

**AN ANALYSIS OF ENGLISH TEACHER READINESS
IN IMPLEMENTING MERDEKA CURRICULUM
AT MTS NEGERI 3 BANYUMAS**



AN UNDERGRADUATE THESIS

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

by

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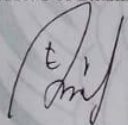
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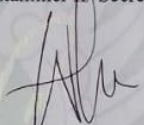
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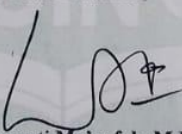
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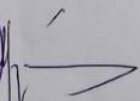
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Assalamu 'alaikum Wr. Wb.

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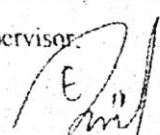
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MOTTO

Be Responsible on Your Own Choices!

-Amy-



DEDICATION

I dedicate this thesis to my parents who always support me in these four years a half of bachelor journey. I also deliver big thanks to myself who can survive, work hard, and finish this undergraduate thesis.



PREFACE

All praises be to Allah SWT who has given His grace and help so that the researcher can complete this undergraduate thesis titled “**An Analysis of English Teacher Readiness in Implementing Merdeka Curriculum at MTs Negeri 3 Banyumas**”. Salawat and salam may always be poured out to the Great Prophet Muhammad PBUH and may we get his intercession on the Day of Judgment.

The researcher realizes that this thesis would not be completed without the help, support, motivation and ideas of many people. Therefore, on this occasion the researcher would like to express the gratitude to:

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Finally, the researcher realized that this thesis is far from being perfect and great. Any constructive criticism, thoughts, and recommendation are open and appreciated. However, the researcher hopes that this thesis could give any advantages to the readers.

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**AN ANALYSIS OF ENGLISH TEACHER READINESS IN
IMPLEMENTING MERDEKA CURRICULUM
AT MTS NEGERI 3 BANYUMAS**

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ABSTRACT

The Merdeka Curriculum has begun to be implemented in a two-year trial period since 2022/2023 academic year and required teacher readiness in running it. This research aims to analyze the English teacher readiness in implementing Merdeka Curriculum at MTs Negeri 3 Banyumas. This research used descriptive qualitative method. The object of this research was the readiness of English teacher and the subjects were 7th and 8th grade English teachers who teach using the Merdeka Curriculum Implementation. The data were collected through interview, documentation, and observation. Data analysis was carried out with Miles and Huberman's theory which consists of three steps, namely data condensation, data display, and data conclusion. The result of this research showed that English teachers fulfilled 6 out of 9 indicators used to determine the teacher readiness. All three teachers already understand the characteristic and structure of the curriculum, plan the diagnostic assessment, adjust the learning with the stage of achievements and characteristic of students, plan, implement and process formative and summative assessment, focus on essential material, and conduct the flexible learning. Two indicators were not fulfilled by the three teachers, those were compiling the teaching module and implementing the project-based learning. While, only one teacher developed the teaching module.

Keywords: *Curriculum, the Implementation of Merdeka Curriculum, Teacher Readiness*

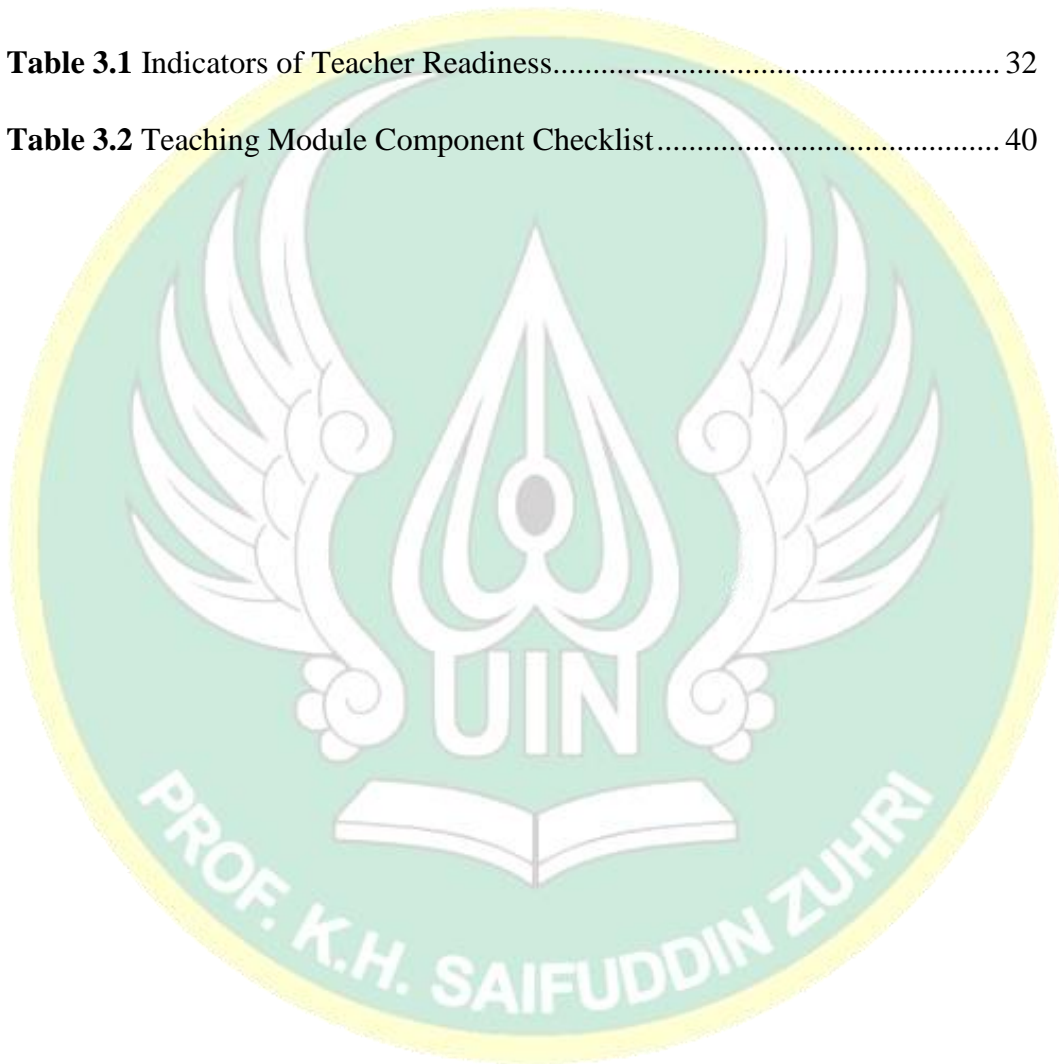
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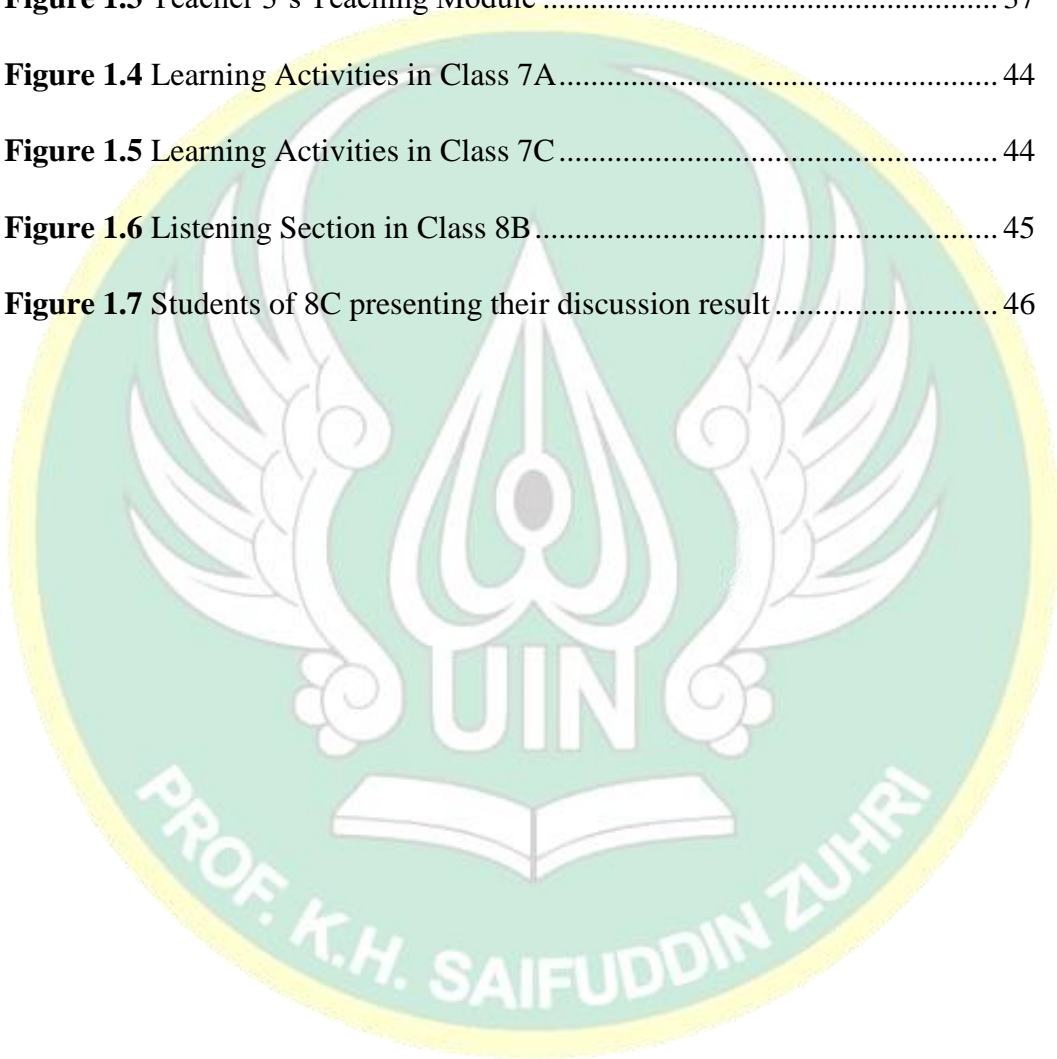
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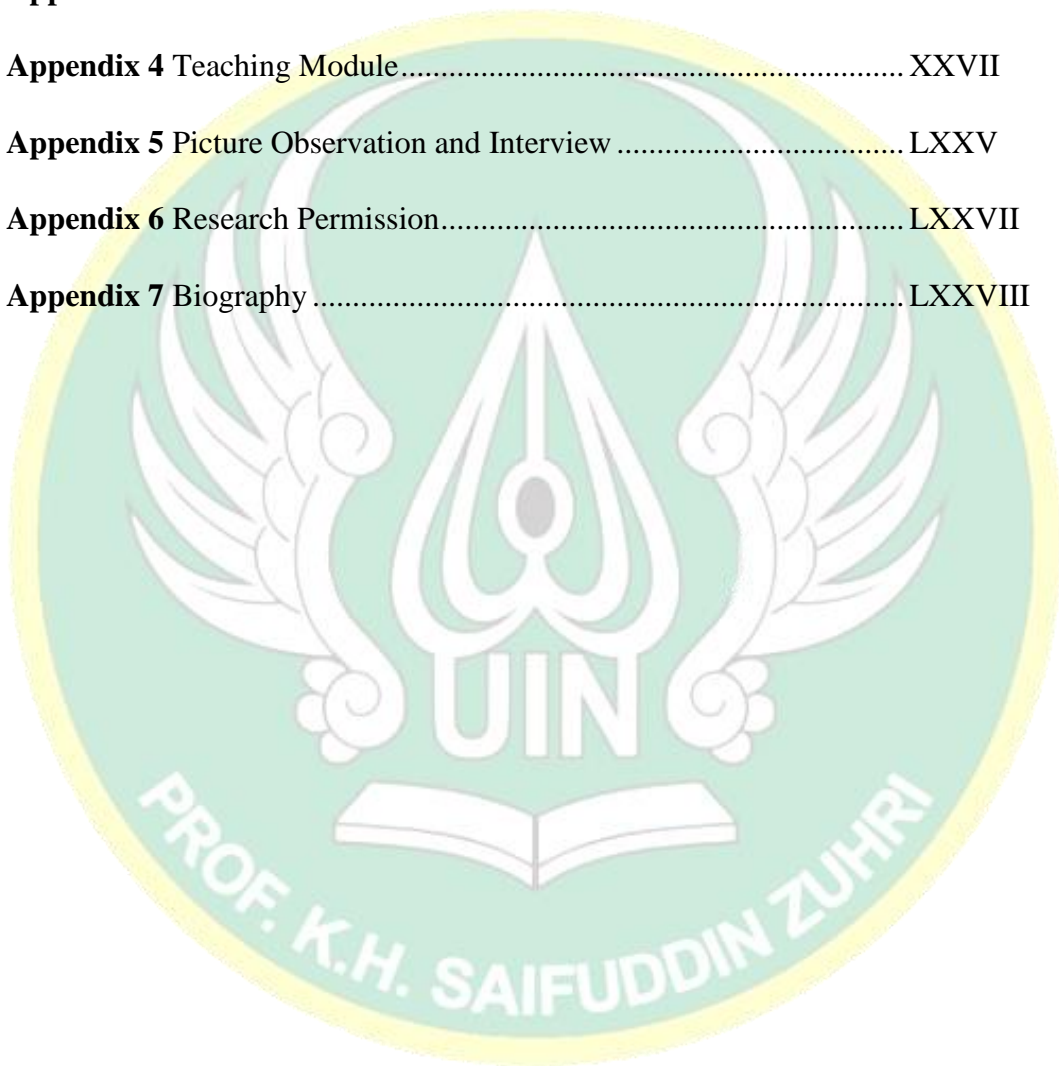
LIST OF ABBREVIATIONS



| | |
|-----------|--|
| AKM | : <i>Asesmen Kompetensi Minimum</i> |
| ATP | : <i>Alur Tujuan Pembelajaran</i> |
| CP | : <i>Capaian Pembelajaran</i> |
| IKM | : <i>Implementasi Kurikulum Merdeka</i> |
| JP | : <i>Jam Pelajaran</i> |
| Kemdikbud | : <i>Kementerian Pendidikan dan Kebudayaan</i> |
| Kemenag | : <i>Kementerian Agama</i> |
| MA | : <i>Madrasah Aliyah</i> |
| MA | : <i>Modul Ajar</i> |
| MGMP | : <i>Musyawarah Guru Mata Pelajaran</i> |
| MI | : <i>Madrasah Ibtidaiyah</i> |
| MK | : <i>Madrasah Kejuruan</i> |
| MTs | : <i>Madrasah Tsanawiyah</i> |
| P5 | : <i>Proyek Penguatan Profil Pelajar Pancasila</i> |
| P5-PPRA | : <i>Proyek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil 'Alamin</i> |
| PPDB | : <i>Penerimaan Peserta Didik Baru</i> |
| RA | : <i>Raudhatul Athfal</i> |
| RPP | : <i>Rencana Pelaksanaan Pembelajaran</i> |
| TP | : <i>Tujuan Pembelajaran</i> |

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CHAPTER I

INTRODUCTION

This chapter explains the background why the researcher chose the title “An Analysis of English Teacher Readiness in Implementing Merdeka Curriculum at MTs Negeri 3 Banyumas”, conceptual definitions, research question, aim and significances, and organization of paper.

A. Background of the Study

Curriculum runs a crucial role in education because it is used to determine the goals and direction of a successful education. Indonesia has experienced about 13 times curriculum changes, those are in the 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013 (Saptohutomo, 2022). Then, the government is trying to develop the Prototype Curriculum in 2021 to overcome the learning crisis, especially during pandemic that continued and perfected into Merdeka Curriculum. The recent change is the Merdeka Curriculum that applied since 2022. Therefore, the Merdeka Curriculum is intended to overcome the learning loss that occurred in Indonesia which caused by the outbreak of covid-19 pandemic (Kemdikbud, 2022).

There are at least three reasons that support the implementation of Merdeka Curriculum. First, rigid and binding educational regulation; second, the ineffectiveness of achieving goals seen in the learning outcomes of students on international test comparison; third, the flexible *Merdeka Belajar* policy is expected to overcome the diverse problems encountered in schools that are carried out with different strategies in each school (Khoirurrijal et al., 2022). Merdeka Curriculum that is being implemented at this time is still an optional curriculum where every level of education is given the freedom whether to implement this curriculum or not (Kemdikbud, 2022). There is no coercion from the government on the part of the school to implement the Merdeka Curriculum. In the first two years since 2022/2023 to 2023/2024 academic year, it will be an experimental year to implement the Merdeka Curriculum then to be further

evaluated and made into a national curriculum in 2024/2025. However, it turns out that many schools have implemented the Merdeka Curriculum during this experimental year. Based on the Ministry of Education and Culture's official website recently, there have been 143,265 units of education units that have implemented Merdeka Curriculum consisting of pre-school, elementary school, junior high school, senior high school and inclusive/extraordinary schools (Kemdikbud, 2022). Beside, for the *Madrasah* category, there are 26,169 schools that have implemented the Merdeka Curriculum including RA, MI, MTs, and MA/MAK levels (Kemenag, 2023).

In this experimental year of the implementation of Merdeka Curriculum, several researches were carried out to see the performance of government and school in implementing this curriculum. Based on the research conducted by Ahid dan Sufirmansyah (2022) resulted that the planning of the implementation of the independent learning policy in East Java was carried out through two activities, those are socialization of the four pillars of independent learning from the Ministry of Education and Culture of the Republic of Indonesia and preparing infrastructure to support the implementation of Merdeka curriculum. Then, Barlian (2022) in his research found that SDN 244 Guruminda has made learning plans and the learning tools based on the guidelines of Merdeka Curriculum that was supervised by diagnostic assessments and carrying out assessments or evaluations of the implementation of Merdeka Curriculum.

In implementing the Merdeka Curriculum, the preparation that needs to be done is not only from the school, but also from the teacher. Teachers who will directly enter and teach students in the classroom also needs to be considered in order to make the teaching and learning process run smoothly. Several attempts were made by the government to support the implementation of Merdeka Curriculum in every level of education. One of the government's attempts in socializing the independent curriculum is by creating the *Merdeka Mengajar* platform that could be accessed by teachers. The purpose of providing this platform is to support teachers to be able to teach using the Merdeka Curriculum better, improve their competences, and career progression

(Kemdikbud, 2022). Since the government already provided this application/platform, the teacher should be able to use the application to support and improve their readiness to implement the Merdeka Curriculum.

Readiness is a willingness or a state of being prepared for something (Cambridge Dictionary). Meanwhile, according to Inan & Lowther (in Endot et al., 2021), teacher readiness is the willingness of teachers to use their skills and ability to teach in the classroom. In the context of the implementation of Merdeka Curriculum, teacher readiness is the willingness and ability of teacher in understanding and implementing the Merdeka Curriculum in the classroom activities. The teacher readiness in implementing curriculum takes a big role of the successful teaching and learning activities school which already implement the Merdeka Curriculum. Therefore, some researchers did the research about teacher readiness in implementing the curriculum. The first is conducted by Nurzen (2022) that focused on teacher's mental readiness and knowledge readiness about the Merdeka Curriculum and resulted that the teachers of Kerinci Regency particularly of the second batch of the Motivating School Program (*Sekolah Penggerak*) feel ready, enthusiastic and confidence to implement the Merdeka Curriculum because they already followed various trainings and workshop. The second research is conducted by Reskiawan & Idris (2021) which focus on teacher readiness in the dimension of planning, process, and evaluation that resulted that teacher readiness in the dimension of planning and evaluation categorized as very ready and the dimension of teaching process categorized as ready. Therefore, based on the research above, teacher readiness and the support of the school including teacher's competency training and facilities are important and influence in the process of the curriculum implementation. On the other hand, sometimes the training is still less intensive so that it does not give maximum result.

In determining the place and the subject of the research, some considerations have done based on the preliminary research. The school MTs Negeri 3 Banyumas was chosen because the school already implemented the Merdeka Curriculum since 2022/2023 academic year. The subjects of this

research were English Teachers of MTs Negeri 3 Banyumas that teaching for 7th and 8th grade. Based on preliminary research, most of 7th grade teachers from any subjects, especially English subject, are quite ready to implement the Merdeka Curriculum because of several teacher trainings or workshop that be held. However, the English teacher said that she needs more teacher training about the implementation of Merdeka Curriculum which only focus in English subject as she feels that English have some differences with other subject. Because of that, the English teacher needs the example and guide to implement the Merdeka Curriculum in order to maximize the result of the implementation. In teaching English material for grade 7, the teacher should teach from the basics since not all students who have graduated from elementary school have studied English subject. Moreover, most of the students also come from the elementary school in the surrounding areas. Therefore, the teacher of 7th grade in junior high school should be able to teach English in a fun and enjoyable way in order to be easily understood by students.

The initial data that got from the interview with the English teacher of 7th grade was the teacher still less ready in implementing the Merdeka Curriculum, because since the beginning until the preliminary research were conducted, there are only a few workshops and teacher training activities related to the implementation of Merdeka Curriculum that be held in 2022/2023 academic year. Therefore, the researcher was done a research about “*An Analysis of English Teacher Readiness in Implementing Merdeka Curriculum at MTs Negeri 3 Banyumas*” to know more and analyzed the English teachers’ readiness in implementing the Merdeka Curriculum, moreover the Merdeka Curriculum were already implemented since 2022/2023 academic year.

B. Conceptual Definition

1. Teacher Readiness

The word “readiness” comes from word “ready” with additional suffix –ness, which a derivational suffix, so that produce a part of speech that change verb into noun. Based on the Cambridge Dictionary, “readiness is willingness or a state of being prepared for something.” In educational

context, teacher readiness is a willingness or preparation made by the teacher in order to prepare the learning to be carried out so that it could run smoothly and achieve the predetermined learning objectives (Saepuloh, 2018).

2. Merdeka Curriculum

Merdeka Curriculum is a curriculum with diverse intra curricular learning where content will be more optimal, so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning could be tailored to the learning needs and interests of students (Kemdikbud, 2022g). In shorts, curriculum that used at MTs Negeri 3 Banyumas is an independent curriculum, which in its implementation is regulated based on the school's own policies in accordance with the guidelines for implementing Merdeka Curriculum set by the government.

C. Research Question

Based on the background of the study above, this research is intended to answer the research question: How is the English teacher readiness in implementing Merdeka Curriculum at MTs Negeri 3 Banyumas?

D. Aim and Significances of the Study

This research has an aim and several significances that describe as follow:

1. The aim of this study is to analyze the English teacher readiness in implementing Merdeka Curriculum at MTs Negeri 3 Banyumas.
2. The significances of the study are:
 - a. Theoretically

The researcher hopes that this research could enrich the reference about the implementation of Merdeka Curriculum, especially in the context of English teacher readiness.

- b. Practically
 - 1) For Teacher

This research is expected to be useful for English teachers who are implementing Merdeka Curriculum in the classroom.

2) For School

This research is expected to be useful for School specifically those that have implemented Merdeka Curriculum.

3) For Other Researcher

This research is expected to be used as a reference and evaluation in conducting the similar research.

E. Organization of the Paper

The structure of this research consists of five chapters, which is explaining different parts of each chapter as follow:

Chapter I presents the introduction that define the background of the research, operational definition, research question, the aim and the significances of the research, and the organization of the research.

Chapter II presents the literature review of the problems that explain the theories related to the implementation of Merdeka Curriculum.

Chapter III explains the research method, which consists of type of the research, data sources including the location, subject and object of the research, technique of data collection, and technique of data analysis.

Chapter IV reports the result of the research, which analyze the English teacher readiness in implementing Merdeka Curriculum at MTs Negeri 3 Banyumas.

Chapter V presents the conclusion of the research and the suggestion for further research related to this topic.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explains about related literature and previous research that is relevant to this research.

A. Teacher Readiness

1. Definition of Teacher Readiness

Before conducting the learning activities in the classroom, there are many things that must be done by a teacher in order to carry out an effective teaching and learning process. Several things related to the learning process that will be carried out must be prepared independently by the teacher, so that it requires a teacher to have a good preparation before teaching or planning the learning activities. According to Ansumanti (2022), teacher readiness is the qualifications of teachers who have adequate physical, social, and emotional skills or abilities to carry out the learning activities. Teacher readiness is also defined as the willingness of teachers to use their skills and ability to teach in the classroom (Inan in Endot et al., 2021). Therefore, every teacher must have good teaching readiness so that they could achieve the learning objectives that have been set. While, Herbert et al., (2005) stated a concept of teacher readiness,

Teacher readiness means that a new teacher has the skills and knowledge required for effective teaching, sufficient knowledge of the subject matter that they will be teaching and the personal characteristics and competencies that allow them to engage in the profession through effective relationship building.

2. Indicators of Teacher Readiness

Teacher readiness in implementing the Merdeka Curriculum is important because it needs to be prepared in order to achieve the learning outcomes set by the curriculum itself. Teachers could be said to be ready if they could prepare all the things that will be done and related to the curriculum used. Teachers could modify learning management by using 3 (three) steps,

namely preparation, implementation, and evaluation (Larlen, 2013). Teacher preparation based on sources from Kemdikbud (2022f) and Larlen (2013) concerns the following:

a) Planning Stage/Preparation

To find out how the teacher readiness in implementing the curriculum, we could see the teacher's implementation in the classroom. In carried out learning process, teachers must implemented a prepared lesson plan which includes pre-teaching activities, whilst teaching activities, and post-teaching activities (Ma'rufah et al., 2015). To plan lessons, teachers must first understand the characteristics of the curriculum and its structure as mentioned by Purani (2022). After understanding the characteristics and structure of Merdeka Curriculum, teachers could immediately compile teaching modules as a form of teaching planning in the Merdeka Curriculum. There are seven stages of learning planning for the Merdeka Curriculum (Kemdikbud, 2022k), namely as follows:

(1) Analyzing the learning achievement (CP) to compile the learning objective and the flow of learning objective (ATP);

Teachers must analyze the learning achievements (CP) in order to develop the learning objective (TP) and ATP. In preparing ATP that refer to the TP, teachers may (a) fully develop the flow of learning objectives and/or lesson plans, (b) develop ATP and/or lesson plans based on examples provided by the government, or (c) use examples provided by the government (Ramdhani & Isom, 2022).

(2) The planning the implementation of diagnostic assessment;

Teachers conduct diagnostic assessments as an initial step in getting to know students and identifying competencies, strengths and weaknesses of learners. Furthermore, the results of the assessment could be used as a reference and consideration in

developing learning that suits the needs of students (Kemdikbud, 2022k).

(3) Developing teaching modules;

In the stage of preparation, the readiness of teaching modules or commonly referred to as a lesson plan is by developing it. The procedures that must be carried out are as follows (Kemdikbud, 2022j):

- (a) Identify learning objectives from the Learning Outcomes that could be grouped in one material scope. One Teaching Module can cover several learning objectives;
 - (b) Conduct a diagnostic assessment to identify learners' mastery of initial competencies;
 - (c) Determine assessment techniques and instruments along with indicators of assessment success that will be carried out at the end of the material scope;
 - (d) Determine the time period or number of JPs required;
 - (e) Determine formative assessment techniques and instruments based on learning activities;
 - (f) Create a series of learning activities from beginning to end. Make sure the learning activities are aligned with the learning objectives;
 - (g) Prepare attachments such as study sheets, learning materials, and learning media according to learners' readiness, interest, and learning profile;
 - (h) Attach assessment instrument such as checklist, rubrics, or observation sheet as needed;
 - (i) Check the completeness of the teaching modules component.
- (4) Adjustment of learning with the stage of achievement and characteristic of students;

Student-centered learning is the new paradigm in education. As a result, this instruction is tailored to the kids' personalities and

achievement levels. What teachers are going to teach in class or what students will learn in class is the scope of the learning materials. Subsequently, teachers modify the educational procedure, modify learning results, and prepare the classroom (Kemdikbud, 2022k).

- (5) Planning, implementing, and processing formative and summative assessment;

In Merdeka Curriculum, teachers are expected to conduct more formative assessments to find out student progress and get feedback. In addition, summative assessment is also still needed to determine the achievement of learning objectives. (Kemdikbud, 2022c).

- (6) Learning progress reporting;

An effective form of reporting learning outcomes is one that involves parents, students and teachers as partners, reflects the values espoused by the school, is comprehensive, honest, fair and accountable, clear and easily understood by all parties (Kemdikbud, 2022k).

- (7) Learning evaluation and assessment

After conducting learning and assessment, the teacher then reflects on the learning and assessment of the teaching module that has been used, and identifies things that have worked and things that need to be improved (Kemdikbud, 2022c).

b) Implementation Stage

In the implementation of learning, teachers could do:

- (1) Inviting students to actively learn;
- (2) Students are allowed to ask questions;
- (3) If needed, use the scientific method in the process of discovering ideas, thoughts, thoughts (so that students feel they are discovering their own knowledge);
- (4) Following students' thoughts and ideas (with proper direction);
- (5) Using a variety of learning models;
- (6) Accepting alternative answers from students;

- (7) Students' conceptual errors are pointed out with wisdom;
- (8) Students are given the opportunity to think and formulate their ideas;
- (9) Students are given the opportunity to approach learning in their own way;
- (10) Not criticizing students who have the wrong opinion;
- (11) Continuous evaluation with all processes (Larlen, 2013).

In its implementation in the classroom, the teacher could apply the points above according to the activities to be carried out and the needs of the students.

c) Evaluation Stage

Learning evaluation is an activity that involves measuring, assessing, processing, and interpreting to determine how well students have achieved the learning objectives that have been previously set (Hidma et al., 2023). To evaluate the teaching and learning process, teachers use learning assessment instruments measure student learning achievement and see whether the learning has been effective or not (Purani, 2022). In conducting learning evaluation, according to Zinal Arifin in Hidma et al. (2023), there are several things that teachers must pay attention to, which are as follows:

- (1) Needs Analysis;
- (2) Determining the Purpose of Assessment;
- (3) Identifying Competencies and Learning Outcomes;
- (4) Developing grids;
- (5) Test and Analyze Questions.

Evaluation must be prepared and carried out by adhering to the principles of evaluation, namely continuity, comprehensive, cooperative, objective, and practical, so that teachers can determine the level of understanding and ability of students according to predetermined achievements (Hidma et al., 2023).

In the context of the implementation of Merdeka Curriculum in Indonesia, Ihsan (2022) in his research about the teacher readiness toward the implementation of Merdeka Curriculum found there are four indicators of the teacher readiness. The indicator is determined based on the guide of the Education System and Merdeka Curriculum by the Ministry of Education and Culture. The indicators of general teacher readiness of the school in implementing Merdeka Curriculum are:

- (1) The readiness of assessment to replacing national school examination;
- (2) The readiness of AKM (Minimum Competency Assessment) and characters survey replacing national examination;
- (3) The readiness of drafting concise RPP (Lesson Plan) format;
- (4) The readiness of zoning PPDB (the acceptances of new students).

The Victorian Education and Training Commmittee release the statement as indicators of being ‘teacher ready’ encompasses (Herbert et al., 2005):

- a) Knowing how students learn and how to teach them effectively;
- b) Knowing the content that will be taught;
- c) Knowing the students;
- d) Planning and assessing for effective learning;
- e) Creating and maintaining safe and challenging learning environments;
- f) Using a range of teaching practices and resources to engage students;
- g) Reflecting on, evaluating, and improving professional knowledge and practice;
- h) Being an active member of the profession;
- i) Teacher must have sound literacy and numeracy skills;
- j) Competent using ICT.

In addition to these fundamental skills, teachers must be equipped to begin their careers as independent, competent, and confident classroom

instructors. New teachers must possess effective classroom management strategies, know how to plan, prepare, and deliver lessons, and be able to monitor, assess, and report on student learning (Herbert et al., 2005).

B. Curriculum

1. Definition of the Curriculum

The curriculum is a set of plans and arrangements regarding the purpose, content, and lesson materials and methods used as a guideline for organizing activities learning to achieve goals certain education as stated in the General Provisions of law No. 20 of the year 2003. The term Curriculum etymologically derived from word “*currere*” (Latin) which means run or runaway or a running course. Curriculum initially used in sport which come from the word “*curir*” (runner) and “*curere*” (race places). In other word, curriculum is defined as subjects that a student must take in a series of learning programs until finished and obtaining a diploma. A curriculum is a learning plan that in its formation is influenced by the learning process and individual development (Taba in Riafadilah & Mukhidin, 2018). According to Nasution (2012), a plan to streamline the teaching and learning process under the guidance and responsibility of the school or ministry of education and its teaching staff. Beauchamp in Sukariyadi (2022), Curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in given school.

2. The Function of the Curriculum

McNeil in Baderiah (2018) state that there are 4 functions of the curriculum, those are:

a. Common and general education

The function of the curriculum is to prepare the students to be a responsible as Indonesia citizen. The curriculum should provide learning experiences to each student so that they can internalized the value in their life and understand every right and obligation as a member of society and social being. Therefore, this curriculum must be followed by all education levels and type.

b. Supplementation

The curriculum as an educational tool must be able to cover and serve optimally every difference in abilities that students have. The treatment of students who have below-average abilities should be different from those with above-average abilities. Every stimulation and service performed must be in accordance with the needs of the students.

c. Exploration

The exploration function means that the curriculum must be able to explore the talents and interests that students have so that their potential can really be explored properly as they wish.

d. Specialization

The curriculum serves to explore the abilities, talents and interests of students in the field, therefore, a good curriculum must be able to provide lots of options of expertise area that students can take according to their talents and interests. It aims to prepare students to master certain skills according to their desired specialization.

Inglis in Hamalik (in Baderiah, 2018), explains six functions of curriculum for students which include:

a. Adjustment

The function of this curriculum means that the curriculum must be able to make students adapt to a dynamic and ever-changing society.

b. Integration

In the function of integration, the curriculum must be able to form and develop students' abilities starting from cognitive, affective, and psychomotor abilities as a whole. With the formation of an integrated personality, it is expected to build attitudes that are in accordance with the values prevailing in society.

c. Differentiation

Each student has their own uniqueness, so that the curriculum must be able to provide services to these differences so that each student can be stimulated according to his ability to think critically and creatively.

d. Preparation

The curriculum must be able to prepare students who will either continue their education to a higher level or work, and directly engage in society. Their abilities need to be prepared and adapted to the talents and interests of each student without coercion.

e. Election

The curriculum needs to be programmed flexibly so that it can provide opportunities for each student to choose a field according to their wishes, talents and interests.

f. Diagnostic

The diagnostic function is intended to recognize the various weaknesses and strengths of the student. The curriculum must be able to assist students in understanding and accepting their strengths and weaknesses also to explore their potentials.

3. Curriculum Development

Curriculum development is the process of planning and compiling a curriculum and its activities carried out by curriculum developers so that the curriculum produces teaching materials and references that can be used to achieve educational goals (Rouf et al., 2020). In developing the curriculum, there are several models that can be used in which each model has its own characteristics that can be seen from the stages of the approach and development.

According to Baderiah (2018), the curriculum model based on the teaching process consists of: a. the subject design, the design model has been around and used for a long time, where the subject matter is presented separately in the form of subjects; b. the disciplines design, this curriculum contains disciplines and the developers of this curriculum stick to disciplines such as physics, biology, psychology, sociology, and so on; and c. the broad fields design, the aim of this curriculum development is to prepare students to live in a world of specialized information with a comprehensive understanding.

The curriculum model based on the curriculum management are: a. the administrative model, which is the oldest and most widely recognized model. This curriculum is an initiative and development idea that comes from educational administrators and uses administrative procedures; b. the grass-roots model. In contrast to the administrative model, the grass-roots model comes from school teachers and evolves with a decentralized education system.

While, the curriculum model based on the implementation of the curriculum consists of: a) The Concerns Based Adaptation Model (CBAM), which describes, identifies some level of teacher attention or concern about an innovation and its use in the classroom by teachers; b) TORI Model, that focuses on personal and social change; and c) The Profile Inovate Model. This is a teacher-focused model that allows teachers and curriculum developers to develop a profile, barriers, and efforts to overcome these barriers.

C. Merdeka Curriculum

1. Definition

Merdeka Curriculum is a curriculum with diverse intra curricular learning where content will be more optimal, so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students (Kemdikbud, 2022g).

2. Characteristics of Merdeka Curriculum

The Merdeka Curriculum has several characteristics that distinguish it from the previous curriculum. According to the official website of Ministry of Education and Culture, some of the characteristics are as follows (Kemdikbud, 2022f):

a. Soft skills and Character Development

To develop soft skills and character in students, the Merdeka Curriculum implements an innovative project called the *Proyek Penguatan Profil Pelajar Pancasila* (Pancasila Student Profile Strengthening Project) or

P5, which later in implementation in madrasah is called the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin (P5-PPRA)*.

b. Focus on the Essential Material

The Merdeka Curriculum focuses more on essential, relevant, and in-depth material so that there is sufficient time to build students' creativity and innovation in achieving basic competencies such as literacy and numeracy.

c. Flexible Learning

Flexibility for teachers to carry out learning in accordance with the stages of achievement and development of each student and make adjustments to the context and local content.

3. The Implementation of Merdeka Curriculum (IKM)

Based on *Kemdikbud (Implementasi Kurikulum Merdeka, 2022)*, The Merdeka Curriculum has been implemented on a limited basis at 2.499 educational unit participants of *Sekolah Penggerak* and 901 of the SMK Center of Excellence Program, 75% of them are public school and the rest private. This limited implementation is carried out spread on the quality of school diverse. There are some changes and differences of the implementation Merdeka Curriculum to the previous curriculum, especially in Junior High School. Curriculum Structure of Junior High School consists of one phase that is Phase D. Phase D is for class VII, class VIII, and class IX. The curriculum structure of SMP/MTs is divided into two parts, namely:

- a. Intra curricular learning; and
- b. Project to strengthen the profile of Pancasila students allocated about 25% (twenty-five percent) of total JP (Lesson Hours) per annum.

The implementation of the project to strengthen the profile of Pancasila students is carried out flexibly, both in term of payload and in term of time. In terms of payload, project profiles should refer to achievement of Pancasila Student Profile according to the student phase, and should not be associated with learning outcomes on subject. In terms of

managing the implementation time, the project can be implemented by summing the allocation of class hours projects of all subjects and total amount of time the implementation of each project does not have to be the same (Kepmendikbudristek, 2022).

4. The Comparison between 2013 Curriculum (K13) and Merdeka Curriculum in Junior High School

The Merdeka Curriculum has several policy differences with the previous curriculum, namely the 2013 Curriculum (K13), in its concept and implementation. The following is a comparison between the 2013 Curriculum and the Merdeka Curriculum (Kemdikbud, 2022h):

Table 1.1 Comparison between K13 and Merdeka Curriculum

| | 2013 Curriculum | Merdeka Curriculum |
|----------------------|---|---|
| Basic Framework | The main foundation of the 2013 Curriculum is the objectives of the National Education System and the National Education Standards. | The main foundation of the Merdeka Curriculum is the objectives of the National Education System and the National Education Standards. Develop a Pancasila learner profile in students. |
| Intended Competency | Basic Competencies (KD) in the form of scope and sequence are grouped in four Core Competencies (KI), namely: Spiritual Attitude, Social Attitude, Knowledge and Skills. KD is expressed in the form of points and sequenced to achieve KI which is organized per year. KD in KI1 and KI2 are only available in Religious Education and <i>Budi Pekerti</i> Subject and <i>PPKn</i> . | Learning outcomes organized by phase. Learning outcomes are expressed in paragraph that is summarize knowledge, attitudes, and skills to achieve, strengthen, and improve competencies. Junior high school/equivalent consists of one phase, namely phase D (generally equivalent to grade VII, VIII, IX of junior high school) |
| Curriculum Structure | Lesson hour are set per week. The unit regulates the allocation of learning time | The curriculum structure is divided into 2 (two) main learning activities, namely : |

| | | |
|------------|---|--|
| | <p>routinely every week of each semester, so that in each semester students will get a learning outcomes value for each subject.</p> <p>The education unit is directed to use a subject-based learning organization approach.</p> | <p>a. Regular or routine learning which is an intercurricular activity; and</p> <p>b. Pancasila profile strengthening project</p> <p>Learning time (JP) is set per year. Education unit can flexibly manage the allocation of learning time to achieve the JP set.</p> <p>Education units may use a subject-based, thematic, or integrated approach to organizing learning.</p> <p>Informatics is a compulsory subject.</p> <p>Education units or learners can choose at least one of 5 (five) subjects of Arts and Crafts, Music, Fine Arts, Theater Arts, Dance or Workshop.</p> |
| Learning | <p>The learning approach uses one approach, namely scientific approach for all subjects.</p> <p>In general, learning is focused only on inter-curricular (face to face), for co-curricular, a maximum learning load of 50% is allocated outside of face to face hours, but it is not required in the form of specifically planned activities, so it is generally left to the creativity of the teacher.</p> | <p>Strengthen differentiated learning according to learners' stage of achievement.</p> <p>Guidance between intracurricular learning (about 70-80% of class hours) and co-curricular through project to strengthen the Pancasila learner profile (about 20-30% of class hours)</p> |
| Assessment | <p>Formative and summative assessments by educators function to monitor learning progress, monitor</p> | <p>Reinforcement of formative assessment and the use of assessment results to design</p> |

| | | |
|---|--|---|
| | <p>learning outcomes, and detect the need for continuous improvement of student learning outcomes.</p> <p>Strengthen the implementation of authentic assessment in each subject.</p> <p>Assessments are divided into attitude, knowledge, skills and achievements.</p> | <p>learning according to the stages of learners.</p> <p>Strengthen the implementation of authentic assessment, especially the project of the strengthening the profile of Pancasila students.</p> <p>No separation between attitude, knowledge, and skill assessment.</p> |
| Teaching tools provided by the government | Textbooks and non-textbooks | <p>Textbooks and non-textbooks</p> <p>Examples of teaching modules, flow of learning objectives, and examples of project to strengthen the profile of Pancasila students, examples of operational curriculum for educational units.</p> |
| Curriculum Tools | Curriculum implementation guidelines, assessment guidelines, and learning guides for each level | <p>Learning and Assessment Guidance, School Operational Curriculum Development Guidelines, Project Development Guidelines for strengthening the Pancasila Learner Profile, Inclusive Education Learning Guidelines, Individualized learning program preparation guidelines, counseling guidance service modules</p> |

Based on the table above, it can be seen that the Merdeka Curriculum has several differences and many reforms from the 2013 Curriculum in all aspects related to its implementation.

5. The Advantages of Merdeka Curriculum

Since the Merdeka Curriculum is designed and adapted to the demands of modern era nowadays, the system of Merdeka Belajar program is suitable to current demands condition that require the students to think

critically and creatively, good communication skill, and collaborative. The first advantages is the implementation of Merdeka Belajar is unlimited time and place to learn, so the teacher can engage students to learn outdoor using concrete instructional media. Second, using project-based learning that applied the skills possessed. Third, field experiences by collaborate and applied students' soft skill and hard skill. Fourth, personalized learning by making learning activities tailored to the abilities of each student. Fifth, data interpretation that using big data as a central to solving the problem and customized to students' need (Chahyanti in Efyanto, 2021).

Based on (Kemdikbudristek, 2022a), there are three advantages of the implementation of Merdeka Curriculum, those are:

a. Simpler and Deeper

The Merdeka Curriculum is designed to be simpler and deeper on the essential material and the development of student competencies in its phases. The learning process is expected to be more in-depth, meaningful, not rushed, and fun.

b. More Independence

Students are more independent in choosing the subjects they will take, especially at the high school level because there is no major so that they can learn material that suits their talents and interests. From the teacher and school side, schools can develop and manage the curriculum according to their respective characteristics and teachers also expected to be able to teach in accordance with the achievements and development of students.

c. More Relevant and Interactive

Students can actively learn through project activities on environmental issues, health, and others to support the development of the character and competence of the Pancasila Student Profile.

6. The Disadvantages of Merdeka Curriculum

In the process of implementing Merdeka Curriculum, some obstacles are faced by the teacher and school itself. There are five challenges

to the teacher about Merdeka Belajar program (Supini in Efyanto, 2021), those are: (1) Get out of comfort zone of the learning system; (2) do not have experiences in Merdeka Belajar program; (3) Limited References; (4) Teaching Skills; (5) lack of facility and quality of teacher.

Beside its obstacles, the implementation of Merdeka Curriculum has several drawbacks, those are lack of preparation in implementation, teaching system that has not been planned in detail, human resource capacity is still lacking, the lack of availability of facilities and infrastructure for IKM, lack of references to teaching materials for the merdeka curriculum (Akbar et al., 2023).

7. Misconception about Merdeka Curriculum

In the implementation of Merdeka Curriculum, several public misconceptions arise that need to be straightened out so that the implementation of the curriculum can proceed according to the plans, goals and targets of the government itself. The emergence of such misconceptions sometimes hinders curriculum performance. Those misconceptions are (Kemdikbudristek, 2022b):

- a. Curriculum change is a goal;
- b. There are absolutely false and right in the way of implementing Merdeka Curriculum;
- c. The school have to wait the training from the center;
- d. Instant process, and;
- e. The Merdeka Curriculum can only be implemented in schools that have complete facilities.

D. Previous Studies

The school and teachers who implement Merdeka Curriculum should be ready and prepare in order to run the curriculum smoothly and obtain a good result, output, and outcome. In the initial year of the implementation of Merdeka Curriculum by the Ministry of Education and Culture, there are many researchers already did the research about the implementation and the readiness whether of the school or teacher in implementing Merdeka Curriculum.

The first research is done by Nisak & Yuliastuti (2022) entitled “*Profil Kesiapan Guru dalam Mengimplementasikan Kurikulum Merdeka di SMP Negeri 1 Palang*”. This research aims to describe teacher readiness in implementing Merdeka Curriculum at SMP Negeri 1 Palang. The method used in this research is qualitative descriptive by interviewing the teacher. The result of this study showed that Mathematic Teacher of grade 7 and 9 are ready to implement the Merdeka Curriculum, meanwhile the 8th grade math teacher is not ready to implement the curriculum. Instead, the Merdeka Curriculum is still only implemented for the 7th grade. The similarities of Nisak & Yuliastuti’s research and this research is both focused on teacher readiness on specific subject in junior high school, and both used qualitative descriptive approach. The differences is the research done by Nisak & Yuliastuti is focus on Mathematic subject, while this research is focus on English subject.

Then, the research about “*Analisis Kesiapan Guru PAI dalam Menyongsong Kebijakan Merdeka Belajar (Studi Kasus di MTSN 9 Madiun)*” had done by Afista (2020). This research is focus on analyzing Islamic Education teacher readiness in implementing *Merdeka Belajar*. Qualitative descriptive is used in this research as a method. The result showed that teachers is ready in compiling simple lesson plan, but still low in determine the AKM (Minimum Competency Assessment) and characters survey replacing National Examination. The similarity of Afita’s research and this research is both focus on the analysis of teacher readiness in the implementation of Merdeka Curriculum in Islamic junior high school level. Then, the differences between Afista’s research with this research is on its particular subject. Afista’s focus subject is Islamic Education subject, while this research is focus on English subject.

The next study is conducted by Rosidah et al. (2021) about “*Analisis Kesiapan Guru Mengimplementasikan Asesmen Autentik dalam Kurikulum Merdeka Belajar*” that focus on the teacher readiness in implementing the authentic assessment in Merdeka Curriculum. This research used literature study and resulted that theoretically the teacher was quite ready and sufficiently

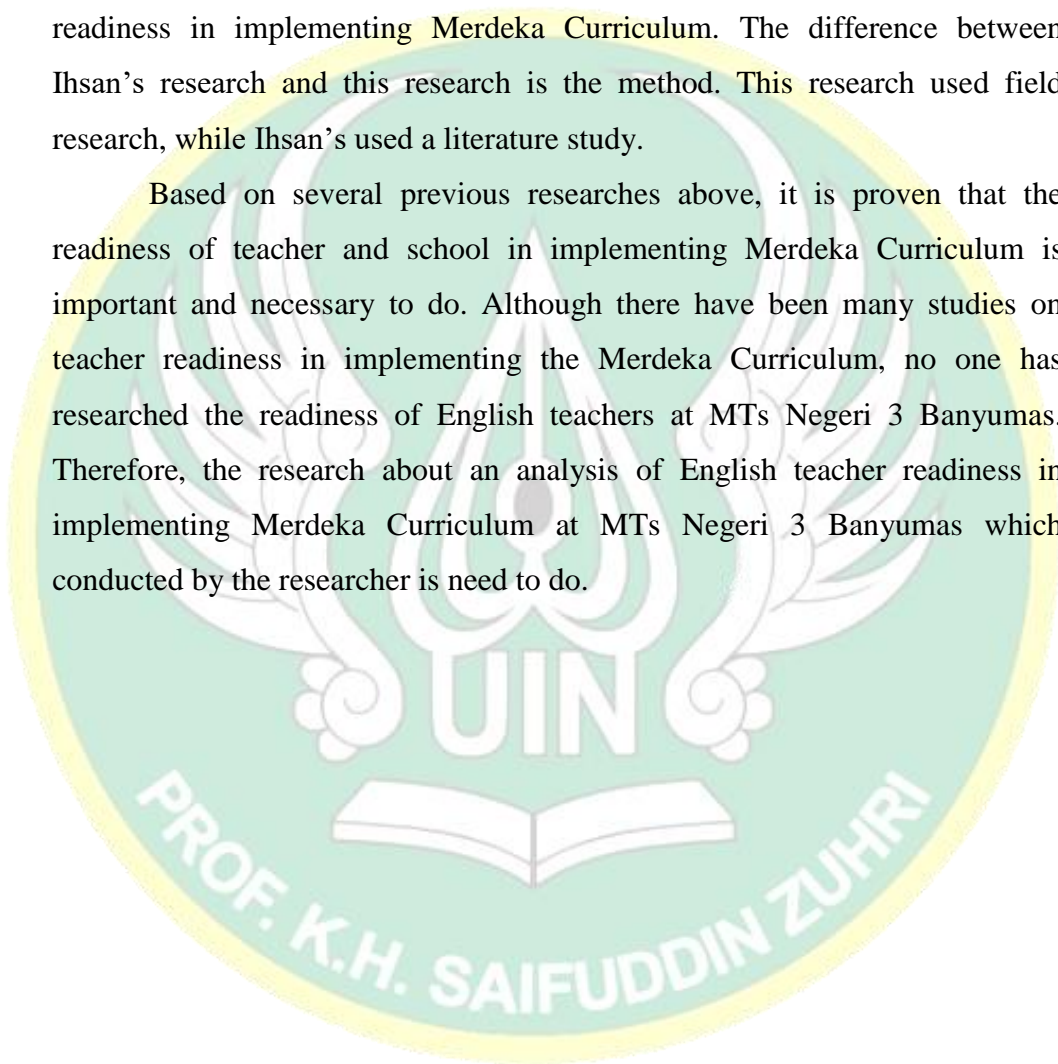
understood the nature of authentic assessment. However, in practice, teachers still need a lot to learn so that they are more skilled and easier to apply. So, it could be said that the teacher is not ready to apply authentic assessments, because the assessments carried out still seem improper in accordance with the rubrics available in the teacher's book. There has not been any development of an assessment rubric that may be needed to assess other skills students need. The similarity of Rosidah's research and this research is both focus in the implementation of Merdeka Curriculum. The differences are Rosidah's research is only focus on the implementation of authentic assessment in Merdeka Curriculum, while this research is focus on teacher readiness in implementing the Merdeka Curriculum on the teaching and learning activities in the classroom. The method that used in Rosidah's research is literature study which different with this research's method which will use field research.

The study by Jamilah et al., (2023) about *Analysis of Teacher Readiness in Welcoming the "Freedom to Learn" Policy*. This research was focused on the readiness of 14 respondents from two elementary school in the Mojogedang sub-district, Karanganyar. The research used descriptive qualitative approach with the data collection technique was using interview, observation, and documentation. Then the data was analyzed using the Miles and Hubberman's model. This research resulted that the teachers were in the excellent category for physical and material readiness, sufficient category with the psychological readiness, high understanding in the preparation of lesson plan and zoning PPDB system, and lack of understanding on aspects of USBN and UN. The similarities of Jamilah's research to this research are analyzing teacher readiness and using the data collection technique that consists of interview, observation, and documentation. The differences are that Jamilah's research subject is 14 respondents from two schools, and the indicator category of readiness in consists of physical, psychological, knowledge, and material readiness, while this research is only focus on the practical readiness.

Then, Ihsan (2022) also conducted a research about "*Kesiapan Guru terhadap Kurikulum Merdeka Belajar*" which focused on teacher readiness

toward Merdeka Belajar Curriculum generally. This method used in this research is literature study. This research resulted that teacher readiness is could be said to be good if it includes the following indicators: (1) The readiness on Assessment replacing USBN, (2) AKM Plan & Character survey replacing UN, (3) Compiling simple RPP format, (4) Implementation of Zoning PPDB. The similarity of Ihsan's research to this study is that both are focused on teacher readiness in implementing Merdeka Curriculum. The difference between Ihsan's research and this research is the method. This research used field research, while Ihsan's used a literature study.

Based on several previous researches above, it is proven that the readiness of teacher and school in implementing Merdeka Curriculum is important and necessary to do. Although there have been many studies on teacher readiness in implementing the Merdeka Curriculum, no one has researched the readiness of English teachers at MTs Negeri 3 Banyumas. Therefore, the research about an analysis of English teacher readiness in implementing Merdeka Curriculum at MTs Negeri 3 Banyumas which conducted by the researcher is need to do.



CHAPTER III

METHODOLOGY

This chapter explains the research design, location, subject, and object of the research. Then, it will also explain the data collection techniques used to analyze the data.

A. Research Design

To obtain information on the Implementation of Merdeka Curriculum (IKM), this research used a descriptive qualitative method as a case study in MTs Negeri 3 Banyumas to answer the research question. As stated by Kumar (2011), Descriptive studies have a primary focus on description rather than examining relationships or associations. Therefore, the reason for choosing descriptive qualitative research was its compatibility to analyze the data from the subject descriptively.

B. Research Site and Participants

The research was conducted at MTs Negeri 3 Banyumas, located at Jl. Raya Silado, Sumbang, Banyumas Regency. This educational institution is the only State Madrasah Tsanawiyah in the district of Sumbang. MTs Negeri 3 Banyumas has implemented the Merdeka Curriculum (IKM) since the academic year 2022/2023, starting with the 7th grade. As of the 2023/2024 academic year, IKM has been implemented in grades 7 and 8. Grade 7 consists of nine classes: 7a-7i. On the other hand, grades 8 and 9 are made up of eight classes each: 8a-8h and 9a-9h, respectively.

To collect the data, the research was conducted in MTs Negeri 3 Banyumas for about three months from 22 August to 30 October 2023. The school was chosen because it has implemented the Merdeka Curriculum and conducted some workshops for grade 7 and 8 teachers in implementing the Merdeka Curriculum in the 2022/2023 school year. Interviews were conducted with three English teachers who teach for grades 7 and 8. Teacher 1 exclusively teaches English to grade 7, Teacher 2 teaches English to some classes both grade 7 and 8, and the third teacher teaches English to

grade 8. The interviews were held mostly in front of the teacher's office at MTs N 3 Banyumas, and classroom observations were conducted based on the teachers' schedules.

C. Object and Subject of the Research

1. Object of the Research

The object of this research was the readiness of English teachers in implementing the Merdeka Curriculum at MTs Negeri 3 Banyumas in 7th and 8th grade.

2. Subject of the Research

The subjects of this research were English teachers. There are 5 English teachers in the school with the following details:

- a. Teacher 1: Teaches English to most of grade 7.
- b. Teacher 2: Teaches English to grade 7 and grade 8.
- c. Teacher 3: Teaches English to grade 8.
- d. Teacher 4: Teaches English to some of grade 8 and most of grade 9.
- e. Teacher 5: Teaches English to some grades 8 and most of grade 9.

However, the subject of this research focused on teacher number 1, 2, and 3 as the representative of grade 7 and 8 teacher in the implementation of Merdeka Curriculum. Teacher 1 is a senior teacher who has been teaching the Merdeka Curriculum for grade 7 since the 2022/2023 academic year. Teacher 2 and Teacher 3 are young teachers and only started teaching the Merdeka Curriculum in the 2023/2024 academic year. Beside teaching English, Teachers 2 and 3 also teach other subject to grades 8 and 9.

D. Data Collection Techniques

The data was collected through interview, documentation, and observation.

a. Interview

In-depth interview was done semi-structurally in which the guided questions had be prepared by the researcher with the possibility of improving additional questions related to the data requirement in the

research. Magaldi and Berler in Ruslin et al., (2022) further upon to say that the semi-structured interview is usually centered on the major subject that offers a general pattern and is usually based on a guide. Furthermore, even with its pre-arranged topical paths, a semi-structured interview allows a researcher to go thoroughly in pursuit of a breakthrough.

In this study, interviews were conducted with the aim of obtaining subjective teacher readiness data from the teachers themselves. Beside, it aims to know how far the teachers understand the Merdeka Curriculum and how to implement it in the classroom. The guided questions were made based on indicators of teacher readiness based on the implementation of the independent curriculum by Kemdikbud, as well as based on the opinions of experts in previous research that has been conducted.

The participants of this research were 3 teachers (Teacher 1,2,3) who were interviewed face-to-face in about 15-20 minutes. The data were gained from 3 interviews.

Table 2.1 Interview date with the teacher

| NO | DATE | ACTIVITY |
|----|------------------|--------------------------|
| 1 | 22 August 2023 | Interview with Teacher 1 |
| 2 | 29 August 2023 | Interview with Teacher 2 |
| 3 | 1 September 2023 | Interview with Teacher 3 |

b. Observation

To gain the data to be more detailed, the observation technique was done by the researcher. This study used non-participant observation technique to find the data about how teacher did the implementation of Merdeka Curriculum in the classroom.

Non-participant observation is a relatively inconspicuous qualitative research approach for acquiring primary data about some aspects of the community without engaging directly with the people who

participate in it (Williams, 2008). To support the observation, field note and checklist of the indicators of Merdeka Curriculum implementation was used to collect the data.

Table 2.2 Observation Date to the Teachers

| NO | DATE | ACTIVITY |
|----|-----------------|-----------------------------|
| 1 | 16 October 2023 | Observation I to Teacher 1 |
| 2 | 24 October 2023 | Observation II to Teacher 1 |
| 3 | 30 October 2023 | Observation I to Teacher 2 |
| 4. | 17 October 2023 | Observation I to Teacher 3 |
| 5. | 19 October 2023 | Observation II to Teacher 3 |

c. Documentation

In collecting the data, documentation used in order to support, strengthen and as an evidence file of English Teacher readiness in implementing Merdeka Curriculum. According to (Sugiyono, 2010), documentation is a method used to gather data and information in the form of books, articles, documents, numbers, and images that may be used to support research findings and provide insights. The documents that had been attached was the teaching modules of Merdeka Curriculum owned by each teacher. The teaching module of Teacher 1 was titled *Home Sweet Home*, Teacher 2's teaching module was *Kindness Begins with Me*, and the teaching module of Teacher 3 was *Indonesian Culture*. The documents were analyzed in term of their components that were in line with the Merdeka Curriculum Implementation Guide. Document analysis is a systematic technique for assessing or evaluating documents, both printed and electronic (computer-based and internet-transmitted) material (Bowen, 2009). Documentation is often used in triangulation by combining with other qualitative research method.

E. Data Analysis Technique

After the data were collected, the result of data that gained from interview and documentation was analyzed. To analyze the data, the researcher used descriptive qualitative approach to describing the data in the form of words. The theory used in this data analysis is by Miles & Huberman's (Miles et al., 2014) that consists of three steps data condensation, data display, and drawing conclusion or verification.

1. Data Condensation

Data condensation including process of selecting, focusing, simplifying, abstracting, and/or transforming the data from the respondent fully which written in field notes, interview transcript, document and other instrument. By using condensation, the data gained were transforming by selecting, summarizing, and coding into the data that ready to use.

2. Data Display

Data Display representing the result of data condensation, which then will be arranged in order to be structured information. In this phase, narrative text is used to interpret the data that already prepared.

3. Drawing Conclusion or Verification

In analyzing the data, the last phase that conducted is drawing conclusion or verification. The result of data coding and display will then be drawn conclusion.

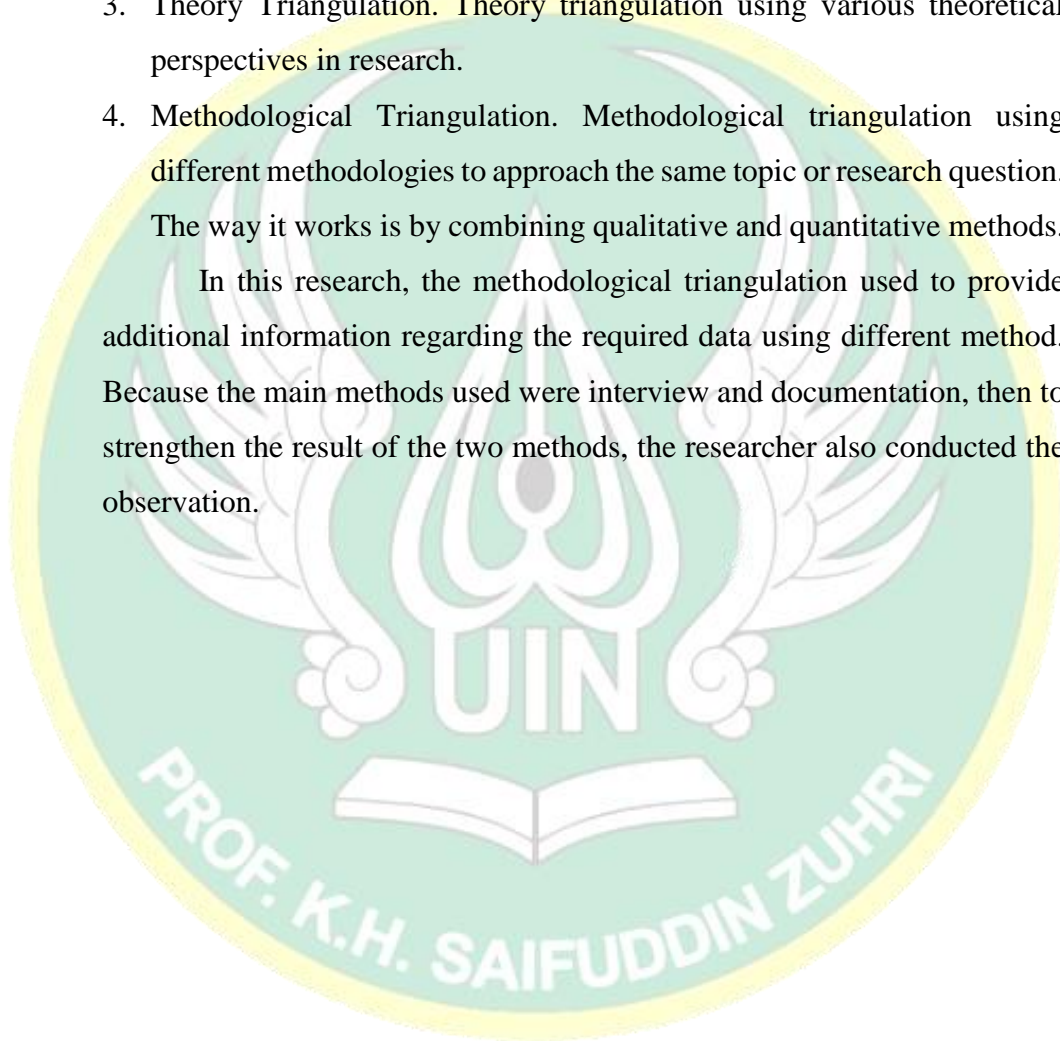
F. Triangulation

The triangulation method used to measure the trustworthiness of a study and find out how accurate a concept or idea is being researched in a study. Triangulation aims to cross-check the evidence to provide a complete picture and increase validity. Triangulation could overcome the bias that arises from one observer. By using triangulation, complex human behavior could be explained using various methods so that it could be received and accepted by the readers.

There are four kinds of Triangulation according to Denzin (1978), those are:

1. Data Triangulation. Data triangulation using many data sources such as time and person in different
2. Investigator Triangulation. Investigator triangulation involving several researchers in collecting or analyzing data.
3. Theory Triangulation. Theory triangulation using various theoretical perspectives in research.
4. Methodological Triangulation. Methodological triangulation using different methodologies to approach the same topic or research question. The way it works is by combining qualitative and quantitative methods.

In this research, the methodological triangulation used to provide additional information regarding the required data using different method. Because the main methods used were interview and documentation, then to strengthen the result of the two methods, the researcher also conducted the observation.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data and its analysis regarding the English teacher readiness in implementing the Merdeka Curriculum. The data obtained from teaching module documents, non-participant observations, semi-structured interviews with English teachers who have implemented the Merdeka Curriculum at the school.

A. English Teacher Readiness in Implementing the Merdeka Curriculum

The English teacher readiness in implementing the Merdeka Curriculum in MTs Negeri 3 Banyumas were analyzed based on some indicators in which started from the readiness of preparation stage, implementation stage and evaluation stage. Those indicators were collected from some sources namely official website of Merdeka Curriculum Kemdikbud (Kemdikbud, 2022f), Guidance Book of Merdeka Curriculum Implementation (Sufyadi, Lambas, et al., 2021), and the previous researches (Nurzen, 2022; Rahmawati, 2022). The overview of the research result presented in the following table.

Table 3.1 Indicators of Teacher Readiness in Implementing Merdeka Curriculum

| No | Indicators | Teacher 1 | Teacher 2 | Teacher 3 |
|----|---|-----------|-----------|-----------|
| 1. | Understanding the characteristic and structure of the curriculum | ✓ | ✓ | ✓ |
| 2. | Compiling the teaching module | X | X | X |
| 3. | Planning the diagnostic assessment | ✓ | ✓ | ✓ |
| 4. | Developing teaching modules | X | ✓ | X |
| 5. | Adjusting the learning with the stage of achievement and characteristic of students | ✓ | ✓ | ✓ |
| 6. | Planning, implementing and processing formative and summative assessment | ✓ | ✓ | ✓ |
| 7. | Project-based learning | X | X | X |
| 8. | Focus on the essential material | ✓ | ✓ | ✓ |
| 9. | Flexible learning | ✓ | ✓ | ✓ |

From the data table above, the English teachers readiness in implementing Merdeka Curriculum at MTs Negeri 3 Banyumas based on the Merdeka Curriculum indicators were ready in six indicator, however there are three indicators were not filled. The teachers were not compiling the teaching modules and the project based learning was not carry out by themselves, also Teacher 1 and teacher 3 were not developing the modules by themselves.

Based on the table above, it will be described for each indicator in the following part:

1. Understanding the Characteristic and Structure of the Curriculum

In terms of understanding the characteristics and structure of curriculum, each English teacher has their own opinion, but in general, the core of their understanding of the Merdeka Curriculum is the same, as Teacher 1 stated:

“kurikulum merdeka itu memberikan kesempatan kepada guru untuk lebih bisa dan bebas mengembangkan diri tentang bagaimana dia mau mengajar anak didiknya dengan tetap mempertimbangkan dan melihat kondisi anaknya.” (Interview with Teacher 1, 22 August 2023)

Teacher 1 said that the Merdeka Curriculum gave an opportunity to the teacher to be able and freely developing themselves in teaching their students by still considering students' conditions.

“kurikulum dimana guru bebas bereksperimen, bebas menggunakan gaya dan stylenya dalam mengajar” (Interview with Teacher 2, 29 August 2023)

Teacher 2 said that Merdeka Curriculum is a curriculum where teacher can freely experiment and using their own style in teaching.

“sebenarnya kurikulumnya lebih enak dari kurikulum 2013 karena guru lebih dibebaskan mau ngapain aja di kelasnya. Guru bisa eksplor media dan metode” (Interview with Teacher 3, 1 September 2023)

Teacher 3 stated that Merdeka Curriculum is better than 2013 Curriculum because teachers given the freedom to do anything (teaching & learning activities) in the classroom. Teacher can explore the media and method.

According to the explanation of each teacher in the interview above, it can be seen that their understanding about the concept of Merdeka Curriculum was in line. As teacher 1 said, she mentioned that the Merdeka Curriculum was giving the teacher an opportunity to improve herself. The teacher also understood the structure and component of Merdeka Curriculum as she done during the interview. Teacher 1 explained to the researcher about some administration documents used by the teacher, which consisted of TP, ATP, CP, and MA. Those administrations arranged and ready to use during the academic year, which means two semesters. Teacher 1 herself was already improved and being more ready about the knowledge and practical about the implementation of Merdeka Curriculum than the previous academic year because have followed several workshops of Merdeka Curriculum. The Merdeka Curriculum has been quite successful in liberating teachers to teach in the classroom by providing various options to develop creativity for teaching which still adjusted to the conditions of the class and students individually.

Teacher 2 had understood and prepared the necessary administration also does not find it difficult to teach with IKM as she mentioned in the interview. She said that the most important things to be prepared were MA and ATP, and the teachers told to make it since the beginning of semesters. Based on the classroom observation, teacher 2 was seem ready in conducting the activities to the students. She brought the teaching module to the classroom just in case and to make sure the activities conducted in the classroom were in line with the activities planned in the teaching module. Teacher 3 had understood the characteristics of Merdeka Curriculum and distinguished it with the K13. According to the Teacher 3 in the interview, she preferred to teach with IKM than the previous curriculum because in Merdeka Curriculum teacher can explored more the teaching method, media, etc. She felt that in the previous curriculum, she had to following all the planned activies without given any opportunity to developing the creativity to teach.

Based on the findings above, teacher's statement about their understanding to the Merdeka Curriculum was in line to the concept of Merdeka Curriculum as Wartanto, the Secretary of the Directorate General of Vocational Education, Ministry of Education, Culture, Research and Technology, stated that the Merdeka Curriculum not only gives freedom to students, but also to teacher (Dirjendiksi, 2022). In the interview, teachers felt ease in implementing the Merdeka Curriculum because they were given the freedom to teach in their own style.

In the form of understanding the structure of Merdeka Curriculum, based on the documentation of Teacher's teaching module, every teaching module mentioned the phase level for grade 7 and 8 were on D level. This was in line to the *Keputusan Menteri Agama Republik Indonesia (KMA RI) Nomor 347 Tahun 2022 tentang Pedoman Implementasi Kurikulum Merdeka pada Madrasah*, that the structure of the MTs curriculum consists of two phases, namely phase D and Phase E. Phase D is the phase level for grades VII and VIII, while grade 9 is included in phase E (Kementerian Agama, 2022). While, for the characteristics of the Merdeka Curriculum according to Kemdikbud (2022d), consist of developing soft skills and character, focusing on essential materials and flexible learning. Developing soft skills and character in students is carried out through project activities to strengthen the profile of Pancasila students, which in practice is carried out by collaboration between several interrelated subjects. In this case, English is not included in the P5-PPRA collaboration subjects at MTs Negeri 3 Banyumas. However, each subject always emphasizes the profile of Pancasila students in classroom learning. Then a more detailed discussion of the implementation of P5-PPRA, essential materials and flexible learning will be discussed in indicator points number 7, 8, and 9.

2. Compiling the Teaching Module

In teaching in the classroom, teacher was given a freedom to use the teaching module in which it can be compiled by herself or used the teaching module that provided by the government in the implementation of Merdeka

Curriculum. The English Teachers in MTs Negeri 3 Banyumas used teaching module that provided by the government. As teacher 1 stated in the interview, she got that teaching module in English MGMP (*Musyawahar Guru Mata Pelajaran*) forum that be held in the early semester and some certain times. English teachers did not compile and develop the teaching module by themselves independently. They only made some adjustment to the teaching module to the condition of student and its class. Since the teaching module provided by the government was various and not only one example, teacher could chose one that suite them. The front face of the teaching module of each teacher could be seen below.

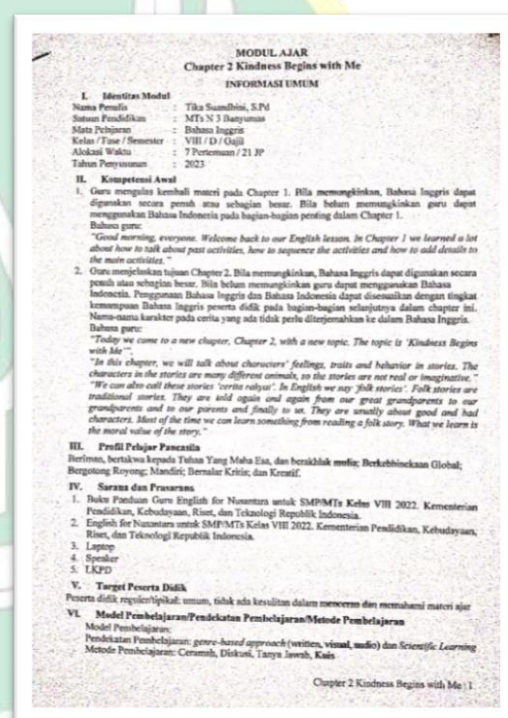
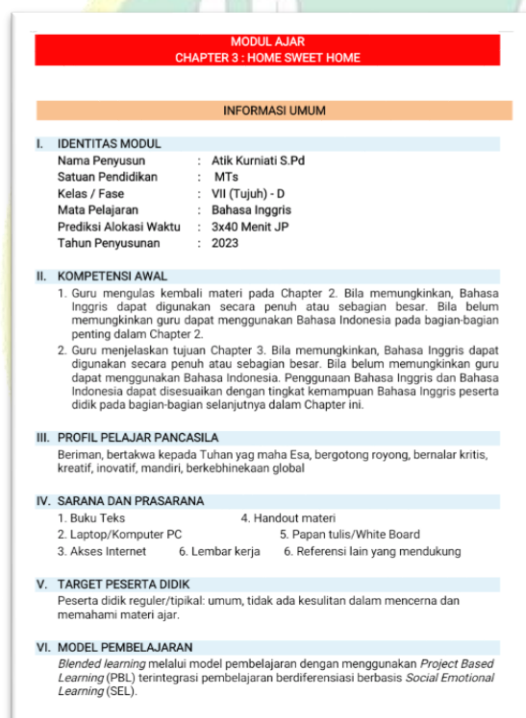


Figure 4.1 Teacher 1's Teaching Module

Figure 4.2 Teacher 2's Teaching Module

| Culture | | | |
|-------------------------------------|---|--------------------------------------|--|
| INFORMASI UMUM | | | |
| Nama | Fatia Putri Hasna, S.Pd. | Jenjang/Kelas | 9 WJG . D . RAR . 9.2 |
| Asal sekolah | MTs Negeri 3 Banyumas | Mapel | Bahasa Inggris |
| Alokasi waktu | 4 JP (160 menit) | Jumlah siswa / Target Peserta | 30 / Siswa reguler (tipikal) |
| Profil pelajar Pancasila | <ul style="list-style-type: none"> <input type="checkbox"/> Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia <input checked="" type="checkbox"/> Berkebhinekaan Global <input type="checkbox"/> Bergotong-royong <input checked="" type="checkbox"/> Mandiri <input checked="" type="checkbox"/> Bernalar Kritis <input type="checkbox"/> Kreatif | Model Pembelajaran | <ul style="list-style-type: none"> <input type="checkbox"/> Tatap muka <input type="checkbox"/> PJJ Daring <input type="checkbox"/> PJJ Luring <input checked="" type="checkbox"/> Paduan Tatap Muka dan Daring (blended learning) |
| Fase | D | Domain mapel | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Menyimak – Berbicara <input type="checkbox"/> Membaca – Meminta <input type="checkbox"/> Menulis – Mempresentasikan |
| Tujuan Pembelajaran | 9.2 Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup global. | | |
| Kata kunci | Menjelaskan konteks, gagasan utama, informasi terperinci, lisan, tulisan, multimoda. | | |
| Deskripsi umum kegiatan | <ul style="list-style-type: none"> • Fokus kegiatan pembelajaran secara umum adalah tentang menjelaskan konteks, gagasan utama, dan informasi terperinci dari suatu teks tentang budaya di dunia melalui serangkaian kegiatan seperti menyimak, berbicara, membaca, dan meminta. | | |
| Materi ajar, alat, dan bahan | <ol style="list-style-type: none"> 1. Materi ajar: <ul style="list-style-type: none"> • Watching or observing the picture/video to explain the context. • Listen to spoken informative text to identify the main idea and specific information with two or more key facts. • Ask and answer questions to exchange detailed information. 2. Alat: <ul style="list-style-type: none"> • Lembar kerja 3. Bahan: <ul style="list-style-type: none"> • Video: https://www.youtube.com/watch?v=TaKv6nSMZY • Audio: https://listenaminute.com/c/culture.html | | |

Figure 4.3 Teacher 3's Teaching Module

From the teaching module picture above, it could be seen that each teacher had different teaching module writing format. This could happen because the government itself has provided several examples of teaching module writing formats that can be an option for teachers to choose which one was more comfortable for teachers. Basically, the substance of several examples of teaching modules was the same, the most important thing is that they contained several components, which consist of learning objectives, assessment plans at the beginning and end of learning, learning steps, and learning media. The teaching module already contains these main components, but in terms of the details of the components, there were some differences, which will be discussed in more detail in the analysis of the teaching module.

It was a common thing when the teacher used the example of teaching module provided by the government because the government provided options related to the teaching modules, namely choosing or modifying the teaching modules provided by the government to adapt to the

characteristics of students; or compiling their own teaching modules according to student characteristics (Kemdikbud, 2022g). Meanwhile, teachers at MTs Negeri 3 Banyumas used the first option. Although in the Merdeka Curriculum teachers are given the freedom to compile their own teaching modules or modify teaching modules provided by the government, teachers are expected to be able to compile their own according to the needs of their students (Zahri et al., 2023).

In short, teachers were not compile the teaching modules. They only used the existed one that provided by the government. The reason was they did not get many workshop that specifically trained teacher to compile the teaching module in detail. Thus, they were used the option one that modifying the teaching module provided by the government.

3. Planning the Diagnostic Assessment

Planning the diagnostic assessments were done before the teacher started made the teaching modules. Based on the classroom observation conducted to the Teacher 1, the teacher did a diagnostic assessment before explaining the material. The teacher asked several triggering questions, as brainstorming and diagnostic assessment about the material. The teacher provoked students to give their answers or opinions related to the *Home Sweet Home* material and let them to convey it. This can be use to measure how far students have understood the material.

Then, the next observation done to the Teacher 2 in grade 8th. The teacher did not conduct the diagnostic assessment because the meeting on that day was not the first meeting of the new material. They only continued their tasks that given on the previous meeting. This also happened to the observation of Teacher 3. Teacher 3 did not conduct the diagnostic assessment on that meeting because it was not their first meeting. However, Teacher usually did the diagnostic assessment by asking to the student about something that will be learn. As example that she mentioned while interview, some day she will use Canva application as a learning media and will give the student task using it. She asked the student whether they knew

the application and could operating it or not. After that, she will consider the task given to the student. Beside, according to the teaching modul of each teacher, specifically teacher 2 and teacher 3, they did the diagnostic assessment in the first meeting of the new material that will be learned.

In conclusion, things the teacher did were in accordance to the aim of diagnostic assessment that was to find out students' abilities, strength, and weakness of them. The result of the diagnostic assessment is used as references and sources to plan the learning activities according to the students' need and determined how the teacher treated each class while still achieved the learning objectives had set (Sufyadi, Lambas, et al., 2021). The diagnostic assessment consists of cognitive and non-cognitive assessment. Cognitive diagnostic assessment aims to diagnose students' basic abilities in the topic of a subject. This assessment can be carried out routinely and periodically at the beginning of learning, the end after the teacher has finished explaining and discussing the topic, and other times (Kemdikbud, 2022a). Diagnostic assessment was also carried out by the teachers before they started learning new material topics so that teachers could adjust the rhythm of learning according to student abilities. These were already mentioned in each of their teaching modules. However, it does not rule out the possibility that the teacher will also conduct the diagnostic assessment again at the second meeting and so on if it is deemed necessary to do so.

4. Developing Teaching Modules

The teaching module used by the teachers as a guide for teaching in class was a teaching module that provided and made by the government where the teachers got it through MGMP English meeting. Teacher 1 used the teaching modul that provided by the government as she said in the interview that the teaching module was provided by MGMP, so the teacher only taught it to the student. She only changed some part that should be adjusted to her students.

Likewise with the Teacher 2 who used the provided teaching module, but she made some adjustments, developed her own Teaching Module used as the results of this interview with Teacher 2:

“Guru mendapatkan arahan dari pengawas ketika diklat dan disuruh untuk membuat (mengembangkan) sendiri modul ajarnya” (interview dengan Teacher 2, 29 August 2023)

Teacher 2 stated that she made and developed her own teaching module. The teaching module made by the government were free to used and every teacher can developed again according to the creativity and needs of their students. Meanwhile, Teacher 3 also used the teaching module used by the government but had different format with the Teacher 1 and Teacher 2.

To adjust the learning that would be carried out in the classroom with the design that has been made, teachers usually improvised themselves. The following were the results of the analysis of the Teaching Module from the 3 (three) English teachers at MTs Negeri 3 Banyumas. These components indicators are made based on the official guide book of government which compile by Sufyadi et al., (2021) and (Kemdikbud, 2022g) :

Table 3.2 Teaching Module Component Checklist

| No | Component | Teacher 1 | Teacher 2 | Teacher 3 |
|-----------------------|--|-----------|-----------|-----------|
| General Information : | | | | |
| 1 | Identity of the module writer | ✓ | ✓ | ✓ |
| 2 | Kind of unit and stage of education | ✓ | ✓ | ✓ |
| 3 | The phase and class | ✓ | ✓ | ✓ |
| 4 | The subject | ✓ | ✓ | ✓ |
| 5 | The title of teaching module | ✓ | ✓ | ✓ |
| 6 | General description of teaching module | X | X | ✓ |
| 7 | Initial competence | ✓ | ✓ | X |
| 8 | Student profile of Pancasila | ✓ | ✓ | ✓ |
| 9 | Facilities and infrastructure | ✓ | ✓ | ✓ |
| 10 | Target of student | ✓ | ✓ | ✓ |
| 11 | Number of student | X | X | ✓ |

| | | | | |
|----------------|---|---|---|---|
| 12 | Learning model | ✓ | ✓ | ✓ |
| 13 | Cover image (optional) | X | X | X |
| 14 | Prerequisite competencies (optional) | X | X | X |
| Main Component | | | | |
| 15 | Learning objectives | ✓ | ✓ | ✓ |
| 16 | Assessment | ✓ | ✓ | ✓ |
| 17 | Meaningful understanding | ✓ | ✓ | X |
| 18 | Triggering question | ✓ | ✓ | ✓ |
| 19 | Learning activities | ✓ | ✓ | ✓ |
| 20 | Student and teacher reflections | ✓ | ✓ | ✓ |
| Attachment | | | | |
| 21 | Material including title and activity summary | X | X | X |
| 22 | Student worksheet | ✓ | ✓ | ✓ |
| 23 | Enrichment and remedial | ✓ | ✓ | ✓ |
| 24 | Student and teacher reading material | ✓ | ✓ | ✓ |
| 25 | Glossary | ✓ | ✓ | X |
| 26 | Bibliography | ✓ | ✓ | ✓ |

Based on the analysis table of the components of the teacher's Teaching Module, it can be seen that of the three teaching modules used by teacher 1 and 2 are similar than teacher 3's module. Teacher 1 and 2 had the same component because they were using the similar format of teaching module. While, Teacher 3 had used different format of teaching module so that it had more lacking components. Teacher 1 and teacher 2 had lacking components on the general description of teaching module, number of student, cover image, prerequisite competencies, and material including title and activity summary. On the other side, teacher 3 had other lacking component, namely initial competencies, cover image, prerequisite competencies, meaningful understanding, material including title and activities summary, and glossary.

In developing teaching modules, there are several stages or procedures that must be considered and carried out by teachers. Based on the provisions of Kemdikbud (2022i), the teaching module development procedure consists of nine procedures, namely a) identifying learning objectives from learning outcomes that can be grouped in one scope of

material; b) conducting initial assessments to identify students' mastery of initial competencies; c) determining assessment techniques and instruments along with indicators of success; d) determining the period of time required; e) determining formative assessment techniques and instruments based on learning activities, f) creating a series of learning activities from beginning to end; g) preparing attachments; h) attaching assessment instruments; i) re-checking the completeness of the teaching module components.

In the *Kindness Begins with Me* Teaching Module developed by Teacher 2, she did not combine narrative text material with other essential materials in one scope of teaching materials. She only grouped the material with the additional grammar material related to narrative text. Then the teacher conducted an initial assessment at the beginning of the new material, but during the observation, the teacher no longer conducted an initial assessment because it was not the first meeting to discuss the topic of the new material. In Teacher 2's teaching module, the teacher has not added the success indicator of the instrument used. The teacher has specified the time period needed, that is 7 meetings or 21 JP (lesson hours). The teacher did not include the formative assessment technique based on the lesson. The teacher has prepared other necessary attachments but the assessment attachment was not be prepared.

The lack of teaching module components is not a fatal deficiency because it is only a complementary or supporting component. The minimum components of the teaching module based on the Guidelines for Learning and Assessment of RA, MI, MTs, MA, and MAK are consisting of learning objectives (one of the objectives in the flow of learning objectives); learning steps or activities; assessment plan for the beginning of learning along with instruments and methods of assessment; assessment plan at the end of learning to check the achievement of learning along with instruments and methods of assessment; and learning media used, such as reading materials used, activity sheets, videos, or website links that students need to learn (Ramdhani & Isom, 2022). These minimum components have been fulfilled

in each teaching module because the teaching modules used by teachers at MTs Negeri 3 Banyumas are the teaching modules that have been provided by the government. Therefore, the minimum components are already completed and ready to use.

5. Adjusting the learning with the stage of achievement and characteristic of students

In every meeting, teachers must always organized the learning carried out according to the level of achievement and student characteristics. The teaching module and lesson plan already made by each teacher according to the order of material, not made differently for each class, so that the teacher have to improvised and developed the learning activities themselves to treated each class. The teaching module was made per phase in which for grade 7th and 8th of junior high school was in phase D.

Based on observation did to Teacher 1, it was done on the learning of two classrooms, namely class 7A and 7C. The learning carried out in the two classes was at the same stage in which just started to learn the *Home Sweet Home* theme material. Although the material and sections were the same, the treatment to each class was different because the teacher adjusted the condition of the class and the students. Based on Teacher 1, students in class 7A were very active and quite difficult to manage so the teacher had to be extra in managing them. This was in accordance with the author's observations. According to the results of the observation, for the learning method in class 7A, students were made into 5 groups mixing randomly then gave them worksheets or tasks to discussed. This activity was done in order to make students more conducive and their activity was poured into group discussions.



Figure 4.4 Learning activities in Class 7A by grouping student

This was different from the learning conducted in class 7C. In class 7C, the teacher provided the same materials and media, but since the situation in class 7C tends to be quite conducive and the students are not as active as class 7A, the teacher provided materials and assignments practice questions independently, did not make students into a group, but the tasks were done independently and corrected together.



Figure 4.5 Learning activities in Class 7C

As for learning observations on Teacher 2 in class 8B, the teacher carried out learning activities in accordance with the design that been written in the teaching module that she has developed herself. The learning

carried out was the listening section of *Folklore* material and students were told to listen and do the questions on the worksheet that had been given at the previous meeting. The teacher prepared her own media to be used, namely a laptop, and speakers that used for listening.



Figure 4.6 Listening section in class 8B by Teacher 2

As Teacher 2 stated in the interview, she explained that sometimes the methods used to teach in one class and another class turns out have different student responses. For instance when she taught in a class using a method that when she used in another class it was quite effective, but in that class it was not, she will change the learning method in that class and adjusting to the students' need.

The observation to Teacher 3 was conducted in class 8C. The teacher used the grouping method by giving worksheets to students to be presented in front of the class. The teacher made students into 5 groups to discuss. The teacher used the worksheet media that had been distributed to students in the previous meeting and told students to continue their group discussions. The teacher also told the students to borrow a dictionary as their tool to work on the questions because they were forbidden to bring and use electronic dictionaries on cellphones. After the students finished working on the group assignment, they went to the front of the class to present the results of their group discussion. Based on teacher 3's explanation, students in class 8C

were very active and quite difficult to control so that the learning in the classroom at that time seems crowded and the situation of students is not conducive. Some students were not dressed neatly, wearing a cap and even not wearing shoes. These students had been reprimanded by the Teacher 3, but after being reprimanded they still returned to their previous behavior.



Figure 4.7 Student of 8C presenting their discussion result in front of the class

Teacher 3 also explained that the treatment that she gave to each of class she taught were different. She will adjust the activities and task to one class according to their competencies. Sometimes in one class she will ask to the student doing task by group, but in another class she told student to do the same task to the first class individually.

Based on the stages of learning planning in the Merdeka curriculum, new paradigm learning is student-centered. Therefore, this learning is adjusted to the stages of achievement and characteristics of the students. The scope of learning material is what the teacher will present in class. Furthermore, the teacher could conduct the differentiated instruction which aims to fulfill each individual learning needs that consists of the learning content, the learning process, the learning outcomes product (Kemdikbud, 2022k). The learning carried out by teachers 1, 2 and 3 based on the findings above, the teachers conducted the differentiated learning used the learning

process. The teachers differentiate the learning process in general, which is different per class by looking at the characteristics of each class taught.

Besides, there are five basic principles that assist teachers in implementing differentiated learning according to Tomlinson and Moon in Khristiani et al. (2021). The key principles are: a) learning environment, in the learning environment, the learning climate refers to the situation and conditions that students and teachers feel, and teachers must respond to students; b) quality curriculum, a quality curriculum has clear objectives and focuses on students' understanding and their comprehension of learning materials; c) continuous assessment, teachers conduct assessments to improve their teaching and to find out whether students have understood the material discussed, and in this assessment no numbers are given, only as a diagnostic test; d) responsive teaching, teachers can modify lesson plans according to the results of the final assessment carried out previously and teachers must respond to the results of the learning; e) leadership and routines in the classroom, teachers must be able to organize the class and students through daily routines so that learning can run effectively.

These key principles must be maximized by teachers so that differentiated learning in the classroom can run effectively. Based on observations made in the classroom, the teachers have not maximized these key principles. Learning environment, continuous assessment, and classroom routines were still not well implemented, while for quality curriculum and responsive teaching have been implemented when learning in the classroom.

6. Planning, Implementing and Processing Formative and Summative Assessment

Formative assessment was an assessment carried out to determine the development of student mastery of a unit or chapter which is usually carried out during the learning process of a unit or chapter or competency (Sufyadi, Lambas, et al., 2021). For formative assessment, teachers usually

have planned and attached the activities for assessment in the teaching module.

Based on the teaching module, Teacher 1 designed formative assessment through discussion, presentation and performance activities. In the non-participant observation of Teacher 1, formative assessment was carried out by students discussing in groups to work on several problems solving. After students finished working on the task in groups then the teacher and students together checked the correct answers altogether. Meanwhile, Teacher 2 did not write and mention formative assessment activities in the teaching module, but in her teaching, the teacher gave formative assessment to students individually through assignments and listening activities. Likewise, the formative assessment conducted by Teacher 3 in class 8C. The teacher divided students into groups to discussed working on questions on the worksheet, then after that each group came forward to present the results of their discussion in front of the class. However, the design of this activity was not mention in Teacher 3's teaching module.

Formative assessment carried out by Teacher 1 and Teacher 3 at MTs Negeri 3 Banyumas is in accordance with the types of unwritten assessments mentioned in the Merdeka curriculum assessment module unit that examples of forms of assessment are class discussions, performing drama, making products, presentations and oral tests (Kemdikbud, 2022c). Teacher 1 and 3 have done it with discussions, presentations, and oral tests, while Teacher 2 conducts formative assessment in writing through listening activities. The application of this assessment can be done more than once in one meeting. This is the same as previous research by Astari et al., (2023) with the result that the teacher conducted two formative assessments in one meeting using presentations and role plays.

While, summative assessment was an assessment carried out at the end of learning to determine students' learning achievements for the learning unit or chapter that had ended (Ramdhani & Isom, 2022). Teachers were

preparing the items for summative assessment independently, where they make the questions for summative assessment when they have taught the material in the semester had finished. Whether Teacher 1, 2, or 3, they conducted summative assessment to student by using mobile phone through Google Form. Not only English teachers that used it, but most of other subject teachers used the same way.

Mid-semester summative assessment 1 at MTs N 3 Banyumas had been carried out simultaneously at the same time, those were on September 25-30, 2023 but is still carried out following the lesson schedule as usual and adjusting the readiness of each teacher and student in the class. Likewise, the summative assessment at the end of semester one which was carried out on December 1st to 9th, 2023 used the same concept as the mid-semester summative assessment. This is similar to previous research conducted by Shadri et al., (2023). In his research, based on data obtained from the research subject related to summative assessment, summative assessments are learning achievement tests administered following the completion of a course of instruction. A summative assessment is scheduled following the final session of a longer program. Its primary goal is to identify the value that, after a given amount of time, represents students' achievement in the learning process. Usually, the assessment is conducted following the completion of the learning process. But learning doesn't necessarily finish at the end of the school year or when students reach a particular educational level. Whereas in the implementation of summative assessment at MTs Negeri 3 Banyumas, the assessment is carried out simultaneously in all subjects within a certain period at the end of the semester and the schedule is flexible according to each subject.

7. Project-based Learning

One of the features of learning in Merdeka Curriculum is project-based learning through the *Proyek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil'alamin (P5-PPRA)*. This P5-PPRA program had an important role to provided experience and increase students'

knowledge according to their interests and talents and was important in terms of their character building (Maharani et al., 2023). The Pancasila Student Profile itself consists of six dimensions, namely: 1) faith, devotion to God Almighty, and noble character, 2) independent, 3) mutual cooperation, 4) global diversity, 5) critical thinking, and 6) creativity.

Meanwhile, the application of P5-PPRA values was carried out in every subject. For each subject, P5-PPRA values are always inserted in every lesson that students were motivated to reach the competencies and character which in accordance with the P5-PPRA. The dimensions implementation of P5-PPRA in every lesson were different based on the context of the material and activities done in the class. Teacher can apply all the dimensions in one meeting or only some certain dimension that connected to the material taught.

According to the teaching module of Teacher 1 and Teacher 2, they were always mention all the dimensions of P5-PPRA in every material meeting. While Teacher 3 had the differences dimensions of P5-PPRA which mentioned in every meeting. For example, in the *Indonesian Culture* material, teacher mentioned: 1) mutual cooperation, 2) global diversity, and 3) critical thinking; and in the *Local Cuisine*, Teacher 3 mentioned: 1) independent, 2) critical thinking, and 3) creativity. On the other hand, when the classroom observation was conducted to the three teachers, all of them are not really implementing the Pancasila Profile values to the learning activities of each meeting that in line with the dimension of P5-PPRA which they mention on their teaching module.

Based on the observation to Teacher 1, in the meeting of class 7A, she implemented the dimension of point 1 (Faith, devotion to God Almighty, and noble character) by praying *Basmalah* together before began the lesson. Then, during the lesson, she implemented the point 5, that is critical thinking. Teacher 1 asked the students to think critically while she is doing the diagnostic assessment before the main material was taught. Then, based on the observation to the Teacher 2, she did not implement the

P5-PPRA dimension in the classroom. She did not open the meeting with praying nor did she closed it. The teacher also did not put the other dimension into that meeting. While Teacher 3, she implemented the dimension of Pancasila Profile into that meeting from point 3 (mutual cooperation) and point 5 (critical thinking) by conducting the group discussion and presentation of each group. By discussing in a group, student can think critically and doing mutual cooperation by sharing about their idea to each other. Besides that, the teacher did not do the rest of the dimension in that meeting.

The Strengthen Project of Pancasila Student Profile used project-based learning approach that different from the project-based learning in the intracurricular program in the classroom. This project gave an opportunity to the students to learn in informal situation, flexible learning structure, more interactive learning, and directly involved to the surrounding environment to strengthen any competencies (Sufyadi, Harjatanaya, et al., 2021). In this case, the curriculum of The Strengthen Project of Pancasila Student Profile was arranged separately from the learning curriculum and used specific lesson hour, which accommodated to the level of class. The aim was to allowed the students focused on developing their skill, attitude, and knowledge. The time allocation used to conducted this project for grade VII and VIII Junior High School was 360 JP (Lesson Hours) or around 20-30% per year according to *Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (Kepmendikbud RI) No 162/M/2021* about *Program Sekolah Penggerak* (Motivating School Program).

In conducting the learning activities, *Madrasah* can determine the learning model according to the needs of students, for example conventional learning, project-based learning for one subject or collaboration of several subjects with theme-based, block model learning for one competency in a certain time unit or other innovations designed by madrasah (Kementerian Agama, 2022). In this case, MTs Negeri 3 Banyumas was conducting the

P5-PPRA by collaborating several subjects with theme based and using block model learning. Projects made in the form of art works made by students in groups, for example making crafts from used goods for later sale or exhibited, and so on according to the program that has been designed by the P5-PPRA team.

8. Focus on the Essential Material

One of the characteristic in the Merdeka Curriculum was focus on the essential material namely including numeracy and literacy. Essential learning means learning that is sourced from essential material. Essential material is defined as basic, important, principal material that needs to be understood or mastered by students and will be seen from various practical perspectives (N.K. Widiastini et al., 2023). In English teaching activities at MTs Negeri 3 Banyumas, the material taught were mostly about the literacy. The material for class 7 were the description text about people, hobbies, food, thing, and event. Beside, they also learned greetings, grammar, procedural text, and daily communication. For class 8, they were taught about the recount text and the narrative text. The recount text was about the games and event in daily life. While the narrative text was about the fable and the folklore. Beside the main material, teacher also had additional material those were grammar, and conversations. Those materials that are description text, recount text and narrative text were literacy-based lesson.

Materials play a critical role in achieving the goals set by the government, so teachers must act as material developers, selecting or creating resources that meet their students needs (Dwinalida & Setiaji, 2022). The literacy-based learning model incorporates learning activities to build students' reading habits from an early age. This allows students to become accustomed to seeking answers by reading specific texts to gain an understanding of the core of the text, known as "reading culture" (Zusnita & Badriyah, 2021). In short, the English material that taught in MTs Negeri 3 Banyumas were focus on the literacy material that need to learn by students.

9. Flexible Learning

In implementing learning with the implementation of Merdeka Curriculum, teachers found it easier because they can be more flexible in teaching. The meaning of flexible here was that the teachers can improvised learning according to the creativity of each teacher. Teacher can also applying the different learning model in every class although they had same material. Teacher can make the learning process creatively in each class based on the student competencies.

Teacher 1 said that they can taught flexibly by using many sources of materials. It can be from the students handbook, the internet, and any other sources. Those flexibility to used many sources were made easier for the teacher to enrich her students experiences in learning. Likewise, according to Teacher 2, in implementing the merdeka curriculum, teachers were free to explore the learning style that she wants to do according to the needs or abilities of students. Teacher can takes advantage of technological advances such as cellphones to conduct learning using certain applications. According to Teacher 3, the teacher can flexibly used various learning media and methods. For example, Teacher 3 used the *Canva* application, which is an application for creating designs. Students were introduced to create designs according to their own creativity and in addition, it was also trained students to know other technologies that can be useful for them.

In short, in conducting the flexible learning, the teachers must adjusted the learning achievement that has been determined with the students' ability level. This case could be carried out through the learning approach that refer to the level of students ability which called as Teaching at the Right Level (TaRL) (Kemdikbud, 2022b). This approach did not refer to the level of class, yet it was made and accommodated to the achievement, ability, and needs of the students to reach an expected learning. The stages to conduct this approach started from the diagnostic assessment to know the potency, characteristic, need, student development stage, and student achievement stage. Then, make the planning to arrange the learning based

on the assessment data gained. The next is learning process in which need to conduct the periodic assessment to see the students learning improvement. This approach was a form of the implementation that appropriate to education philosophy of Ki Hajar Dewantara, in which the entire efforts carried out were the student-centered. TaRL was also implemented in other countries, those are India, Kenya, Australia, and so on (Kemdikbud, 2022b). Therefore, the teachers could implemented the flexible learning which developed by their creativeness, but still need to considered the achievement and ability of the students.

These findings can be concluded that the English teachers of MTs Negeri 3 Banyumas were fulfilled the six indicators of total nine indicators which there are three indicators left that was not fulfilled. There is previous research about the teacher readiness in implementing the Merdeka Curriculum that have the similar result to this research. That was the research that conducted by Rahmawati (2022) in the title “*Analisis Kesiapan Guru dalam pelaksanaan Kurikulum Merdeka di TK ABA V Gondangmanis Kudus*” which shows that teachers are ready to implement Merdeka Curriculum. It because from the 6 (six) indicators she used, teachers have a good readiness and understanding in four indicators, namely understanding the characteristic and structure of the curriculum, the readiness of lesson plan, the readiness of learning process, and the readiness of facilities and infrastructure. While the other two indicators are felt enough ready and understanding by the teacher, namely the readiness of teaching module and the readiness of learning assessment.

Then, these research findings have a differences compared to other research in the same field. It was the research conducted by Purani (2022) with the title *Analisis Kesiapan Guru dalam Penerapan Kurikulum Merdeka di SDN 2 Cempaga*. The result showed that the teacher still not ready to implementing the Merdeka Curriculum. Teachers still lack of the understanding about the structure of Merdeka Curriculum and need more

workshop about the compiling teaching module, and also the learning assessment in Merdeka Curriculum.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusion, the limitation of study, and suggestions about the English teacher readiness in implementing Merdeka Curriculum at MTs Negeri 3 Banyumas.

A. Conclusion

In implementing the Merdeka curriculum, teachers must be ready to apply the learning principles of the Merdeka curriculum to teaching in the classroom. The researcher used nine indicators in determining teacher readiness in implementing the independent curriculum which took from various sources. Those nine indicators were understanding the characteristic and structure of the curriculum, compiling the teaching module, planning the diagnostic assessment, developing teaching module, adjusting the learning with the stage of achievement and characteristic of students, planning, implementing, and processing formative and summative assessment, project based learning, focus on essential material, and flexible learning.

From these nine indicators, there are 6 indicators that have been fulfilled by the teacher and 3 indicators that have not been fulfilled. The teachers understood the characteristic and structure of the curriculum. All the three teachers planned the diagnostic assessments before learning new materials. They were also adjusted the learning with the stage of achievement and characteristic of students. The three teachers planned, implemented, and processed formative assessment and summative assessments through google form. They taught the essential material that focus on literacy and also have the flexible learning.

However, all the three English teachers did not fulfill three indicators. The three teachers used the teaching module that provided by the government, they did not compile it by themselves. There is only one teacher who developed the teaching module, that is Teacher 2. The last, each teacher did not conduct the project-based learning or P5-PPRA practically by themselves.

B. Limitation of Study

This study was limited by the focus of this study. This study was only discussed about the English teacher readiness in implementing Merdeka Curriculum practically and did not measuring the English teacher readiness mentally. However, the practical readiness might influenced by the mental readiness of the teacher itself or other external factor. On the other hand, the readiness of English teacher in implementing the Merdeka Curriculum at MTs Negeri 3 Banyumas is such a case that need to analyze in order to find out the quality of teaching and learning activities.

C. Suggestions

Based on the result of the research, the researcher would like to deliver some suggestion as follow:

1. For Teacher

The researcher hopes that this study can support the teacher in improving their teaching quality in implementing the Merdeka Curriculum. Moreover, through this study may teacher can evaluate the teaching activities that had done so far and try to be more prepared in teaching by implementing Merdeka Curriculum in order to conduct the better teaching.

2. For School

Through this study, the school is expected to pay more attention on the teacher's need in improving the quality of the curriculum implementation in teaching and learning process. One of the things that can be done is to hold more workshops on the implementation of the Merdeka curriculum, especially for grade nine teachers who will start teaching the Merdeka curriculum in the 2024/2025 academic year.

3. For other Researcher

Through this study, it expected to the other researcher in conducting research on analyzing teacher readiness on teacher's mental aspect to see how significant the mental readiness affecting the practical readiness.

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APPENDICES

Appendix 1 (Research Instruments)

INSTRUMEN WAWANCARA

**AN ANALYSIS OF ENGLISH TEACHER READINESS IN
IMPLEMENTING MERDEKA CURRICULUM AT MTSN 3 BANYUMAS**

I. Jadwal Wawancara

1. Hari, Tanggal :
2. Waktu mulai & selesai:

II. Identitas Informan

- Nama :
- Jabatan/Guru Kelas :

III. Tujuan Wawancara

Untuk memperoleh deskripsi kesiapan guru dalam mengimplementasikan kurikulum merdeka pada pembelajaran di kelas maupun luar kelas.

IV. Metode Wawancara

Metode wawancara yang digunakan adalah wawancara semi-terstruktur yaitu dengan mengacu pada rancangan pertanyaan yang sudah disiapkan dan masih memungkinkan untuk menambahkan beberapa pertanyaan baru yang berkaitan dengan topik sesuai jawaban narasumber.

V. Pertanyaan

1. Apa yang ibu pahami tentang kurikulum merdeka?
2. Bagaimana perbedaan implementasi kurikulum merdeka dengan kurikulum 2013?
3. Apakah ada perbedaan dalam implementasi kurikulum merdeka di madrasah dengan sekolah umum? Jika ada, apa saja perbedaannya?
4. Apakah ibu menggunakan ICT saat mengajar? Bagaimana ibu menggunakannya dalam pembelajaran?
5. Apakah ibu sudah membuat modul ajar untuk setiap pertemuan?
6. Bagaimana ibu membuat modul ajar tersebut?
7. Apakah ibu sudah merancang seluruh proses pembelajaran dari awal sampai akhir dalam setiap pertemuan? Apakah ibu selalu

berpedoman pada rancangan tersebut atau lebih sering melakukan improvisasi?

8. Apakah ibu sudah menentukan asesmen dan penilaian yang akan dilakukan?
9. Jenis penilaian apa saja yang akan dilakukan?
10. Apakah sarana dan prasarana mengajar sudah lengkap di dalam kelas? Atau ada beberapa hal yang harus dipersiapkan secara pribadi?
11. Apa administrasi yang perlu dipenuhi dalam implementasi kurikulum merdeka ini?
12. (untuk guru kelas 7) bagaimana menurut ibu implementasi kurikulum merdeka di tahun ajaran kemarin? Bagaimana evaluasi pribadi ibu?
13. (untuk guru kelas 7) Apakah ada hal yang perlu diperbaiki di tahun ajaran ini dan apakah ada hal yang harus dipertahankan?
14. Apakah ibu menggunakan platform merdeka mengajar?
15. Bagaimana respon siswa mengikuti pembelajaran dengan implementasi kurikulum merdeka?

INSTRUMEN OBSERVASI

I. Jadwal Observasi

1. Hari, Tanggal :
2. Waktu mulai & selesai:

II. Identitas Informan

- Nama :
- Jabatan/Guru Kelas :

III. Tujuan Observasi

Untuk memperoleh deskripsi kesiapan guru dalam mengimplementasikan kurikulum merdeka pada pembelajaran di kelas maupun luar kelas.

IV. Metode Observasi

Metode observasi yang digunakan adalah observasi non-partisipan dimana peneliti hanya mengamati bagaimana guru mengimplementasikan kurikulum merdeka dalam pembelajaran di kelas. Peneliti mengamati dengan menggunakan instrumen *observation checklist* dan *field notes/catatan lapangan*.

V. Tabel Instrumen *Observation Checklist*

| No | Aspek | Y | T | Keterangan |
|---------------------------------|---|---|---|------------|
| Perencanaan Pembelajaran | | | | |
| 1. | Membuat Perangkat Pembelajaran (Modul Ajar) | | | |
| 2. | Membuat media pembelajaran | | | |
| 3. | Media yang disiapkan sesuai dan berhubungan dengan materi yang akan disampaikan | | | |

| | | | | |
|---------------------------------|---|--|--|--|
| 4. | Media yang dipilih sesuai dengan tahap capaian pembelajaran | | | |
| 5. | Merencanakan evaluasi | | | |
| Pelaksanaan Pembelajaran | | | | |
| 1. | Mengajak siswa aktif belajar | | | |
| 2. | Membiarkan siswa untuk bertanya | | | |
| 3. | Jika diperlukan menggunakan metode ilmiah dalam proses penemuan ide, gagasan, dan pemikiran | | | |
| 4. | Mengikuti pikiran dan gagasan siswa | | | |
| 5. | Menggunakan variasi model pembelajaran | | | |
| 6. | Menerima jawaban alternative dari siswa | | | |
| 7. | Kesalahan konsep siswa ditunjukkan dengan arif | | | |
| 8. | Siswa diberi kesempatan untuk berpikir dan menemukan gagasan mereka | | | |
| 9. | Siswa diberi kesempatan untuk mencari pendekatan dengan caranya sendiri dalam belajar | | | |
| 10. | Tidak mencerca siswa yang berpendapat salah | | | |
| 11. | Evaluasi kontinu dengan segala proses | | | |

| | | | | |
|------------------------------|---|--|--|--|
| 12. | Pembelajaran dilaksanakan sesuai dengan rancangan yang telah dibuat | | | |
| 13. | Modul ajar yang disiapkan digunakan dalam pembelajaran | | | |
| 14. | Asesmen yang dilakukan sesuai dengan rancangan | | | |
| 15. | Media pembelajaran yang telah disiapkan digunakan di dalam kelas | | | |
| 16. | Siswa antusias dalam mengikuti pembelajaran di kelas | | | |
| Evaluasi Pembelajaran | | | | |
| 1. | Melakukan Evaluasi di Akhir Pertemuan | | | |
| 2. | Melakukan Asesmen Diagnostik | | | |
| 3. | Melakukan Asesmen Formatif | | | |
| 4. | Melakukan Asesmen Sumatif | | | |

Appendix 2 (Transcript of Interview)

Transcript of Interview with Teacher 1

| | | |
|-------------------|---|--|
| No. Wawancara | : | 1 |
| Narasumber/Status | : | Atik Kurniati, S.Pd. (AK)/ Guru Bahasa Inggris Kelas 7 (7a-7h) |
| Penanya | : | Mutmainah Fahmi K. (MF) |
| Perihal | : | Kesiapan dalam Pembelajaran Implementasi Kurikulum Merdeka |
| Tipe Wawancara | : | Semi terstruktur |
| Hari/Tanggal | : | Selasa, 22 Agustus 2023 |
| Waktu | : | 09.35 WIB |
| Lokasi | : | Depan ruang guru MTSN 3 Banyumas |

Transkrip Wawancara

MF : Bagaimana pemahaman ibu tentang kurikulum merdeka?

AK : Kurikulum yang mengimplementasi, ceritanya itu supaya guru lebih bisa mengembangkan diri sebenarnya, tapi kalo menurut saya, itu kalau guru bisa bebas mengembangkan diri, mau mengajar bagaimana, tapi kalau melihat dari kondisi anaknya ya harus menyesuaikan anak. Karena sekolah sini istilahnya sekolah pinggiran, yang jauh dari tempat les. Ada hape pun anak-anak paling mainnya game, jadi paling anak taunya open finish close, yang dasar-dasar.

MF : Lalu jenis kurikulum merdeka yang diterapkan disini apa?

AK : Itu yang tahu kurikulum mba, tapi sepertinya yang mandiri belajar

MF : Menurut ibu, perbedaan kurma dengan k13 khususnya dalam mapel bahasa inggris itu apa saja?

AK : Sebenarnya hampir sama, kalau ceritanya di sini si lebih simple, materinya lebih sedikit yang diajarkan, tapi di dalamnya mengandung banyak sekali yang harus dipelajari, khususnya untuk anak-anak yang istilahnya masih 0, kalau mengandalkan anak untuk belajar sendiri kayanya kalau di sini masih sulit. jadi tetap saja gabungan, combine, gabisa langsung kaya gitu. Ya masih kembali ke ceramah ya masih, lihat kondisi anaknya juga. Kalau mungkin anaknya pilihan lah mungkin bisa penerapan secara murni. Kalau di sini masih belum bisa, paling dalam mengembangkan, menerangkan, kaya model2 pembelajaran. (berarti kalau bahasa inggris sendiri kurleb perbedaannya dalam metode pengajarannya)

MF : Untuk administrasinya kira- kira bagaimana dengan kurikulum sebelumnya? Administrasinya lebih rumit yang ini, banyak. Kalau dulu kan RPP Cuma satu lembar, kalau sekarang berlembar-lembar, ada MA, tapi di sini memang lebih lengkap. Di sini ada materi, ketika kita membuka MA, di sini ada materi, sarana, terus latihan soalnya juga ada, cara pengajarannya sudah ada, itu lebih lengkap. (berarti dikonsep sekalian semua di modul ajar ya bu) iya. Betul, ada semua. Penilaian juga ada, kalau administrasi ya lebih lengkap yang ini. kalau dulu kan masih harus mencari soal sendiri terpisah. Klo ini sudah terarah.

- MF : Berarti dalam penyusunan menurut ibu lebih mudah yang ini atau sebelumnya?
- AK : Yakalo administrasi ya lebih mudah yang ini. Istilahnya seperti ini, ketika kita membaca ini, modul ajar, siapapun yang membaca pasti langsung paham, oh ini pembelajarannya seperti ini, ini yang dibutuhkan ini, model pembelajarannya seperti ini. Terus nanti bentuk soalnya seperti ini, jadi lebih lengkap
- MF : Modul ajar ini membuat sendiri atau ada tim yang bekerja?
- AK : Ada timnya ini. Jadi ceritanya ini dimudahkan mba, jadi sudah dibuatkan dari tim dari atas, jadi istilahnya kita tinggal mengajarkan saja. Itu yang mempermudah guru, namanya kan merdeka, guru jangan sampai dibebani dengan administrasi. Kalau dulu kan harus bikin sendiri, soal bikin sendiri, rpp bikin sendiri.
- MF : Berarti ibu kan ngajar kelas 7, yang mengajar kelas 7 siapa aja?
- AK : Saya sama bu tika
- MF : Berarti modul ajarnya sama?
- AK : Ya sama, kan sudah dipaket
- MF : Biasanya kalau ibumengajar di kelas memakai ICT apa saja?
- AK : Teknologi yang digunakan misalannya lcd hp. Tergantung mba, kalau lagi rajin ya pakai itu, kan harus persiapan mba
- MF : Sejauh ini sudah memakai apa aja bu?
- AK : Saya paling pake lcd, kalau ngga ya paling pake flashcard, kertas, yang gampang dibikin. Kalau hape disini kendalanya sinyal mba, kadang sinyalnya susah, kadang anak kalau pembelajaran ketika pakai hape suka ngutak utik yg lain. Di sini masih boleh pakai hape harus download dulu itunya (materi). Jadi agak sulit
- MF : Berarti untuk materi materi yang diajarkan sudah ditentukan dari atas nggih?
- AK : Sudah. Kalau dulu yang pertama lah bingung, kalo sekarang sudah ada urutannya.
- MF : Berarti yang di tahun kemarin bagaimana?
- AK : Kita kan bebas, bebas merdeka. jadi memilih sendiri (materinya), tapi di akhirnya malah jadi kacau. Ya memang membebaskan setiap sekolah tidak sama. Tapi kan kita masih ngrambyang, maksudnya yang mau diajarkan mana. Jadi ribet, ada yang tahun dulu. Sebab kan kita di sini nanti menuju ke Ujian bersama. Misalnya dibebaskan seperti itu, ketika ujian bersama kan soalnya Cuma satu. Ya walaupun sekarang pakai AAN kan Cuma satu tetep, nah itu berpengaruh di situ. Ya itu kalau dulu nggrambyang tidak jelas, terserah gurunya. Dibebaskan bikin soal sendiri, tapi kan takutnya ke depannya. Ya alhamdulillah sekarang sudah dibuatkan yang sudah tersusun rapi, jadi mungkin terserah gurunya mau memasukan, ini malah sudah dimasukkan semesternya, mana materi yang harus diajarkan sudah ada. Jadi diperkirakan masing-masing sekolah sama.
- MF : Berarti ini dibuatnya ketika MGMP dikabupaten?
- AK : Iya
- MF : Untuk SMP dan MTS sama atau beda bu?
- AK : Ya hampir sama lah. Kan kami mgmp nya gabungan. kan kita mengarahnya juga ke dinas
- MF : Berarti sampai sekarang penilaian yang sudah dilakukan apa saja bu?
- AK : Paling ya biasa tes sumatif. Tapi yang materinya banyak belum selesai. Kan penilaian kan ada diagnostis, diagnostis kan ketika awal, kemampuan siswa. Terus

kaya pretes posttest. Penilaiannya ya istilahnya kalau saya tugas, dikumpulkan. Ketika akhir sudah selesai temanya, itu baru tes sumatif/penilaian harian.

MF : Untuk P5 si itu per mapel atau gabungan nggih? P5 itu beda lagi. Bukan gabungan si, kalau menurut saya itu tentang penerapan perilaku ke anak, yang benar itu bagaimana

MF : Berarti itu kegiatannya bukan per mata pelajaran?

AK : Ya bisa digabungkan, misalnya mata pelajaran apa yang berhubngn. Misalnya di situ yang biasanya ada kan mapelnya pKN terus keterampilan seni budaya, masuknya ya jadi satu. Kalau saya malah itu, menuju ke perilaku dari siswa itu sendiri supaya pancasilais, mengerti budaya, tata karma.

MF : Saya kira malah per mapel untuk penilaiannya

AK : bukan. Malah ngga masuk pembelajaran, masuk penilaian. Ya penilaiannya itu satu, P5. Jadi nanti ada rapot sendiri

MF : Berarti dari sekolah kegiatan P5 itu apa aja?

AK : Ya tergantung, itu kan sekolah memilih. Biasanya kalo awal-awal masih teori, nanti terus membuat produk. Kalau di sini kan supaya anak punya keterampilan. Diajarkan teori kemudian produk bikin apa. Misal nih bikin tas, teorinya apa yang dibutuhkan terus nanti dipraktekkan.

MF : Untuk sarana prasarana di sekolah ini sudah mendukung untuk pembelajaran b ing atau belum?

AK : Belum ada lab nya. paling ya itu, televisi untuk pendukung game yg pake hp, lcd.

MF : Berarti kalau pembelajaran listening di kelas bagaimana?

AK : Kalau listening karena ngga ada udah, jalan biasa. Karena ngga terlalu, kalau penilaian kan ngga ada penilaian listening, writing, itu kan ngga ada. Jadi penilaiannya itu combine, satu kesatuan. Ya pinter2nya guru lah

MF : Evaluasi dari IKM dari tahun kemarin yang sudah bagus atau perlu dikembangkan lagi itu apa saja?

AK : Paling anak-analnya ya. Ya mungkin lebih pembinaan guru. Harus banyak bimtek secara khusus, misalnya kurma mapel b ing. Kita kan butuhnya prakteknya bagaimana. Cara melakukan pembelajarannya, kurikulum ing khussunya bagaaman. kalau sekarang kana da bimtek2 secara umum. Padahal di sini kan dalam kurma harus bikin soal hots, penilaian hots. Banyak guru yang masih butuh latihan. Ya ada si pelatihan, tapi kan belum semuanya. Andaikan itu nanti ada bimbingan, buat masing2 mapel jangan secara umum.

MF : Berarti sekarang masih diadakan pelatihan2 kurma ngga?

AK : Ya paling secara umum. Paling lewat mgmp, paling dari situ mengembangkan. Jadi mgmp sendiri yang menambahkannya, bikin bimtek2 ttg ini. Kalo di mgmp kan lebih spesifik satu mapel.

MF : Ibu menggunakan apk merdeka mengajar tidak bu?

AK : Belum tahu malah saya.

MF : Di sekolah ini sendiri, siswanya menurut ibu bagaimana? Apakah respon siswanya bisa mengikuti atau pelan2?

AK : Pelan2, ya karena di sini saya sudah melihat, saya tanyakan. siapa yang di sd pernah diajar b ing? Itu jarang. Malah masih ada yang nol. Ataupun ada itu

hanya, misalnya gini, kelas 4 diajar, tapi 5 6 ngga. Jadi istilahnya ngga berkesinambungan. Masih dasar dan dasarnya itu ngga jelas. Jadi di sini anaknya masih standar, standarnya bawah. Maish belum bisa maksimal. Kalo yang namanya maksmimal kalo dari sd klas 1 2 3 dst sudah. Kalo disini ada yang keals 4 kelas 5 ngga, ada yang Cuma kelas 5 iya, 6 ngga. Ada yang gatau. Mungkin tergantung ke sekolah masing-masing nggih, karena di sd kan belum wajib jadi pmbelajarannya tergantung sekolah. Kalau seklah nya pengen mengadakan b ing ya ada, kalau tidak ya tidak. Karena ngga wajib termasuknya mulok jdi ngga semua anak memahami bahasa inggris

MF : Berarti dalam mengajar keas 7 bisa dibilang dibilang mulai dari 0 nggih? Iya seperti yang saya sampaikan tadi. Kalau di sini (Modul ajar) sudah tinggi pembelajarannya, tapi kan kalau disesuaikan dengan anak-anak kita combine lah. misalnya anak-anak belum paham tentang ini, kita masukkan, ceramahnya. Harusnya kan merdeka sekali, anak mengerjakan. Tapi nyatanya kan kosa kata masih kurang, belum tahu ini itu, berarti kan harus diterangkan. Jadi dikombinasikan lah sesuai dengan materinya

MF : Berarti ibu ngajar brp kelas di kelas 7?

AK : 8 kelas. Kelas 7 ada 9 kelas. Saya ngajar 8 kelas.

MF : Biasanya ibu menggunakan sumber belajar darimana saja?

AK : Kadang dari buku, ya mecem2 lah.

MF : Berarti setiap siswa punya buku 1 1?

AK : Yg ini (lks)

MF : Berarti tahun kemarin MA bikin sendiri?

AK : Iya Cuma kita berpegang ke CP ATP

Transcript of Interview with Teacher 2

| | | |
|-------------------|---|---|
| No. Wawancara | : | 2 |
| Narasumber/Status | : | Tika Suandini, S.Pd. (T2)/ Guru Bahasa Inggris Kelas 7 dan 8 (7i,8a-8d) |
| Penanya | : | Mutmainah Fahmi K. (R) |
| Perihal | : | Kesiapan dalam Pembelajaran Implementasi Kurikulum Merdeka |
| Tipe Wawancara | : | Semi terstruktur |
| Hari/Tanggal | : | Selasa, 29 Agustus 2023 |
| Waktu | : | 08.00 WIB |
| Lokasi | : | Depan ruang guru MTSN 3 Banyumas |

| Inisial | Transkrip |
|---------|--|
| R | Apa pemahaman ibu tentang kurikulum merdeka? |
| T2 | Kurikulum dengan menggunakan acuan, seperti namanya, kurikulum merdeka. Di situ guru bebas bereksperimen, bebas menggunakan gayanya stylenya untuk mengajar, intinya kaya gitu. Tapi tetep aja si sama kaya yang kemarin-kemarin hanya bedanya itu di metode pembelajaran, cara kita mengajar. |

| | |
|----|---|
| R | Menurut ibu sendiri perbedaan cara ibu mengajar di kurikulum sebelumnya dan sekarang itu apa? |
| T2 | Kalau di kurikulum sebelumnya kita kan fokus banget/terpacu pada kurikulum. Kalo sekarang kita lebih fokus dengan anak enjoy atau tidak. Mungkin kalo dulu dulu itu kaya anak diwajibkan harus mengikuti kita, kalo sekarang kita harus melihat anaknya dulu |
| R | Apakah ada kesulitan dalam mengimplementasikan? |
| T2 | Tidak ada si sejauh ini |
| R | Berarti sudah siap? Untuk persiapan dalam hal administrasi apa saja yang harus disiapkan? |
| T2 | Yang paling penting si modul ajar, atp, dll |
| R | Berarti sudah disiapkan dari awal? |
| T2 | Iya dari sebelum mengajr guru-guru sudah disuruh untuk membuat |
| R | Berarti bikin sendiri atau ada tim yang membuat atau ada tim? |
| T2 | Bikin sendiri. Kita dapet arahan dari pengawas, ada diklatnya, terus kita diarahkan untuk membuat sendiri |
| R | Sudah berapa kali ikut pelatihan/workshop IKM? |
| T2 | Sebelumnya, walaupun saya ngajar kelas 9 pakai kurikulum 2013, tetep ikut si. Karena sebelumnya kan begitu ada kurikulum merdeka, kan semua guru harus ikut. Ya walaupun dulu ngerasa karena belum ngajar (kurma) jadi belum begitu fokus tapi ya insyaallah udah ada pandangan-pandangan begitu. Ada sekitar 3x an |
| R | Kira-kira dari segi siswanya sendiri, lebih enak ngajar pakai K13 atau kurma? |
| T2 | Sama aja si |
| R | Ada perbedaan dalam ngajar kurma di kelas 7 atau 8 karena kan kelas 8 udah pernah pakai kurma sedangkan kelas 7 baru? |
| T2 | Sama aja, kayanya mereka di sd pun sudah pakai kurma. Ngga ada bedanya si karena mereka kan sama sama belajar dari 0. Cuma kelas 8 mungkin sudah terbiasa, kelas 7 ya ngikut aja |
| R | Apakah ibu dalam mengajar di kelas menggunakan ICT? |
| T2 | Iya, saya suka pembelajaran yang tidak membosankan, jadi lebih sering menggunakan mungkin media media yang kira-kira ngga ngebosenin. Kaya itu tadi laptop, lcd projector, dikasih media gambar, atau yang lain lain. Terus menggunakan media music, terus saya juga suka membuat video pembelajaran nanti saya share. Terus sering games juga, ica breaking. |
| R | Ibu lulusan darimana? |
| T2 | Pendidikan bahasa Inggris |
| R | Materi yang diajarkan menentukan sendiri atau mengikuti ketentuan saja? |
| T2 | Saya si sebenarnya ngikut acuan, kita kan dikasih buku ya, itu tadi, kurikulum merdeka kan sebenarnya kita dibebaskan juga untuk memilih materi, karena setahu saya kemarin kan juga baru mgmp kan, jadi dapet arahan dari pengawasnya itu kita bebas nih mau pilih, tapi di situ milihnya harus melihat juga kira-kira materi yang penting itu yang wajib diajarkan, tapi sebelum ini saya ngambil semuanya, tergntng kira bsia ngatur waktunya atau tidak, jadi saya pengen anak dapet materi semuanya. |
| R | Apakah ada tantangan tersendiri dalam IKM? |
| T2 | Dituntut lebih kreatif. Karena jujur anak-anak sekarang juga, melihat dari sebelum sebelumnya ya mba, itu lebih susah untuk fokus, lebih susah untuk bersuara, aktif di kelas itu susah banget. Jadi dengan adanya kurikulum merdeka ini juga kita |

| | |
|----|---|
| | dituntut untuk membuat anak enjoy dalam pelajaran, nah disitu kaya muter otak banget nih gimana caranya membuat anak tertarik dengan pembelajaran yang kita berikan. |
| R | Berarti untuk variasi pembelajaran sudah dikonsep di awal ya, atau ada improvisasi lagi? |
| T2 | ya sebenarnya sudah dikonsep dari awal, tapi kadang ngelihat nih, misal kita masuk pertama di kelas ini, kok kelas ini kaya gini ya responnya, nah itu besoknya lagi kalo mau ngajar di kelas lain tuh mikir kira-kira ini (methodnya) cocok ngga di kelas ini, gitu. Berarti metode yang kemarin kurang pas nih, kaya gitu, medianya ganti lagi. |
| R | Apakah sarana prasarana dari sekolah sudah memadai untuk pembelajaran bahasa Inggris? |
| T2 | Sejauh ini karena saya ngga ribet-ribet ya sudah sangat memadai. |
| R | Apakah ibu menggunakan aplikasi merdeka mengajar? |
| T2 | Ngga. |
| R | Berarti di sini tidak diwajibkan untuk menggunakan itu? |
| T2 | Ngga |
| R | Menurut ibu, pembelajaran yang efektif itu yang seperti apa? Sejauh ini apakah pembelajaran yang ibu lakukan sudah efektif? |
| T2 | menurut saya belum karena kadang kita punya konsep ya mba, kita punya rancangan step-step yang pengen kita lalui di setiap pembelajaran dan itu tuntas semua, pengennya. Tapi nyatanya di real nya itu ngga. Ya entah itu terhambat dengan penjelasan yang diulang ulang, atau pengkondisian anak di awal itu bisa memakan waktu. Kadang kita kaya diluar ekspektasi. Jaid kalau dibilang efektif ya ngga. Tergantung kondisi |
| R | Kelas apa saja yang ibu ajar? |
| T2 | Ibu ngajar di 7e, 7i. 8a, b, c, d |
| R | Apakah ada mapel lain yang ibu ajar |
| T2 | Ibunya ngajar b ing dan seni budaya kelas 9. Wali kelas juga |
| R | Biasanya kalau menggunakan hape itu mengakses apa? |
| T2 | Kalau saya si belum pernah menyuruh anak membawa hape. Paling saya ngeshare video aja si waktu di rumah titip ke wali kelas. Kalo seni budaya udah pernah menggunakan hape untuk mencari contoh |
| R | Berarti sejauh ini ibu sudah melakukan asesmen apa saja? |
| T2 | Belum. Kalau saya itu nanti nunggu beberapa materi baru assessment. Bukan berarti bareng ya, maksudnya oke, nanti selama satu hari itu minggu depan misalnya minggu ini selesai materi, minggu depan dibuat review semuanya misalnya, misalnya dua materi, nanti kita review terus abis itu mereka disiapkan untuk asesmen, tapi bukan dicampur, tapi dipisah beda hari. |
| R | Berarti biar anak-anak lebih siap nggih? |
| T2 | Iya karena itu efeknya lebih siap, pokoknya beda banget sama yang kaya materi, terus langsung besoknya asesmen. kalo saya pengen lebih kiat hasilnya mereka dan prosesnya juga dapet. |

Transcript of Interview with Teacher 3

| | | |
|-------------------|---|---|
| No. Wawancara | : | 3 |
| Narasumber/Status | : | Fathia Putri Hasna, S.Pd. (FP)/ Guru Bahasa Inggris Kelas 8 |

| | | |
|----------------|---|--|
| Penanya | : | Mutmainah Fahmi K. (MF) |
| Perihal | : | Kesiapan dalam Pembelajaran Implementasi Kurikulum Merdeka |
| Tipe Wawancara | : | Semi terstruktur |
| Hari/Tanggal | : | Selasa, 1 September 2023 |
| Waktu | : | 08.30 WIB |
| Lokasi | : | Depan ruang guru MTSN 3 Banyumas |

| Inisial | Transkrip |
|---------|--|
| MF | : Sebelumnya saya ingin tanya bagaimana pemahaman ibu tentang kurikulum merdeka? |
| FP | : Tentang kurikulum merdeka itu ya, sebenarnya si lebih enak dari K13 karena kita ngga harus sesuai, kalo K13 kan lebih berpatokan (pada KI KD), kalo kurikulum merdeka kita lebih dibebaskan untuk mau ngapain aja di kelasnya. Kalo K13 kan harus sudah tersusun misalkan tersusun ABCD harus sesuai ABCD, kalo kurikulum merdeka kita lebih bisa eksplor, misal eksplor media media terus metode metode |
| MF | : Berarti dari segi ibu mengajar itu perbedaannya untuk K13 sama kurikulum merdeka itu di bagian mananya bu? |
| FP | : Di bagian prakteknya apa ya mba, kalo kurikulum merdeka lebih dibanyakin praktek |
| MF | : Contoh prakteknya itu apa saja bu? |
| FP | : Untuk sementara ini kan anak-anak masih minim vocabularynya, suruh hafalan. Kalo yang K13 sama yang kelas 9 sekarang ini yang dulu kelas 8, saya lebih banyak ke teorinya, pemahaman teorinya, apa si itu simple present untuk apanya |
| MF | : Berarti menurut ibu lebih enak yang di kurikulum merdekanya? |
| FP | : Iya. Anak-anak juga mungkin karena bukan siswa covid ya, kalo kelas 9 kan dulunya covid ya, eh lebih ekstra untuk menerangkannya. Pemahamannya harus, mm, prosesnya lebih panjang. |
| MF | : Berarti untuk modul ajarnya itu membuat sendiri atau ada tim yang membuat? |
| FP | : Sementara ini kami masih proses pelatihan ya mba, workshop, karena aku juga baru kurma kelas 8 jadi masih tim. Masih belajar |
| MF | : Berarti perbedaan di modul ajar sama RPP apa saja bu? Tadi kan ibu bilang kalo yang di kurikulum 13 kan harus sesuai sama apa yang kita lakukan. Perbedaannya sama yang modul itu gimana bu? |
| FP | : bedanya di modul ajar. Apa ya mba, aku juga masih belajar si ya, peralihan dari K13 ke Kurikulum Merdeka |
| MF | : Berarti ibu menggunakan RPP buat kelas 9 juga sama modul ajar yang buat kelas 8 nggih bu? |
| FP | : Nggih |
| MF | : Berarti harus bikin double nggih bu? |
| FP | : Iya bikin double, karena kan kalo misalkan monitoring takutnya dicek satu satu |
| MF | : Workshopnya berarti sudah berapa kali bu? |
| FP | : Aku yang ikutin? Kemarin satu, dua kali sama yang pas liburan. baru dua apa ya, saya baru ikut 2. |

| | | |
|----|---|--|
| MF | : | Biasanya kalo ibu ngajar menggunakan media apa aja bu atau pakai teknologi apa? |
| FP | : | Nah untuk yang kurma ini, saya lagi coba untuk siswa merangkum materi maksudnya memahami materi terus dia tuangkan ke Canva. Iya jadi kaya poster gitu tapi dalemnya materi, definition atau contohnya bikin contoh sendiri kaya gitu |
| MF | : | Berarti itu tugas individu atau kelompok? |
| FP | : | Ee beda-beda si mba tiap kelasnya. Kalo yang kelas satunya aku bikin kelompok. Karena kan di sini kita, Ee namanya apa ya kalo di kurma ya, perlakuan. Perlakuan ke kelas yang satu sama yang lainnya pasti kan setiap siswa beda. Yang satunya kelompok yang satu individu |
| MF | : | Berarti setiap kelas ada tugas di Canva? |
| FP | : | Nggih |
| MF | : | Sebelumnya apa anak-anak dilatih dulu? |
| FP | : | Pertama tak tanyain dulu, "kelas ini sudah tau canva?" ada yang sudah tahu ada yang belum, ada yang tahunya picsart, pixelab. Monggo dibikin yang penting menjadi sebuah poster, mau pake aplikasi apapun sama aja kan tujuannya untuk merangkum materi. |
| MF | : | Tapi apakah siswa bisa semua? |
| FP | : | Ada yang harus diajarin, ada yang sudah bisa, ada yang baru tahu. Kalo anak-anak yang suka main hape kan biasanya yang suka ngedit-ngedit video itu kan mungkin lebih familiar ya |
| MF | : | Untuk materi yang diajarkan itu apa saja bu? maksudnya Ibu mengembangkan sendiri atau tetap mengikuti sesuai dengan yang di buku? |
| FP | : | Untuk sekarang si karena di sini kan membawa hapenya diizinkan tapi terbatas, jadi mungkin kalau untuk tugas-tugas seperti itu untuk pr. Nanti dikumpulkannya dalam bentuk print atau dikirim dalam bentuk file jpg. Terus untuk pengembangan materinya saya kembangkan juga. Contohnya misalkan di LKS yang kelas 8 semester 1 kan Celebrating Independence day jadi pakenya past tense. Paling yang contoh-contoh kalimatnya di banyakin biar siswa lebih paham. Untuk materinya mengikuti yg di LKS |
| MF | : | Berarti siswa dapat LKS satu-satu? |
| FP | : | Dapet LKS terus dipinjami juga buku paket |
| MF | : | Berarti ketika mengajar Ibu masih perlu membawa modul ajar atau sudah hafal langkah-langkah pembelajarannya? |
| FP | : | Paling ngintip sedikit ya, karena kan saya juga ngajar 3 (tiga), kelas 8 bahasa Inggris terus sama seni budaya |
| MF | : | Oh Seni budaya. Seni budayanya berarti ngajar kelas berapa bu? |
| FP | : | Kelas 9, K13. Takutnya kan nge-blank jadi kan perlu ngintip. |
| MF | : | Dalam implementasi kurikulum merdeka ini kan ada diagnostic assessment nggih bu, bagaimana cara ibu dalam melakukan diagnostic asesmen? |
| FP | : | Untuk penilaian awalnya mungkin saya melihat kemampuan siswa dulu ya mba, kaya pre-test dulu, quiz. Siswa saya dikte terus mereka nulis. Melihat kemampuannya, melihat kelasnya kaya apa. Paling dari penulisannya siswa yang dari didikte tadi, terus dari itu tadi siswa saya kasih LKPD nya. |
| MF | : | Untuk guru-guru di sini apakah menggunakan aplikasi merdeka mengajar tidak? |
| FP | : | Kalo MTs belum mba, kalo kemendikbud lah kayanya sudah. |
| MF | : | Oalah berarti belum ya bu. |

| | | |
|----|---|---|
| FP | : | Kalo yang kurikulum merdeka kalo yang kemdikbud lebih update, kalo yang kemenag mungkin ya itu masih dalam proses masuk ke kemenag. |
| MF | : | Berarti kira-kira apa saja bu perbedaan implementasi kurikulum merdeka yang di kemdikbud dan kemenag? |
| FP | : | Kalo yang di kemdikbud mungkin sudah berjalannya sudah lebih lancar apa ya mba, mungkin penerapan P5 sama kurikulum merdekanya sudah lebih banyak variasinya. |
| MF | : | Berarti P5 itu bukan per mata pelajaran nggih bu? |
| FP | : | P5 itu kaya pengenalan. Misalkan temanya ya, kalo tema semester 1 kelas 7 itu kan mengulas jiwa dan raga, berarti membangkitkan semangat P5 nya, profil pancasilanya. dimasukkan ke jam sendiri. Kan beda sama pendidikan Pancasila ya. Kalo pendidikan Pancasila kan lebih terperinci, Pancasila itu apa, undang-undang itu apa. Kalo P5 itu prakteknya. Kalo jadi siswa yang berpancasila itu harus seperti ini, prakteknya kaya gini |
| MF | : | Ooh.. Saya kira malah setiap mata pelajaran ada praktek P5nya. |
| FP | : | Ngga, jadi P5 itu gini mba. Kan ada yang system seminggu sekali, ada yang seminggu dibagi dalam 8 jam, dibagi sehari nya berapa jam, 2 jam 2 jam 2 jam. Atau satu jam, dua jam. Gitu nggih. Untuk materi satu bulan misalkan atau dua bulan nanti temanya itu. Terus nanti setelah selesai tema, baru kita praktek mengimplementasikan. Nanti ada lagi system blok, system blok itu yang satu bulan full Pancasila semua |
| MF | : | Tapi tetap pelajaran bu? |
| FP | : | Kalo untuk yang kurikulum merdeka, kalo yang saya tahu itu full p5. Jadi p5 yang system blok itu sudah tidak ada yang perharinya, tapi dipepetkan seminggu full atau dua minggu full |
| MF | : | Tapi apakah semua guru ikut serta dalam melaksanakan P5 itu? |
| FP | : | Kalo P5 itu tertentu si mba, ada tim nya, tim P5. Misalkan nanti wali kelas atau guru yang ngajar kelas 7 nanti masuk kelas P5. |
| MF | : | Berarti beda-beda tiap sekolah si ya bu untuk P5 nya |
| FP | : | Nggih |
| MF | : | Dulu waktu saya PPL itu beda lagi |
| FP | : | Dimana? |
| MF | : | Di SMP |
| FP | : | Iyakan SMP beda lagi, tergantung kebijakannya si |
| MF | : | Menurut ibu pembelajaran yang efektif di kurikulum merdeka itu bagaimana bu? |
| FP | : | Goals nya ya berarti ya. Siswa itu bisa memahami dengan guru itu menyampaikan sesuai kemampuan kelas tersebut. Siswa berkembang sesuai kemampuannya dan sesuai pengaplikasian gurunya di kelas tersebut. Misalkan kalo gurunya kurang peka kan kadang salah treatment, oh kelas ini sukanya praktek, kelas ini sukanya hafal, kelas ini sukanya praktek sambil bermain, kan beda-beda |
| MF | : | Tapi sejauh ini berarti siswa-siswa bisa mengikuti kelas ibu? |
| FP | : | Alhamdulillah, kan saya cuma 2 kelas |
| MF | : | Menurut ibu ada tantangan tersendiri tidak ketika mengajar kurma itu? |
| FP | : | Mungkin persiapan ininya ya mba, ubarampe nya. Karena di sini kan medianya masih kurang, kaya LCD atau Speaker, jadi kita harus nggotong sendiri, nyiap-nyiapin sendiri. Kalo speaker si tinggal Bluetooth aja yang penting ada kuotanya. Terus juga kendala sinyal. |

| | | |
|----|---|---|
| MF | | Dari segi administrasi apakah ada perlu persiapan lebih? Atau sama saja dengan K13? |
| FP | : | Harus lebih mengeset 2, karena kan aku ngajar 2 kelas, untuk kelas yang satu dan sebelahnya. Mungkin di perangkatnya itu nanti dijadikan 2, yang satu untuk treatment kelas ini, yang satu untuk kelas ini. |
| MF | : | Biasanya untuk setiap pertemuan ada jurnal guru khusus tidak bu? |
| FP | : | Ada, jurnal guru untuk setiap pertemuan kan ada |
| MF | : | Berarti menurut ibu untuk sarpras di sekolah ini dalam menunjang pembelajaran bahasa inggris bagaimana? |
| FP | : | Proses sebenarnya sudah ada, tapi masih belum memenuhi. Sudah ada tapi untuk gantian si ya mba. Kita kan cuma dua jam, 2 jamnya aja ngga full. Untuk ngeset-ngeset nya nanti habis waktunya |
| MF | : | Sejauh ini berarti ibu sudah melakukan asesmen apa saja di kelas? |
| FP | : | Baru sumatif satu karena kemarin kepotong lomba-lomba agustusan. |
| MF | : | Anak-anak bisa mengikuti pembelajaran bu? |
| FP | : | Ada beberapa yang kurang bisa, karena siswa sekarang kan lebih aktif ya mba jadi kita butuh tenaga ekstra. Tapi sejauh ini si alhamdulillah siswa bisa mengikuti. Tapi sebenarnya ngajarnya sama aja si, karena siswa kita perlu lebih dari bilingual, kadang Indonesia nanti ada inggrisnya masuk, terus ada jawanya. Trilingual berarti |
| MF | : | Biar mereka lebih paham nggih bu |
| FP | : | Nggih, karena kalo Cuma penekanannya di dua bahasa kadang kurang mantep. |
| MF | : | Nggih.. mungkin itu saja si bu. Berarti kira-kira dari ibu sendiri kesiapan ibu mengajar di kurma ini sudah berapa persen? |
| FP | : | Mungkin 60% ya mba, karena kita juga sambil meraba ya pengimplementasiannya. |
| MF | : | Tapi sekarang masih dijalankan workshop2nya ngga bu? |
| FP | : | Untuk ini kan kita workshopnya MGMP kemarin baru sekali. Nanti mungkin ini berjalan lagi |
| MF | : | Setiap bulan napa bu? |
| FP | : | Setiap awal tahun, yang MGMP itu eksak, mtk, b indo, inggris ipa. Yang hampir selesai ipa, mtk indo inggris masih berlanjut |
| MF | : | Berarti semua guru mapel ikut? |
| FP | : | Iya, per fak nya. Inggris ya jadi satu, Indonesia satu |
| FM | : | Mungkin itu saja dulu si bu yang saya tanyakan. Terima kasih atas waktunya dan maaf sudah mengganggu. |

Appendix 3 (Observation Checklist)

Observation Checklist T1

I. Jadwal Observasi

Hari, Tanggal : 16 & 24 Oktober 2023

II. Identitas Informan

Nama : Atik Kurniati, S.Pd. (Teacher 1)

Jabatan/Guru Kelas : Kelas 7

III. Observation Checklist

| No | Aspek | Y | T | Keterangan |
|---------------------------------|---|---|---|---|
| Perencanaan Pembelajaran | | | | |
| 1. | Membuat Perangkat Pembelajaran (Modul Ajar) | | ✓ | Guru menggunakan perangkat ajar dan modul ajar yang disediakan pemerintah, tidak membuat sendiri |
| 2. | Membuat media pembelajaran | ✓ | | Guru menggunakan media gambar objek dari materi yang akan diajarkan |
| 3. | Media yang disiapkan sesuai dan berhubungan dengan materi yang akan disampaikan | ✓ | | Guru menggunakan media yang sesuai dengan materi yang disampaikan |
| 4. | Media yang dipilih sesuai dengan tahap capaian pembelajaran | ✓ | | Media sesuai dengan capaian pembelajaran |
| 5. | Merencanakan evaluasi | ✓ | | Evaluasi sudah direncanakan dalam modul ajar |
| Pelaksanaan Pembelajaran | | | | |
| 1. | Mengajak siswa aktif belajar | ✓ | | Guru mengajak siswa aktif belajar dengan memberikan pertanyaan simulasi untuk memancing siswa memberikan pendapatnya dengan mengarahkan siswa untuk berpendapat mengenai bagian-bagian dan ruangan yang ada di dalam rumah, serta menyebutkan |

| | | | | |
|-----|---|---|---|--|
| | | | | benda-benda yang ada dalam masing-masing ruangan tersebut |
| 2. | Membiarkan siswa untuk bertanya | ✓ | | Guru mengizinkan dan menerima pertanyaan dari siswa yang dilontarkan selama pembelajaran berlangsung dan guru menjawab pertanyaan siswa tersebut |
| 3. | Jika diperlukan menggunakan metode ilmiah dalam proses penemuan ide, gagasan, dan pemikiran | | ✓ | Guru tidak menggunakan metode ilmiah dalam pembelajaran |
| 4. | Mengikuti pikiran dan gagasan siswa | ✓ | | Guru menerima dan mengikuti pikiran dan gagasan siswa dalam |
| 5. | Menggunakan variasi model pembelajaran | ✓ | | Guru menggunakan variasi model pembelajaran yaitu ceramah, tanya jawab dan diskusi |
| 6. | Menerima jawaban alternative dari siswa | ✓ | | Guru menerima jawaban alternative yang dilontarkan siswa |
| 7. | Kesalahan konsep siswa ditunjukkan dengan bijak | | ✓ | - |
| 8. | Siswa diberi kesempatan untuk berpikir dan menemukan gagasan mereka | ✓ | | Siswa diberi kesempatan untuk berpikir dan menemukan gagasan mereka melalui sesi tanya jawab dan diskusi kelompok |
| 9. | Siswa diberi kesempatan untuk mencari pendekatan dengan caranya sendiri dalam belajar | | ✓ | Siswa hanya mengikuti pembelajaran yang diinstruksikan oleh guru |
| 10. | Tidak mencerca siswa yang berpendapat salah | ✓ | | Guru tidak mencerca siswa yang menjawab kurang tepat dan membetulkan jawabannya |

| | | | | |
|------------------------------|---|---|---|---|
| 11. | Evaluasi kontinu dengan segala proses | | ✓ | Evaluasi tidak terlalu dilakukan selama pembelajaran |
| 12. | Pembelajaran dilaksanakan sesuai dengan rancangan yang telah dibuat | ✓ | | Pembelajaran dilakukan sesuai dengan rencana pembelajaran pada Modul Ajar dan melakukan sedikit improvisasi menyesuaikan kondisi kelas pada saat pembelajaran |
| 13. | Modul ajar yang disiapkan digunakan dalam pembelajaran | ✓ | | Modul ajar yang sudah dirancang digunakan dalam pembelajaran |
| 14. | Asesmen yang dilakukan sesuai dengan rancangan | ✓ | | Asesmen yang dilakukan sudah dengan rancangan pada modul ajar |
| 15. | Media pembelajaran yang telah disiapkan digunakan di dalam kelas | ✓ | | Guru mengajar menggunakan media pembelajaran yang sudah disiapkan, yaitu media gambar yang diprint pada kertas HVS |
| 16. | Siswa antusias dalam mengikuti pembelajaran di kelas | ✓ | | Siswa kelas 7A hampir semuanya antusias dan aktif dalam pembelajaran, sedangkan siswa kelas 7C hanya beberapa yang antusias, sisanya lebih pasif dalam mengikuti pembelajaran |
| Evaluasi Pembelajaran | | | | |
| 1. | Melakukan Evaluasi di Akhir Pertemuan | | ✓ | Guru tidak melakukan evaluasi pembelajaran di akhir pertemuan pada hari tersebut |
| 2. | Melakukan Asesmen Diagnostik | ✓ | | Guru melakukan asesmen diagnostic di awal pertemuan pada hari itu |
| 3. | Melakukan Asesmen Formatif | ✓ | | Guru melakukan asesmen formative pada pertemuan tersebut |

| | | | |
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| 4. | Melakukan Asesmen Sumatif | ✓ | Guru melakukan asesmen summative dengan menggunakan google form pada waktu yang sudah ditentukan oleh sekolah secara serentak semua mapel |
|----|---------------------------|---|---|

Observation Checklist Teacher 2

I. Jadwal Observasi

1. Hari, Tanggal : Senin, 30 Oktober 2023

II. Identitas Informan

Nama : Tika Suandhini, S.Pd. (Teacher 2)

Jabatan/Guru Kelas : Kelas 8B

III. Observation Checklist

| No | Aspek | Y | T | Keterangan |
|---------------------------------|---|---|---|--|
| Perencanaan Pembelajaran | | | | |
| 1. | Membuat Perangkat Pembelajaran (Modul Ajar) | | ✓ | Guru menggunakan perangkat ajar dan modul ajar yang disediakan pemerintah, tidak membuat sendiri |
| 2. | Membuat media pembelajaran | ✓ | | Guru menggunakan media pembelajaran berupa speaker untuk siswa melakukan kegiatan menyimak |
| 3. | Media yang disiapkan sesuai dan berhubungan dengan materi yang akan disampaikan | ✓ | | Guru menggunakan media yang sesuai dengan materi yang disampaikan |
| 4. | Media yang dipilih sesuai dengan tahap capaian pembelajaran | ✓ | | Media sesuai dengan capaian pembelajaran |
| 5. | Merencanakan evaluasi | ✓ | | Evaluasi sudah direncanakan dalam modul ajar |
| Pelaksanaan Pembelajaran | | | | |

| | | | |
|----|--|---|--|
| 1. | Mengajak siswa aktif belajar | ✓ | Guru mengajak siswa aktif dengan cara menyuruh siswa untuk melakukan listening pada audio yang diputar mengenai The Ugly Duckling lalu mengulas materi past simple tense dengan meminta siswa untuk menyebutkan kata kunci yang menggambarkan past simple tense berdasarkan audio yang didengarnya |
| 2. | Membiarkan siswa untuk bertanya | ✓ | Saat pembelajaran di kelas 8B, guru kurang memberikan kesempatan kepada siswa untuk bertanya terkait materi yang sedang diajarkan, begitu pula di akhir pembelajaran |
| 3. | Jika dipelukan menggunakan metode ilmiah dalam proses penemuan ide, gagasan, dan pemikiran | ✓ | Guru tidak menggunakan metode ilmiah dalam pembelajaran |
| 4. | Mengikuti pikiran dan gagasan siswa | ✓ | Guru menerima dan mengikuti pikiran dan gagasan siswa dalam |
| 5. | Menggunakan variasi model pembelajaran | ✓ | Guru menggunakan variasi model pembelajaran yaitu diskusi, listening, dan tanya jawab |
| 6. | Menerima jawaban alternative dari siswa | ✓ | Guru menerima jawaban alternative terkait materi pembelajaran yang dijawab siswa |
| 7. | Kesalahan konsep siswa ditunjukkan dengan bijak | ✓ | - |
| 8. | Siswa diberi kesempatan untuk berpikir dan menemukan gagasan mereka | ✓ | Siswa diberi kesempatan untuk berpikir dan menemukan gagasan mereka melalui sesi tanya jawab dan diskusi kelompok |

| | | | | |
|------------------------------|---|---|---|---|
| 9. | Siswa diberi kesempatan untuk mencari pendekatan dengan caranya sendiri dalam belajar | | ✓ | Siswa hanya mengikuti instruksi pembelajaran yang dilakukan guru |
| 10. | Tidak mencerca siswa yang berpendapat salah | ✓ | | Guru tidak mencerca jawaban siswa ketika menjawab pertanyaan salah |
| 11. | Evaluasi kontinu dengan segala proses | | ✓ | Guru tidak terlalu melakukan evaluasi kontinu |
| 12. | Pembelajaran dilaksanakan sesuai dengan rancangan yang telah dibuat | ✓ | | Pembelajaran dilakukan sudah sesuai dengan rencana pembelajaran pada Modul Ajar dan melakukan sedikit improvisasi menyesuaikan kondisi kelas karena kelas 8B muridnya termasuk cukup sulit untuk dikondisikan |
| 13. | Modul ajar yang disiapkan digunakan dalam pembelajaran | ✓ | | Modul ajar yang sudah dirancang digunakan dalam pembelajaran |
| 14. | Asesmen yang dilakukan sesuai dengan rancangan | ✓ | | Asesmen yang dilakukan sudah dengan rancangan pada modul ajar |
| 15. | Media pembelajaran yang telah disiapkan digunakan di dalam kelas | ✓ | | Guru mengajar menggunakan media pembelajaran yang sudah disiapkan, yaitu audio dan speaker |
| 16. | Siswa antusias dalam mengikuti pembelajaran di kelas | ✓ | | Siswa tidak terlalu aktif dalam mengikuti pembelajaran, serta kondisi kelas tidak terlalu kondusif |
| Evaluasi Pembelajaran | | | | |
| 1. | Melakukan Evaluasi di Akhir Pertemuan | | ✓ | Guru tidak melakukan evaluasi pembelajaran di akhir pertemuan pada hari tersebut |

| | | | |
|----|------------------------------|---|---|
| 2. | Melakukan Asesmen Diagnostik | ✓ | Guru tidak melakukan asesmen diagnostic pada hari itu karena bukan pertemuan pertama untuk mempelajari materi baru |
| 3. | Melakukan Asesmen Formatif | ✓ | Guru melakukan asesmen formative |
| 4. | Melakukan Asesmen Sumatif | ✓ | Guru melakukan asesmen summative dengan menggunakan google form pada waktu yang sudah ditentukan oleh sekolah secara serentak semua mapel |

Observation Checklist T3

I. Jadwal Observasi

Hari, Tanggal : 17 & 19 Oktober 2023

II. Identitas Informan

Nama : Fathia Putri Hasna S.Pd. (Teacher 3)

Jabatan/Guru Kelas : Kelas 8C

III. Observation Checklist

| No | Aspek | Y | T | Keterangan |
|---------------------------------|---|---|---|--|
| Perencanaan Pembelajaran | | | | |
| 1. | Membuat Perangkat Pembelajaran (Modul Ajar) | | ✓ | Guru menggunakan perangkat ajar dan modul ajar yang disediakan pemerintah, tidak membuat sendiri |
| 2. | Membuat media pembelajaran | ✓ | | Guru menggunakan lembar kerja peserta didik untuk siswa mengerjakan soal dengan diskusi |
| 3. | Media yang disiapkan sesuai dan berhubungan dengan materi yang akan disampaikan | ✓ | | Guru menggunakan media yang sesuai dengan materi yang disampaikan |

| | | | | |
|---------------------------------|--|---|---|--|
| 4. | Media yang dipilih sesuai dengan tahap capaian pembelajaran | ✓ | | Media sesuai dengan capaian pembelajaran |
| 5. | Merencanakan evaluasi | ✓ | | Evaluasi sudah direncanakan dalam modul ajar |
| Pelaksanaan Pembelajaran | | | | |
| 1. | Mengajak siswa aktif belajar | ✓ | | Guru mengajak siswa untuk aktif dengan cara menyuruh siswa untuk menyimak presentasi yang dilakukan oleh kelompok lain, kemudian guru memberikan beberapa pertanyaan terkait materi yang dipresentasikan kelompok lain pada kelompok yang menyimak untuk memastikan bahwa kelompok lain memperhatikan presentasi kelompok yang maju ke depan |
| 2. | Membiarkan siswa untuk bertanya | | ✓ | Pada pembelajaran hari itu, guru tidak terlalu memberikan kesempatan kepada siswa untuk bertanya |
| 3. | Jika dipelukan menggunakan metode ilmiah dalam proses penemuan ide, gagasan, dan pemikiran | | ✓ | Guru tidak menggunakan metode ilmiah dalam pembelajaran |
| 4. | Mengikuti pikiran dan gagasan siswa | ✓ | | Guru menerima dan mengikuti pikiran dan gagasan siswa dalam |
| 5. | Menggunakan variasi model pembelajaran | ✓ | | Guru menggunakan variasi model pembelajaran yaitu ceramah, diskusi, dan presentasi |
| 6. | Menerima jawaban alternative dari siswa | ✓ | | Guru menerima jawaban alternative yang dilontarkan siswa |
| 7. | Kesalahan konsep siswa ditunjukkan dengan bijak | ✓ | | Guru merespon kesalahan siswa dengan arif |

| | | | | |
|-----|---|---|---|--|
| 8. | Siswa diberi kesempatan untuk berpikir dan menemukan gagasan mereka | ✓ | | Siswa diberi kesempatan untuk berpikir dan menemukan gagasan mereka melalui diskusi kelompok dan presentasi |
| 9. | Siswa diberi kesempatan untuk mencari pendekatan dengan caranya sendiri dalam belajar | | ✓ | Siswa hanya mengikuti pembelajaran yang diinstruksikan oleh guru |
| 10. | Tidak mencerca siswa yang berpendapat salah | ✓ | | Guru tidak mencerca siswa yang menjawab kurang tepat dan membetulkan jawabannya |
| 11. | Evaluasi kontinu dengan segala proses | ✓ | | Pada saat pembelajaran, guru memberikan evaluasi hasil presentasi siswa pada masing-masing kelompok |
| 12. | Pembelajaran dilaksanakan sesuai dengan rancangan yang telah dibuat | | ✓ | Pembelajaran dilakukan kurang sesuai dengan modul ajar yang diberikan pada peneliti |
| 13. | Modul ajar yang disiapkan digunakan dalam pembelajaran | | ✓ | Modul ajar tidak digunakan ketika pembelajaran/pembelajaran kurang sesuai dengan modul ajar |
| 14. | Asesmen yang dilakukan sesuai dengan rancangan | | ✓ | Asesmen yang dilakukan berbeda dengan yang ada di modul ajar |
| 15. | Media pembelajaran yang telah disiapkan digunakan di dalam kelas | ✓ | | Guru mengajar menggunakan media pembelajaran yang sudah disiapkan sejak pertemuan sebelumnya yaitu lembar kerja kelompok siswa |
| 16. | Siswa antusias dalam mengikuti pembelajaran di kelas | ✓ | | Siswa kelas 8C cukup aktif dan pembelajaran berjalan kurang |

| | | | | |
|------------------------------|---------------------------------------|--|---|---|
| | | | | kondusif karena situasi kelas yang berisik |
| Evaluasi Pembelajaran | | | | |
| 1. | Melakukan Evaluasi di Akhir Pertemuan | | ✓ | Guru tidak melakukan evaluasi pembelajaran di akhir pertemuan pada hari tersebut |
| 2. | Melakukan Asesmen Diagnostik | | ✓ | Guru tidak melakukan asesmen diagnostic pada hari itu karena bukan pertemuan pertama untuk mempelajari materi baru |
| 3. | Melakukan Asesmen Formatif | | ✓ | Guru melakukan asesmen formative pada pertemuan tersebut |
| 4. | Melakukan Asesmen Sumatif | | ✓ | Guru melakukan asesmen summative dengan menggunakan google form pada waktu yang sudah ditentukan oleh sekolah secara serentak semua mapel |

Appendix 4 (Documentations of Teaching Module)

Teacher 1

MODUL AJAR CHAPTER 3 : HOME SWEET HOME

INFORMASI UMUM

I. IDENTITAS MODUL

| | |
|-------------------------------|-----------------------------|
| Nama Penyusun | : Atik Kurniati S.Pd |
| Satuan Pendidikan | : MTs |
| Kelas / Fase | : VII (Tujuh) - D |
| Mata Pelajaran | : Bahasa Inggris |
| Prediksi Alokasi Waktu | : 3x40 Menit JP |
| Tahun Penyusunan | : 2023 |

II. KOMPETENSI AWAL

1. Guru mengulas kembali materi pada Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam Chapter 2.
2. Guru menjelaskan tujuan Chapter 3. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam Chapter ini.

III. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

IV. SARANA DAN PRASARANA

1. Buku Teks
2. Laptop/Komputer PC
3. Akses Internet
4. Handout materi
5. Papan tulis/White Board
6. Lembar kerja
7. Referensi lain yang mendukung

V. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

- Describe rooms in a house and things in the rooms;
- Talk about what people do and use to clean up a house; and
- Give instructions on how to do something.

II. PEMAHAMAN BERMAKNA

Unit 1

Talking about rooms in a house and things in the rooms.

Unit 2

Talking about what people do and use to clean up a house.

Unit 3

Giving instructions how to do something.

III. PERTANYAAN PEMANTIK

Can you give us a house tour?

IV. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

MY HOUSE

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

Section 1 – Say What You Know

- Guru mencetak *Picture 3.1* dan *Picture 3.2* dan kata-kata pada Worksheet 3.1. Kemudian meminta beberapa peserta didik untuk menempelkan nama bagian rumah dalam Bahasa Inggris pada gambar yang sesuai. Guru membahas bagian-bagian rumah bersama peserta didik.
- Guru membagikan gambar yang telah dicetak kepada setiap peserta didik. Kemudian meminta peserta didik untuk melingkari ruangan yang mereka punya di rumah mereka masing-masing.

Section 2 – Listening

- Guru menjelaskan bahwa peserta didik akan mendengarkan sebuah percakapan kunjungan teman-teman Galang, yaitu Monita dan Andre, ke rumah Galang. Sebelum memperdengarkan audionya, guru menampilkan kosa kata yang perlu diketahui peserta didik yang dapat membantu

memahami teks percakapan. Kemudian, guru memperdengarkan Audio 3.2. Audio bisa diperdengarkan lebih dari satu kali.

- Guru dan peserta didik membahas isi percakapan dengan memberi pertanyaan terkait isi percakapan. Guru dapat membuat pertanyaan yang kreatif yang menuju pada HOTS. Gambar yang disediakan pun dapat dijadikan sumber pertanyaan. Guru juga dapat mengarahkan peserta didik pada cinta lingkungan tentang menanam pohon atau tanaman di rumah.
- Guru meminta peserta didik membaca Worksheet 3.2. Guru membahas jawaban peserta didik.

Section 3 – Listening

- Guru menjelaskan bahwa peserta didik akan mendengarkan kelanjutan percakapan kunjungan teman-teman Galang, yaitu Monita dan Andre, ke rumah Galang. Sebelum memperdengarkan audionya, guru menampilkan kosa kata yang perlu diketahui peserta didik yang dapat membantu memahami teks percakapan. Kemudian, guru memperdengarkan Audio 3.2. Audio bisa diperdengarkan lebih dari satu kali.
- Guru dan peserta didik membahas isi percakapan dengan memberi pertanyaan terkait isi percakapan. Guru dapat membuat pertanyaan yang kreatif yang menuju pada HOTS. Gambar yang disediakan pun dapat dijadikan sumber pertanyaan. Guru juga dapat membahas tentang berbagai jenis rumah terkait dengan bahan yang dipakai untuk membangun rumah. Setiap bahan memiliki kelebihan dan kekurangannya masing-masing tidak untuk menentukan bagus atau jeleknya.
- Guru menjelaskan furnitur yang biasa ditemukan di rumah. Guru meminta peserta didik mencocokkan gambar bagian rumah yang lainnya dengan furniture yang sesuai. Guru menjelaskan perbedaan bath tub yang bisa dipakai berendam dan bath tub yang tidak bisa dipakai berendam. Guru membahas jawaban peserta didik.
- Guru meminta peserta didik untuk mendiskusikan jawaban atas pertanyaan-pertanyaan yang tertulis di bagian c. guru membahas jawaban tersebut bersama peserta didik.
- Guru menjelaskan kembali barang-barang yang ada di setiap ruangan. Kemudian, guru meminta peserta didik untuk melingkari barang-barang yang tidak sesuai dengan ruangnya.

Section 4 – Speaking

- Guru membacakan dua kalimat pada Section 4 bagian a. Guru mengatakan itu diambil dari percakapan sebelumnya.
- Guru meminta peserta didik membaca setiap kalimat tersebut. Guru memberi petunjuk apa perbedaan kalimat pertama dengan kalimat kedua, terutama pada bagian yang digarisbawahi. Guru mengajak peserta didik melihat sekeliling dan berlatih *there is* dan *there are* dengan benda-benda di sekeliling ruang kelas. Guru bisa fokus pada benda yang telah peserta didik ketahui kata dalam Bahasa Inggrisnya, misalnya *chair, desk, book, lamp*, dan lain-lain.

- Guru meminta peserta didik melengkapi mendeskripsikan setiap ruangan pada Worksheet 3.5. Guru membahas jawaban peserta didik.
- Guru meminta peserta didik mendeskripsikan setiap ruangan pada Worksheet 3.6. Guru membahas jawaban peserta didik.
- Guru meminta peserta didik mengisi bagian yang kosong pada Worksheet 3.7 menggunakan kata-kata dalam boks.
- Guru menjelaskan *preposition* dalam Bahasa Inggris. Guru menjelaskan pertanyaan untuk menanyakan posisi benda dengan kata tanya *Where*.
- Guru membacakan setiap kalimat Table 3.1.
- Guru meminta peserta didik mengerjakan Worksheet 3.8. Guru membahas jawaban peserta didik.

Section 5 – Fun Time: What’s Missing?

- Guru meminta peserta didik bekerja secara berpasangan. Peserta didik A diberi gambar pada Student A dan Peserta didik B diberi gambar pada Student B. Mereka bergantian harus melengkapi gambar masing-masing dengan menyimak deskripsi yang berikan lawan bicaranya.
- Guru memberi contoh. Untuk penilaian guru bisa fokus pada satu atau dua gambar.

Section 6 – Your Turn: Speaking

- Guru meminta setiap peserta didik menggambar ruangan favorit mereka masing masing termasuk furniturnya pada Worksheet 3.10. Mereka menggambar benda-benda yang dapat digambar saja, tidak perlu menggambar secara detil benda-benda yang ada di rumahnya.
- Guru meminta peserta didik bekerja berpasangan untuk mendeskripsikan masing-masing ruangan dan furniturnya kepada pasangannya. Mereka tidak boleh saling melihat ruangan masing-masing. Mereka diharapkan menggunakan struktur kebahasaan yang telah dipelajari seperti *This is*, *There is*, *There are*, dan preposisi.

Enrichment: Show and Tell

- Guru meminta peserta didik memotret setiap ruangan yang ada di rumahnya. Foto-foto tersebut dikompilasi dan ditempelkan pada PowerPoint. Peserta didik mendeskripsikan rumahnya kepada kelas melalui PowerPoint.
- Guru meminta peserta didik memotret setiap ruangan yang ada di rumahnya. Foto-foto tersebut dikompilasi dan dicetak. Lalu ditempelkan pada karton besar. Peserta didik mendeskripsikan rumahnya kepada kelas.
- Guru meminta peserta didik membuat video house tour di rumahnya dan mendeskripsikan bagian-bagian dan furniture rumahnya.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-2

MY HOUSE CHORES

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
- Tujuan kegiatan bagian ini adalah untuk membantu peserta didik menemukan gambaran umum tentang bahasan pada bab ini.
- Sebagai kegiatan pembuka, guru dapat mengawalinya dengan meminta peserta didik mengamati gambar, kemudian dilanjutkan dengan tanya jawab secara lisan untuk mengelaborasi gambar sambil meminta mereka untuk memberikan tanda centang pada bagian aktivitas di bawah gambar.

Kegiatan Inti (90 Menit)

Section 1 – Say What You Know

- Guru diberikan keleluasaan untuk mengajak peserta didik mengeksplorasi gambar dengan bantuan beberapa pertanyaan tambahan.
- Jika peserta didik belum memiliki pemahaman/pengetahuan akan kosakata *tidy*, *messy*, *clean*, dan *dirty*, guru memberikan penjelasan singkat atas kosakata tersebut.
- Guru menanyakan secara lisan tentang pendapat/penilaian pribadi peserta didik terhadap keadaan rumah mereka masing-masing dengan pertanyaan *'Is your house tidy and clean?'*. Diharapkan peserta didik sudah mulai bisa menggunakan kosakata yang sudah diajarkan sebelumnya.
- Guru meminta peserta didik untuk mengamati gambar dan kosakata pada Worksheet 3.12. Kemudian, guru bertanya kepada peserta didik tentang kegiatan kebersihan apa yang biasa mereka lakukan di rumah.

Section 2 – Reading

- Peserta didik diminta untuk mengamati Picture 3.7, kemudian menjawab pertanyaan pada Worksheet 3.12 berdasarkan hasil pengamatan mereka.
- Guru dapat mengelaborasi teks dan gambar yang diberikan melalui tanya jawab lisan untuk membangkitkan pengetahuan dasar peserta didik terkait teks yang akan dibaca.

- Peserta didik diminta untuk membaca dan memahami teks.

Let's Clean Up!

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night. Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday. The Rahmansyahs are busy every day.

- Peserta didik diminta melengkapi kalimat berdasarkan informasi yang didapatkan dari teks 'Let's Clean Up!'
- Guru meminta peserta didik untuk berdiskusi dengan temannya untuk melengkapi tabel pada Worksheet 3.14.
- Peserta didik diminta untuk membaca kembali teks 'Let's Clean Up!'. Sebagai contoh, pada paragraf 1, kalimat ke 2 berisi informasi bahwa seluruh anggota keluarga Pak Rahmansyah membereskan tempat tidur mereka setiap hari, maka pada tabel, peserta didik dapat memberikan tanda centang pada semua kolom hari yang tersedia.

Section 3 – Language Focus

- Guru membimbing peserta didik mempelajari bahasan tentang *grammar*.
- Peserta didik diminta untuk menyusun kata acak menjadi sebuah kalimat yang berterima.

Section 4 – Your Turn: Reading

- Guru meminta peserta didik untuk mengamati gambar dan berdiskusi tentang fungsi dari membuat *sticker signs*.
- Guru meminta peserta didik untuk membaca teks berjudul 'Making Sticker Signs'.

Making Sticker Signs

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out.

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers.

Finally, they finished all the sticker signs. They put them anywhere in the house, such as on the toilet door or on the bedroom wall.

- Guru meminta peserta didik untuk menandai jawaban yang benar dengan memberi tanda ceklis (✓).
- Guru meminta peserta didik untuk membuka Worksheet 3.18. Guru meminta peserta didik untuk menjodohkan *sticker signs* dengan pernyataan yang tersedia dalam kotak.
- Guru meminta peserta didik untuk membuka kembali Worksheet 3.18.
- Guru memberikan instruksi untuk peserta didik dalam mengerjakan Worksheet 3.19.

Section 5 – Fun Time: The Opposite

- Guru menjelaskan konsep *do's* and *don'ts* kepada peserta didik dan cara mengerjakan Worksheet 3.20.

Enrichment: Sticker Signs

- Guru menjelaskan bagaimana peserta didik harus mengerjakan Worksheet 3.21.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-3

LET'S CLEAN UP!

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

Section 1 – Say What You Know

- Guru menunjukkan gambar yang ada di bagian pembukaan Unit 3.
- Tujuan dari pembahasan gambar ini adalah agar peserta didik dapat membedakan dua jenis sampah yaitu organik dan non organik.

- Guru dapat mengarahkan peserta didik untuk membangun kosakata yang berkaitan dengan pengolahan sampah.
- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

Section 2 – Reading

- Guru meminta peserta didik membaca teks yang disediakan dan membahas kata-kata yang ada di **Wordbox**.

Tips to Separate Rubbish

There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer.

Second, you should collect non-organic rubbish. The materials that belong in this category are paper, plastic, cardboard, metal and fabric. Before we throw them into the recycle bin, we should clean them. Then, they can be recycled into new products. Separating rubbish is very useful to keep our environment clean.

- Guru meminta peserta didik membaca kembali teks ‘*Tips to Separate Rubbish*’ lalu memilah sampah sesuai kategorinya (organik atau non organik).
- Guru meminta peserta didik mengamati gambar yang tertera pada Worksheet 3.23 dan meminta peserta didik untuk mencoba menebak kata untuk setiap gambar.
- Guru meminta peserta didik mengerjakan teka-teki silang. Kata yang diisikan ke dalam teka-teki silang adalah kata-kata yang ada pada Worksheet 3.23.

Section 3 – Reading

- Guru meminta peserta didik membaca teks procedure tentang cara memilah sampah.
- Guru meminta peserta didik untuk mengisikan informasi yang sesuai teks.

Section 4 – Language Focus

- Guru mengingatkan kembali kalimat-kalimat perintah yang telah dipelajari.
- Guru meminta peserta didik memperhatikan contoh-contoh kalimat yang ada pada buku.
- Guru meminta peserta didik untuk mencocokkan kalimat perintah yang ada dengan gambar.
- Guru meminta peserta didik untuk menuliskan kalimat perintah sesuai gambar yang ada.

Section 5 – Viewing and Writing

- Guru meminta peserta didik untuk melihat proses pendaur ulangan kertas tisu.
- Guru meminta peserta didik memberikan tanda panah sesuai urutan yang tepat.
- Guru meminta peserta didik menulis bahan-bahan untuk mendaur ulang kertas tisu.
- Guru meminta peserta didik untuk menggaris bawahi kata-kata kerja yang berkaitan tentang daur ulang kertas tersebut.
- Guru mengingatkan kembali tentang teks prosedur yang pernah dipelajari di unit sebelumnya.
- Guru meminta peserta didik melihat informasi yang ada pada tabel dan informasi yang ada di section 5.a untuk menjawab pertanyaan.

Section 6 – Your Turn: Writing

- Guru meminta peserta didik untuk menuliskan benda-benda yang dibutuhkan untuk mendaur ulang botol plastik menjadi tempat pensil.
- Guru meminta peserta didik menuliskan kata kerja yang tepat sesuai gambar.
- Guru meminta peserta didik menjawab pertanyaan sesuai teks yang telah dibaca.
- Guru meminta peserta didik melengkapi infografs dengan saran yang sesuai dari teks di atas.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. ASESMEN / PENILAIAN

1. Asesmen Diagnostik:

Mengetahui kondisi awal mental para peserta didik

2. Asesmen Formatif:

Diskusi : melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara dan berani mengungkapkan pendapat, memunculkan ide-idenya, bekerja sama dalam tim

Presentasi: melatih kemampuan peserta didik dalam melatih berbicara di depan umum, berani mengajukan pertanyaan terhadap pemaparan hasil praktikum milik kelompok lain, memaksimalkan kerja kelompok

Unjuk kerja : menilai keterampilan proses yang dimiliki setiap anak, dan perkembangannya

3. Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur tingkat capaian pemahaman sains peserta didik untuk menentukan langkah selanjutnya.

- Guru melakukan pengamatan selama diskusi berlangsung. Hasil pengamatan berupa jawaban siswa dan partisipasi siswa dalam diskusi dapat dicatat dalam jurnal untuk ditinjau kembali
- Guru memeriksa kelengkapan lembar pengamatan siswa
- Asesmen ini dibuat Individu, kelompok, performa dan tertulis- formatif dan sumatif

Students Name : _____

| FOCUS | Very Good (4) | Good (3) | Fair (2) | Poor (1) |
|------------------|---------------|----------|----------|----------|
| Genre | | | | |
| Text structure | | | | |
| Accuracy | | | | |
| Vocabulary | | | | |
| Mechanics | | | | |
| TOTAL | | | | |
| Overall comments | | | | |

Nilai total 12 = 100 points

1. PENILAIAN SIKAP (*CIVIC DISPOSITION*)

Indikator sikap didasarkan pada hasil pengamatan terhadap siswa, baik pengamatan langsung maupun pengamatan tidak langsung. Pengamatan langsung dilakukan guru dalam setiap pertemuan terhadap siswa dalam menjalani kegiatan pembelajaran. Sedangkan pengamatan tidak langsung didasarkan pada laporan menyangkut sikap siswa sehari-hari baik di rumah, sekolah, maupun masyarakat yang telah terkonfirmasi.

Indikator sikap dapat mengacu pada empat ranah kecerdasan, yakni kecerdasan spiritual-kultural (olah hati/SQ), kecerdasan intelektual (olah

pikir/IQ), kecerdasan fisikal-mental (olah raga/AQ), serta kecerdasan emosi-sosial(olah rasa dan karsa/EQ).

Jujur, rajin beribadah, dan menjauhi larangan agama merupakan indikator sikap spiritual. Partisipasi dan ketekunan belajar menjadi indikator sikap intelektual. Bersih, disiplin, dan tanggung jawab adalah indikator sikap mental. Sedangkan ramah, antusias, dan kolaborasi termasuk indikator sikap emosi-sosial.

Pelaksanaan penilaian sikap dalam dua kategori. Kategori pertama penilaian sikap adalah yang dilakukan setiap akhir pertemuan yang berarti sebanyak 36 kali dalam satu semester. Adapun kategori kedua yang dilakukan secara berkala per semester berdasarkan hasil pengamatan langsung maupun tidak langsung yang telah terverifikasi terlebih dahulu.

Penilaian menggunakan empat tingkat, yakni Baik Sekali (A=4), Baik(B=3), Sedang (C=2), serta Kurang (D=1). Untuk penilaian sikap di setiap akhir pertemuan dilakukan dengan merangkum seluruh aspek sikap, dan dapat menggunakan format sebagai berikut:

TABEL PENILAIAN SIKAP

| No | Nama | Pertemuan dan Nilai (A=4, B=3, C=2, D=1) | | | | | | | | |
|-----|------|--|---|---|---|-----|-----|----|--------|-----------|
| | | 1 | 2 | 3 | 4 | ... | ... | 12 | Jumlah | Rata rata |
| 1 | | 4 | 3 | 3 | 2 | ... | ... | 3 | 39 | 3.25/B |
| 2 | | 3 | 4 | 4 | 4 | ... | ... | 4 | 46 | 3.8/A |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| dst | | 2 | 4 | 3 | 2 | ... | ... | 4 | 35 | 2.9/B |

Adapun penilaian sikap secara berkala per semester dapat dilakukan dengan format sebagai berikut:

TABEL PENILAIAN SIKAP BERKALA

| No | Nama | Nilai (A, B, C, dan D) | | | | | Catatan |
|----|------|------------------------|-------------|----------------|--------------|-----------|---------|
| | | Spiritual | Intelektual | Fisikal Mental | Emosi Sosial | Rata-rata | |
| 1 | | A | B | B | C | B | |

| | | | | | | | |
|-----|--|---|---|---|---|---|--|
| 2 | | B | A | A | A | A | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| dst | | A | A | B | A | A | |

Nilai sikap pada akhir semester = (Nilai rata-rata per pertemuan + Nilai berkala rata-rata)/2.

2. PENILAIAN KETERAMPILAN (CIVIC SKILLS)

Penilaian keterampilan dilakukan juga berdasar pengamatan guru terutama terhadap keterampilan siswa dalam menjalani kegiatan pembelajaran disekolah. Penilaian didasarkan pada keterampilan-keterampilan sesuai contoh indikator di bawah ini atau indikator lain yang relevan dapat ditentukan masing-masing guru.

Indikator keterampilan antara lain adalah kemampuan menyampaikan hasil diskusi kelompok secara tegas dan lugas; kemampuan mengomunikasikan ide dan gagasan dengan terarah dan sistematis; kemampuan merespons pertanyaan yang pada sesi diskusi; atau lainnya. Adapun pelaksanaan penilaian keterampilan dilakukan di setiap akhir pertemuan yang menuntut adanya penilaian keterampilan, dengan menggunakan empat tingkat penilaian, yakni Baik Sekali (A=4), Baik (B=3), Sedang (C=2), serta Kurang (D=1).

TABEL PEDOMAN PENILAIAN ASPEK KETERAMPILAN

Nama Peserta Didik :

| No | Indikator | Pertemuan dan Nilai (A, B, C, D) | | | | | | Rata-rata |
|--------------------|--|----------------------------------|---|---|---|---|-----|-----------|
| | | 1 | 2 | 3 | 4 | 5 | dst | |
| 1 | Mampu menyampaikan hasil diskusi kelompok secara tegas dan lugas | | | | | | | |
| 2 | Mampu mengomunikasikan ide dan gagasan dengan terarah dan sistematis | | | | | | | |
| 3 | Mampu merespons pertanyaan yang pada sesidiskusi | | | | | | | |
| dst | | | | | | | | |
| Nilai Akhir | | | | | | | | |

3. PENILAIAN PENGETAHUAN (*CIVIC KNOWLEDGE*)

Penilaian pengetahuan dilakukan untuk mengukur keberhasilan siswa dalam memahami materi yang dipelajari dalam setiap pertemuan, seperti yang tersebut dalam bagian uji kompetensi. Guru dapat menilai dari setiap aktivitas dalam pembelajaran. Guru dapat menilai kemampuan siswa dalam menjawab pertanyaan atau menganalisa persoalan. Guru dapat memberi skor pada setiap tugas dan keaktifan siswa dalam menjawab dan berpartisipasi dalam kegiatan pembelajaran. Penilaian dilakukan secara kuantitatif dengan rentang 0–100.

VI. PENGAYAAN DAN REMEDIAL

Enrichment: Infographic of Recycling

1. Bagian ini adalah pengayaan.
2. Guru meminta peserta didik membaca beberapa teks tentang cara mengolah sampah.

Tips to Separate Recycling Items

There are many types of items that we can recycle, for example, paper, glass, and styrofoam. Before we put them into the recycle bin, we can think about some tips. Check the tips here.

1. Don't crumple paper

Papers should be put in the recycling bin neatly. If we crumple papers, it is difficult to process them. If the paper is dirty or oily, we can cut them in pieces and put them in the composter.

2. Wash and separate bottles

Plastic and glass bottles should be separated in the recycle bin. Glass bottles can be reused before we throw them in the recycle bin. If we want to throw them away, we can wash them first. Clean bottles will be easy to recycle.

3. Clean styrofoam packaging

When we buy food, sometimes they are packed with styrofoam. Before we put them in the recycle bin, we should clean it from the food scraps. We can collect styrofoam in a big group before we throw them away.

VII. REFLEKSI GURU DAN PESERTA DIDIK

REFLEKSI GURU

| No | Reflection | Descriptions and Evidence |
|----|--|---------------------------|
| 1 | Kriteria keberhasilan pembelajaran: 1. Describing a house | |

| | | |
|--------------|---|--|
| | 2. Writing the procedure to clean the house | |
| 2 | Yang terlihat dari proses belajar siswa | |
| 3 | Hal yang di butuhkan untuk memperbaiki pengajaran saya | |
| 4 | Bantuan/dukungan yang di butuhkan untuk pengajaran saya | |
| 5 | Strategi yang akan saya gunakan pada bab berikutnya | |
| Note: | | |
| | | |
| | | |
| | | |
| | | |
| | | |

REFLEKSI PESERTA DIDIK

Indonesia consists of about 17,000 islands with different kinds of cultures. One of the cultural images can be seen from the creation of traditional houses. Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more. Find out more in <https://www.indonesia.travel/us/en/tripideas/9-iconic-traditional-houses-to-explore-in-indonesia>

“No Shoes in the House”

Culture In most Asian countries, people remove their shoes as a sign of respect and for cleanliness. On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house. If we ask a British person to take off their shoes at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.

LAMPIRAN- LAMPIRAN

Lampiran 1

LEMBAR KERJA PESERTA DIDIK (LKPD)

LEMBAR KERJA PESERTA DIDIK (LKPD) 1

Lampiran 2

BAHAN BACAAN GURU DAN PESERTA DIDIK

| Functions | Language Features | Listening | Speaking | Reading | Writing |
|-----------------------------------|--|--|---|--|--|
| CHAPTER 3. HOME SWEET HOME | | | | | |
| Unit 1. My House | | | | | |
| Describe rooms in a house | Verbs: <i>be</i> affirmative, negative, interrogative, short answers | Listen to conversations for specific information | Practice and demonstrate the expressions learned in the unit | Read a monologues and conversations for specific information | Write correct specific information and a description based on pictures, personal information, and a conversation |
| Describe things in the rooms | Preposition: in, on, under, next to, behind, in front of, above | | Practice and demonstrate monologues to describe a house and a room in context | | |
| | Vocabulary: rooms in a house, | | | | |

| | | | | | |
|---|---|---|---|--|---|
| | things in rooms, and weather | | | | |
| Unit 2. My House Chores | | | | | |
| Describe household activities | Verbs: <i>be</i> affirmative, negative, interrogative, short answers | - | - | Read monologues for specific information | Write specific information based on pictures and personal information |
| Describe things to use to clean up | Use pronoun: singular and plural | | | | |
| Use simple present tense to describe things | Vocabulary: room in a house, household activities, things to use to clean up, and things in a house | | | | |
| Unit 3. Let's Clean Up! | | | | | |
| Describe cleaning up activities | Verbs: <i>be</i> affirmative, negative, interrogative, short answers, action verbs | - | Say specific information based on a picture | Read a monologue for specific information | Write correct specific information based on pictures and monologue |
| | Conjunction : first, second, next, then, etc. | | | Read a procedure text for specific information | Write the imperative sentences based on pictures |
| | Use imperative sentences | | | | Fill in the crossword puzzle |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | Match the imperative sentences with pictures |
|--|--|--|--|--|--|

Lampiran 3

GLOSARIUM

| | |
|--|---|
| <i>a house tour</i> = tur rumah | <i>neat</i> = rapi |
| <i>be careful</i> = hati-hati | <i>nice</i> = bagus/indah |
| <i>beads</i> = manik-manik | <i>old</i> = tua |
| <i>beautiful</i> = indah/cantik | <i>planting lowers</i> = menanam bunga |
| <i>belongs to</i> = milik/kepunyaan | <i>pour</i> = tuangkan |
| <i>can be recycled</i> = bisa didaur ulang | <i>rubbish</i> = sampah |
| <i>chore</i> = pekerjaan rumah | <i>separating</i> = memisahkan |
| <i>clean</i> = bersih | <i>sit down</i> = duduklah |
| <i>come in</i> = masuklah | <i>solid</i> = padat |
| <i>cool</i> = sejuk | <i>stick</i> = tempelkan |
| <i>cool</i> = sejuk | <i>sticker sign</i> = stiker peringatan |
| <i>dirty</i> = kotor | <i>take turn</i> = bergantian |
| <i>inish</i> = selesai | <i>tear</i> = sobek |
| <i>irm</i> = kuat/kokoh | <i>the weather</i> = cuaca |
| <i>irm</i> = kuat/kokoh | <i>tidy</i> = rapi, teratur |
| <i>let's go</i> = mari | <i>to guess</i> = menebak |
| <i>made of wood</i> = terbuat dari kayu | <i>to help out</i> = membantu |
| <i>messy</i> = berantakan | <i>to remind about</i> = mengingatkan |

Lampiran 4

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Mengetahui,
Kepala Madrasah

Sumbang. Juli 2023
Guru Mata Pelajaran

(Syarif Hidayat, S.Ag.)
NIP. 197602292005011002

(Atik Kurniati, S.Pd]
NIP. 197507032007012026

Teacher 2

MODUL AJAR Chapter 2 Kindness Begins with Me

INFORMASI UMUM

I. Identitas Modul

| | |
|-------------------------|------------------------|
| Nama Penulis | : Tika Suandhini, S.Pd |
| Satuan Pendidikan | : MTs N 3 Banyumas |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Fase / Semester | : VIII / D / Gajil |
| Alokasi Waktu | : 7 Pertemuan / 21 JP |
| Tahun Penyusunan | : 2023 |

II. Kompetensi Awal

1. Guru mengulas kembali materi pada Chapter 1. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam Chapter 1.

Bahasa guru:

"Good morning, everyone. Welcome back to our English lesson. In Chapter 1 we learned a lot about how to talk about past activities, how to sequence the activities and how to add details to the main activities."

2. Guru menjelaskan tujuan Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam chapter ini. Nama-nama karakter pada cerita yang ada tidak perlu diterjemahkan ke dalam Bahasa Inggris.

Bahasa guru:

"Today we come to a new chapter, Chapter 2, with a new topic. The topic is 'Kindness Begins with Me'."

"In this chapter, we will talk about characters' feelings, traits and behavior in stories. The characters in the stories are many different animals, so the stories are not real or imaginative."

"We can also call these stories 'cerita rakyat'. In English we say 'folk stories'. Folk stories are traditional stories. They are told again and again from our great grandparents to our grandparents and to our parents and finally to us. They are usually about good and bad characters. Most of the time we can learn something from reading a folk story. What we learn is the moral value of the story."

III. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia; Berkebhinekaan Global; Bergotong Royong; Mandiri; Bermalar Kritis; dan Kreatif.

IV. Sarana dan Prasarana

1. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
2. English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
3. Laptop
4. Speaker
5. LKPD

V. Target Peserta Didik

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam *mencerna dan memahami* materi ajar

VI. Model Pembelajaran/Pendekatan Pembelajaran/Metode Pembelajaran

Model Pembelajaran:

Pendekatan Pembelajaran: *genre-based approach* (written, visual, audio) dan *Scientific Learning*

Metode Pembelajaran: Ceramah, Diskusi, Tanya Jawab, Kuis

KOMPONEN INTI

I. Tujuan Pembelajaran

Upon completion of Chapter 2, the students should be able to:

- Connect and sequence events in an imaginative story;
- Explain characters' actions, feelings, and behavior in an imaginative story; and
- Retell and rewrite an imaginative story.

II. Pemahaman Bermakna

Unit 1. Kindness Towards Differences

Connect and sequence events in an imaginative story

Unit 2. Kindness and Happiness

Explain characters' actions, feelings, and behavior in an imaginative story

Unit 3. Kindness and Friendship

Retell and rewrite an imaginative story

III. Pertanyaan Pemantik

Unit 1. Kindness Towards Differences

1. *What do you know about these stories?*
2. *What other stories do you know?*
3. *What is your favorite story?*

Unit 2. Kindness and Happiness

1. *What kind of situation makes you have these feelings?*

Unit 3. Kindness and Friendship

1. *What is their size? Are they big or small?*
2. *What kind of activity can they do? Can they jump? Can they swim? Can they run fast? Can they swing from tree to tree?*
3. *Where do they live? In the forest? In the sea? In a pond?*

IV. Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Pendidik membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik.
2. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Pendidik memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.
4. Pendidik menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.
5. Pendidik mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
6. Apersepsi pendidik dapat memulai pembelajaran dengan bertanya dan mengulas kembali materi pada chapter I.
7. Pendidik mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

Kegiatan Inti

Unit 1. Kindness Towards Differences

Section 1 – Say What You Know

1. Guru meminta peserta didik untuk mengamati Gambar 2.1
2. Guru bertanya kepada peserta didik apakah mengenal karakter-karakter yang ada pada Gambar 2.1.
3. Guru kemudian menanyakan ke peserta didik apakah mereka mengetahui judul dan isi dari beberapa contoh cerita rakyat yang ada di Gambar 2.1.
4. Guru meminta peserta didik untuk menjawab beberapa pertanyaan sederhana terkait dengan karakter dan cerita rakyat yang ada dalam Gambar Cover Bab dan Gambar 2.1.
5. Guru menjelaskan dengan singkat jenis teks cerita pada Gambar 2.1 beserta tujuannya.
6. Tujuan dari diskusi ini adalah agar peserta didik dapat memahami makna pengisahan suatu cerita khayalan, dongeng atau cerita rakyat beserta nilai moralnya.

Section 2 – Viewing

1. Guru memperdengarkan Audio 2.1 mengenai Monita dan Galang yang sedang berbincang-bincang tentang sebuah cerita.
2. Guru memperdengarkan Audio 2.1.
3. Guru meminta peserta didik membaca dan menyimak percakapan pada audio tersebut, serta melengkapi judul cerita yang didengar oleh Galang dan Monita.
4. Guru membahas isi percakapan bersama peserta didik dengan menekankan pada kata-kata kunci.
5. Setelah peserta didik memahami isi percakapan di Audio 2.1, guru dapat membahas jawaban bersama peserta didik.
6. Guru memperlihatkan kelima gambar pada latihan b Section 2.
7. Guru membahas setiap gambar bersama peserta didik dengan menekankan pada kata-kata kunci action verbs di setiap gambar.
8. Guru menjelaskan kepada peserta didik bahwa beberapa dari gambar tersebut akan muncul di cerita 'The Ugly Duckling'.
9. Guru meminta peserta didik untuk memilih gambar yang mungkin muncul dalam cerita tersebut.
10. Guru memperdengarkan Audio 2.2.
11. Guru meminta peserta didik menyimak 'The Ugly Duckling' story serta memeriksa kembali gambar yang telah mereka pilih sebelumnya.
12. Guru serta peserta didik memeriksa prediksi cerita.
13. Guru dapat mengulas kembali secara singkat mengenai Past Simple Tense dan penggunaannya dalam menggambarkan kegiatan lampau (past activities).
14. Guru memperdengarkan kembali Audio 2.2.
15. Guru meminta peserta didik menyimak kembali dan membaca cerita 'The Ugly Duckling', dan menuliskan kata kerja yang benar dalam bentuk past tense di buku catatan.
16. Guru dapat membahas jawaban bersama peserta didik. Kosakata bantuan dapat dilihat di Word Box.
17. Guru menginstruksikan peserta didik untuk mendiskusikan berbagai perasaan yang dialami oleh Mother Duck kemudian menuliskannya di buku catatan masing-masing. Hal ini berfungsi sebagai pengantar topik bahasan pada unit selanjutnya.
18. Guru membahas bersama peserta didik berbagai perasaan yang dialami oleh Mother Duck.

Section 3 – Listening

1. Guru memperlihatkan kelima gambar pada latihan a Section 3.
2. Guru membahas setiap gambar bersama peserta didik dan kembali menekankan pembahasan pada kata-kata kunci action verbs dalam bentuk past tense.
3. Guru menjelaskan kepada peserta didik bahwa beberapa dari gambar tersebut akan muncul di cerita 'The Ugly Duckling' Part 2.
4. Guru meminta peserta didik untuk memilih gambar yang mungkin muncul dalam cerita.
5. Guru dapat menanyakan alasan atas pilihan gambar peserta didik.
6. Guru memperdengarkan Audio 2.3.
7. Guru meminta peserta didik menyimak bagian kedua dari The Ugly Duckling story serta memeriksa kembali gambar yang telah mereka pilih sebelumnya.
8. Guru serta peserta didik memeriksa prediksi cerita.
9. Guru dapat mengulas kembali secara singkat mengenai Past Simple Tense dan penggunaannya dalam menggambarkan kegiatan lampau (past activities).
10. Guru memperdengarkan kembali Audio 2.3.
11. Guru meminta peserta didik menyimak dan membaca cerita 'The Ugly Duckling Part 2', dan melingkari kata kerja yang benar dalam bentuk past tense. 3.
12. Guru dapat membahas jawaban bersama peserta didik. Kosa kata bantuan dapat dilihat di Word Box.

13. Pada cerita bagian kedua ini, guru meminta peserta didik untuk menuliskan kata-kata yang menggambarkan perasaan 'The Ugly Duckling' pada buku catatan peserta didik. Kata-kata ini akan digunakan oleh peserta didik dan temannya untuk menceritakan kembali apa yang terjadi pada 'Ugly Duckling'. Penggunaan Bahasa Indonesia diperbolehkan.

Section 4 – Language Focus

1. Guru menjelaskan Language Focus pada Unit 1. **Bahasa Indonesia** dapat digunakan untuk membantu peserta didik memahami konsep.
2. Guru meminta peserta didik melengkapi jawaban latihan a tentang penggunaan Past Simple Tense Verbs dalam cerita The Ugly Duckling berdasarkan gambar yang disediakan.
3. Guru meminta peserta didik mencatat seluruh kata kerja dalam bentuk Past Simple Tense pada cerita The Ugly Duckling Part 2 dengan menggunakan tinta warna hijau (kalau ada).

Section 5 – Fun Time: Mime It!

1. Guru menjelaskan instruksi permainan 'Mime It' seperti yang tertera pada Buku Siswa.
2. Guru meminta peserta didik berkelompok yang terdiri dari 3 orang. Setiap peserta dalam kelompok bergiliran memeragakan action verbs yang tertera pada kartu yang mereka pilih. Peserta didik yang lain diminta untuk menebak kegiatan yang dilakukan oleh kata kerja tersebut dalam bentuk Past Simple Tense.
3. Guru memperlihatkan kartu yang akan dipakai.

Section 6 – Retelling

1. Guru menjelaskan kepada peserta didik bahwa mereka akan menceritakan kembali 'The Ugly Duckling Part 1'.
2. Guru meminta 5 orang peserta didik untuk membentuk kelompok readers' theatre.
3. Guru menjelaskan bahwa setiap peserta didik dalam satu kelompok akan berbagi peran sebagai Narator 1 dan 2, Mother Duck, The Ugly Duckling, dan yellow duckling.
4. Guru mengulas kembali secara singkat cerita 'The Ugly Duckling' Part 1 dan 2 dengan menanyakan kepada peserta didik di Part berapakah kedua percakapan pada latihan a terjadi.
5. Guru memperdengarkan Audio 2.3. Peserta didik menyimak kembali 'The Ugly Duckling Part 2' dan memutuskan karakter mana yang akan mereka pilih pada saat menceritakan kembali. Audio 2.3 dapat diperdengarkan beberapa kali untuk memberikan kesempatan kepada peserta didik berlatih pengucapan kata.
6. Guru meminta peserta didik untuk berlatih dengan grup masing-masing sebelum melakukan latihan pada section berikutnya.

Section 7 – Your Turn: Perform Your Storytelling

1. Guru meminta peserta didik untuk menggunakan script dari Section 6.
2. Guru meminta peserta didik untuk melakukan persiapan melakukan storytelling dengan menggunakan cek list yang disediakan.
3. Guru meminta peserta didik untuk menampilkan cerita di depan kelas.

Section 8 – Enrichment

Guru meminta peserta didik untuk mencoba menceritakan 'The Ugly Duckling' part 2 kepada teman kelasnya yang lain atau kepada anggota keluarga. Peserta didik diharapkan untuk menjelaskan bagaimana reaksi yang mereka dapatkan setelah bercerita.

Unit 2. Kindness and Happiness

Section 1 – Say What You Know

1. Guru menunjukkan Worksheet 2.6 dan bertanya perasaan-perasaan yang ada di dalam lembar kerja. Bila peserta didik belum bisa menggunakan bahasa Inggris untuk menjawab, mereka bisa menggunakan bahasa Indonesia.
2. Guru membahas jawaban peserta didik.
3. Guru mengulas cerita 'The Ugly Duckling' dan menanyakan perasaan peserta didik terhadap cerita tersebut.
4. Guru dapat menspesifikasikan situasi pada Part 1 dan Part 2.

Section 2 – Viewing

1. Guru meminta peserta didik membaca percakapan **Ibu Ida dengan** peserta didiknya di dalam kelasnya.
2. Guru melakukan tanya jawab terkait dengan isi percakapan.
3. Guru mengajak peserta didik menebak empat binatang yang akan ditemui pada bagian akhir cerita.
4. Guru dapat menjelaskan bagian ini dengan Bahasa Indonesia mengenai beberapa fakta menarik tentang 'ducks'.

Section 3 – Reading

1. Guru meminta peserta didik membaca teks 'The Ugly Duckling' Part 3 dalam hati. Kosakata bantuan dapat dilihat di Word Box.
2. Guru meminta peserta didik untuk membaca dengan keras.
3. Guru dapat memberikan contoh terlebih dahulu.
4. Guru melakukan tanya jawab terkait dengan isi teks.
5. Guru meminta peserta didik memilih pernyataan yang benar berdasarkan teks.
6. Guru dan peserta didik membahas jawaban.
7. Guru memastikan peserta didik tidak hanya mengisi dengan benar tetapi memahami isi cerita dengan tanya jawab.
8. Guru meminta peserta didik melakukan sesuai perintah dalam latihan c.
9. Guru dan peserta didik membahas jawaban.
10. Guru memastikan peserta didik tidak hanya mengisi dengan benar tetapi memahami isi cerita dengan tanya jawab.

Section 4 – Language Focus: Describing Feelings

1. Guru menjelaskan Language Focus pada Unit 2. **Bahasa Indonesia** dapat digunakan untuk membantu peserta didik memahami konsep ini.
2. Guru meminta peserta didik melengkapi jawaban tentang perasaan yang dialami berbagai karakter dalam cerita The Ugly Duckling.
3. Guru meminta peserta didik membaca kembali cerita The Ugly Duckling dari Parts 1-3.
4. Guru meminta peserta didik melingkari atau menggarisbawahi semua kata sifat dalam cerita tersebut dengan pena warna merah bila memungkinkan. Bila tidak memungkinkan bisa menggunakan warna lain.

Section 5 – Language Focus

1. Guru memberi penjelasan tentang quotation marks **atau tanda petik**. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep tanda petik dalam kalimat langsung.
2. Guru meminta peserta didik membaca potongan cerita 'The Ugly Duckling Part 3'.
3. Guru meminta peserta didik membaca kembali 'The Ugly Duckling Part 3' dan menggaris bawah kalimat-kalimat yang memuat tanda petik.
4. Guru meminta peserta didik memperagakan kalimat-kalimat dalam tanda petik.

Section 6 – Fun Time

1. Guru meminta peserta didik membaca percakapan **Pipit, Galang, dan Monita**. Guru bertanya jawab tentang isi percakapan.

2. Guru menjelaskan kepada peserta didik untuk membuat versi akhir cerita 'The Ugly Duckling' sendiri. peserta didik memilih salah satu akhir cerita.
3. Guru meminta peserta didik membuat ending ceritanya sendiri.
4. Guru meminta peserta didik saling memperlihatkan hasil karya kelompoknya dalam menulis akhir cerita dengan versi mereka sendiri.

Section 7 – Enrichment: Act it Out!

1. Guru meminta peserta didik bermain 'Act it Out!' **Peserta didik** diminta untuk membuat kelompok yang berisikan tiga orang.
2. Guru menjelaskan cara bermain gamenya.
3. Guru meminta peserta didik untuk menyalin kartu pada Buku Siswa ke dalam secarik kertas.
4. Kemudian, guru meminta peserta didik untuk menggunting salinan kartu tersebut.
5. Guru meminta peserta didik untuk menggunakan wheel chart.

Unit 3. Kindness and Friendship

Section 1 – Say What You Know

1. Guru menunjukkan beberapa gambar binatang seperti seekor katak, seekor gajah, seekor monyet, seekor beruang, seekor rubah, seekor harimau, dan seekor kelinci.
2. Guru membicarakan binatang-binatang tersebut terkait dengan ukurannya (besar atau kecil), kebiasaan dan tempat tinggalnya.
3. Guru memberi penjelasan pada kata "can". Bahasa Indonesia bisa digunakan agar peserta didik dapat memahami konsepnya dengan jelas.
4. Guru meminta peserta didik melihat berbagai gambar binatang dalam berbagai situasi.

Section 2 – Reading

1. Guru memberi tahu jika peserta didik akan membaca sebuah cerita berjudul An Elephant and His Friends.
2. Guru juga meminta peserta didik untuk memprediksi dan mendiskusikan akhir cerita dari cerita tersebut.
3. Guru dan peserta didik membaca teks bersama.
4. Guru membantu peserta didik memahami isi cerita dan memahami cara membuat sebuah cerita. Sebelum membaca teks bersama peserta didik, guru memberi tinjauan tentang isi teks (cerita). Alternatif membaca teks bersama.
5. Guru membacakan teks per kalimat dan diikuti oleh peserta didik. Lalu, membahas apa yang diceritakan dalam teks. Bahasa Indonesia dapat dipakai, namun untuk kepentingan menguasai Bahasa Inggris.
6. Guru membaca teks per kalimat dan diikuti peserta didik.
7. Guru dan peserta didik membahas kata-kata kunci pada setiap kalimat dan meminta peserta didik untuk menggarisbawahi kata-kata kunci.
8. Guru meminta peserta didik menjawab pertanyaan-pertanyaan yang ada pada worksheet 2.12.
9. Guru serta peserta didik membahas jawaban pada worksheet 2.12.
10. Guru dapat menjelaskan mengenai beberapa fakta *menarik tentang* persahabatan dengan Bahasa Indonesia.

Section 3 – Language Focus

1. Guru menjelaskan bahwa pada unit sebelumnya telah dibahas bagaimana adjectives atau kata sifat digunakan dalam mengekspresikan perasaan. Pada bagian ini adjectives atau kata sifat digunakan untuk menunjukkan karakteristik dan perilaku.
2. Guru menjelaskan cara adjectives dipakai dalam kalimat.
3. Guru menunjukkan contoh.
4. Guru meminta peserta didik untuk melengkapi kalimat berdasarkan gambar yang ditampilkan bersama seorang rekan.

5. Guru meminta peserta didik membaca kembali 'The Ugly Duckling' Parts 1 sampai 3.
6. Guru meminta peserta didik melingkari atau menggarisbawahi semua kata sifat yang menunjukkan karakteristik atau perilaku dari setiap karakter dengan menggunakan pena berwarna biru. Bila tidak memiliki warna biru dapat menggunakan warna lain.

Section 4 – Reading

1. Guru menjelaskan bahwa cerita yang telah disimak **dan dibaca dalam** Chapter 2 yang berjudul The Ugly Ducklings dan The Elephant and Friends adalah cerita imajinasi. Cerita imajinasi termasuk ke dalam genre naratif. Cerita naratif bertujuan untuk memberi hiburan kepada pendengar atau pembaca. Terkadang, cerita naratif juga memuat pesan moral.
2. Guru meminta peserta didik memikirkan pesan moral dari cerita The Ugly Duckling dan The Elephant and Friends.
3. Guru meminta peserta didik mengamati elemen cerita. Contoh yang ditampilkan diambil dari The Ugly Duckling story Part 1.
4. Guru dan peserta didik membahas elemen dalam sebuah cerita.
5. Guru meminta peserta didik mengidentifikasi elemen pada cerita The Ugly Duckling story Part 2 dan 3.
6. Guru dan peserta didik membahas hasil identifikasi peserta didik.
7. Guru meminta peserta didik mengidentifikasi elemen cerita The Elephant and Friends.
8. Guru dan peserta didik membahas hasil identifikasi peserta didik.

Section 5 – Your Turn: Writing

1. Guru menginstruksikan peserta didik untuk kembali **membaca the story of Elephant and Friends**.
2. Guru menginstruksikan peserta didik untuk mengidentifikasi the Orientation, Complication, and Resolution of the story of Elephant and Friends.
3. Guru serta peserta didik membahas hasil identifikasi the Orientation, Complication and Resolution of the story of Elephant and Friends.
4. Guru menjelaskan kegiatan yang harus dilakukan oleh peserta didik dalam section ini.
5. Guru meminta peserta didik untuk membuat kelompok.
6. Guru meminta peserta didik untuk membuat cerita sesuai dengan cerita "The Elephant and Friends" tetapi dengan mengganti bagian orientasi dan puncak masalah.
7. Guru meminta peserta didik untuk menuliskan cerita yang telah dirancang sebelumnya.

Section 6 – Enrichment

1. Guru meminta peserta didik memposting cerita mereka ke akun sosial media.
2. Guru juga dapat meminta peserta didik untuk memberikan komentar terhadap cerita teman-teman mereka.

Kegiatan Penutup

1. Peserta didik dan Pendidik menyimpulkan pembelajaran **hari ini**.
2. Refleksi pencapaian peserta didik/formatif asesmen, dan refleksi Pendidik untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Pendidik mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. Penilaian

1. Sikap

- ✎ Melakukan observasi selama kegiatan berlangsung dan menuliskannya pada jurnal, baik sikap positif dan negatif.
- ✎ Melakukan penilaian antarteman.
- ✎ Mengamati refleksi peserta didik.

- 2. Pengetahuan
 - Memberikan penugasan LKPD
- 3. Keterampilan
 - Presentasi
 - Proyek
 - Portofolio

VI. Remedial dan Pengayaan

1. Remedial

- Guru melakukan analisa dari hasil pembahasan relesksi peserta didik dan dari hasil penilaian untuk menentukan remedial teaching.
- Guru dapat meminta dan menunjukkan peserta didik untuk melakukan independent remedial learning.

2. Pengayaan

Apabila peserta didik sudah mencapai kompetensi yang ditargetkan, maka peserta didik dapat mengikuti pengayaan;

- Unit 1. Kindness towards Differences – Section 8 – Enrichment
- Unit 2. Kindness and Happiness – Section 7 – Enrichment: Act it Out!
- Unit 3. Kindness and Friendship – Section 6 – Enrichment

VII. Refleksi

Teacher Reflection Sheet

Date: _____

Chapter/Unit: ____ / ____

Class: _____

1 – I did very well

2 – I did OK

3 – I must do better

| Pedagogical Skills | Rating | Notes |
|---|---------------|--------------|
| Lesson Preparation is always up to date | | |
| Create a learner-centered learning environment | | |
| Activities are age and developmentally-appropriate | | |
| Activities promote further curiosity | | |
| Use variety of resource to introduce themes/topics | | |
| Provide a massive amount of English exposure | | |
| Lesson Structure | Rating | Notes |
| The learning objective is clear | | |
| Inform the learning intention/objective | | |
| Inform the success criteria of the lesson | | |
| Provide hook activity (brainstorming) | | |
| Provide relevant assessment | | |
| Engagement with learners and learning atmosphere | Rating | Notes |
| Use the appropriate tone of voice | | |
| Always friendly, caring, and positive | | |
| Interact on learners' level | | |
| Focus on positive behavior | | |
| Encourage learners' talent and strengths | | |
| What else went well? | | |
| What could have made this lesson even more effective? | | |

Students Reflection Sheet

Name: _____

Grade/Chapter: _____/_____




Date: _____

What I like doing most:

What I didn't like or found difficult:

How I worked:

| | | |
|--------------------------------------|---------------------------|----------------------|
| • on my own | • with commitment | • with difficulty |
| • with the help of the teacher | • without much commitment | • without difficulty |
| • with the help of the other student | | |

| NOW I CAN |  |  |  |
|---|--|---|---|
| connect and sequence events in an imaginative story | | | |
| explain characters' actions, feelings, and behavior in an imaginative story | | | |
| retell and rewrite an imaginative story | | | |

If you ticked ☹ or 😞 you need to revise these parts.

I shared with my family:

.....
.....
.....

My Parent's Signature

.....

LAMPIRAN

Lampiran 1 LKPD dan Audio




Worksheet



Audio

[Lampiran 2 Bahan Bacaan Pendidik dan Peserta Didik

 Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Lampiran 3 Glosarium

| | |
|--|--|
| acclaim pengakuan (verb) | kick (base form)/kicked (past form) tendangan |
| according to menurut (adverb) | line garis (noun) |
| advertisement iklan (noun) | ladder tangga |
| a glance melirik sekilas (noun) | land (base form)/landed (past form) mendarat |
| agree setuju (verb) | lead (base form)/led (past form) memimpin, posisi terdepan |
| amazing luar biasa | leap (base form)/leapt (past form) melompat |
| announce (base form)/announced (past form) mengumumkan | leaving meninggalkan |
| annual tiap tahun (adjective) | litter mengotori/ membuang sampah sembarangan (verb) |
| anti-littering anti membuang sampah sembarangan (noun) | local daerah setempat |
| apparently nyatanya (adverb) | local councils pemerintahan daerah (noun) |
| approve (base form)/approved (past form) menyetujui (verb) | look larger terlihat lebih besar |
| arrogant sombong | look smaller terlihat lebih kecil |
| association keterkaitan/ hubungan (noun) | makeup tata rias wajah (noun) |
| a solid minute satu menit (noun) | march (base form)/marched (past form) berbaris |
| at all sama sekali (adverb) | matter masalah |
| at last akhirnya | maybe mungkin (adverb) |
| attached melekat (verb) | mean jahat |
| attractive menarik | megaphones alat pengeras suara (noun) |
| awesome luar biasa | midfielders Gelandang (noun) |
| back then dahulu (adverb) | mind your own business jangan ikut campur |
| be choked (base form)/was/were choked (past form) tersedak | move backward mundur ke belakang |
| beat (base form)/beat (past form) mengalahkan | movement gerakan (noun) |
| beauty kecantikan (noun) | nearby town kota terdekat (noun) |
| beauty care perawatan kecantikan (noun) | neighborhood lingkungan sekitar |
| begin (base form)/began (past form) mulai | nervous gelisah |
| behavior change perubahan perilaku (noun) | news berita/ kabar |
| bleed (base form)/bleeding (present participle form) berdarah (verb) | nice baik |
| bookshelf rak buku | no laws tidak ada cacat (noun) |
| brave berani | no longer tidak lagi |
| brownish kecoklatan (adjective) | nostril lubang hidung (noun) |
| by the way ngomong-ngomong (adverb) | notice (base form)/noticed (past form) melihat (verb) |
| burrow liang/ sarang | once upon a time pada suatu hari |
| calm (base form)/calmed (past form) menenangkan, tenang | one of the causes salah satu penyebab (noun) |
| campaigns kampanye (noun) | orderly sesuai urutan |
| care (base form)/cared (past form) peduli | overplayed sering dimainkan (adjective) |
| carefully dengan hati-hati (adverb) | paddle (base form)/paddled (past form) mendayung |
| chance peluang | parasite parasit (noun) |
| celebrate (base form)/celebrated (past form) merayakan | peaceful damai |
| chance peluang | perfect sempurna (adjective) |
| clean up (base form)/cleaned up (past form) membersihkan (verb) | pick up (base form)/picked up (past form) memungut (verb) |
| clear jelas (adjective) | plastic straw sedotan plastik (noun) |
| | plastic waste sampah plastik |
| | pleased senang |
| | pliers tang (noun) |
| | politely dengan sopan |

clogged tersumbat (verb)
 cold dingin
 collect (base form)/collected (past form)
 mengumpulkan (verb)
 come forward maju ke depan
 come out (base form)/came out (past form)
 datang (verb)
 committee panitia
 community groups kelompok-kelompok
 masyarakat (noun)
 conceal menyembunyikan,
 menutupi (verb)
 congratulation (ucapan) selamat
 container tempat makan
 contributor penyumbang (noun)
 core pokok/ inti (noun)
 costume kostum
 cover lapis
 decay membusuk (verb)
 decide (base form)/decided (past form)
 memutuskan (verb)
 defenders Pemain bertahan (noun)
 delighted senang sekali, puas
 dent penyok (verb)
 different berbeda
 disgruntled bersungut-sungut
 drain mengering (verb)
 drive (base form)/drove (past form) mendorong
 (verb)
 during selama (sesuatu
 sedang berlangsung)
 effectiveness efektivitas (noun)
 elderly people orang tua (noun)
 embrace merangkul (verb)
 environment lingkungan
 evolution evolusi/perkembangan (noun)
 exclaim (base form)/exclaimed (past form)
 berseru
 extract (base form)/extracted (past form)
 menarik, mencabut (verb)
 feel (base form)/felt (past form) terjatuh
 ferocious ganas
 firefighters petugas pemadam
 kebakaran (noun)
 latbed truck mobil pickup (noun)
 lood banjir (noun)
 food packaging kemasan makanan
 forest hutan
 forwards Pemain penyerang (noun)
 friendly ramah
 full penuh
 goalkeeper Penjaga gawang (noun)
 gobble (base form)/gobbled (past form) melahap

pond kolam
 prepare siapkan
 prettify mempercantik (verb)
 prevention pencegahan (noun)
 problem permasalahan (noun)
 proudly dengan bangga
 provided disediakan
 quiet tenang
 rain heavily hujan deras (noun)
 rainwater air hujan (noun)
 reality kenyataan (noun)
 realize (base form)/realized (past form)
 menyadari (verb)
 receive menerima
 record (base form)/recorded (past form)
 merekam (verb)
 recyclable dapat didaur ulang
 reduce (base form)/reduced (past form)
 mengurangi (verb)
 relection bayangan
 reminding mengingatkan
 reply (base form)/replied (past form) menjawab/
 jawab
 river sungai (noun)
 rubber boat perahu karet (noun)
 rude kasar
 sad sedih
 savings tabungan (noun)
 scanning pemindaian (noun)
 scratch menggarat/guratan (verb)
 see (base form)/saw (past form) melihat
 serious serius
 shake (base form)/shook (past form)
 menggoyangkan
 shame malu
 share berbagi (verb)
 sharp tajam
 show up (base form)/showed up (past form)
 datang (verb)
 shy malu, malu-malu, pemalu
 slippery licin
 slowly secara perlahan
 sly licik
 smoother lebih halus
 sniff (base form)/sniffed (past form) mengendus
 soldiers tentara (noun)
 someday suatu hari nanti (adverb)
 sort menyortir
 steady tidak goyah, stabil
 strength kekuatan (noun)
 striking menyolok
 suddenly tiba-tiba
 teamwork kerja sama
 teenage years masa remaja (noun)

government departments departemen-
 departemen pemerintahan (noun)
 grab (base form)/grabbed (past form) meraih,
 mengambil
 gracefully dengan anggunnya
 grease minyak gemuk, oli
 great besar/ hebat
 greet (base form)/greeted (past form) menyapa
 groceries bahan makanan
 growing yang semakin
 bertambah (adjective)
 growl (base form)/growled (past form)
 menggeram
 grown-up dewasa
 gutters selokan/ parit (noun)
 harmonious berharmoni
 hatch (base form)/hatched (past form) menetas
 hear (base form)/heard (past form) mendengar
 hilarious sangat lucu/lucu sekali
 hefty kuat
 hide (base form)/hid (past form) bersembunyi
 hiking mendaki
 hold (base form)/held (past form) mengadakan
 hometown kampung halaman
 honest jujur
 humming bersenandung (verb)
 hungry lapar
 in chorus berbicara bersamaan
 initially awalnya/ mulanya (adverb)
 intently dengan teliti (adverb)
 invest (base form)/invested (past form)
 menginvestasikan (verb)
 just the way we are apa adanya (adverb)

the last spot tempat terakhir
 throw into membuang (verb)
 tight ketat
 timidly takut
 tired lelah
 tirelessly tanpa lelah (adverb)
 tosser pembuang sampah
 sembarangan (noun)
 trash sampah (noun)
 trash can tempat sampah
 ugly buruk rupa
 underwater terendam air (adverb)
 upset jengkel
 urgency urgensi (noun)
 vanished menghilang (adjective)
 viral tersebar (adjective)
 volunteers sukarelawan (noun)
 wait (base form)/waited (past form) menunggu
 wander (base form)/wandered (past form)
 berjalan-jalan
 warm hangat
 waste membuang
 weak lemah
 wear memakai (verb)
 win (base form)/won (past form)
 memenangkan/menjuarai
 wings sayap
 wobble (base form)/wobbled (past form) berjalan
 gemetar dan tidak stabil
 wonder (base form)/wondered (past form)
 heran/bertanya-tanya
 wrinkled berkerut (adjective)

Lampiran 4 Daftar Pustaka

<https://www.indonesia.travel/in/en/trip-ideas/5-exciting-games-to-celebrate-indonesia-sindependence-day>
<https://www.indonesia.travel/id/id/ide-liburan/tradisi-unik-17-agustus-an-di-berbagai-daerah-diindonesia>
<https://www.britannica.com/topic/lag-of-Indonesia>
<https://www.twinkl.co.id/resource>
<https://www.liveworksheets.com/er1340466cm>
<https://www.four-paws.org/campaigns-topics/topics/farm-animals/10-facts-about-ducks>
<https://www.healthforteens.co.uk/relationships/friendships>
<https://www.dtmix.co.uk/blog/types-of-waste/>
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
<https://www.unwater.org/water-facts/water-sanitation-and-hygiene/>
<https://usa.kaspersky.com/resource-center/preemptive-safety/top-10-internet-safety-rules-and-what-not-to-do-online>
<https://www.thebestideasforkids.com/wordle-for-kids/>
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www.binakaryadonation.com
<https://twitter.com/news18graphics/status/1145967261620023297?lang=fa>
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https://en.wikiversity.org/wiki/Instructional_design/Color_Selection_for_Message_Design/Unit3D
<https://www.rekatamedia.com/headline/2020/12/04/banjir-kampung-lalang-medan-terparah-sejarah-20-tahun/>
<https://blog.repurpose.global/what-is-the-effect-of-ocean-plastic-on-marine-life>
<https://www.kompasiana.com/hendyehewadinata/5e46517bd541df75bd2bd3d2/cintai-dan-hargai-alam-dengan-tidak-buang-sampah-sembarangan>
<https://www.liputan6.com/news/read/2680958/paspampres-bersihkan-sampah-di-sungai-siliwangi>
<https://metro.tempo.co/read/547981/lipi-pemerintah-tidak-kompak-atasi-banjir>
<https://arenalte.com/berita/iot-untuk-mengelola-sampah-secara-cerdas-dan-eisier>
<https://tokoplas.com/blog/plastic/proses-daur-ulang-plastik/c2618b65-8de1-11eb-8467-7cd30ae46b32>
<https://plasticoceans.org/the-facts>
<https://www.dcs.k12.oh.us/cms>
<https://www.hipwee.com/tips/pakai-lilin-tidak-kebakaran/>
<https://www.suarakaltim.com/suara-kaltim/ngeramput-banyak-wilayah-di-samarinda-banyak-matiironis-ketika-tagihan-2-bulan-digratiskan-ini-daftar-sementara-alamat-wilayah-air-pdammatot>
<https://www.pewtrusts.org/en/research-and-analysis/articles/2018/09/24/plastic-pollution-affects-sea-life-throughout-the-ocean>
<https://blog.repurpose.global/what-is-the-effect-of-ocean-plastic-on-marine-life>
<https://www.onegreenplanet.org/animalsandnature/10-heartbreaking-videos-of-sea-animals-harmed-by-plastic-pollution/>
<https://www.onegreenplanet.org/animalsandnature/10-heartbreaking-videos-of-sea-animals-harmed-by-plastic-pollution/>
https://www.youtube.com/watch?v=ZaQ_AqjKz-w
<https://www.telegraph.co.uk/news/2016/03/22/plastic-straw-removed-from-turtles-nose-by-marinebiologists-in/>
https://www.kindpng.com/imgv/hoihmxw_turtle-turtle-in-plastic-clipart-hd-png-download
<https://www.crushpixel.com/stock-vector/sea-turtle-protest-no-more-1588365.html>
<https://www.nationalgeographic.com/animals/article/150817-sea-turtles-olive-ridley-marine-debris-ocean-animals-science>
https://www.youtube.com/watch?v=jQgQ_kQZ_-I
<https://www.grampianonline.co.uk/news>
<https://www.dontbeatosser.epa.nsw.gov.au/dont-be-tosser-campaign-put-your-rubbish-bin-dont-be-tosser>
<https://www.teach-this.com/images/resources/past-simple-wh-question-time.pdf>
<https://www.redbubble.com/shop/anti-litter+posters>
<https://www.postermymwall.com/index.php/art/template>
<https://jvemedi.com/interview/the-teen-activist-who-got-plastic-banned-on-bali>
<https://www.onegreenplanet.org/environment/two-teenagers-who-convinced-bali-to-ban-plastic-bags>
<https://www.independent.co.uk/climate-change/news/bye-bye-plastic-bags-indonesia-environmental-island-clean-up-a9605651.html>
<https://plasticsmartcities.org/products/bye-bye-plastic-bags>
<https://teens.webmd.com/facial-skin-problems-faq>
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 A Pre-Reading Activity for Your Middle School English Classroom - (englishohmy.com)
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 Calabrese, I., & Rampone, S. (2015). Cross-curricular resources for young learners. Oxford University Press
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 Pinter, A. (2017). Teaching young language learners (Second ed.). Oxford University Press.
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<https://www.rekoforest.org/field-stories/5-main-differences-between-apes-vs-monkeys>
<https://www.nationalgeographic.com/animals/birds/facts/birdsofparadise?msclkid=2625001674671eca2f6547d404146b0>
<https://westpapuastory.com/cenderawasih-bird-paradise/>
<https://worldbirds.com/what-is-birding/>
<https://www.silentforest.eu/projects/bali-myna/>
<https://www.worldwildlife.org/species/orangutan>
<https://www.mongabay.co.id/2017/09/04/konservasi-orangutan-masih-hadapi-kendala-apa-saja>
https://www.worldwildlife.org/species/gorilla?pc=AVB014005&ds_rl=1262308&gclid=3p2s
<https://www.oxfordlearnersdictionaries.com/>
<https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/passive-forms>
<https://literacyideas.com/how-to-write-a-descriptive-text/#:~:text=Paragraph%20%3A%20The%20purpose%20of%20their%20descriptive%20text%20before%20writing>
<https://www.teach-this.com/functional-activities-worksheets/describing-things>
<https://www.twinkl.co.id/resource/teacher-evaluation-sheet-za-kps-1646300132>
<https://www.liveworksheets.com/er1340466cm>

Teacher 3

Indonesian Culture

| INFORMASI UMUM | | | | |
|--|---|--------------------------------------|--|---------------------|
| Nama | Fatia Putri Hasna, S.Pd. | Jenjang/Kelas | 8 | ING . D . RAR . 8.5 |
| Asal sekolah | MTs Negeri 3 Banyumas | Mapel | Bahasa Inggris | |
| Alokasi waktu | 8 JP (320 menit) | Jumlah siswa / Target Peserta | 30 / Siswa regular (tipikal) | |
| Profil pelajar Pancasila yang berkaitan | <ul style="list-style-type: none"> ○ Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia ● Berkebhinekaan Global ● Bergotong-royong ○ Mandiri ● Bernalar Kritis ○ Kreatif | Model Pembelajaran | <ul style="list-style-type: none"> ○ Tatap muka ○ PJJ Daring ○ PJJ Luring ● Paduan Tatap Muka dan Daring (<i>blended learning</i>) | |
| Fase | D | Domain mapel | <ul style="list-style-type: none"> ○ Menyimak – Berbicara ● Membaca – Memirsa ○ Menulis – Mempresentasikan | |
| Tujuan Pembelajaran | 9.5 Menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup global. | | | |
| Kata kunci | Membaca dan merespon, menyimpulkan, gaya Bahasa deskripsi, teks asli, ide pokok, rincian penting. | | | |
| Deskripsi umum kegiatan | Untuk mencapai tujuan pembelajaran ini, kegiatan pembelajaran dibagi kepada 4 pertemuan: <ol style="list-style-type: none"> 1. Pertemuan pertama, fokus kegiatan pembelajaran adalah membangun dan memahami konteks dan topik teks, eksplorasi kosakata, dan menghubungkan gagasan antar teks. 2. Pertemuan kedua, fokus kegiatan pembelajaran adalah mengidentifikasi informasi rinci, eksplorasi kosakata dan membandingkan informasi. 3. Pertemuan ketiga, fokus kegiatan pembelajaran adalah eksplorasi kosakata, pelafalan dengan menggunakan pola generalisasi multi suku kata, dan membandingkan informasi. | | | |

**Materi ajar,
alat, dan
bahan**

4. Pertemuan keempat, fokus kegiatan pembelajaran adalah menyimpulkan suatu informasi.

1. Materi ajar:

- *Read descriptive texts that related to topics from some of learning subjects.*
- *Comprehending the main idea and essential details of the text.*
- *Identify and discuss the use of descriptive adjectives in texts.*
- *Make connection between text to self, text to other texts, and text to world.*
- *Use phonic generalizations to read multisyllabic words.*

2. Alat:

- *Sticky notes*
- Lembar kerja
- Kertas plano
- Spidol
- Lakban

3. Bahan:

- Printed Descriptive text: **What you need to know about Indonesia Culture.**
- Printed Descriptive text: **My watch.**
- Mentimeter.com

**Sarana
Prasarana
Assesmen**

- Komputer/Laptop, proyektor, pengeras suara, gawai (HP), jaringan internet (Jika tersedia)

1. Cara penilaian (lampiran)

- Assesmen Individu
- Assesmen Kelompok

2. Jenis Assesmen

- Performa (presentasi)
- Tertulis (tes objektif, esai)

KEGIATAN PEMBELAJARAN (Pertemuan ke- 1)

**Persiapan
Pembelajaran**

- Guru menyiapkan 1 buah teks deskriptif yang dibagi kedalam 10 bagian teks untuk 10 kelompok.
- Lembar kerja

Urutan Kegiatan Pembelajaran

**Pengaturan
siswa**

Metode

Pendahuluan
(10 menit)

- Guru mengucapkan salam dan bertegur sapa dengan siswa.
- Guru mengajak siswa untuk berdo'a sebelum memulai pembelajaran.

- Individu
- Berpasangan
- Berkelompok (> 2 orang)

- Diskusi
- Presentasi
- Demonstrasi
- Project
- Eksperimen

Inti
(55 menit)

- Guru memeriksa kehadiran dan kesiapan siswa.
- Guru menginformasikan materi yang akan dipelajari dan memberikan gambaran umum dan manfaatnya melalui kegiatan *warming up* (*games, quiz, song, dll*).
- Mengaitkan materi dengan pengalaman siswa.
- Guru menyampaikan 2 pertanyaan pembuka, yaitu:
 1. *What do you know about Indonesia?*
 2. *Can you mention one of the most your favourite things in Indonesia?*melalui *pooling* digital menggunakan *mentimeter*.
- Siswa berkelompok dan Guru membagikan potongan teks.
- Siswa diberikan waktu untuk membaca penggalan teks tersebut selama 5 menit dan siswa diperbolehkan untuk membuat catatan atau tanda pada teks untuk membantu pemahaman mereka.
- Siswa diberikan kesempatan untuk berdiskusi di masing-masing kelompok tentang *general idea* dari teks tersebut selama 5 menit.
- Siswa mengerjakan lembar kerja secara individu.
- Siswa bersama guru mendiskusikan hasil pekerjaannya.
- Siswa menjawab pertanyaan guru tentang pengalaman dan

Penutup
(15 menit)

- Permainan
- Ceramah
- Kunjungan lapangan
- Simulasi
- Individu
- Berpasangan
- Berkelompok (> 2 orang)
- Diskusi
- Presentasi
- Demonstrasi
- Project
- Eksperimen
- Permainan
- Ceramah
- Kunjungan lapangan
- Simulasi
- Individu
- Berpasangan
- Diskusi
- Presentasi

| | | |
|---|--|--|
| <p>kesulitan mereka dalam kegiatan pembelajaran.</p> <ul style="list-style-type: none"> • Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik. • Siswa berdoa sebelum menutup kegiatan. | <ul style="list-style-type: none"> ○ Berkelompok (> 2 orang) | <ul style="list-style-type: none"> ○ Demonstrasi ○ Project ○ Eksperimen ○ Permainan ○ Ceramah ○ Kunjungan lapangan ○ Simulasi |
|---|--|--|

KEGIATAN PEMBELAJARAN (Pertemuan ke- 2)

| | |
|---------------------|--|
| Persiapan | Guru menyiapkan (10 menit): |
| Pembelajaran | <ul style="list-style-type: none"> • lembar kerja untuk kegiatan. |

| Urutan Kegiatan Pembelajaran | Pengaturan siswa | Metode |
|---|---|---|
| Pendahuluan (10 menit) <ul style="list-style-type: none"> • Guru mengucapkan salam dan bertegur sapa dengan siswa. • Guru mengajak siswa untuk berdoa'a sebelum memulai pembelajaran. • Guru memeriksa kehadiran dan kesiapan siswa. • Guru menginformasikan materi yang akan dipelajari dan memberikan gambaran umum tentang manfaatnya. • Mengaitkan materi dengan pengalaman siswa. | <ul style="list-style-type: none"> • Individu ○ Berpasangan ○ Berkelompok (> 2 orang) | <ul style="list-style-type: none"> ○ Diskusi ○ Presentasi ○ Demonstrasi ○ Project ○ Eksperimen ○ Permainan • Ceramah ○ Kunjungan lapangan ○ Simulasi |
| Inti (55 menit) <ul style="list-style-type: none"> • Menggunakan teks pertemuan sebelumnya, siswa diminta untuk mengidentifikasi <i>detail information</i>. | <ul style="list-style-type: none"> • Individu ○ Berpasangan • Berkelompok (> 2 orang) | <ul style="list-style-type: none"> • Diskusi ○ Presentasi ○ Demonstrasi |

| | | | |
|-----------------------|---|---|---|
| | <ul style="list-style-type: none"> • Guru meminta siswa untuk menemukan kosa kata yang mereka anggap tidak familiar dan mencari tahu maknanya. • Siswa menuliskan hasil temuan mereka di kolom yang sudah disediakan pada lembar kerja. • Siswa bersama guru mendiskusikan hasil pekerjaannya. | | <ul style="list-style-type: none"> ○ Project ○ Eksperimen • Permainan ○ Ceramah ○ Kunjungan lapangan ○ Simulasi |
| Penutup (15 menit) | <ul style="list-style-type: none"> • Siswa menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam memahami kosa kata baru. • Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik. • Siswa berdoa sebelum menutup kegiatan. | <ul style="list-style-type: none"> • Individu ○ Berpasangan ○ Berkelompok (> 2 orang) | <ul style="list-style-type: none"> • Diskusi ○ Presentasi ○ Demonstrasi ○ Project ○ Eksperimen ○ Permainan ○ Ceramah ○ Kunjungan lapangan ○ Simulasi |

KEGIATAN PEMBELAJARAN (Pertemuan ke- 3)

| | |
|---------------------|---|
| Persiapan | Guru menyiapkan (10 menit): |
| Pembelajaran | <ul style="list-style-type: none"> • lembar kerja untuk kegiatan. • Teks acak |

| | | |
|-------------------------------------|-------------------------|---------------|
| Urutan Kegiatan Pembelajaran | Pengaturan siswa | Metode |
|-------------------------------------|-------------------------|---------------|

| | | | |
|-----------------------------------|---|---|---|
| <p>Pendahuluan (10 menit)</p> | <ul style="list-style-type: none"> • Guru mengucapkan salam dan bertegur sapa dengan siswa. • Guru mengajak siswa untuk berdo'a sebelum memulai pembelajaran. • Guru memeriksa kehadiran dan kesiapan siswa. • Guru menginformasikan materi yang akan dipelajari dan memberikan gambaran umum tentang manfaatnya. • Mengaitkan materi dengan pengalaman siswa. | <ul style="list-style-type: none"> • Individu ○ Berpasangan ○ Berkelompok (> 2 orang) | <ul style="list-style-type: none"> ○ Diskusi ○ Presentasi ○ Demonstrasi ○ Project ○ Eksperimen ○ Permainan • Ceramah ○ Kunjungan lapangan ○ Simulasi |
| <p>Inti (55 menit)</p> | <ul style="list-style-type: none"> • Secara berpasangan, siswa menyusun teks acak. • Siswa memperkirakan judul yang tepat untuk teks yang mereka ambil. • Siswa diminta untuk menjelaskan <i>main idea</i>. • Siswa diminta untuk mengidentifikasi <i>detail information</i>. • Secara berpasangan, siswa mengidentifikasi kosakata yang memiliki multi suku kata. • Siswa menuliskan hasil temuannya dan mencari maknanya. | <ul style="list-style-type: none"> ○ Individu • Berpasangan ○ Berkelompok (> 2 orang) | <ul style="list-style-type: none"> • Diskusi • Presentasi ○ Demonstrasi ○ Project ○ Eksperimen ○ Permainan ○ Ceramah ○ Kunjungan lapangan ○ Simulasi |

| | | | |
|-----------------------|---|---|---|
| | <ul style="list-style-type: none"> • Siswa mempresentasikan hasil temuannya. • Siswa bersama guru mendiskusikan hasil pekerjaannya. | | |
| Penutup (15 menit) | <ul style="list-style-type: none"> • Siswa menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam menemukan gagasan utama dan informasi rinci. • Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik. • Siswa berdoa sebelum menutup kegiatan. | <ul style="list-style-type: none"> • Individu <ul style="list-style-type: none"> ○ Berpasangan ○ Berkelompok (> 2 orang) | <ul style="list-style-type: none"> • Diskusi <ul style="list-style-type: none"> ○ Presentasi ○ Demonstrasi ○ Project ○ Eksperimen ○ Permainan ○ Ceramah ○ Kunjungan lapangan ○ Simulasi |

KEGIATAN PEMBELAJARAN (Pertemuan ke- 4)

| | |
|-------------------------------|---|
| Persiapan Pembelajaran | <p>Guru menyiapkan (10 menit):</p> <ul style="list-style-type: none"> • lembar kerja untuk kegiatan. • Printed text |
|-------------------------------|---|

| Urutan Kegiatan Pembelajaran | Pengaturan siswa | Metode |
|---|--|---|
| Pendahuluan (10 menit) <ul style="list-style-type: none"> • Guru mengucapkan salam dan bertegur sapa dengan siswa. • Guru mengajak siswa untuk berdo'a sebelum memulai pembelajaran. | <ul style="list-style-type: none"> • Individu <ul style="list-style-type: none"> ○ Berpasangan ○ Berkelompok (> 2 orang)) | <ul style="list-style-type: none"> ○ Diskusi ○ Presentasi ○ Demonstrasi ○ Project ○ Eksperimen |

| | | | |
|-------------------------------|--|---|---|
| | <ul style="list-style-type: none"> • Guru memeriksa kehadiran dan kesiapan siswa. • Guru menginformasikan materi yang akan dipelajari dan memberikan gambaran umum tentang manfaatnya. • Mengaitkan materi dengan pengalaman siswa. | | <ul style="list-style-type: none"> ○ Permainan ● Ceramah ○ Kunjungan lapangan ○ Simulasi |
| <p>Inti (55 menit)</p> | <ul style="list-style-type: none"> • Guru menjelaskan tentang <i>inference/anaphoric</i> • Menggunakan teks sebelumnya, siswa mengidentifikasi inferensi. • Secara berpasangan, siswa membuat kesimpulan berdasarkan hasil pekerjaan mereka. • Siswa mempresentasikan hasil kesimpulan mereka. • Siswa bersama guru mendiskusikan hasil pekerjaannya. | <ul style="list-style-type: none"> ○ Individu ○ Berpasangan ● Berkelompok (> 2 orang) | <ul style="list-style-type: none"> ● Diskusi ● Presentasi ○ Demonstrasi ○ Project ○ Eksperimen ○ Permainan ● Ceramah ○ Kunjungan lapangan ○ Simulasi |
| <p>Penutup (15 menit)</p> | <ul style="list-style-type: none"> • Siswa menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam mengidentifikasi inferensi. • Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik. • Siswa berdoa sebelum menutup kegiatan. | <ul style="list-style-type: none"> ● Individu ○ Berpasangan ○ Berkelompok (> 2 orang) | <ul style="list-style-type: none"> ● Diskusi ○ Presentasi ○ Demonstrasi ○ Project ○ Eksperimen ○ Permainan ○ Ceramah |

- Kunjungan lapangan
- Simulasi

Refleksi

Refleksi Guru

- Apakah kegiatan pembelajaran berjalan sesuai rencana?
- Apakah siswa dapat mengikuti proses pembelajaran dengan baik?
- Apakah siswa senang dan antusias mengikuti kegiatan pembelajaran?
- Kesulitan apa yang dialami ketika melaksanakan kegiatan pembelajaran ini?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses pembelajaran?

Refleksi Siswa

- Bagian mana yang menurutmu paling sulit dari pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?
- Jika kamu diminta untuk memberikan bintang 1 – 5, berapa bintang akan kamu berikan pada usaha yang kamu lakukan?

Kriteria untuk mengukur ketercapaian Tujuan Pembelajaran dan assesmentnya

Penilaian Kompetensi atau Kemampuan serta Pengetahuan

- Siswa mampu memahami konteks, topik, setting dan kosakata.
- Siswa mampu mengidentifikasi informasi rinci.
- Siswa mampu mengidentifikasi *adjective descriptive* dan melafalkan kosakata dengan tepat.
- Siswa dapat membuat kesimpulan sederhana.

Cara Melakukan Asesmen

- Tulisan (lembar kerja)
- Lisan (menyampaikan pendapat/diskusi)

Kriteria Penilaian

- Kemampuan menjelaskan gagasan utama
- Kemampuan mengidentifikasi informasi rinci
- Ketepatan melakukan inferensi
- Kemampuan memberikan simpulan

Produk Siswa

- Jawaban tertulis di lembar kerja

- Keaktifan diskusi dan curah pendapat.

Daftar Pustaka

<https://authentic-indonesia.com/blog/what-you-need-to-know-about-indonesian-culture/>

Zaida, Nur. 2019. *Erlangga X-press: UN SMP/Mts 2015*. Jakarta: PT. Gelora Aksara Pratama

Dokumen Penunjang

| | |
|--|--|
| Lembar kerja siswa | <ul style="list-style-type: none"> • Lembar kerja 1 (lampiran) • Lembar kerja 2 (lampiran) |
| Bahan bacaan siswa | Descriptive text, present tense, inference |
| Bahan bacaan guru | Transkrip teks. |
| Materi pengayaan | Authentic materials about world culture |
| Materi untuk siswa yang kesulitan belajar | My favourite meal https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/my-favourite-meal |

Lampiran

Lampiran 1

Transkrip Descriptive text

1. Potongan Teks (pertemuan 1 & 2)

<https://authentic-indonesia.com/blog/what-you-need-to-know-about-indonesian-culture/>

| | |
|---|---|
| Bhinneka Tunggal Ika (Unity in Diversity) is a motto that has been held by the Indonesian to embrace all the people amid diversity. This is a principle run by the Indonesian people where ethnic, tribe, cultural and religious diversity is not a barrier for Indonesians to unite and respect one another. | Foreign tourists are very happy to visit Indonesia because they feel that Indonesians are friendly and kind, even to people they really don't know. Indonesians are often friendly, especially to people who are new in their area and sometimes Indonesians can invite and give a lot of treats to strangers they consider guests. |
|---|---|

| | |
|---|---|
| <p>The tolerance that people have is the color of the unity of the Indonesian people. In fact, Indonesia often gets credit from other countries because it can remain united amid many cultural differences among its people.</p> | <p>For this reason, there are so many foreign tourists who love to live in Indonesia because the people are always smile and also generous.</p> |
| <p>Mudik refers to the annual mass homebound exodus around the time of Idul Fitri. An overwhelming majority of Indonesians are Muslims and thus celebrate Idul Fitri. The most popular way to celebrate Idul Fitri is by gathering with extended family and performing religious rituals together, typically in the family's hometown.</p> <p>This "mudik" term is often used by nomads when they will return to their hometown. The term of "mudik" become popular in 1970. The term might come from the Javanese phrase "mulih disik", meaning to go home for a while after migrating somewhere. Traffic congestion will occur in various regions in Indonesia, especially in Java.</p> | <p>Indonesians tend to maintain close relationships with their family members, regardless of their age and level of economy. Most of Indonesians choose to live with their parents unless they really must go because of jobs or business things. They are also many of Indonesian leave their hometown to get job in the city.</p> <p>This "family come first" tradition is not necessarily a sign of dependency but it just shows the values and principles the nation has when it comes to family.</p> |
| <p>Some Indonesian cultures are also often considered unique by many people, especially foreign tourists who are living in Indonesia. A unique culture that is often carried out by Indonesian people everyday is eating with hand.</p> <p>You can easily find people who enjoy eating with their hand instead of using spoon and fork. Perhaps according to other countries culture this kind of habit is disgusting but for Indonesians eating with hand are just their way to enjoy the food. Some of you might think that hands are dirty and unthinkable to eat straight with just hand, but the truth is</p> | <p>Westerners love to eat bread. Their stomach can be full just by eating bread but that is not the case in Indonesia. Indonesia is just like most Asian countries who love rice. Cooked rice is called "nasi" by Indonesians and they will not feel full if they have not eaten rice.</p> <p>Rice is indeed the most important meal of Indonesian, while in other countries carbohydrates from nasi may not be the main menu to be served. They do not use rice as their staple food but use another carbohydrates source from corn, potatoes or sweet potatoes. Although most Indonesian eat rice, but there are some</p> |

| | |
|--|--|
| <p>they really wash their hands before eating.</p> | <p>islands and provinces that do not eat rice. They eat "sagu" or "singkong" (sago or cassava), mostly people in the east part of Indonesia.</p> |
| <p>Sambal is a sauce made from various kinds of spices such as cayenne pepper, red chili, onion as well as other ingredients. Indonesians really like spicy food and they even consider "sambal" as their main menu. Any dishes will not be complete to eat without the chili sauce.</p> <p>Indonesia people are obsessed with sambal. For the locals, sambal is not merely a condiment but also an integral part of Indonesian food. Therefore, in every house of a family in Indonesia there will always be this simple appetizing dish because they love it very much, even though they often feel spiciness.</p> | <p>When traveling to Indonesia, you will see that the Balinese present their offerings are first things to do in the morning or some employees temporarily stop their work because of prayer time. No matter what religion they are uphold, Indonesians are generally very spiritual. They take religious practices very seriously and that are reflected in daily rituals, ceremonies, even the grandness of their places of worship (temple, mosque, church, vihara, etc).</p> |
| <p>Another uniqueness about Indonesian culture is that most of Indonesians want to have pure white skin like westerners. In fact, they are even willing to buy various cosmetic products to realize their dreams of having white skin. For them, especially the women, having white skin are identical with beautiful and clean. Even though the original skin of Indonesian people is brown.</p> | <p>When many western tourists come to Indonesia for a vacation and to see themselves the uniqueness of Indonesian culture, Indonesians itself actually like something westernized. Nowadays it is so rare for the younger generation who wants to continue what their ancestors inherited. Even for dressed, they often use something that resembles westerners.</p> <p>Lifestyle is part of human secondary needs that can change easily depending on the age or desire of a person to change his lifestyle. It includes the way of people dressing, the ways of speaking, social manners and habits.</p> |

2. Teks Descriptive (Pertemuan 3 & 4)


Zaida, Nur. 2019. *Erlangga X-press: UN SMP/Mts 2015*. Jakarta: PT. Gelora Aksara Pratama

| | |
|--|---|
| <p>Yesterday, was my birthday and I got a new watch from my father. It is a G-Shock. The watch I had always wanted.</p> | <p>It is black and has a big screen, so I can see the numbers and letters clearly. The watch is made of strong plastic, but the straps are flexible. The strap is quite wide so it is comfortable to wear.</p> |
| <p>The watch has many features. To activate the features, I press the buttons. If I want the screen to show all features of the watch, I just press the red button above the screen. By doing so, the watch is on touchscreen mode. It allows me to use any feature by just touching the symbol on screen.</p> | <p>When the watch is not on the touchscreen mode, I use the buttons on the sides of the screen to activate the features. The two buttons on the right side show the date and temperature, while the two buttons on the left are for activating the alarm and stopwatch. The last button is below the screen. It is for activating the flashlight. Cool, isn't it? I think it is the most sophisticated thing I have ever had.</p> |

Lampiran 2

Lembar Kerja

1. Lembar kerja 1 (Pertemuan 1 & 2)

| |
|--|
| <p>What does the text tell you about?</p> |
|  |
| <p>What are the information that you can get from text?</p> |
| |
| <p>Write any words you have learned in this text.</p> |

| |
|--|
| |
|--|

2. Lembar kerja 2 (Pertemuan 3 & 4)

| |
|--|
| What does the text tell you about? |
| |
| What are the information that you can get from text? |
| |
| Write any words you have learned in this text. |
| |
| Write any inferences you can find on the text. |
| |
| What is your favourite thing? |

Why do you love it?

Lampiran 3

Rubrik Penilaian.

| No. | Aspek | Keterangan | Skor | Skor Maksimal |
|-----|------------------------|---|------|---------------|
| 1. | <i>Main idea</i> | Menunjukkan pemahaman dan mampu menjelaskan <i>main idea</i> jeals dan tidak ambigu | 4 | 4 |
| | | Menunjukkan pemahaman tentang <i>main idea</i> , namun kesulitan dalam menjelaskan. | 3 | |
| | | Kesulitan dalam memahami dan menjelaskan <i>main idea</i> , namun mampu mengidentifikasi letak main idea. | 2 | |
| | | Tidak mampu memahami dan menjelaskan <i>main idea</i> . | 1 | |
| 2. | <i>Supporting Idea</i> | Dapat menemukan dan menyebutkan minimal 80% <i>supporting idea</i> / hampir seluruh <i>supporting idea</i> pada teks. | 4 | 4 |
| | | Dapat menemukan dan menyebutkan setidaknya 60% <i>supporting idea</i> pada teks. | 3 | |
| | | Kesulitan dalam menemukan dan menyebutkan <i>supporting idea</i> pada teks (kurang dari 50%) | 2 | |

| | | | | |
|---------------|-----------|---|---|----|
| | | Tidak dapat menemukan dan menyebutkan <i>supporting idea</i> pada teks. | 1 | |
| 3. | Kosa kata | Dapat memahami minimal 80% kosa kata pada teks. | 4 | 4 |
| | | Dapat memahami setidaknya 60% kosa kata pada teks. | 3 | |
| | | Kesulitan dalam memahami kosa kata pada teks (kurang dari 50%) | 2 | |
| | | Idak dapat memahami kosa kata pada teks. | 1 | |
| Skor Maksimal | | | | 12 |

Nilai akhir = (Skor Perolehan Siswa x 10) / 12



Appendix 5 (Picture of Classroom Observation and Interview)



Interview to Teacher 1



Classroom Observation to Teacher 1




Classroom Observation to Teacher 2



Classroom Observation to Teacher 3

Appendix 6 (Research Permission)

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS
MADRASAH TSANAWIYAH NEGERI 3
Alamat : Jln. Raya Silado Kec. Sumbang Telp. (0281) 6598615
E-mail : mtsnsumbang@kemenag.go.id

BERKARAKTER, UNEGUIL, HUMANIS DAN TERAMPIL

Nomor : B- 400 /MTs.11.02.03/PP.00.5/08/2023 2 Agustus 2023
Lamp : -
Hal : Izin Observasi


Kepada
Yth. Dekan
Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Prof. Kiai Haji Zaefuddin Zuhri
di Purwokerto.
Assalamu'alaikum Wr.Wb.

Menjawab Surat Dekan Fakultas Tarbiyah Prodi / Jurusan Tadris Bahasa Inggris
Nomor : B.m.378/Un.19/D.FTIK/PP.05.3/08/2023 tanggal 02 Agustus 2023
perihal Permohonan Ijin Observasi , dengan ini kami memberikan ijin kepada
nama mahasiswa tersebut dibawah ini :

| No | Nama | NIM | Jurusan/Prodi | Semester /Tahun Akademik |
|----|---------------------------------|------------|-----------------------|--------------------------------|
| 1 | Mutmainah Fahmi Karimatunisa | 1917404064 | Tadris Bahasa Inggris | Semester 9(Sembilan) 2022/2023 |

Untuk melaksanakan Observasi tentang : " An Analysis of English Teacher Readiness In Implementing Merdeka Curriculum at MTs Negeri 3 Banyumas " dengan waktu pelaksanaan tanggal 03-08 – 2023 s/d 03-10 - 2023

Kemudian setelah melaksanakan observasi kepada mahasiswa tersebut untuk menggunakan data hasil observasi guna kepentingan kuliah dan tidak diizinkan untuk diluar hal tersebut. Semoga data yang diberikan dapat membantu dalam menyelesaikan tugas kuliah.
Demikian atas perhatian dan kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr.Wb.


Kepala
Syarif Hidayat

Appendix 7 (BIOGRAPHY)

Curriculum Vitae

A. Personal Identity

1. Name : Mutmainah Fahmi Karimatunisa
2. Student Number : 1917404064
3. Place, Date of Birth : Banyumas, 3rd November 2000
4. Address : Banteran RT 2 RW 5, Sumbang District
5. Name of Father : Dirin Kusdiono
6. Name of Mother : Wanarti Puji Astuti

B. Educational Background

1. Formal Education
 - a. SDN 1 Banteran 2007-2013
 - b. SMPN 2 Sumbang 2013-2016
 - c. SMAN 1 Sokaraja 2016-2019
 - d. UIN Prof. K.H. Saifuddin Zuhri Purwokerto 2019-2024
2. Non-formal Education
 - a. Ponpes Tahfidzul Qur'an Mahabbatul Qur'an Sokaraja Wetan 2016
 - b. Ponpes Putra-Putri Al-Ma'mur Sokaraja 2016-2019
 - c. Ponpes Darul Abror Watumas 2019-2023

C. Scientific Work

1. The Role of Google Translate as a Learning Medium for EFL Students: Systematic Review – Proceeding of Conference on English Language Teaching (CELTI 2022)

D. Organizational Experience

1. Javelin Community
2. UKK KSR PMI Unit UIN SAIZU Purwokerto
3. HMJ TBI UIN SAIZU Purwokerto 2021

Purwokerto, December 2023



Mutmainah Fahmi K.