the instructor exhibits a dedication to offering comprehensive and all-encompassing assessments that accommodate the wide range of student learning preferences and needs within the Merdeka curriculum.

Mrs. IIM statement was supported by the results of the documentation conducted by the researcher.



- **Asesmen**

1. Asesmen Diagnostik
   - Asesmen Diagnostik Kognitif

No	Instruments
1	**Answer the question below with using am/is/are!** **a. She …. tall** **d. I ….. fat** **b. He ….. handsome** **e. We ….. diligent** c. They ….. lazy

No	Instruments
2	How do you say these question words in Indonesian? a. What c. Where e. Why b. Who d. When

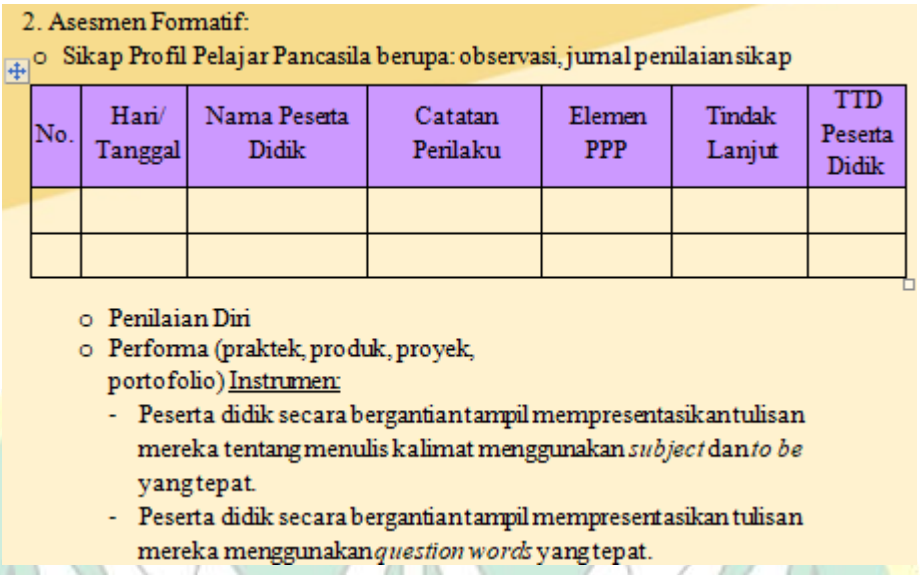
   - Asesmen Diagnostik Non-Kognitif

Answer the questions no 3-10 shortly and checklist the emoticon for no 1 and 2!

Figure 4. 1 (Mrs. IIM's teaching module, assessment of "Culinary and Me"material)

Figure 4.1 is a screenshot taken from Mrs. IIM's teaching module in the assessment section of the material "Culinary and Me", where the

diagnostic assessments are divided into two: cognitive and non-cognitive diagnostic assessments.



2. Asesmen Formatif:

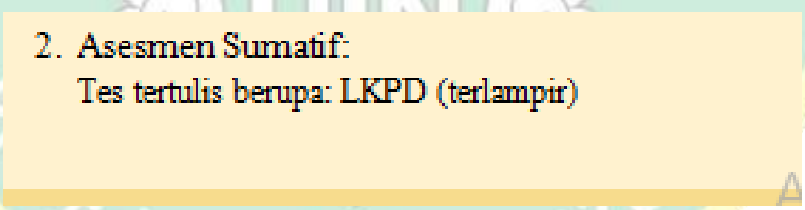
- Sikap Profil Pelajar Pancasila berupa: observasi, jurnal penilaian sikap

No.	Hari/ Tanggal	Nama Peserta Didik	Catatan Perilaku	Elemen PPP	Tindak Lanjut	TTD Peserta Didik

- Penilaian Diri
- Performa (praktek, produk, proyek, portofolio) Instrumen:
  - Peserta didik secara bergantian tampil mempresentasikan tulisan mereka tentang menulis kalimat menggunakan *subject* dan *to be* yang tepat.
  - Peserta didik secara bergantian tampil mempresentasikan tulisan mereka menggunakan *question words* yang tepat.

Figure 4. 2 (Mrs. IIM's teaching module, assessment of "Culinary and Me"material)

Figure 4.2 is a screenshot taken from Mrs. IIM's teaching module in the assessment section of the material "Culinary and Me", where the formative assessment is divided into three: Pancasila student profile attitudes, self-assessment and performance.



2. Asesmen Sumatif:
   Tes tertulis berupa: LKPD (terlampir)

Figure 4. 3 (Mrs. IIM's teaching module, assessment of "Culinary and Me" material)

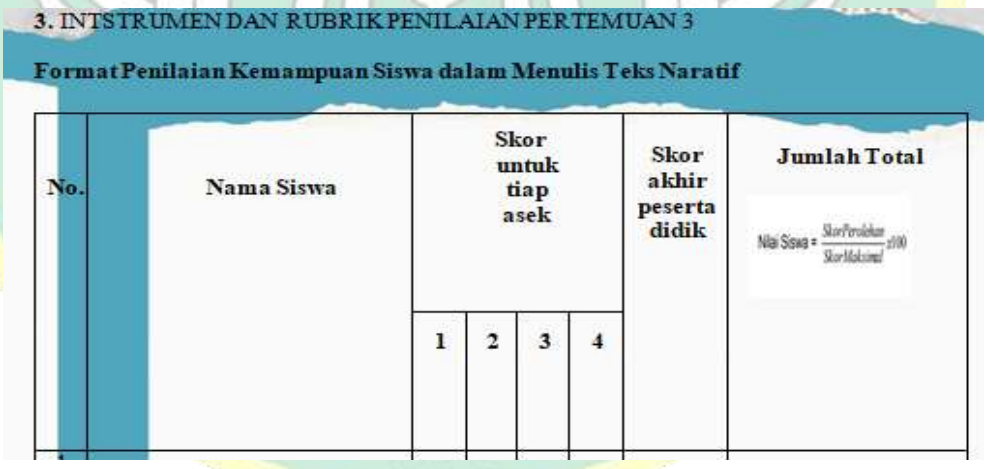
Figure 4.3 is a screenshot taken from Mrs. IIM's teaching module in the material assessment section "Culinary and Me", where the summative assessment is in the form of a written test on the students' worksheet or LKPD (Lembar Kerja Peserta Didik).

Next, the response from Mr. ZR is explained as follows:

> *"from abilities, skills and attitudes". (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

The answer to the assessment question, "abilities, skills, and attitudes", in the student-centered Merdeka curriculum demonstrated a comprehensive and inclusive method of assessing student achievement. The reference to evaluating pupils' "abilities" implied an emphasis on their cognitive talents and comprehension, which included a variety of cognitive skills. The word "skills" was used to indicate that practical competencies which may include problem-solving, communication, and critical thinking have been assessed. Furthermore, the fact that "attitudes" ware being taken into consideration indicates that it is important to build students' attitudes toward learning, teamwork, and personal development.

Mr. ZR statement "abilities, skills, and attitudes" was supported by the results of the documentation conducted by the researcher.



3. INTSTRUMEN DAN RUBRIK PENILAIAN PERTEMUAN 3

Format Penilaian Kemampuan Siswa dalam Menulis Teks Naratif

No.	Nama Siswa	Skor untuk tiap asek				Skor akhir peserta didik	Jumlah Total
		1	2	3	4		

Figure 4. 4 (Mr. ZR's teaching module, assessment of "Kindness Begin with Me" material)

Figure 4.4 is a screenshot taken from Mr. ZR's teaching module in the material assessment section "Kindness Begin with Me", where the ability assessment was attached to the module.

Keterangan:

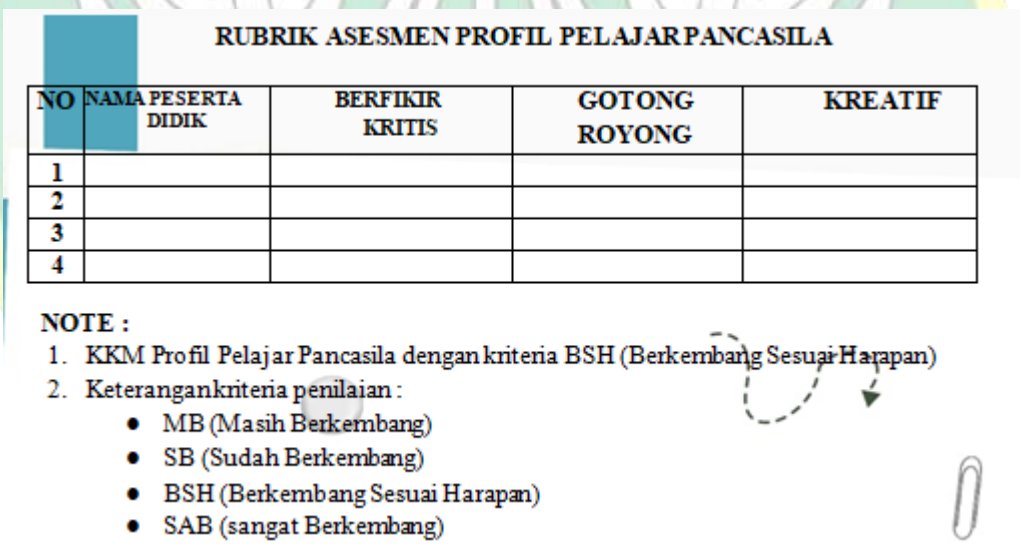
Aspek 1	=	Pengucapan (Pronunciation)
Aspek 2	=	Kemampuan Berbicara (Speaking Fluency)
Aspek 3	=	Kemampuan Kosakata (Vocabulary)
Aspek 4	=	Kemampuan Tatabahasa (Grammar)

Parameter Penilaian

Skor	Pengucapan (Pronunciation)	Kemampuan Berbicara (Speaking Fluency)	Kemampuan Kosakata (Vocabulary)	Kemampuan Tatabahasa (Grammar)
Sangat baik (4)	Pengucapan jelas, hampir tanpa kesalahan.	Berbicara lancar tanpa terlalu banyak jeda atau terbata-bata.	Menggunakan kosakata yang beragam dan sesuai dengan topik.	Menggunakan tata bahasa dengan benar dan variatif.

Figure 4. 5 (Mr. ZR's teaching module, assessment of "Kindness Begin with Me" material)

Figure 4.5 is a screenshot taken from Mr. ZR's teaching module in the material assessment section "Kindness Begin with Me", where the skill (speaking) assessment was attached to the module.



RUBRIK ASESMEN PROFIL PELAJAR PANCASILA

NO	NAMA PESERTA DIDIK	BERFIKIR KRITIS	GOTONG ROYONG	KREATIF
1				
2				
3				
4				

NOTE :

1. KKM Profil Pelajar Pancasila dengan kriteria BSH (Berkembang Sesuai Harapan)
2. Keterangan kriteria penilaian :
   - MB (Masih Berkembang)
   - SB (Sudah Berkembang)
   - BSH (Berkembang Sesuai Harapan)
   - SAB (sangat Berkembang)

Figure 4. 6 (Mr. ZR's teaching module, assessment of "Kindness Begin with Me" material)

Figure 4.6 is a screenshot taken from Mr. ZR's teaching module in the material assessment section "Kindness Begin with Me", where the attitude (Pancasila student profile) assessment was attached to the module.

The thoughtful and exacting approach to evaluation is suggested by Mrs. IIM's emphasized on systematic assessment (Borghi & Chang, 2012), which were in line with the lesson plans she created. Her remarked demonstrate a dedication to offering through assessment using a range of methods for assessment. Mrs. IIM guarantees the purposefulness and direct connection of assessments to learning objectives by coordinating them with lesson plans. This methodical technique enables a thorough understanding of students' comprehension of the subject matter and their development over time (Frey *et al*., 2019). Furthermore, the focus on diversity in assessment methodologies suggests a comprehensive evaluation procedure (Zhang *et al*., 2021) that extends beyond conventional techniques. In addition to offering a more nuanced picture of student performance, Mrs. IIM's thoughtful and methodical approach to assessment creates a learning environment where a variety of skills and knowledge are evaluated using a variety of techniques (Mahmood *et al*., 2020), fostering a comprehensive and all-encompassing evaluation process.

On the other hand, Mr. ZR's response, with was emphasized on "abilities, skills, and attitudes," showed a thorough approach to evaluation that included practical skills, learning attitudes, and cognitive capacity. His method, which was based on several evaluation characteristics, showed a forward-thinking viewpoint that recognized the complexity of student growth (Thuong *et al*., 2018). Mr. ZR made a significant contribution to a more comprehensive understanding of students' capacities by introducing exams that assessed not just information acquisition but also practical application and attitudes toward learning (Diamond *et al.*, 2016). The use of the past tense emphasizes how thoughtful and methodical Mr. ZR's approach was, demonstrating a dedication to offering thorough evaluation through a range of assessment methodologies that catered to the various facets of student learning and development (Yin *et al*., 2020).

To sum up, taken as a whole, these interviews demonstrated a thorough dedication to assessing pupils from many angles, guaranteeing a full comprehension of their learning and growth inside the student-centered of Merdeka curriculum. While Mrs. IIM emphasized the significance of many aspects within the training modules Mr. ZR's response expands the scope by clearly distinguishing essential elements abilities, skills, and attitudes.

12. Fostering Inclusion and Cooperation Through Diverse Grouping

Based on five observations, the researcher discovered that 6 checklists (see Table 4.1 on Appendix) acknowledged the use of the Merdeka curriculum's student-centered approach aligned with McCombs and Whisler (1997) in English instruction. Below is a description of the *Table 4.1 (see Table on Appendix)* based checklist:

In the first, third and fifth observations, checklist number 17 the teacher divided students into several groups to discuss the material related that actually appeared in all three. Application in the classroom essentially fosters inclusion and cooperation through diverse groupings by dividing students into several groups to complete instructions from the teacher. At this point, grouping is more about how students are able to create a sense of belonging to their respective groups and become active students in group learning. Groups are chosen randomly so there is no subjectivity for each student.

Meanwhile, in the second observation of checklist number 18, the teacher gave trigger questions, students were directed to discuss them with the group. The application of fostering inclusion and cooperation through various groupings on this checklist is a special topic discussed by students, namely "Fast Food and Drinks". Grouping at this point emphasized that the teacher encourages shared responsibility for each student, with students actively carrying out their roles in the study group. Students can be inspired to dare to voice ideas or thoughts through the Small Group Discussion method.

In the fifth observation, checklist numbers 20 and 55 emerged to foster inclusion and cooperation through diverse groupings. Checklist 20 teachers provided missions that must be completed in groups similar to point 18, namely the material topic "Fast Food and Drinks". In checklist number 55, the teacher gave students the freedom to develop their abilities independently. This happened in vocabulary building, students in groups or consisting of two people (peer-teaching) cross-check their vocabulary, which then continued to be checked by the teacher for the development of their vocabulary.

Next, the implementation of fostering inclusion and cooperation through diverse grouping will be explained based on the results of interviews that have been conducted:

> *"Each student must be given an assignment" and "The inclusive nature of group projects and activities allows students to offer their own talents and points of view". (Translated in English) (Mrs. IIM, Interview transcript, December 14, 2023).*

Regarding the implementation of the student-centered Merdeka curriculum, Mrs. IIM replied provide insightful information about how to promote inclusiveness and cooperation through diversity grouping. The claimed that "every student needs to be given an assignment" called for a purposeful strategy to promote engagement in learning groups. A teacher may guarantee that every student has a specific function and encourages responsibility and involvement by giving them distinct tasks. The deliberate planning of cooperative learning experiences is further highlighted by the emphasis on "the inclusive nature of group projects and activities" in response to building a sense of belonging.

Next, the response gave by Mr. ZR related to the implementation of fostering inclusion and cooperation through diverse grouping is as follows:

> *"Monitor or accompany the group learning process periodically" and "By increasing group assignments and reducing grades for students who are not active in the group". (Translated in English) (Mr. ZR, Interview transcript, December 14, 2023).*

By stressing frequent check-ins to make sure that students are actively participating in the collaborative learning process, Mr. ZR's remarked to "monitor or accompany the group learning process periodically" demonstrated a proactive approach to group dynamics. This tactic not only encourages accountability but also makes it possible for the teacher to offer assistance when needed, creating a supportive environment for the students' group projects. Moreover, the focus on "raising group assignments and decreasing grades for students who do not participate in the group" indicated a dedication to promoting a feeling of inclusion via graded group projects. In addition to promoting personal responsibility, the instructor emphasizes the value of each student's input to the group learning process by rewarding engagement and punishing inactivity.

Documentation results supporting the results of observations and interviews will be explained as follows:

> *"Then the teacher asks students to translate together the text they have read". (Translated in English) (Mr. ZR's teaching module, the first meeting of "Kindness Begins with Me" material).*

The teacher is encouraging a collaborative learning atmosphere where students work together as a group by stressing to Mr. ZR that students should translate the text jointly. The utilization of varied viewpoints, abilities, and comprehension in the translation procedure is promoted by this collaborative methodology. Notwithstanding differences in their individual language skills, students add to the group's comprehension of the text, which promotes cooperation and support between them.

Mrs. IIM stressed structured tasks and individual interaction; promote communication and students' interpersonal skills (Chatzipanteli & Adamakis, 2022). She offered a framework that motivates students to work together productively and creates a sense of group cooperation by introducing organized assignments (Seivwright &

Unsworth, 2016). Since these projects place a strong focus on individual connection, every student was guaranteed to engage fully, which enhanced the development of their interpersonal and communication skills (Stephenson *et al*., 2015). This method not only encourages diversity in the classroom (Baraldi, 2019) but also acknowledges the distinct abilities (Leadbeater *et al*., 2013) and viewpoints that every student offers to the group. Mrs. IIM's approach supports the objective of fostering a culture in the classroom that prioritizes interpersonal, collaboration, and communication skills qualities that are critical for success in the classroom as well as in future social and professional situations.

Meanwhile, Mr. ZR stressed the participatory aspect of group work, delegating authority and responsibility to the participating students (Brailas & Nika, 2015). He fostered a cooperative dynamic where each member of the group has a significant role by giving the participating pupils authority and responsibility (Barba *et al*., 2016). This collaborative approach fosters a shared accountability for the group's performance in addition to increasing engagement and sense of ownership. In order to create a collaborative atmosphere where a range of skills and viewpoints may contribute to the group's overall success, Mr. ZR's approach acknowledges the significance of giving students the freedom to assume leadership roles (Matusov, 2010). Using this method, he prepares students for collaborative activities in different facets of their academic and future professional careers, while also instilling leadership (Petre, 2020) and collaboration abilities (Safarini, 2023) that are beneficial outside of the classroom.

In summary, Mrs. IIM and Mr. ZR are dedicated to promoting cooperation and inclusivity in the student-centered of Merdeka curriculum adapted to McCombs and Whisler (1997). Together, the two educators establish inclusive learning settings that promote discussion, active engagement and shared understanding of the group's goals.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion, study limitations, and recommendation are the three sections that make up this chapter. First, the part includes the researcher's conclusion drawn from the information acquired. The study's limitations are also presented in this section. This section concludes with the researcher's recommendations for teachers and future studies.

A. Conclusion

The use of the student-centered in Merdeka curriculum in teaching English at SMP Ma'arif NU Paguyangan, Brebes is a big step toward building a dynamic and engaging learning environment. This method, based on the concepts articulated by McCombs and Whisler (1997), places the students at the center of his or her educational experience.

Based on the results of the research conducted, it can be concluded that the implementation of student-centered in the Merdeka curriculum in English teaching can be described as follows: incorporating real-life themes and applications, educators foster an environment where students can relate language learning to practical situations. The emphasis on complex learning challenges cultivates intellectual excellence by promoting critical thinking skills essential for analyzing, evaluating, and synthesizing information. Moreover, the commitment to cultivating curiosity and autonomy empowers students to take ownership of their learning journey, particularly in vocabulary development. The establishment of an inclusive and diverse learning community not only encourages collaboration but also ensures that instruction is adapted to accommodate varied learning styles and preferences. Through project-based learning experiences, teachers further amplify student empowerment, providing opportunities for self-directed exploration. The emphasis on mutual respect, open communication, and individualized feedback contributes to a supportive atmosphere where students feel valued

and understood. Finally, the incorporation of diverse grouping methods demonstrates a commitment to creating an inclusive and culturally responsive learning environment.

B. Limitation of the Study

This research has limitations even though it has been carried out as well as possible. In the data collection process, researcher has limitations observation and interview time. In this case, the researcher only conducted five classroom observations to obtain limited information from observations in the learning process. This happened because there are obstacles in determining the class implementation schedule observations, before the final assessment of odd semester students. The implementation schedule was based on the decision given by the teacher. Apart from that, interviews were only conducted via WhatsApp due to limited time and teacher willingness to take part in the interview process. Ultimately, these results have limitations observation and interview data information.

C. Suggestion

Following research on teachers' application of the student-centered Merdeka curriculum in English instruction at SMP Ma'arif NU Paguyangan, Brebes the following recommendations are discussed in relation to the study's findings:

1. For Teachers

Although the use of student-centered learning in the classroom is excellent, it would be preferable if more total physical reactions were used in instruction along with class management or control techniques to make the classroom more productive and peaceful.

2. For Other Researcher

Future researcher can widen the issue to employ the student-centered of Merdeka curriculum in English teaching as a more thorough

knowledge that can serve as a model for future effective English instruction.

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APPENDICES

Appendix I Preliminary Permission Letter from the University

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.ftik.uinsaizu.ac.id

Nomor : B.m.362/Un.19/D.FTIK/PP.05.3/02/2023 03 Februari 2023
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SMP Ma'arif NU Paguyangan
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama	: Rahma Alia Anzani
2. NIM	: 2017404136
3. Semester	: 6 (Enam)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Tahun Akademik	: 2022/2023

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek	: Penelitian dengan judul "Student-Centered Approach of Merdeka Curriculum: Teacher's Implementation in English Language Learning at SMP Ma'arif Paguyangan, Brebes"
2. Tempat / Lokasi	: Beran, Desa Cilibur Kecamatan Paguyangan Kabupaten Brebes
3. Tanggal Observasi	: 04-02-2023 s.d 18-02-2023

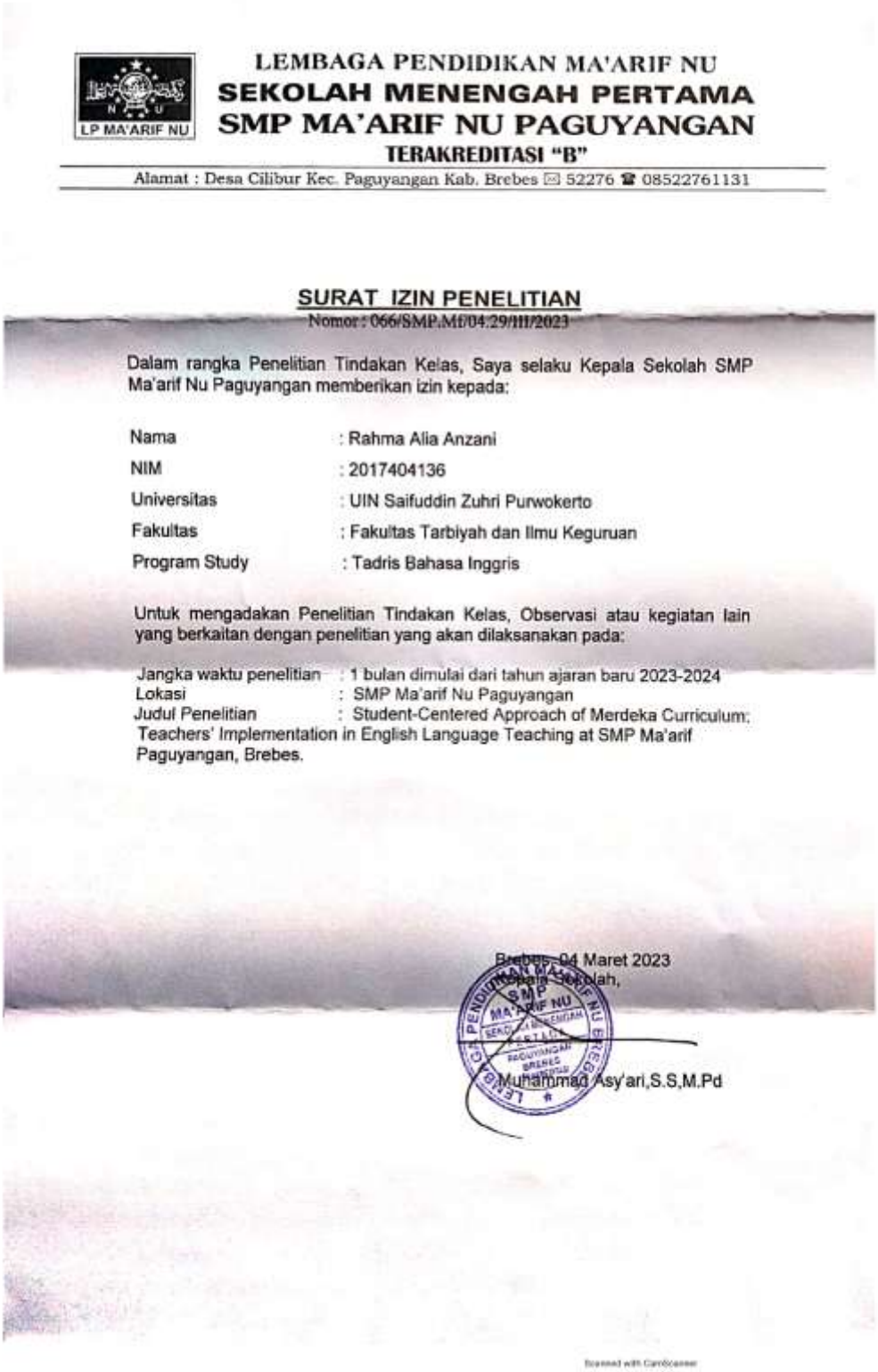
Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Appendix II Research Permission Letter from the Research Object



LEMBAGA PENDIDIKAN MA'ARIF NU
SEKOLAH MENENGAH PERTAMA
SMP MA'ARIF NU PAGUYANGAN
TERAKREDITASI "B"
Alamat : Desa Cilibur Kec. Paguyangan Kab. Brebes ✉ 52276 ☎ 08522761131

SURAT IZIN PENELITIAN
Nomor : 066/SMP.Mf/04.29/III/2023

Dalam rangka Penelitian Tindakan Kelas, Saya selaku Kepala Sekolah SMP Ma'arif Nu Paguyangan memberikan izin kepada:

Nama	: Rahma Alia Anzani
NIM	: 2017404136
Universitas	: UIN Saifuddin Zuhri Purwokerto
Fakultas	: Fakultas Tarbiyah dan Ilmu Keguruan
Program Study	: Tadris Bahasa Inggris

Untuk mengadakan Penelitian Tindakan Kelas, Observasi atau kegiatan lain yang berkaitan dengan penelitian yang akan dilaksanakan pada:

Jangka waktu penelitian	: 1 bulan dimulai dari tahun ajaran baru 2023-2024
Lokasi	: SMP Ma'arif Nu Paguyangan
Judul Penelitian	: Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in English Language Teaching at SMP Ma'arif Paguyangan, Brebes.

Brebes, 04 Maret 2023
Kepala Sekolah,

Muhammad Asy'ari,S.S,M.Pd

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Appendix III Letter of Research Completion

LEMBAGA PENDIDIKAN MA'ARIF NU
SEKOLAH MENENGAH PERTAMA
SMP MA'ARIF NU PAGUYANGAN
TERAKREDITASI "B"

Alamat : Desa Cilibur Kec. Paguyangan Kab. Brebes ✉ 52276 ☎ 0852 2760 1131

Nomor : 057/05.29/SMP.Mf/XII/2023
Lampiran : -
Hal : Pemberitahuan Selesai Riset Individu

Kepada, Yth.
Rektor UIN Profesor Haji Saifuddin Zuhri Purwokerto
Fakultas Tarbiyah dan Ilmu Keguruan
Di Purwokerto

Assalamu'alaikum Wr.Wb

Memperhatikan Surat Permohonan ijin Riset Individu tertanggal 30 Oktober 2023. Sehubungan dengan hal tersebut, SMP Ma'arif NU Paguyangan menyatakan bahwa Mahasiswa UIN Profesor Haji Saifuddin Zuhri Purwokerto Fakultas Tarbiyah dan Ilmu Keguruan tersebut di bawah ini :

Nama : RAHMA ALIA ANZANI
NIM : 2017404136
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Alamat : Dk.Karang Nangka RT.01/05, Ds. Ragatunjung, Kec. Paguyangan
Judul : "Student-Centered Approach Of Merdeka Curiculum : Teachers' Implementation in English Teaching at SMP Ma'arif NU Paguyangan".

Telah selesai melakanakan Riset Individu dalam rangka pengumpulan data penyusunan skripsi pada Senin, 18 Desember 2023.

Demikian surat ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum. Wr.Wb

Cilibur, 18 Desember 2023
Kepala Sekolah

Muhammad Asy'ari, S.S., M.Pd

Appendix IV Validation Sheet from Validator 1

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Irra Wahidiyati M.Pd.

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in English Teaching at SMP Ma'arif Paguyangan, Brebes"** yang dibuat oleh:

Nama : Rahma Alia Anzani

NIM : 2017404136

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

☐ Layak digunakan

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

Beberapa pertanyaan hampir sama, silahkan digabikan saja.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 04 Desember 2023

Validator,

Irra Wahidiyati M.Pd.

Appendix V Validation Sheet from Validator 2

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Agus Husain As Sabiq M.Pd.

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in English Teaching at SMP Ma'arif Paguyangan, Brebes"** yang dibuat oleh:

Nama : Rahma Alia Anzani

NIM : 2017404136

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

☐ Layak digunakan

☐ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

.....

.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 12 Desember 2023

Validator,

Agus Husain As Sabiq M.Pd.

Appendix VI Observation Checklist Results

No.01

OBSERVATION CHECKLIST

STUDENT CENTERED APPROACH OF MERDEKA CURRICULUM:
TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING

Name : Mr ZRI Zf S.Pd
Class : VIII D
Date : Thrusday, December 07, 2023
Material : Kindness Begins With Me

No	Statement	Checklist		Note
		Yes	No	
	Opening			
1	The teacher opens the lesson with greetings	✓		Assalamualaikum & good morning to students
2	The teacher begins the lesson by praying together		X	Praying at morning and the end of the class
3	The teacher checks the students' attendance	✓		with check student homework one by one
4	The teacher checks the neatness of the students' clothes		X	Directly to learning activity
5	The teacher checks the neatness of the students' seats		X	Directly to learning activity
6	The teacher briefly reviews the material that has been studied	✓		"Last meeting what material we discussed ?"
7	The teacher connects previous material with the material to be studied		X	Directly to discussed homework
8	The teacher conveys motivation about what will be obtained with the material to be studied		X	Continue the chapter 2 / Second meeting for this material
9	The teacher explains what will be studied		X	second meeting
10	The teacher explains the learning objectives		X	second meeting
11	The teacher explains the competencies that will be achieved after studying the material to be studied		X	second meeting
	Core Activities			
12	The teacher provides vocabulary building activities with related material through games		X	Vocabulary with analyze listening dialog
13	The teacher provides vocabulary development activities by instructing students to observe the school environment (Nurturing meaningful		X	Vocabulary through analyze listening dialog

	learning experiences)			
14	The teacher provides vocabulary building activities through memorization activities in front of the teacher one by one		X	Vocabulary through listening dialog
15	The teacher invites students to imitate the vocabulary taught orally	✓		"Repeat after me"
16	The teacher provides an explanation of the material to be taught	✓		P.24 An English Course for Smp/MTs grade VIII
17	The teacher divides students into several groups to discuss related material (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)	✓		Discuss the dialog with peer teaching / seatmate
18	The teacher gives trigger questions, students are directed to discuss them with the group (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	no trigger question given
19	The teacher instructs the group to go around the school environment to solve the questions they have received (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	Stay at class
20	The teacher gives a mission that must be completed in groups in the class (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	no mission given
21	Teachers require students to bring an English dictionary to every English lesson (Fostering student empowerment and ownership in education)	✓		student who didn't bring dictionary have to borrow to other class immediately
22	The teacher checks the students' vocabulary progress (Enabling student improvement through constant evaluation and individualized feedback)		X	no vocabulary checking
23	The teacher connects the material with examples of the environment around the students (Nurturing meaningful learning experiences)	✓		"Example : COD what it is ?"
24	Teachers relate material to culturally			

	relevant to students (Nurturing meaningful learning experiences)		X	no relate culturally
25	The teacher gives students the opportunity to choose projects independently (Empowering students through autonomous learning journeys)		X	Project given by teacher that is "translation"
26	Teachers provide opportunities for students to express opinions independently (Valuing student perspectives and fostering mutual respect)		X	Teacher only call student randomly to explain their work
27	Teachers provide opportunities for students to convey suggestions and criticism of learning independently (Valuing student perspectives and fostering mutual respect)		X	Teacher only call student randomly to explain their work
28	The teacher presents a video in delivering related material (Tailoring education to individual learners)		X	no vidio given
29	The teacher presents audio in delivering related material (Tailoring education to individual learners)	✓		The audio given in the first muting "from the audio ....
30	Teachers use a learning approach based on student abilities (Fostering student-centered learning through meaningful themes)		X	All students worked the same task given "translation"
31	Teachers provide material that encourages students' critical thinking (Elevating education through critical and higher-order thinking skills)		X	Focus on listening and pronunciation
32	Teachers provide meaningful material according to students' abilities and experience (Fostering student-centered learning through meaningful themes)		X	All the students worked the same task given "translation"
33	Teachers provide diverse learning styles to students (Tailoring education to individual learners)	✓		Students work in grouping /seatmate
34	Teachers implement project-based learning to promote critical thinking skills (Elevating education through critical and higher-order thinking skills)		X	Focus on listening and pronunciation
35	Teachers implement project-based learning to promote creative thinking skills (Cultivating intellectual excellence through complex learning challenges)		X	Focus on listening and pronunciation
36	Teachers implement project-based learning to promote collaboration skills		X	No project-based learning given

	(Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)			
37	Teachers implement project-based learning to promote communication skills		X	No project-based learning given
38	Teachers carry out project-based learning to promote character skills (Nurturing meaningful learning experiences)		X	No project-based learning given
39	Teachers implement project-based learning to promote citizenship skills (Nurturing meaningful learning experiences)		X	No project-based learning given
40	The teacher provides a more in-depth explanation to students who are passive in class (Enabling student improvement through constant evaluation and individualized feedback)	✓		Teachers gave opportunity to ask with material that students don't understand
41	Teachers provide complex activities to students who are active in class (Enabling student improvement through constant evaluation and individualized feedback)		X	No more activities for active students
42	The teacher gives instructions using English	✓		"Listen to me" "Repeat after me"
43	Teachers provide various methods adapted to students' abilities and needs (Tailoring education to individual learners)		X	Only group discussion
44	Teachers provide various media that suit students' abilities and needs (Tailoring education to individual learners)		X	only whiteboard and marker used
45	Teachers use technology as a media in the learning process		X	No technology as media given
46	Teachers allocate a minimum of two hours of English learning (JP) every week	✓		English class have 4 hours every week
47	Teachers provide diagnostic assessments using a variety of methods (Providing extensive evaluation through a variety of assessment approaches)		X	This meeting was second meeting
48	Teachers provide formative assessments using various methods (Providing extensive evaluation through a variety of assessment approaches)	✓		Checking the homework score one by one
49	Teachers provide summative assessments using various methods (Providing extensive evaluation through a variety of		X	This meeting was second meeting

	assessment approaches)			
50	The teacher provides feedback on the progress of English learning to each student every month or a maximum of three months after learning (Enabling student improvement through constant evaluation and individualized feedback)	✓		Feedback Used Was Correct students wrong pronunciation
51	The teacher provides an assessment in the form of instructions for reading simple texts as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No Reading task given
52	The teacher provides assessment in the form of dialogue in front of the class (Providing extensive evaluation through a variety of assessment approaches)		X	No dialog in front of class activity
53	The teacher provides an assessment in the form of listening to related material (Providing extensive evaluation through a variety of assessment approaches)	✓		Listening section P.24 An English Course from Airlangga given
54	The teacher provides an assessment in the form of writing one sentence every day in English as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No writing task given
55	Teachers give students the freedom to develop their abilities independently (Fostering student empowerment and ownership in education & Empowering students through autonomous learning journeys)		X	Learning activities Was still instructed by teachers' need
	Closing			
56	The teacher gives students the opportunity to ask questions	✓		" Any Question ? "
57	The teacher provides conclusions about the important points that arise in learning activities		X	Learning activity Closed by checking score of students
58	The teacher provides information regarding things that need to be prepared for the next meeting		X	Learning activity closed by checking students' homework score
59	The teacher closes the lesson with greetings	✓		" Wassalamualaikum wr. wb ".

No.02

OBSERVATION CHECKLIST

STUDENT CENTERED APPROACH OF MERDEKA CURRICULUM:
TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING

Name : Mrs. Ilm / Ilm S.pd
Class : VII C
Date : Thursday, December 07, 2023
Material : "Foods and Dānes"

No	Statement	Checklist		Note
		Yes	No	
	Opening			
1	The teacher opens the lesson with greetings	✓		Assalamualaikum "good afternoon students"
2	The teacher begins the lesson by praying together		X	Praying section only at morning and the end of class
3	The teacher checks the students' attendance	✓		Call one by one
4	The teacher checks the neatness of the students' clothes	✓		Before class begin
5	The teacher checks the neatness of the students' seats	✓		Before class begin
6	The teacher briefly reviews the material that has been studied	✓		"Last meeting I gave you ..."
7	The teacher connects previous material with the material to be studied	✓		This was third meeting (continue)
8	The teacher conveys motivation about what will be obtained with the material to be studied		X	This was third meeting
9	The teacher explains what will be studied		X	Directly explain the material
10	The teacher explains the learning objectives		X	Directly explain the material
11	The teacher explains the competencies that will be achieved after studying the material to be studied		X	Directly explain the material
	Core Activities			
12	The teacher provides vocabulary building activities with related material through games	✓		Vocabulary building with spelling be
13	The teacher provides vocabulary development activities by instructing students to observe the school environment (Nurturing meaningful		X	Stay in class

	learning experiences)			
14	The teacher provides vocabulary building activities through memorization activities in front of the teacher one by one		X	No memorization activities
15	The teacher invites students to imitate the vocabulary taught orally	✓		" Hat, Trash, Snack"
16	The teacher provides an explanation of the material to be taught	✓		Your favorite food
17	The teacher divides students into several groups to discuss related material (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	Individual task given
18	The teacher gives trigger questions, students are directed to discuss them with the group (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)	✓		" makanan siap saji = bakso, mie ayam ... "
19	The teacher instructs the group to go around the school environment to solve the questions they have received (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	Individual activity given
20	The teacher gives a mission that must be completed in groups in the class (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	Individual activity given
21	Teachers require students to bring an English dictionary to every English lesson (Fostering student empowerment and ownership in education)	✓		Students who didn't bring the dictionary have to borrow to other class
22	The teacher checks the students' vocabulary progress (Enabling student improvement through constant evaluation and individualized feedback)		X	No Vocabulary check
23	The teacher connects the material with examples of the environment around the students (Nurturing meaningful learning experiences)	✓		" makanan siap saji, contoh : bakso, mie ayam ... "
24	Teachers relate material to culturally			

	relevant to students (Nurturing meaningful learning experiences)		X	No culturally material given
25	The teacher gives students the opportunity to choose projects independently (Empowering students through autonomous learning journeys)		X	Project provided by teacher - "Vocabulary"
26	Teachers provide opportunities for students to express opinions independently (Valuing student perspectives and fostering mutual respect)	✓		Teacher provided student to express their favorite food orally in English
27	Teachers provide opportunities for students to convey suggestions and criticism of learning independently (Valuing student perspectives and fostering mutual respect)		X	No suggestion / critism from students
28	The teacher presents a video in delivering related material (Tailoring education to individual learners)		X	No video given
29	The teacher presents audio in delivering related material (Tailoring education to individual learners)		X	No audio given
30	Teachers use a learning approach based on student abilities (Fostering student-centered learning through meaningful themes)		X	Learning approach Provided by teacher based on teaching module
31	Teachers provide material that encourages students' critical thinking (Elevating education through critical and higher-order thinking skills)		X	Learning activities only focused on Vocabulary
32	Teachers provide meaningful material according to students' abilities and experience (Fostering student-centered learning through meaningful themes)	✓		Teachers instructed student to find their favorite food
33	Teachers provide diverse learning styles to students (Tailoring education to individual learners)		X	Individual learning activity
34	Teachers implement project-based learning to promote critical thinking skills (Elevating education through critical and higher-order thinking skills)		X	No project - based was given
35	Teachers implement project-based learning to promote creative thinking skills (Cultivating intellectual excellence through complex learning challenges)		X	No project - based given
36	Teachers implement project-based learning to promote collaboration skills		X	No project - based given

	(Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)			
37	Teachers implement project-based learning to promote communication skills		X	No project-based given
38	Teachers carry out project-based learning to promote character skills (Nurturing meaningful learning experiences)		X	No project-based given
39	Teachers implement project-based learning to promote citizenship skills (Nurturing meaningful learning experiences)		X	No project-based given
40	The teacher provides a more in-depth explanation to students who are passive in class (Enabling student improvement through constant evaluation and individualized feedback)	✓		Teacher asked students who confused on the task given
41	Teachers provide complex activities to students who are active in class (Enabling student improvement through constant evaluation and individualized feedback)		X	No additional task for active student
42	The teacher gives instructions using English	✓		" Please ... "
43	Teachers provide various methods adapted to students' abilities and needs (Tailoring education to individual learners)	✓		Methods : Discovery learning & Discussion
44	Teachers provide various media that suit students' abilities and needs (Tailoring education to individual learners)		X	No media provided
45	Teachers use technology as a media in the learning process		X	No technology media provided
46	Teachers allocate a minimum of two hours of English learning (JP) every week	✓		English have 4 hours in every week
47	Teachers provide diagnostic assessments using a variety of methods (Providing extensive evaluation through a variety of assessment approaches)		X	This was third meeting
48	Teachers provide formative assessments using various methods (Providing extensive evaluation through a variety of assessment approaches)		X	No assesments given
49	Teachers provide summative assessments using various methods (Providing extensive evaluation through a variety of		X	No assesments given

	assessment approaches)			
50	The teacher provides feedback on the progress of English learning to each student every month or a maximum of three months after learning (Enabling student improvement through constant evaluation and individualized feedback)		X	No feedback provided
51	The teacher provides an assessment in the form of instructions for reading simple texts as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No reading task given
52	The teacher provides assessment in the form of dialogue in front of the class (Providing extensive evaluation through a variety of assessment approaches)		X	No dialogue given
53	The teacher provides an assessment in the form of listening to related material (Providing extensive evaluation through a variety of assessment approaches)		X	No listening assesment given
54	The teacher provides an assessment in the form of writing one sentence every day in English as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No writing task given
55	Teachers give students the freedom to develop their abilities independently (Fostering student empowerment and ownership in education & Empowering students through autonomous learning journeys)		X	Teacher still take control for learning activities
	Closing			
56	The teacher gives students the opportunity to ask questions	✓		"Any question....?"
57	The teacher provides conclusions about the important points that arise in learning activities		X	Class end by unfinished task given
58	The teacher provides information regarding things that need to be prepared for the next meeting		X	Class end by unfinished task given
59	The teacher closes the lesson with greetings	✓		"The last I say ... Wassalamualaikum"

No.03

OBSERVATION CHECKLIST

STUDENT CENTERED APPROACH OF MERDEKA CURRICULUM:
TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING

Name : Mrs. Ilm /Im S.Pd
Class : VIII A
Date : Thursday, December 07, 2023
Material : "Probihition"

No	Statement	Checklist		Note
		Yes	No	
	Opening			
1	The teacher opens the lesson with greetings	✓		"Let's open by Bismillah together". Assalamualaikum
2	The teacher begins the lesson by praying together		X	Praying section only at morning and end of class
3	The teacher checks the students' attendance	✓		call one by one
4	The teacher checks the neatness of the students' clothes	✓		After attendance
5	The teacher checks the neatness of the students' seats	✓		After attendance
6	The teacher briefly reviews the material that has been studied	✓		"Last meeting we studied about Probihition"
7	The teacher connects previous material with the material to be studied	✓		this the third meting for second chapter
8	The teacher conveys motivation about what will be obtained with the material to be studied		X	This was the third meeting (continous)
9	The teacher explains what will be studied	✓		"Today we will continue..."
10	The teacher explains the learning objectives		X	This was the third meeting
11	The teacher explains the competencies that will be achieved after studying the material to be studied		X	This was the third meeting (continous)
	Core Activities			
12	The teacher provides vocabulary building activities with related material through games		X	No Vocabulary through games given
13	The teacher provides vocabulary development activities by instructing students to observe the school environment (Nurturing meaningful		X	stay in the class

	learning experiences)			
14	The teacher provides vocabulary building activities through memorization activities in front of the teacher one by one	✓		Students was called one by one and memorized Vocabulary
15	The teacher invites students to imitate the vocabulary taught orally		X	No pronunciation given
16	The teacher provides an explanation of the material to be taught	✓		Example of Prohibition in life
17	The teacher divides students into several groups to discuss related material (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)	✓		Peer-teaching / Seatmate learning activity to check the vocabulary they have
18	The teacher gives trigger questions, students are directed to discuss them with the group (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	Continous material
19	The teacher instructs the group to go around the school environment to solve the questions they have received (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	Full class activity
20	The teacher gives a mission that must be completed in groups in the class (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	No task in Grouping given
21	Teachers require students to bring an English dictionary to every English lesson (Fostering student empowerment and ownership in education)	✓		Students who didn't bring dictionary have to borrow to other Class
22	The teacher checks the students' vocabulary progress (Enabling student improvement through constant evaluation and individualized feedback)	✓		Checking the vocabulary both notes and memories
23	The teacher connects the material with examples of the environment around the students (Nurturing meaningful learning experiences)	✓		* No smoking in the school *
24	Teachers relate material to culturally			

	relevant to students (Nurturing meaningful learning experiences)	✓		"Bullying is prohibited"
25	The teacher gives students the opportunity to choose projects independently (Empowering students through autonomous learning journeys)		X	The project still teacher who take control
26	Teachers provide opportunities for students to express opinions independently (Valuing student perspectives and fostering mutual respect)		X	No opinion from students provided
27	Teachers provide opportunities for students to convey suggestions and criticism of learning independently (Valuing student perspectives and fostering mutual respect)		X	No suggestion or Criticism are provided
28	The teacher presents a video in delivering related material (Tailoring education to individual learners)		X	No video given
29	The teacher presents audio in delivering related material (Tailoring education to individual learners)		X	No audio given
30	Teachers use a learning approach based on student abilities (Fostering student-centered learning through meaningful themes)	✓		Vocabulary around students' life
31	Teachers provide material that encourages students' critical thinking (Elevating education through critical and higher-order thinking skills)		X	Only build vocabulary and explanation
32	Teachers provide meaningful material according to students' abilities and experience (Fostering student-centered learning through meaningful themes)	✓		Vocabulary around students' life
33	Teachers provide diverse learning styles to students (Tailoring education to individual learners)	✓		Both individual and grouping
34	Teachers implement project-based learning to promote critical thinking skills (Elevating education through critical and higher-order thinking skills)		X	No project-based learning was given
35	Teachers implement project-based learning to promote creative thinking skills (Cultivating intellectual excellence through complex learning challenges)		X	No project-based Learning was given
36	Teachers implement project-based learning to promote collaboration skills			

	(Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	No project -based learning was given
37	Teachers implement project-based learning to promote communication skills		X	No project-based learning was given
38	Teachers carry out project-based learning to promote character skills (Nurturing meaningful learning experiences)		X	No project -based learning was given
39	Teachers implement project-based learning to promote citizenship skills (Nurturing meaningful learning experiences)		X	No project- based learning was given
40	The teacher provides a more in-depth explanation to students who are passive in class (Enabling student improvement through constant evaluation and individualized feedback)		X	No additional explanation to passive students
41	Teachers provide complex activities to students who are active in class (Enabling student improvement through constant evaluation and individualized feedback)		X	No additional task to active students
42	The teacher gives instructions using English	✓		"Repeat after me..." "Please ..."
43	Teachers provide various methods adapted to students' abilities and needs (Tailoring education to individual learners)	✓		Both individual and grouping
44	Teachers provide various media that suit students' abilities and needs (Tailoring education to individual learners)		X	No media used
45	Teachers use technology as a media in the learning process			No technologi media was given
46	Teachers allocate a minimum of two hours of English learning (JP) every week	✓		Englsh class are available 4 hours
47	Teachers provide diagnostic assessments using a variety of methods (Providing extensive evaluation through a variety of assessment approaches)		X	Third meeting
48	Teachers provide formative assessments using various methods (Providing extensive evaluation through a variety of assessment approaches)		X	only Vocabulary memorizing
49	Teachers provide summative assessments using various methods (Providing extensive evaluation through a variety of		X	Third meeting

	assessment approaches)			
50	The teacher provides feedback on the progress of English learning to each student every month or a maximum of three months after learning (Enabling student improvement through constant evaluation and individualized feedback)		X	Progress feedback checked every week
51	The teacher provides an assessment in the form of instructions for reading simple texts as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No reading task/ assesment given
52	The teacher provides assessment in the form of dialogue in front of the class (Providing extensive evaluation through a variety of assessment approaches)		X	No dialogue task/ assesment given
53	The teacher provides an assessment in the form of listening to related material (Providing extensive evaluation through a variety of assessment approaches)		X	No listening task/ assesment given
54	The teacher provides an assessment in the form of writing one sentence every day in English as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No writing task/ assesment given
55	Teachers give students the freedom to develop their abilities independently (Fostering student empowerment and ownership in education & Empowering students through autonomous learning journeys)	✓		The Vocabulary memorizing become Duty to every students and they are free to choose the vocabulary they want
	Closing			
56	The teacher gives students the opportunity to ask questions	✓		Teacher asked student understanding
57	The teacher provides conclusions about the important points that arise in learning activities	✓		Teacher explained Probihition material
58	The teacher provides information regarding things that need to be prepared for the next meeting	✓		"Don't forget the vocabulary for next week"
59	The teacher closes the lesson with greetings	✓		greetings "Wassalamualaikum"

No.04

OBSERVATION CHECKLIST

STUDENT CENTERED APPROACH OF MERDEKA CURRICULUM:
TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING

Name : Mrs. Ilm / Ilm S.Pd
Class : VII A
Date : Friday, December 08, 2023
Material : "My Favorite Foods and Drinks"

No	Statement	Checklist		Note
		Yes	No	
	Opening			
1	The teacher opens the lesson with greetings	✓		Assalamualaikum and good morning
2	The teacher begins the lesson by praying together	✓		First class at morning
3	The teacher checks the students' attendance	✓		Call one by one
4	The teacher checks the neatness of the students' clothes	✓		Before greetings
5	The teacher checks the neatness of the students' seats	✓		Before greetings
6	The teacher briefly reviews the material that has been studied		X	Directly to start the new activity
7	The teacher connects previous material with the material to be studied		X	Directly to the next activity / material
8	The teacher conveys motivation about what will be obtained with the material to be studied		X	Directly explain the material
9	The teacher explains what will be studied	✓		"Today we will learn..."
10	The teacher explains the learning objectives		X	Explain the material directly
11	The teacher explains the competencies that will be achieved after studying the material to be studied		X	Explain the material directly
	Core Activities			
12	The teacher provides vocabulary building activities with related material through games		X	Vocabulary through games didn't provide by teacher
13	The teacher provides vocabulary development activities by instructing students to observe the school environment (Nurturing meaningful	✓		start with write down the vocabulary around school

	learning experiences)			
14	The teacher provides vocabulary building activities through memorization activities in front of the teacher one by one	✓		After wrote them than teacher called one by one
15	The teacher invites students to imitate the vocabulary taught orally		X	No pronunciation was given
16	The teacher provides an explanation of the material to be taught	✓		my favorite foods and drinks
17	The teacher divides students into several groups to discuss related material (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	No groups was made
18	The teacher gives trigger questions, students are directed to discuss them with the group (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	No groupswas made
19	The teacher instructs the group to go around the school environment to solve the questions they have received (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	No groups was created
20	The teacher gives a mission that must be completed in groups in the class (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	No groups was created
21	Teachers require students to bring an English dictionary to every English lesson (Fostering student empowerment and ownership in education)	✓		Students have to found the dictionary (who didn't bring)
22	The teacher checks the students' vocabulary progress (Enabling student improvement through constant evaluation and individualized feedback)	✓		Call one by one
23	The teacher connects the material with examples of the environment around the students (Nurturing meaningful learning experiences)	✓		Vocabulary based on school environment
24	Teachers relate material to culturally			

	relevant to students (Nurturing meaningful learning experiences)		X	No relate culturaly material given
25	The teacher gives students the opportunity to choose projects independently (Empowering students through autonomous learning journeys)		X	No project was given
26	Teachers provide opportunities for students to express opinions independently (Valuing student perspectives and fostering mutual respect)	✓		Teacher asked student opinion about their favorite food and drinks.
27	Teachers provide opportunities for students to convey suggestions and criticism of learning independently (Valuing student perspectives and fostering mutual respect)		X	No suggestion and criticism expressed
28	The teacher presents a video in delivering related material (Tailoring education to individual learners)		X	No vidio given
29	The teacher presents audio in delivering related material (Tailoring education to individual learners)		X	No audio given
30	Teachers use a learning approach based on student abilities (Fostering student-centered learning through meaningful themes)		X	The teacher still control all the learning activities
31	Teachers provide material that encourages students' critical thinking (Elevating education through critical and higher-order thinking skills)		X	Explanation and Vocabulary
32	Teachers provide meaningful material according to students' abilities and experience (Fostering student-centered learning through meaningful themes)	✓		The material related to students favorite foods and drinks
33	Teachers provide diverse learning styles to students (Tailoring education to individual learners)	✓		Both group and individual
34	Teachers implement project-based learning to promote critical thinking skills (Elevating education through critical and higher-order thinking skills)		X	No project-based learning given
35	Teachers implement project-based learning to promote creative thinking skills (Cultivating intellectual excellence through complex learning challenges)		X	No project-based learning given
36	Teachers implement project-based learning to promote collaboration skills		X	No project-based

	(Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)			Learning given
37	Teachers implement project-based learning to promote communication skills		X	No project based learning given
38	Teachers carry out project-based learning to promote character skills (Nurturing meaningful learning experiences)		X	No project based learning given
39	Teachers implement project-based learning to promote citizenship skills (Nurturing meaningful learning experiences)		X	No project based learning given
40	The teacher provides a more in-depth explanation to students who are passive in class (Enabling student improvement through constant evaluation and individualized feedback)		X	No additional explanation to passive students
41	Teachers provide complex activities to students who are active in class (Enabling student improvement through constant evaluation and individualized feedback)		X	No additional material to active students
42	The teacher gives instructions using English	✓		"Please come and....
43	Teachers provide various methods adapted to students' abilities and needs (Tailoring education to individual learners)		X	No Various methods founded
44	Teachers provide various media that suit students' abilities and needs (Tailoring education to individual learners)		X	No Various methods used
45	Teachers use technology as a media in the learning process		X	No technology as media used
46	Teachers allocate a minimum of two hours of English learning (JP) every week	✓		English class hold 4 hours every week
47	Teachers provide diagnostic assessments using a variety of methods (Providing extensive evaluation through a variety of assessment approaches)		X	Third meeting
48	Teachers provide formative assessments using various methods (Providing extensive evaluation through a variety of assessment approaches)		X	Vocabulary and Explanation
49	Teachers provide summative assessments using various methods (Providing extensive evaluation through a variety of		X	Third meeting

	assessment approaches)			
50	The teacher provides feedback on the progress of English learning to each student every month or a maximum of three months after learning (Enabling student improvement through constant evaluation and individualized feedback)	✓		Vocabulary feedback is held weekly
51	The teacher provides an assessment in the form of instructions for reading simple texts as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No reading task/ assesment given
52	The teacher provides assessment in the form of dialogue in front of the class (Providing extensive evaluation through a variety of assessment approaches)		X	No dialogue assesment given
53	The teacher provides an assessment in the form of listening to related material (Providing extensive evaluation through a variety of assessment approaches)		X	No listening assesment given
54	The teacher provides an assessment in the form of writing one sentence every day in English as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No writing assesment given
55	Teachers give students the freedom to develop their abilities independently (Fostering student empowerment and ownership in education & Empowering students through autonomous learning journeys)		X	Teacher still take control in every learning activities
	Closing			
56	The teacher gives students the opportunity to ask questions	✓		Teacher asked students understanding
57	The teacher provides conclusions about the important points that arise in learning activities		X	Directly to close the class
58	The teacher provides information regarding things that need to be prepared for the next meeting		X	closed the class immediately
59	The teacher closes the lesson with greetings	✓		Wassalamualaikum Wr. Wb

No.05

OBSERVATION CHECKLIST

STUDENT CENTERED APPROACH OF MERDEKA CURRICULUM:
TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING

Name : Mrs Ilm / Ins S.pd
Class : VIII B
Date : Friday December 08, 2023
Material : "Recount text"

No	Statement	Checklist		Note
		Yes	No	
	Opening			
1	The teacher opens the lesson with greetings	✓		Assalamualaikum, Good afternoon
2	The teacher begins the lesson by praying together		X	Praying only at morning and the end of class
3	The teacher checks the students' attendance	✓		Call one by one
4	The teacher checks the neatness of the students' clothes	✓		Before class begin
5	The teacher checks the neatness of the students' seats	✓		Before class begin
6	The teacher briefly reviews the material that has been studied	✓		General structure of recount text
7	The teacher connects previous material with the material to be studied	✓		Todays' meeting Reading Recount text
8	The teacher conveys motivation about what will be obtained with the material to be studied		X	Third meeting
9	The teacher explains what will be studied		X	Third meeting
10	The teacher explains the learning objectives		X	Third meeting
11	The teacher explains the competencies that will be achieved after studying the material to be studied		X	Third meeting
	Core Activities			
12	The teacher provides vocabulary building activities with related material through games		X	No Vocabulary through game given
13	The teacher provides vocabulary development activities by instructing students to observe the school environment (Nurturing meaningful		X	No Vocabulary through outing class

	learning experiences)			
14	The teacher provides vocabulary building activities through memorization activities in front of the teacher one by one	✓		Call one by one
15	The teacher invites students to imitate the vocabulary taught orally		X	No pronunciation given
16	The teacher provides an explanation of the material to be taught	✓		Traslating Recount text
17	The teacher divides students into several groups to discuss related material (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)	✓		Grouping was made to translate Recount text "Lks H.39, Origin of Landak River"
18	The teacher gives trigger questions, students are directed to discuss them with the group (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	No trigger Question given
19	The teacher instructs the group to go around the school environment to solve the questions they have received (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)		X	Stay at class during learning activity
20	The teacher gives a mission that must be completed in groups in the class (Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)	✓		Mission was about translating "Lks H.39, Origin of Landak River"
21	Teachers require students to bring an English dictionary to every English lesson (Fostering student empowerment and ownership in education)	✓		Every single student must have a dictionary for translating
22	The teacher checks the students' vocabulary progress (Enabling student improvement through constant evaluation and individualized feedback)	✓		Call one by one
23	The teacher connects the material with examples of the environment around the students (Nurturing meaningful learning experiences)		X	Material given based on LKS
24	Teachers relate material to culturally			

	relevant to students (Nurturing meaningful learning experiences)		X	Material given based on LKS
25	The teacher gives students the opportunity to choose projects independently (Empowering students through autonomous learning journeys)		X	No project was given
26	Teachers provide opportunities for students to express opinions independently (Valuing student perspectives and fostering mutual respect)		X	No opinions was expressed
27	Teachers provide opportunities for students to convey suggestions and criticism of learning independently (Valuing student perspectives and fostering mutual respect)		X	No suggestions or criticism was expressed
28	The teacher presents a video in delivering related material (Tailoring education to individual learners)		X	No vdio given
29	The teacher presents audio in delivering related material (Tailoring education to individual learners)		X	No audio given
30	Teachers use a learning approach based on student abilities (Fostering student-centered learning through meaningful themes)		X	Learning based on LKS P.37.
31	Teachers provide material that encourages students' critical thinking (Elevating education through critical and higher-order thinking skills)	V		Translating
32	Teachers provide meaningful material according to students' abilities and experience (Fostering student-centered learning through meaningful themes)		X	Material based on LKS P.37
33	Teachers provide diverse learning styles to students (Tailoring education to individual learners)	✓		Both Individual and group
34	Teachers implement project-based learning to promote critical thinking skills (Elevating education through critical and higher-order thinking skills)		X	No project-based given
35	Teachers implement project-based learning to promote creative thinking skills (Cultivating intellectual excellence through complex learning challenges)		X	No project-based given
36	Teachers implement project-based learning to promote collaboration skills	✓		Translating

	(Building an inclusive and diverse learning community & Fostering inclusion and cooperation through diverse grouping)			LKS in grouping P.87 about Origin of Landak River"
37	Teachers implement project-based learning to promote communication skills		X	No project based given
38	Teachers carry out project-based learning to promote character skills (Nurturing meaningful learning experiences)		X	No project-based given
39	Teachers implement project-based learning to promote citizenship skills (Nurturing meaningful learning experiences)		X	No project-based given
40	The teacher provides a more in-depth explanation to students who are passive in class (Enabling student improvement through constant evaluation and individualized feedback)		X	No additional explanation to passive student
41	Teachers provide complex activities to students who are active in class (Enabling student improvement through constant evaluation and individualized feedback)		X	No additional material to active students
42	The teacher gives instructions using English	✓		" Please .... "
43	Teachers provide various methods adapted to students' abilities and needs (Tailoring education to individual learners)		X	No various method used
44	Teachers provide various media that suit students' abilities and needs (Tailoring education to individual learners)		X	No media with various used
45	Teachers use technology as a media in the learning process		X	No technology as media used
46	Teachers allocate a minimum of two hours of English learning (JP) every week	✓		English class held 4 hours a week
47	Teachers provide diagnostic assessments using a variety of methods (Providing extensive evaluation through a variety of assessment approaches)		X	Third meeting
48	Teachers provide formative assessments using various methods (Providing extensive evaluation through a variety of assessment approaches)		X	Third meeting
49	Teachers provide summative assessments using various methods (Providing extensive evaluation through a variety of		X	Third meeting

	assessment approaches)			
50	The teacher provides feedback on the progress of English learning to each student every month or a maximum of three months after learning (Enabling student improvement through constant evaluation and individualized feedback)			Feedback on the progress checked weekly (vocabulary)
51	The teacher provides an assessment in the form of instructions for reading simple texts as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No reading assesment given
52	The teacher provides assessment in the form of dialogue in front of the class (Providing extensive evaluation through a variety of assessment approaches)		X	No dialogue assesment given
53	The teacher provides an assessment in the form of listening to related material (Providing extensive evaluation through a variety of assessment approaches)		X	No listening assesment given
54	The teacher provides an assessment in the form of writing one sentence every day in English as learning material for students at home (Providing extensive evaluation through a variety of assessment approaches)		X	No writing assesment given
55	Teachers give students the freedom to develop their abilities independently (Fostering student empowerment and ownership in education & Empowering students through autonomous learning journeys)	✓		Only the Vocabulary
	Closing			
56	The teacher gives students the opportunity to ask questions	✓		Teacher asked students understanding
57	The teacher provides conclusions about the important points that arise in learning activities	✓		Recount text
58	The teacher provides information regarding things that need to be prepared for the next meeting		X	Closed the class immediately
59	The teacher closes the lesson with greetings	✓		"Wassalamualaikum wr. wb."

Appendix VII Observation Table Results

NO	Checklist	Aspects of Student-Centered of Merdeka Curriculum											
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1	First Observation					1	2	1	1		2	2	1
2	Second Observation	1				1	1	1	1	1	1		1
3	Third Observation	2			1	1	2	2	2		1		1
4	Fourth Observation	1					1	1	1	1	1		
5	Fifth Observation			1	1	3	1		2		1		3
Total Frequency		**4**	**0**	**1**	**2**	**6**	**7**	**5**	**7**	**2**	**6**	**2**	**6**

Table 4.1 Observation Table Results

NOTE:

1. Fostering student-centered learning through meaningful themes
2. Cultivating intellectual excellence through complex learning challenges
3. Elevating education through critical and higher-order thinking skills
4. Empowering students through autonomous learning journey
5. Building an inclusive and diverse learning community
6. Adapting instruction to diverse learner needs
7. Cultivating relevance and connection
8. Fostering student empowerment and ownership in education
9. Valuing student perspectives and fostering mutual respect
10. Enabling student improvement through constant evaluation and individualized feedback
11. Providing extensive evaluation through a variety of assessment approaches
12. Fostering inclusion and cooperation through diverse grouping

Appendix VIII Teachers' Interview Scripts

No.01

INTERVIEW GUIDELINES

STUDENT-CENTERED APPROACH OF MERDEKA CURRICULUM:

TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING

Interviewee : Mrs. IIM S.Pd

Date : Thursday, December 14, 2023

Time : 11.29 A.M.

Place : Via WhatsApp

1. **Merdeka Curriculum**
   a. **Merdeka curriculum in general concept**

      Q: "Menurut bapak/ibu kurikulum Merdeka itu kurikulum yang seperti apa?"

      A: "Kurikulum Merdeka merupakan kurikulum dengan pembelajaran intrakurikuler yang beragam sehingga muatannya akan lebih maksimal".

   b. **The importance of implementing Merdeka curriculum in junior high schools**

      Q: "Penerapan kurikulum Merdeka dijenjang SMP apakah itu penting?"

      A: "Dengan kurikulum ini, siswa dapat meningkatkan keterampilannya sesuai keinginannya".

2. **Student-Centered Approach of Merdeka Curriculum**
   a. **Student-centered of Merdeka Curriculum in general concept**

      Q: "Menurut bapak/ibu apa yang dimaksud dengan student-centered approach dalam kurikulum Merdeka?"

      A: "Menurut saya fokusnya adalah membentuk karakter siswa yang sesuai dengan profil siswa Pancasila berdasarkan 6 unsur kepribadian luhur,

keberagaman global, kemandirian, gotong royong, berpikir kritis dan kreatif".

b. Teachers' implementation of student-centered approach of Merdeka Curriculum

Q: "Dalam pengajaran Bahasa Inggris bagaiman bapak/ibu menerapkan pendekatan tersebut?"

A: "Pertama-tama, saya berusaha mengetahui karakteristik semua siswa saya dan saya selalu memberikan kesempatan kepada mereka untuk aktif di kelas saya. Murid-murid saya selalu menghafal dan berlatih kosa kata di depan saya, dari sana saya bisa mengetahui satu persatu murid-murid saya dan apa yang harus saya berikan kepada mereka. Banyak hal yang dapat dilakukan siswa di kelas saya selain mempelajari objek seperti belajar sambil bermain".

3. Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in Teaching English

a. Fostering student-centered learning through meaningful themes

1) Q: "Dalam penerapan student-centered of Merdeka curriculum, Bagaimana cara bapak/ibu menghubungkan materi pelajaran dengan kehidupan nyata atau lingkungan siswa?"

   A: "Saya sering menggunakan pembelajaran kelompok atau pembelajaran kooperatif".

2) Q: "Bisakah bapak/ibu memberikan contoh tersebut?"

   A: "Saya melibatkan siswa dalam percakapan kelompok sambil mempertimbangkan berbagai sudut pandang mengenai inklusi. Pemilihan tema dipandu oleh penilaian rutin, dan umpan balik siswa membuat kelas tetap hidup".

b. Cultivating intellectual excellence through complex learning challenges

1) Q: "Dalam penerapan student-centered of Merdeka curriculum, apakah bapak/ibu pernah memberi perintah kepada siswa untuk menganalisis atau mengevaluasi sebuah informasi/materi pelajaran?"

A: “Tentu saja”

2) Q: “Bisakah bapak/ibu sebutkan contoh dalam kegiatan tersebut?”

A: “Siswa harus lebih percaya diri dalam belajar bahasa Inggris, khususnya bagi siswa sekolah menengah pertama. Walaupun kegiatan analisis teks dilakukan, saya masih fokus membangun keberanian mereka untuk berbicara”.

c. Elevating education through critical and higher-order thinking skills

Q: “Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu membuat siswa penasaran dengan topik yang akan diajarkan?”

A: “Saya membangunnya dengan sering bertanya dan berdiskusi di kelas tentang apa saja, tidak hanya objek yang kita pelajari”.

d. Empowering students through autonomous learning journey

Q: “Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu membuat siswa berinisiatif untuk belajar materi secara mandiri diluar jam sekolah?”

A: “Dengan memberi tahu Siswa bahwa mereka harus menjadi pembelajar mandiri dan meningkatkan keterampilan dan pengetahuan mereka dengan cara yang mereka sukai”.

e. Building an inclusive and diverse learning community

1) Q: “Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu membagi kelompok siswa?”

A: “Dengan berbagai cara, namun grup selalu saya pilih secara acak”

2) Q: “Kemudian, bagaimana cara bapak/ibu membagi kelompok siswa dengan pertimbangan latar belakang mereka?”

A: “Saya menyediakan kegiatan kelompok yang menginspirasi siswa untuk berkolaborasi dalam proyek selain percakapan satu lawan satu. Siswa dari latar belakang atau tingkat keterampilan yang berbeda dipasangkan untuk mendorong pertukaran ide dan sudut pandang yang berbeda”.

f. Adapting instruction to Diverse Learner Needs

Q: “Dalam penerapan student-centered of Merdeka curriculum, learning style apa saja yang pernah bapak/ibu terapkan?”

A: “Saya meminta mereka mencari pelajaran dari berbagai sumber, mengerjakan sendiri setiap pekerjaan rumah dan menuliskan setiap materi yang dijelaskan oleh guru.”

g. Cultivating Relevance and Connection

1) Q: “Dalam penerapan student-centered of Merdeka curriculum, Apakah bapak/ibu pernah menggunakan experiential learning?”

   A: “iya”

2) Q: “Bagaimana hal tersebut berjalan”?

   A: “Bagaimana menjadi pribadi yang baik, aktif dimanapun berada, membangun komunikasi yang baik dengan orang lain di sekitar mereka”.

h. Fostering student empowerment and ownership in education

1) Q: “Dalam penerapan student-centered of Merdeka curriculum, Apakah bapak/ibu pernah menerapkan project-based learning?”

   A: “iya, saya pernah menerapkan project-based learning”

2) Q: “Project apa saja yang pernah bapak/ibu terapkan dalam pengajaran Bahasa Inggris?”

   A: “Projek bertema hari besar di Indonesia (HUT RI) dan materi-materi bahasa Inggris yang terkait dengan kehidupan siswa”

i. Valuing student perspectives and fostering mutual respect

Q: “Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu membangun siswa yang aktif dalam menyampaikan pendapat mereka didalam kelas?”

A: “Saya memperhatikan kebiasaan siswa di kelas saya, bagaimana kesehariannya kemudian perlahan mulai mendorong siswa melalui metode pembelajaran yang berbeda”.

j. Enabling student improvement through constant evaluation and individualized feedback

1) Q: “Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu mendukung kemajuan kemampuan siswa?”
   A: “Dengan menghargai mereka”.
2) Q: “Bagaimana cara bapak/ibu mengetahui kemajuan akademik maupun kemampuan siswa secara menyeluruh?”
   A: “Dengan siswa mengalami kemajuan dalam pemahaman mereka”.

k. Providing extensive evaluation through a variety of assessment approaches

Q: “Dalam penerapan student-centered of Merdeka curriculum, jenis penilaian apa saja yang bapak/ibu terapkan?”

A: “Penilaian dilakukan sesuai dengan modul ajar yang saya buat, dari berbagai aspek”

l. Fostering inclusion and cooperation through diverse grouping

1) Q: “Dalam penerapan student-centered of Merdeka curriculum, strategi apa saja yang bapak/ibu gunakan agar siswa aktif secara menyuluh dalam sebuah kelompok pembelajaran?”
   A: “Setiap siswa harus diberikan tugas”.
2) Q: “Bagaimana cara bapak/ibu menumbuhkan sense of belonging pada setiap diri siswa?”
   A: “Sifat inklusif dari proyek dan kegiatan kelompok memungkinkan siswa untuk menawarkan bakat dan sudut pandang mereka sendiri”.

No.02

INTERVIEW GUIDELINES

STUDENT-CENTERED APPROACH OF MERDEKA CURRICULUM:

TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING

Interviewee : Mr. ZR S.Pd

Date : Thursday, December 14, 2023

Time : 07.54 A.M.

Place : Via WhatsApp

1. **Merdeka Curriculum**
   a. **Merdeka curriculum in general concept**

      Q: "Menurut bapak/ibu kurikulum Merdeka itu kurikulum yang seperti apa?"

      A: "Secara umum Kurikulum Mandiri merupakan suatu inovasi untuk meningkatkan minat siswa dalam belajar di sekolah".

   b. **The importance of implementing Merdeka curriculum in junior high schools**

      Q: "Penerapan kurikulum Merdeka dijenjang SMP apakah itu penting?"

      A: "Minat siswa dalam proses pembelajaran merupakan kunci penting dalam proses penyampaian materi kepada siswa".

2. **Student-Centered Approach of Merdeka Curriculum**
   a. **Student-centered of Merdeka Curriculum in general concept**

      Q: "Menurut bapak/ibu apa yang dimaksud dengan student-centered approach dalam kurikulum Merdeka?"

      A: "Pembelajaran yang berpusat pada siswa merupakan suatu proses pembelajaran yang memusatkan perhatian pada siswa, untuk memberikan kebebasan bereksplorasi dalam mencari ilmu dan pengalaman".

b. Teachers' implementation of student-centered approach of Merdeka Curriculum

Q: "Dalam pengajaran Bahasa Inggris bagaiman bapak/ibu menerapkan pendekatan tersebut?"

A: "Untuk melaksanakan proses pembelajaran lebih ditekankan tidak sekedar mencatat dan menulis, tetapi lebih pada bagaimana menjadikan siswa lebih aktif, mampu memecahkan masalah, dan tentunya pembelajaran yang menyenangkan. Maka guru dituntut untuk selalu berinovasi dalam pembuatan alat media pembelajaran".

3. Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in Teaching English

a. Fostering student-centered learning through meaningful themes

1) Q: "Dalam penerapan student-centered of Merdeka curriculum, Bagaimana cara bapak/ibu menghubungkan materi pelajaran dengan kehidupan nyata atau lingkungan siswa?"

   A: "Ada beberapa hal yang telah disiapkan, media pembelajaran menggunakan alat peraga dan menggunakan LCD proyektor, saya menunjukan secara langsung proses pada kehidupan asli".

2) Q: "Bisakah bapak/ibu memberikan contoh tersebut?"

   A: "Contoh dalam mengekspresikan sesuatu dalam Bahasa Inggris, saya gunakan kosakata terdekat dengan siswa".

b. Cultivating intellectual excellence through complex learning challenges

1) Q: "Dalam penerapan student-centered of Merdeka curriculum, apakah bapak/ibu pernah memberi perintah kepada siswa untuk menganalisis atau mengevaluasi sebuah informasi/materi pelajaran?"

   A: "iya".

2) Q: "Bisakah bapak/ibu sebutkan contoh dalam kegiatan tersebut?"

   A: "Analisis kosakata berdasarkan dialog percakapan".

c. Elevating education through critical and higher-order thinking skills

Q: "Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu membuat siswa penasaran dengan topik yang akan diajarkan?"

A: "Dengan menerapkan model dan metode pembelajaran yang interaktif sesuai dengan topik pembelajran yang akan diajarkan di kelas. Model dan metode pembelajaran yang dirancang sesuai dengan kemampuan awal dan rasa ingin tahu siswa".

d. Empowering students through autonomous learning journey

Q: "Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu membuat siswa berinisiatif untuk belajar materi secara mandiri diluar jam sekolah?"

A: "Yaitu dengan cara:"

- Membiasakan Penilaian Antar Teman

  Melatih dan membiasakan siswa untuk saling memeriksa tugas satu sama lain dapat membangun terciptanya suasana belajar mandiri. Misalnya, tugas dikumpulkan setelah diperiksa atau direvisi oleh siswa lain.

- Membimbing dan Memandu Siswa Belajar

  Siswa membutuhkan pencetus untuk membuat mereka tertarik belajar dan ingin tahu lebih banyak.

- Menerima Variasi Gaya Belajar

  Dalam kegiatan belajar mengajar di kelas, siswa cenderung dihadapkan pada situasi yang repetitif – sama dan serupa dari hari kehari.

- Memberi Nilai sebagai Umpan Balik

  Alih-alih menilai tugas siswa, guru dapat mencantumkan catatan atau memberikan umpan balik.

- Melakukan Refleksi Bersama

  Jurnal atau catatan siswa dapat memberi guru gambaran apa yang sedang dialami oleh siswa selama belajar dari rumah.

e. Building an inclusive and diverse learning community

1) Q: “Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu membagi kelompok siswa?”

   A: “Kelompok heterogen”

2) Q: “Kemudian, bagaimana cara bapak/ibu membagi kelompok siswa dengan pertimbangan latar belakang mereka?”

   A: “Kelompok heterogen adalah kelompok yang dibentuk berdasarkan beberapa pertimbangan, misalnya jenis kelamin, kepintaran, latar belakang, suku dan agama. Dalam satu kelompok anak yang pintar dikelompokkan dengan anak yang kurang pintar, anak yang kaya dikelompokkan dengan anak yang kurang mampu, anak yang berasal dari suku berbeda dijadikan satu kelompok”.

f. Adapting instruction to Diverse Learner Needs

Q: “Dalam penerapan student-centered of Merdeka curriculum, learning style apa saja yang pernah bapak/ibu terapkan?”

A: “Gaya belajar visual dan kinestetik”.

g. Cultivating Relevance and Connection

1) Q: “Dalam penerapan student-centered of Merdeka curriculum, Apakah bapak/ibu pernah menggunakan experiential learning?”

   A: “Belum pernah”.

2) Q: “Bagaimana hal tersebut berjalan”?

   A: (Belum pernah).

h. Fostering student empowerment and ownership in education

1) Q: “Dalam penerapan student-centered of Merdeka curriculum, Apakah bapak/ibu pernah menerapkan project-based learning?”

   A: “Pernah/ Sering”

2) Q: “Project apa saja yang pernah bapak/ibu terapkan dalam pengajaran Bahasa Inggris?”

   A: “Projek yang berhubungan dengan materi, contohnya dalam recount text dengan membuat *story telling* kelompok”.

i. Valuing student perspectives and fostering mutual respect

Q: "Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu membangun siswa yang aktif dalam menyampaikan pendapat mereka didalam kelas?"

A: "Saya sering menunjuk secara acak pendapat siswa mengenai pemahaman dan pendapatnya terkait materi yang telah diajarkan".

j. Enabling student improvement through constant evaluation and individualized feedback

1) Q: "Dalam penerapan student-centered of Merdeka curriculum, bagaimana cara bapak/ibu mengevaluasi siswa secara individu?"

   A: "Dengan penilaian sesuai modul, yaitu penilaian individu"

2) Q: "Bagaimana cara bapak/ibu mengetahui kemajuan akademik maupun kemampuan siswa secara menyeluruh?"

   A: "Dengan mengecek kemampuan satu persatu".

k. Providing extensive evaluation through a variety of assessment approaches

Q: "Dalam penerapan student-centered of Merdeka curriculum, jenis penilaian apa saja yang bapak/ibu terapkan?"

A: "Kemampuan, keterampilan, dan sikap".

l. Fostering inclusion and cooperation through diverse grouping

1) Q: "Dalam penerapan student-centered of Merdeka curriculum, strategi apa saja yang bapak/ibu gunakan agar siswa aktif secara menyuluh dalam sebuah kelompok pembelajaran?"

   A: "Memantau atau mendampingi proses belajar kelompok secara berkala".

2) Q: "Bagaimana cara bapak/ibu menumbuhkan sense of belonging pada setiap diri siswa?"

   A: "Dengan memperbanyak tugas kelompok dan pengurangan nilai untuk siswa yang tidak aktif dalam kelompok tersebut".

Appendix IX Teachers' Teaching Module

DOCUMENTATION

No.01

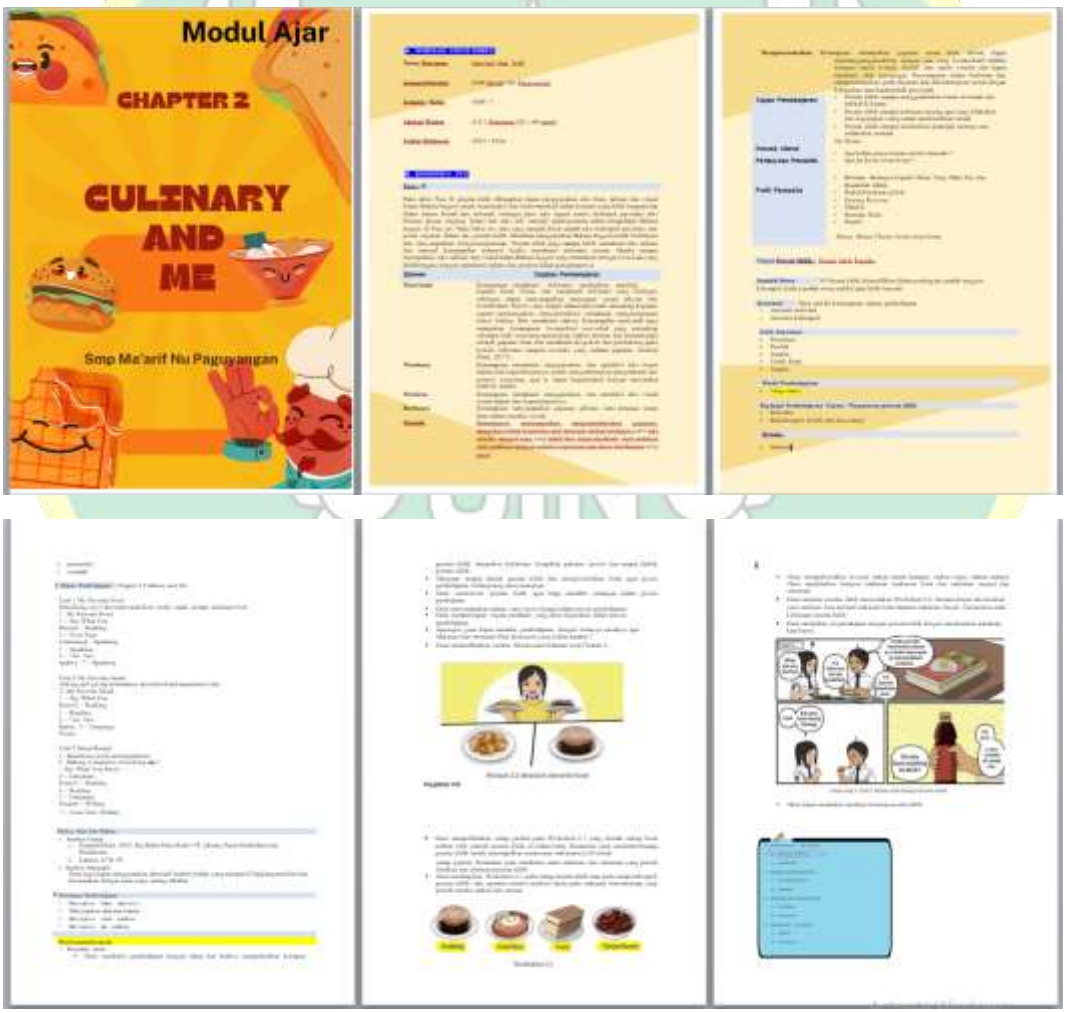
Teacher : Mrs. IIm S.Pd.

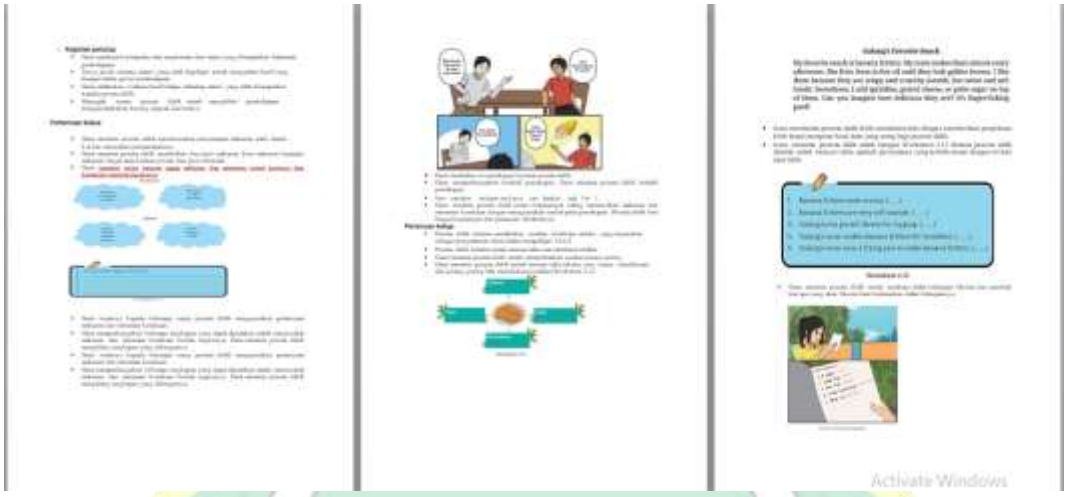
Data found : Monday, November 20, 2023

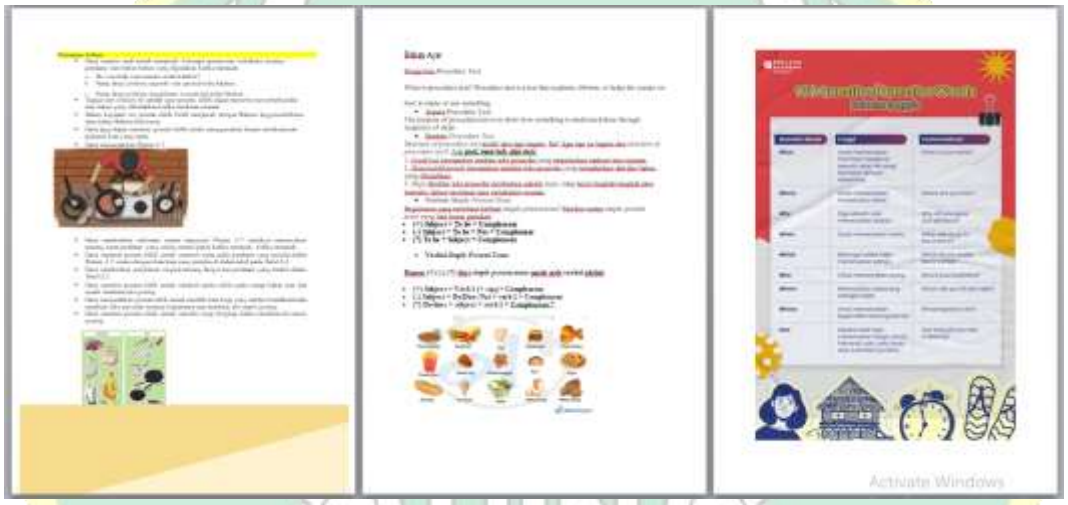
Time found : 10.43 AM

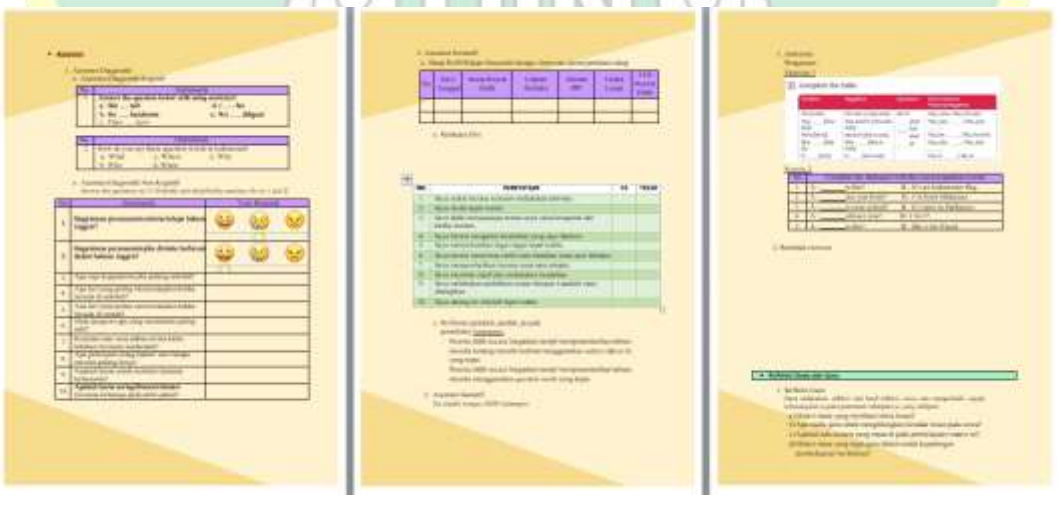
Location found : SMP Ma'arif NU Paguyangan, Brebes Teacher's Room

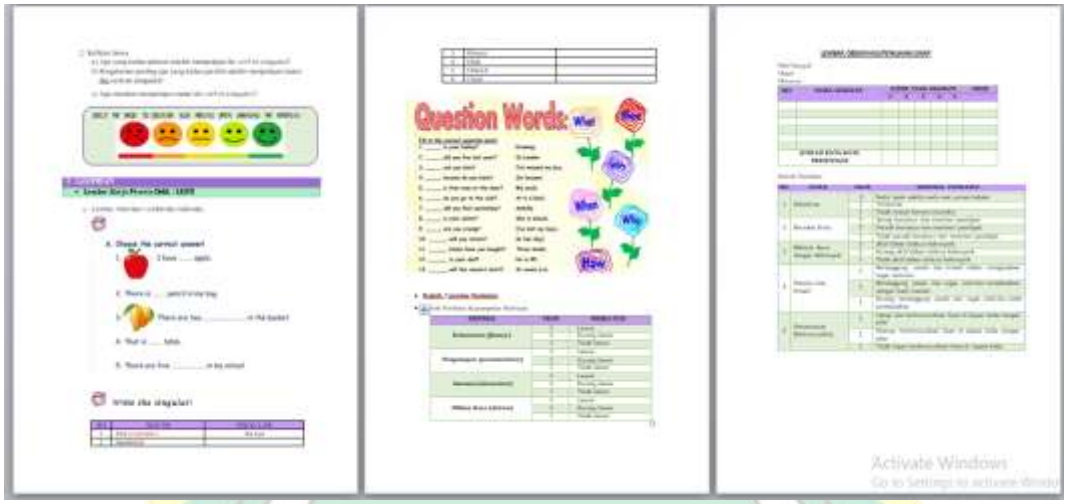
Document : Teaching Module











UIN
PROF. KH. SAIFUDDIN ZUHRI

DOCUMENTATION

No.02

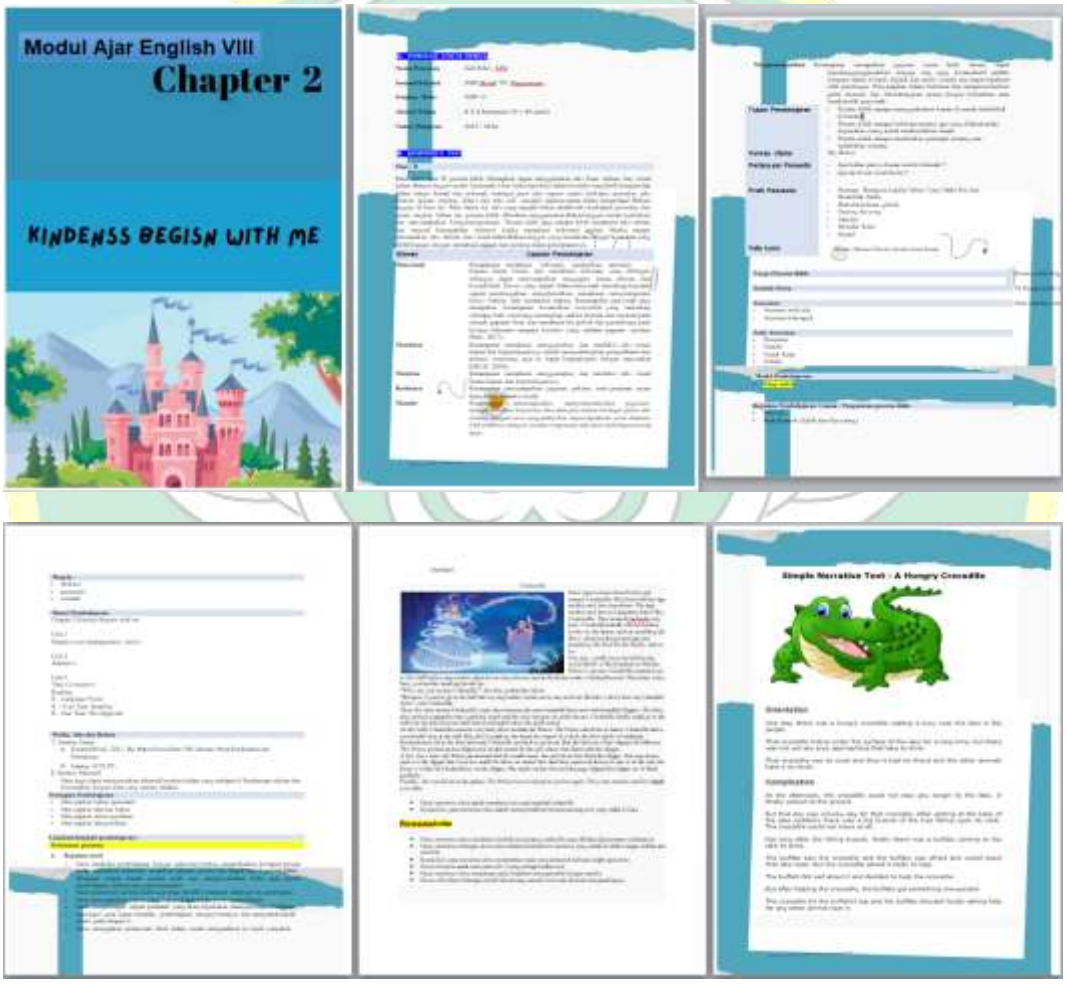
Teacher : Mr. ZR S.Pd.

Data found : Wednesday, November 22, 2023

Time found : 09.03 AM

Location found : SMP Ma'arif NU Paguyangan, Brebes Teacher's Room

Document : Teaching Module



Appendix X Structured Field (Theory and Teachers' Teaching Module)

STRUCTURED FIELD GUIDE

STUDENT-CENTERED APPROACH OF MERDEKA CURRICULUM:

TEACHERS' IMPLEMENTATION IN ENGLISH TEACHING

No	Student-Centered of Merdeka Curriculum	Teaching Module
1	Fostering student-centered learning through meaningful themes	• "The teacher asks students to do Worksheet 2.2. The answer may be ambiguous, it could be heavy food or light food, depends on student habits". *(Translated in English) (Mrs. IIM's teaching module, the first meeting of "Culinary and Me" material)*
2	Cultivating intellectual excellence through complex learning challenges	• "The teacher asks students to do Worksheet 2.2. The answer may be ambiguous, it could be heavy food or light food, depends on student habits". *(Translated in English) (Mrs. IIM's teaching module, the first meeting of "Culinary and Me" material)*
3	Elevating education through critical and higher-order thinking skills	• "The teacher asks students to analyze the adjectives in the story". *(Translated in English) (Mr. ZR 's teaching module, the third meeting of "Kindness Begins with Me" material)* • "Students are given several examples of other narrative texts and asked to analyze them". *(Translated in English) (Mr. ZR's teaching module, the second meeting of "Kindness Begins with Me" material)*
4	Empowering students through autonomous learning journey	
5	Building an inclusive and diverse learning community	• "Then the teacher asks students to translate together the text they have read". *(Translated in English) (Mr. ZR's teaching module, the first meeting of "Kindness Begins with*

<table>
<tr><td></td><td></td><td>Me” material)</td></tr>
<tr><td>6</td><td>Adapting instruction to diverse learner needs</td><td>• “The teacher distributes Worksheet 2.1 to each student or to each group of students, and asks them to mark the food and drink they have eaten and drunk”. (Translated in English) (Mrs. IIM’s teaching module, the first meeting of “Culinary and Me” material)</td></tr>
<tr><td>7</td><td>Cultivating relevance and connection</td><td>• “The teacher shows each picture on LKS 2.1 which is printed large enough for all students in the class to see. Then the teacher asked several students to paste the names of the foods under each picture. The students have eaten and drank.” (Translated in English) (Mrs. IIM’s teaching module, the first meeting of “Culinary and Me” material)
• “The teacher asks several students using favorite food and drink questions”. (Translated in English) (Mrs. IIM’s teaching module, the second meeting of “Culinary and Me” material)</td></tr>
<tr><td>8</td><td>Fostering student empowerment and ownership in education</td><td>• “The teacher asks students to show the imaginary story they have”. (Translated in English) (Mr. ZR’s teaching module, the fourth meeting of “Kindness Begins with Me” material)</td></tr>
<tr><td>9</td><td>Valuing student perspectives and fostering mutual respect</td><td></td></tr>
<tr><td>10</td><td>Enabling student improvement through constant evaluation and individualized feedback</td><td></td></tr>
<tr><td>11</td><td>Providing extensive evaluation through a variety of assessment approaches</td><td>
<table>
<tr><th>KRITERIA</th><th>SKOR</th><th>INDIKATOR</th></tr>
<tr><td rowspan="3">Kelancaran (fluency)</td><td>3</td><td>Lancar</td></tr>
<tr><td>2</td><td>Kurang lancar</td></tr>
<tr><td>1</td><td>Tidak lancar</td></tr>
<tr><td rowspan="3">Pengucapan (pronunciation)</td><td>3</td><td>Lancar</td></tr>
<tr><td>2</td><td>Kurang lancar</td></tr>
<tr><td>1</td><td>Tidak lancar</td></tr>
<tr><td rowspan="3">Intonasi (intonation)</td><td>3</td><td>Lancar</td></tr>
<tr><td>2</td><td>Kurang lancar</td></tr>
<tr><td>1</td><td>Tidak lancar</td></tr>
<tr><td rowspan="3">Pilihan Kata (diction)</td><td>3</td><td>Lancar</td></tr>
<tr><td>2</td><td>Kurang lancar</td></tr>
<tr><td>1</td><td>Tidak lancar</td></tr>
</table>
</td></tr>
</table>

		 • *(Mrs. IIM's teaching module, assessment of "Culinary and Me" material)* • *(Mr. ZR's teaching module, assessment of "Kinddness Begin With Me" material)*
12	Fostering inclusion and cooperation through diverse grouping	• "Then the teacher asks students to translate together the text they have read". *(Translated in English) (Mr. ZR 's teaching module, the first meeting of "Kindness Begins with Me" material)*

Appendix XI Documentations

Observation in Class 8D on Monday, October 30, 2023.

Observation in Class 7C on Monday, October 30, 2023.

Observation in Class 8A on Tuesday, October 31, 2023.

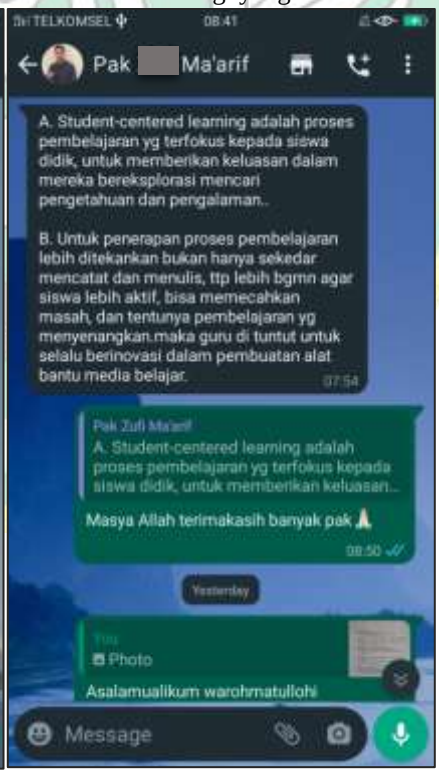
Observation in Class 7A on Saturday, November 04, 2023.

Observation in Class 8B on Saturday, November 11, 2023.

Research Communication with the Principle of SMP Ma'arif NU Paguyangan

Research Communication with the administration of SMP Ma'arif NU Paguyangan

Interview with Mrs.IIM Via WhatsApp: December 14, 2023



Interview with Mr. ZR Via WhatsApp: December 14, 2023

Appendix XII Curriculum Vitae

CURRICULUM VITAE

A. Personal Identity

1. Name : Rahma Alia Anzani
2. Student ID Number : 2017404136
3. Date and Place of Birth : Brebes, October 25, 1999
4. Gender : Female
5. Address : Karang Nangka RT 01/ RW 05, Ragatunjung, Paguyangan, Brebes
6. Email : rahmaanzani6@gmail.com.
7. Father's Name : Slamet Riyanto S.Pd.I
8. Mother's Name : Aisah

B. Educational Background

1. Formal Education
   a. SD/MI : SDN Ragatunjung 04
   b. SMP/MTS : SMP Ma'arif NU Paguyangan
   c. SMP/MA : MA Al-Hikmah 02 Benda
   d. SI : UIN Prof. K.H. Saifuddin Zuhri Purwokerto
2. Non-Formal Education
   a. 2012-2015 : Pondok Pesantren Faidzul Hikmah, Cilibur
   b. 2015-2019 : Pondok Pesantren Al-Hikmah 02 Benda, Sirampog

C. Organizational Experience

1. 2020-2021 : HMJ Tadris Bahasa Inggris & EASA
2. 2020-2022 : PMII Rayon Tarbiyah & DEMA FTIK

Purwokerto, January 3, 2024

Rahma Alia Anzani
NIM.2017404136

Appendix XIII Student Transcript

UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

Jl. A. Yani No.40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, JawaTengah
Website : www.uinsaizu.ac.id / Email : akademik@uinsaizu.ac.id / Telepon : (0281) 635624

TRANSKRIP SEMENTARA

ogram Studi	: Tadris Bahasa Inggris		
M	: 2017404136	Jenjang Pendidikan	: Strata 1
mpat Lahir	: BREBES	Nama	: RAHMA ALIA ANZANI
nggal Lahir	: 25 Oktober 1999	Tahun Masuk	: 2020

O	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
	MKU 61116	BTA PPI	A-	3.60	0	0
:	TBI 61101	Listening for Daily Communication	A	4.00	2	8
I	TBI 61104	Literal Reading	A	4.00	2	8
I	TBI 61107	Speaking for Daily Communication	A	4.00	2	8
;	TBI 61110	Sentence-based Writing	A	4.00	2	8
I	TBI 61113	Basic English Grammar	A	4.00	2	8
'	TBI 61116	English Phonology and Phonetics	A-	3.60	2	7.2
I	MKU 61103	Bahasa Indonesia	A-	3.60	2	7.2
I	TBI 61102	Transactional Listening	A	4.00	2	8
0	TBI 61105	Interpretive Reading	A	4.00	2	8
1	TBI 61108	Transactional Speaking	A	4.00	2	8
2	TBI 61111	Paragraph-based Writing	B	3.00	2	6
3	TBI 61114	Intermediate English Grammar	A	4.00	2	8
4	TBI 61117	Pronunciation Practices	A	4.00	2	8
5	TIK 61101	Filsafat Pendidikan	A-	3.60	2	7.2
6	TIK 61102	Dasar-Dasar dan Teori Pendidikan	A-	3.60	2	7.2
7	TIK 61104	Psikologi Pendidikan	A-	3.60	2	7.2
8	TIK 61113	Literasi Media	A	4.00	2	8
9	MKU 61104	Bahasa Inggris	A-	3.60	2	7.2
0	MKU 61105	Ulumul Qur'an	A	4.00	2	8
1	MKU 61106	Ulumul Hadis	B+	3.30	2	6.6
2	TBI 61103	Listening for Academic Purposes	A	4.00	2	8
3	TBI 61106	Critical Reading	B	3.00	2	6
4	TBI 61109	Speaking for Academic Purposes	A	4.00	2	8
5	TBI 61112	Academic Writing	A	4.00	2	8
6	TBI 61115	Advanced English Grammar	A	4.00	2	8
7	TBI 61118	Introduction to Linguistics	A	4.00	2	8
8	TBI 61119	Theories of Translating and Interpreting	A-	3.60	2	7.2
9	TIK 61103	Ilmu Pendidikan Islam	A	4.00	2	8
0	TIK 61105	Psikologi Perkembangan Peserta Didik	B+	3.30	2	6.6
1	TIK 61107	Pengembangan Kurikulum	A	4.00	2	8
2	MKU 61109	Fikih	A	4.00	2	8
3	MKU 61110	Sejarah Kebudayaan Islam dan Kebudayaan Lokal	A	4.00	2	8
4	MKU 61111	Ushul Fiqih	A	4.00	2	8
5	MKU 61113	Filsafat Ilmu	A	4.00	2	8
6	TBI 61120	Translation Practices	B+	3.30	2	6.6
7	TBI 61121	Introduction to Literature	A	4.00	2	8
8	TBI 61123	Teaching English as Foreign Language	A	4.00	2	8
9	TBI 61124	Developing Material Design for English	A	4.00	2	8
0	TBI 61125	Instructional Media for English	B	3.00	2	6
1	TBI 61126	Language Testing & Evaluation	A	4.00	2	8
2	MKU 61107	Ilmu Kalam	A	4.00	2	8
3	MKU 61108	Ilmu Akhlak dan Tasawuf	A	4.00	2	8

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
44	MKU 61112	Metodoiogi Studi Islam	A	4.00	2	8
45	TBI 61122	Cross Cultural Understanding	A	4.00	2	8
46	TBI 61127	Technology Enhanced Language Learning	A	4.00	2	8
47	TBI 61128	Innovative Learning on ELT	A	4.00	2	8
48	TBI 61130	Sociolinguistics	A-	3.60	2	7.2
49	TBI 61131	Seminar Proposal	A	4.00	2	8
50	TBI 61132	Microteaching	A	4.00	2	8
51	TIK 61106	Sosiologi Pendidikan	A	4.00	2	8
52	TIK 61108	Administrasi Pendidikan	A	4.00	2	8
53	TIK 61110	Sejarah Pendidikan Islam	A-	3.60	2	7.2
54	TIK 61112	Metodologi Penelitian Pendidikan	B+	3.30	2	6.6
55	TBI 62101	English for Young Learners	A	4.00	2	8
56	TBI 62102	English for Tourism	A	4.00	2	8
57	TBI 62103	English for Broadcasting	A	4.00	2	8
58	TBI 62104	English for Journalism	A	4.00	2	8
59	TBI 62105	English for Difable	A	4.00	2	8
60	TBI 62106	Educational Entrepreneurship	A-	3.60	2	7.2
61	TBI 62107	Bussiness English	A	4.00	2	8
62	TBI 62108	Textbook Analysis	A	4.00	2	8
63	TBI 62109	Language Learning and Acquisition	A	4.00	2	8
64	TBI 62110	TOEFL Preparation	A	4.00	2	8
65	MKU 61114	Kuliah Kerja Nyata	A	4.00	4	16
66	TBI 61133	Praktek Pengalaman Lapangan	A	4.00	4	16
67	TBI 61134	Skripsi	A	4.00	6	24
68	MKU 61101	Pancasila dan Kewarganegaraan	A	4.00	2	8
69	MKU 61102	Bahasa Arab	A	4.00	2	8
70	TIK 61109	Teknologi Pendidikan	A	4.00	2	8
71	TIK 61111	Statistika Pendidikan	B+	3.30	2	6.6

Judul Skripsi : Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in English Language Teaching at SMP Ma'arif Paguyangan, Brebes

KETERANGAN

SKS : Satuan Kredit Semester
HM : Huruf Mutu
AM : Angka Mutu
M : Mutu

Jumlah SKS Yang Diambil : 148
Jumlah SKS Yang lulus : 148
Jumlah Mutu : 571
Index Prestasi Kumulatif (IPK) : 3.86

Purwokerto, 15 Januari 2024
Wakil Dekan
Fakultas Tarbiyah dan Ilmu Keguruan / *Faculty of Tarbiyah and Teacher Training*

SUPARJO
NIP 2017077303

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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BLANGKO BIMBINGAN SKRIPSI

Nama : Rahma Alia Anzani
No. Induk : 2017404136
Fakultas/Jurusan : FTIK/TBI
Pembimbing : Windhariyati Dyah Kusumawanti M.A, M.Pd.
Nama Judul : "Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in English Teaching at SMP Ma'arif NU Paguyangan, Brebes".

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Tuesday, October 17, 2023	Revise all chapters I- III after the proposal seminar (content and grammar)		
2.	Monday, October 23, 2023	Revise content of chapter II (theoretical framework)		
3.	Friday, October 27, 2023	Revise content of chapter II (theoretical framework)		
4.	Thursday, November 2, 2023	Revise the core theory used		
5.	Thursday, November 9, 2023	Thoroughly revise the contents of the 12 core points used		
6.	Thursday, November 16, 2023	Revise core theory points 1 to 10		
7.	Friday, November 24, 2023	Revise core theory points 11 and 12		
8.	Tuesday, November 28, 2023	Guidance regarding the research instruments to be used		
9.	Tuesday, December 5, 2023	Guidance regarding the research instruments to be used		
10.	Monday, December 11, 2023	Guidance regarding the validation results of the instruments to be used		
11.	Friday, December 22, 2023	Revise chapters IV and V (content and grammar)		
12	Wednesday, December 27, 2023	Revise appendix and chapter V		
13	Friday, December 29, 2023	Revise abstract and conclusion		
14	Wednesday, January 3, 2024	All chapters and appendix are revised		

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Dibuat di : Purwokerto
Pada tanggal : 3 Januari 2024
Dosen Pembimbing

Windhariyati Dyah Kusumawanti M.A, M.Pd.
NIDN. 2001049001

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REKOMENDASI MUNAQOSYAH

Dengan ini kami Dosen Pembimbing Skripsi dari mahasiswa:

Nama	:	Rahma Alia Anzani
NIM	:	2017404136
Semester	:	7 (Tujuh)
Jurusan/Prodi	:	FTIK/Tadris Bahasa Inggris
Angkatan Tahun	:	2020
Judul Proposal Skripsi	:	Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in English Teaching at SMP Ma'arif NU Paguyangan, Brebes

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang telah ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Purwokerto, 3 Januari 2024

Mengetahui,
Koordinator Prodi TBI

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Dosen Pembimbing

Windhariyati Dyah Kusumawanti M.A, M.Pd.
NIDN. 2001049001

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SURAT KETERANGAN
No. B-094.Un.19/WD1.FTIK/PP.05.3/1/2024

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a	: Rahma Alia Anzani
NIM	: 2017404136
Prodi	: TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan ***LULUS*** pada :

Hari/Tanggal	: Selasa, 2 Januari 2024
Nilai	: A

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 2 Januari 2024
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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BERITA ACARA SIDANG MUNAQASYAH

Nama	:	Rahma Alia Anzani
NIM	:	2017404136
Program Studi	:	TBI
Tanggal Ujian	:	10 Januari 2024
Judul Skripsi	:	Student-Centered Approach of Merdeka Curriculum: Teachers' Implementation in Teaching English at SMP Ma'arif NU paguyangan, Brebes

Berdasarkan hasil sidang penguji, Skripsi Saudara dinyatakan **LULUS/~~TIDAK LULUS~~**
dengan nilai ...89... / ...A.....

CATATAN:

- be concise about the theory of student-centered approach in merdeka belajar curriculum.
- be consistent between the goals of your research and the result / conclusion.

Batas Akhir Penyelesaian Skripsi : **Maksimal** ☑ **1 Bulan**

Peserta Ujian

Rahma Alia Anzani
NIM. 2017404136

Purwokerto, 10 Januari 2024
Ketua Sidang/Pembimbing/Penguji I

Windhariyati Dyah K.
NIP.

Sekretaris Sidang/Penguji II

Agus Hutsein As Sabiq
NIP.

Penguji Utama

Yuhan Purnama
NIP.

Keterangan : Batas akhir penyelesaian mahasiswa dipilih berdasarkan pertimbangan sidang. Jika melampaui batas akhir sebagaimana di atas, maka hasil munaqosyah **dibatalkan** dan mahasiswa **wajib munaqosyah ulang**