

**ENGLISH TEACHER'S DIFFICULTIES IN THE  
IMPLEMENTATION OF MERDEKA CURRICULUM  
AT SMPN 2 CILONGOK BANYUMAS REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to 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**

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2024**

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### STATEMENT OF ORIGINALITY

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Declare that the thesis I have compiled with the title, "**English Teacher Difficulties in The Implementation of Merdeka Curriculum at SMPN 2 Cilogok, kab. Banyumas**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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**APPROVAL SHEET**

The thesis, entitled:

**ENGLISH TEACHER'S DIFFICULTIES IN THE IMPLEMENTATION OF  
MERDEKA CURRICULUM AT SMPN 2 CILONGOK BANYUMAS REGENCY**

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### OFFICIAL NOTE OF SUPERVISOR

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*Assalamualikum Warahmatullahi Wabarakatuh*

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

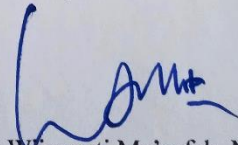
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*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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## **MOTTO**

“saya datang, saya bimbingan, saya ujian, saya revisi, dan saya  
menang.”



## **DEDICATION**

*I dedicate this thesis to, My parents, Mr.Ahmad Mujahidin and Mrs. Rinten*

*Nur Khasanah*

*My beloved husband Mr. Amdad Al-Makhsus*

*My beloved children Abhinaya Shofuro and As'ad Barlana.*

*And all my beloved family, teachers, and friends*



## ACKNOWLEDGEMENT

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled “English Teacher Difficulties in The Implementation of Merdeka Curriculum at SMPN 2 Cilongok, Kab. Banyumas.” could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. This study would like to express deep gratitude and appreciation for:

1. Prof. Dr. H. Fauzi, M.Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Suparjo, S. Ag., the 1 Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M.Pd.I., the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Prof. Dr. Subur, M.Ag., the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M.Si., the head of Education Department of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
6. Abdal Chaqil Harimi, M.Pd.I, the Secretary of Education Department of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

7. Desi Wijayanti Ma'rufah, M. Pd., the English Education Study Program Coordinator in in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
8. Desi Wijayanti Ma'rufah, M.Pd. the Supervisor who always gave me support, knowledge, motivation, guidance, and suggestions for finishing this research.
9. Lecturers and Administration Staff on State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
10. School Principal, Teachers, Staffs of SMPN 2 Cilongok that helped and facilitated me in the learning activity.
11. The English teachers, Farhatilla Apriana Winda, S.Pd., Gr, and Rizqa Alfiya S.Pd., Gr for their guidance, support, and invaluable insights throughout this research.
12. My beloved parents, Bapak Mujahidin and Ibu Rinten for their unwavering love, encouragement, and sacrifices. Your belief in me and your endless support has been my greatest source of strength and motivation.
13. My beloved husband, Amdad Al Makhsus who never stop loving me, supporting me, praying and give financial support for me.
14. My beloved daughter and son, Abhinaya Shofuro and Isy As'ad Barlana who always accompany and teach me to be more patient.
15. My beloved brothers and sisters, Romadhon, Ari, Fitri, Amin, Andi, Ipah, Etik, Elmi and Almi for their unwavering love, encouragement, and sacrifices. Your belief in me and your endless support has been my greatest source of strength and motivation
16. My friends, and classmate from TBI A 2018 and TBI A/B 2019 who always supported and gave me the faith to get through the conditions during the research.
17. Everyone who has contributed and gave me support to finish this thesis.
18. Last but not least, I would like to acknowledge myself for the determination, perseverance, and hard work invested in completing this research so far. This journey has been challenging yet rewarding, and I am grateful for the opportunity to learn and grow through this experience

# **ENGLISH TEACHER DIFFICULTIES IN THE IMPLEMENTATION OF MERDEKA CURRICULUM AT SMPN 2 CILONGOK KAB.BANYUMAS**

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## **ABSTRACT**

This research aimed to find out the difficulties faced by English teachers at SMPN 2 Cilongok in Banyumas Regency in implementing the Merdeka Curriculum in teaching English. The Merdeka Curriculum, introduced by Indonesia's Ministry of Education and Culture, emphasizes student-centered learning and fosters independence in both teachers and students. However, its implementation has presented difficulties, especially for English teachers adjusting to its requirements. This qualitative study used observations, interviews, and document analysis to gather data, focusing on English teachers at SMPN 2 Cilongok. The findings reveal six main challenges: (1) difficulties in the arranging lesson plan, (2) difficulties in the process of developing material, (3) difficulties in using media, (4) difficulties in the lesson implementation, (5) difficulties in learning assessment, and (6) difficulties related to student motivation and interest. To address these issues, teachers employed various strategies, including sourcing additional materials online, adjusting activities to suit student characteristics, utilizing classroom-available media, implementing efficient time management, and encouraging active student roles in the learning process. The study highlights the need for enhanced training, support resources, and policy adjustments to ease the transition to the Merdeka Curriculum for teachers. Future research could explore broader aspects, including teaching methods and assessment practices, to provide a more comprehensive understanding of the curriculum's impact on instructional quality and student outcomes.

**Keywords:** *English Teacher Difficulties, Implementation of Merdeka Curriculum, English Language Teaching*

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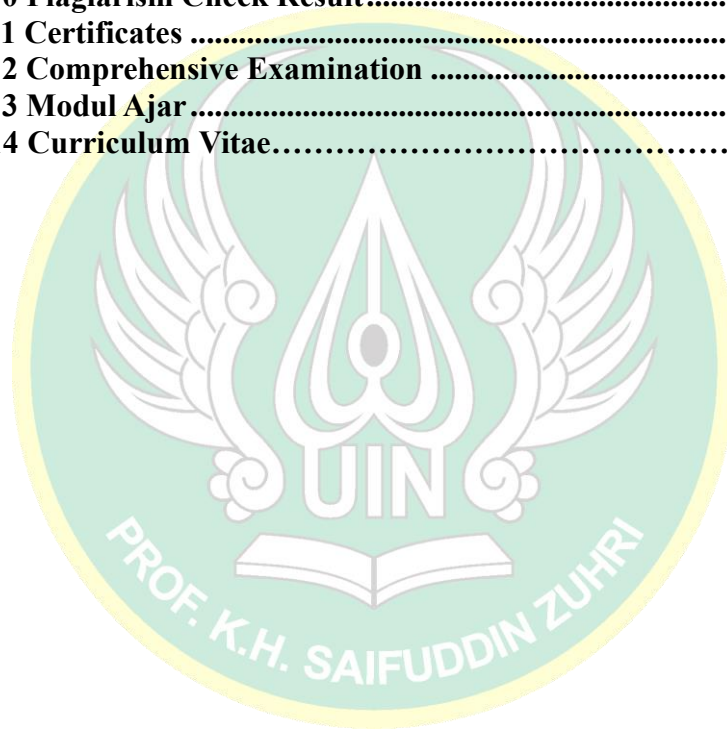
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## **CHAPTER I INTRODUCTION**

This chapter outlines the background of the study, defines key terms, presents the research question, discusses the aims and significance of the research, and explains the organization of the research.

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

Updating the educational curriculum is an essential endeavour aimed at enhancing the quality of human resources within a nation. The curriculum serves as a fundamental component of formal education, encompassing lesson plans that guide teachers in conducting learning activities. This enables students to develop personal readiness and skills that align with the needs of the community. Curriculum renewal is something that should be done by the ministry for increasing Indonesian educational quality and creating generation of the nation which have human resources with good quality and able for competing with other country based on change and development of the era. The renewal of curriculum has high impact on the process of leaning activity in order able to make the process and the method of learning will be more effective and efficient and will get the improvement of educational quality in Indonesia. Curriculum must be updated according to the times, moreover the development of knowledge and information technology growing more massive and uncontrollable. The changing of curriculum in Indonesia is one of the big changes in the world of education. At present, the Merdeka Curriculum is viewed as an option within the educational landscape. The Ministry of Education and Cultural Technology (Kemendikbudristek) is actively engaged in socialization efforts to encourage its adoption as the national curriculum. As a result, the

Merdeka Curriculum has not yet been implemented in all schools (Rahmadani et al., 2022).

The curriculum in Indonesia has undergone several changes over the years, with the most recent curriculum being the Kurikulum Tingkat Satuan Pendidikan (KTSP), commonly referred to as the 2013 Curriculum. On February 1, 2021, the Minister of Education, Nadiem Makarim, introduced the Merdeka Belajar Curriculum, which began implementation in the 2021/2022 academic year across nearly 2,500 schools in 34 provinces and 111 regencies in Indonesia (Rahayu et al., 2021). Merdeka Belajar curriculum is one of the policies designed by the government for shifting on the education quality aspects in order to have excellent students and graduates for facing the complex future challenges. The main point from Merdeka Belajar is on the freedom of thinking for educators and students. Merdeka Belajar encourages the form of independent soul where the educators and students expand their knowledge, attitudes and skills from the environment (Daga, 2021). Merdeka Belajar curriculum designed for giving the freedom for the teachers to make the learning activity fun. The pedagogical competence requires the teacher to design the learning activity on their teaching activity. Teachers are also trusted for planning, implementing, evaluating, and following up the evaluation (Sutrisno, 2022). Active, innovative and comfortable study concepts will create students based on the necessity of this era (Ariga, 2022). The concept of Merdeka Belajar, or the Merdeka Curriculum, aligns with Ki Hajar Dewantara's educational philosophy, which emphasizes a balance among creativity, feeling, and intention. The Merdeka Curriculum allows teachers and students the freedom to cultivate their talents and skills independently, addressing the previous focus of education primarily on knowledge acquisition. Merdeka Belajar serves as a strategy for developing character education. With this freedom to learn, students are encouraged to embody the character values of the Indonesian nation in

their daily lives and interactions with their environment. Achieving an ideal education that reflects the values of the Indonesian nation is a shared responsibility and awareness (Ainia, 2020).

Teachers encounter multiple challenges when implementing the Merdeka Curriculum, especially in the areas of planning, execution, and assessment of learning. These challenges include difficulties in analyzing Competency Standards (CP), formulating Learning Objectives (TP), compiling Learning Activity Plans (ATP) and teaching modules, selecting appropriate teaching methods and strategies, and a lack of technological proficiency. Additionally, there are issues such as limited access to student textbooks, inadequate allocation of learning time, and challenges in determining assessment formats (Zulaiha et al., 2022). Additional challenges in implementing the curriculum involve teachers' limited experience in promoting student independence in learning, limited availability of references, uneven access to learning resources, and difficulties with time management (Nasution, 2023).

The role and the challenge for teachers having particular concern on the policy of the new curriculum. This curriculum is considered competent to return and recover teacher positions. Teachers' independence in the learning process is the real meaning from independence (Daga, 2021). This curriculum system is giving a chance for teachers to create a learning process based on student characteristics. This curriculum can remove the stigma from society that teachers should provide learning outcomes based on the competency from the curriculum. Teacher success in implementing Merdeka Curriculum will help the ministry respond to education problems in Indonesia. It hopes the learning process especially in Indonesia at least as well as education in developing countries prioritizes the needs of students. These policies are intended to ensure

that the implementation of the Merdeka Curriculum meets expectations.

In reality, many teachers, particularly English teachers, continue to encounter difficulties in implementing the Merdeka Curriculum. The challenges faced by English teachers include their limited experience with the Merdeka Curriculum concept, a lack of resources for designing and implementing the curriculum, reliance on traditional discourse and assignment methods that lead to monotonous learning activities, insufficient teaching materials, issues with diagnostic, formative, and summative assessments, and challenges in implementing the Profil Pelajar Pancasila.

According to interviews with English teachers at SMPN 2 Cilongok, they continue to encounter challenges when implementing the Merdeka Curriculum in the English teaching process. Although the government has organized training sessions for teachers regarding the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) curriculum to help address these issues, the training has proven insufficient, as this new policy requires further preparation.

SMPN 2 Cilongok is one of the junior high schools that has already adopted the Merdeka Curriculum. According to the Decree of the Head of Standards, Curriculum, and Assessment (BSKAP) from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022, SMPN 2 Cilongok in Banyumas is recognized as one of the junior high schools implementing the Merdeka Curriculum. Consequently, the researcher is interested in analyzing the difficulties faced by English teachers in implementing the Merdeka Curriculum at SMPN 2 Cilongok, Banyumas.

## **B. Conceptual Definition**

The definition includes key terms that are essential for providing guidelines for the research to be conducted. Furthermore, in relation to

this study, there are several terms that will help guide the implementation of this research. These terms are:

### **1. Teacher Difficulties**

One of the common challenges teachers encounter lies within the learning process. According to Rohani (2014: 12-13), as cited in Ningsih (2018), teacher difficulties can be understood as a situation where the teacher feels completely unable to manage students' behavior, which may lead to a sense of inadequacy. Teachers' difficulties are a problem because teachers do not feel satisfied with something that happened and she/he sees it as something that needs priority (Hamaluk, 2014: 12-13).

Learning process difficulty can be interpreted as a condition in the teaching process that is marked by some obstacles for teachers in the teaching process to get the goal of the study. That obstacle can be psychology, sociology or physiology in the teaching process (Asep, 2008: 7).

There are some factors that effect on teacher difficulties, those are:

- a. Internal factors, this is one condition that comes up from the teacher's self, such as the intellectual capacity, emotions, attitude and disruption of the sense and organs movement.
- b. External factors are one condition that comes from out of oneself, such as school environment or society.

### **2. Merdeka Curriculum in Junior High School**

According to the Directorate of Junior High School, the Merdeka Curriculum is designed for implementation in junior high schools and comprises a structure that includes intra-curricular activities, projects aimed at enhancing the Pancasila student profile, and extracurricular activities.

The allocation of study hours within this curriculum structure is presented as a total for the entire academic year, along with

recommendations for weekly study hour distributions. While the overall total of class hours remains unchanged, the distribution of hours (JP) for each subject is divided between two types of learning activities: intra-curricular learning and projects that bolster the Pancasila student profile. As a result, if JP is calculated solely for routine classroom learning activities (intra-curricular), it may appear that the lesson hours (JP) have been reduced compared to the 2013 Curriculum. However, the decrease in lesson hours is reallocated to the projects aimed at strengthening the Pancasila student profile.

### **3. Teaching English to Junior High School Students**

According to Effendi (2014: 1112) English teaching for junior high school students is more stressed on knowledge of the four standards competence or the four language skills, such as listening, reading, writing, and speaking without considering the ethical values contained in those four skills. It means that the teaching and learning English Intansari (2017: 236) ideally, an education system should form a coherent whole from the upstream (at the central level) to downstream (at the school level). The teaching of the English language currently is very marketable to students at all levels of education. In response to this, the government has been trying to develop the English language curriculum in order to cater to the needs of Indonesian society.

### **C. Research Question**

Based on the research problems, this research question is: What difficulties faced by English teachers during the implementation of Merdeka curriculum on teaching English?

### **D. Aim and Significances of Study**

#### **1. Aim of the Study**

This study aimed to find the difficulties encountered by English teachers in implementing the Merdeka Curriculum at SMPN 2 Cilongok, Banyumas.

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

The significance of this research is particularly beneficial for English teachers:

### **a. Theoretically**

- 1) The findings are expected to shed light on the difficulties faced by English teachers in implementing the Merdeka Curriculum. Understanding these difficulties can help identify solutions, allowing teachers to enhance their knowledge, experience, and insights regarding teaching English through the Merdeka Curriculum.
- 2) The researcher hopes that this study can serve as a reference for future research.

### **b. Practically**

#### **1) For writer**

This research aims to enhance the author's information, knowledge, and experience in teaching, specifically in Teaching English for Young Learners. The writer aspires to gain better knowledge, insights, and experience for future teaching endeavours.

#### **2) For teachers**

This study aims to encourage teachers to continuously improve their understanding, implementation, and experiences with the curriculum, particularly in teaching English in alignment with current developments, specifically within the context of the Merdeka Curriculum..

## **E. Structure of the Research**

The following is the research's structure:

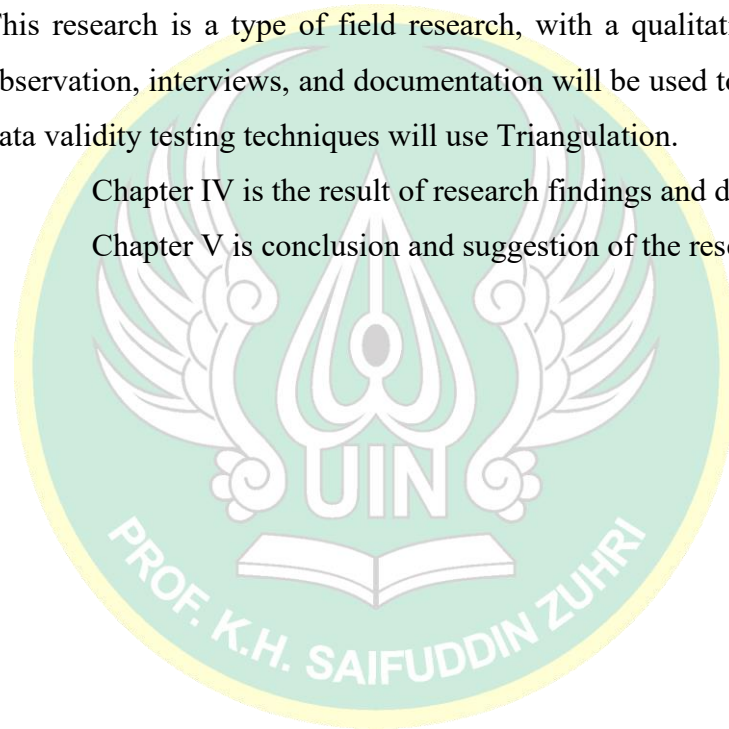
Chapter I is an introduction which consists of the background of the study, optional definition, research questions, objective and significances of the research.

Chapter II is literature review with the theories “ English Teachers Difficulties in The Implementation of Merdeka Curriculum at SMPN 2 Cilongok, Banyumas Regency.”

Chapter III is research methods. This chapter deals with the types of research, the sources of data, the subject, the object of the research, techniques of data collection, and techniques of data analysis. This research is a type of field research, with a qualitative approach; observation, interviews, and documentation will be used to collect data, data validity testing techniques will use Triangulation.

Chapter IV is the result of research findings and discussions.

Chapter V is conclusion and suggestion of the research.



## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher outlines the theoretical concepts pertinent to the research topic, serving as foundational references that establish relevant connections within the field. It also incorporates previous studies related to this research to provide context and relevance.

#### **A. Theoretical Framework**

##### **1. Merdeka Curriculum**

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

The term curriculum is derived from the Latin word “Curriculae,” which refers to the course that runners are required to complete. The curriculum is defined by Hamalik as a time frame for instruction that students need to complete in order to receive a certificate in education (Hamalik, 2014). Caswell and Campbell also proposed the definition of curriculum as all of the experiences that students undergo while being guided by teachers (Sukiman, 2015).

A curriculum is a learning plan that encompasses various guidelines and outcomes, serving as the central framework for education utilized by educational elements to achieve educational goals (Hilda Taba, 2014). It is the responsibility of the school, encompassing all experiences provided to students under the school's guidance, as well as the experiences that students have accumulated in their lives (Marsh, 2004).

From the definitions provided, it can be concluded that a curriculum is an educational program that includes systematically designed teaching materials and learning experiences. These are programmed and planned based on established norms, serving as a guideline for both educational staff and students to meet educational objectives.

## **b. Curriculum Development**

The concept of curriculum development has already developed since the curriculum was introduced. Curriculum in Indonesia has already developed since its independence in 1945. The change of curriculum is considered a natural thing that happened due to other changes occurring in the world ranging from political, social, cultural, economic, science, and technology (Nugraha, 2022).

Curriculum should be responsive which means curriculum should be able to answer the challenge and be relevant to every time needs (Julaeha, 2018). The development of curriculum is necessary to do as the operational foundation in the learning process (Aziz, 2018). In this present day, the needs and demands from the society increase on its quality along with technology development (Yasa, et al., 2021). From that phenomenon, it caused the curriculum as a core of education to develop day by day.

## **c. Merdeka Curriculum**

The Merdeka Curriculum is designed to improve upon the 2013 curriculum by creating learning activities that allow students to have fun, enjoy the learning process, reduce stress, and showcase their talents (Rahayu et al., 2022). Its purpose is to cultivate children's interests and talents from an early age by focusing on essential materials, character development, and student competencies.

The Merdeka Curriculum has been tested in 2,500 Penggerak Schools, and according to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), it is currently implemented in 143,265 schools, a number expected to grow as more schools adopt the

curriculum in the 2022/2023 academic year, spanning from early childhood education (TK) to senior high school (SMA).

The Merdeka Curriculum offers a range of intracurricular learning opportunities, optimizing content to provide students with ample time to explore concepts and strengthen their competencies. Teachers have the freedom to select various learning tools that cater to students' needs and interests. This curriculum also includes projects aimed at enhancing the Pancasila student profile, which are developed based on themes set by the government. These projects are intended to facilitate learning achievements across multiple subjects without being strictly tied to specific content areas.

As a newly approved curriculum, the Merdeka Curriculum serves as an enhancement to both the 2013 curriculum and the emergency curriculum. It is set to be fully implemented in the 2024 academic year following the evaluation of the K-13 curriculum (Mubarak, 2022). According to Nadiem Makarim, a key aspect of the Merdeka Curriculum is the emphasis on independent learning, enabling students to delve deeply into their interests and talents.

#### **d. Characteristics of Merdeka Curriculum**

The Merdeka Curriculum was introduced in response to the educational conditions in Indonesia following the COVID-19 pandemic, which resulted in significant learning loss for students. It aims to address the learning crisis and enhance the educational values in Indonesia. To ensure the optimal implementation of the Merdeka Curriculum, it is important to understand its characteristics, which include:

##### **1) Focus on Essential Material**

Merdeka curriculum focused on essential material.

Therefore, the load of the study is less in each subject. It

can be concluded that Merdeka curriculum emphasizes quality over quantity. Another objective of this essential material is to provide teachers with additional time to implement interactive and collaborative teaching methods, such as discussions, argumentation techniques, and project-based learning.

The Merdeka Curriculum offers greater flexibility compared to the K-13 curriculum, allowing teachers, students, and school elements to have more independence in conducting learning activities. Students have the opportunity to study anywhere to work on their projects. Additionally, learning achievements are assessed not annually but at the end of each phase. For example, in elementary school, there is A phase that ends in second grade, B phase in fourth grade, and C phase in sixth class. Those phases help teachers design learning flows and speeds that suit with conditions and students' needs.

## 2) Lots of Teaching Tools

Teachers rely on various teaching tools, including textbooks, literacy and numeracy assessments, teaching modules, and similar resources. Besides that, Kemendikbudristek launched an android application and website, that is Merdeka Mengajar application which can be accessed by teachers for their purpose including teaching modules.

Those three characteristics can help teachers and schools design optimum fun learning activities and memorable for students. Merdeka curriculum hopes to create a learning activity that can create students with Pancasila profile and ready for facing a good future. Implementing Merdeka curriculum needs mature

readiness. One of the preparations is to upgrade teacher competency with training which can be accessed in [Kejarcita.id](http://Kejarcita.id).

**e. Purpose of Merdeka Curriculum**

The Ministry of Education, Culture, and Research has developed the Merdeka Curriculum as a crucial component in addressing learning loss resulting from the COVID-19 pandemic:

- 1) Demonstrate habits of thought for independent self-improvement
- 2) Reflect on the application of educational learning
- 3) Create aspects of strengths and weaknesses in being a teacher
- 4) Determine goals and self-improvement plans
- 5) Determine models and adjustments in carrying out self-development

**f. The Structure of Merdeka Curriculum**

The structure of the Merdeka Curriculum for SMP/MTs includes one phase known as the D phase, which encompasses classes VII, VIII, and IX. This curriculum structure is divided into two main components:

- 1) Intracurricular learning
- 2) 25% allocated to projects aimed at strengthening the Pancasila student profile, commonly referred to as P5.

The Merdeka Curriculum comprises intracurricular activities, P5 projects, and extracurricular activities. The allocation of lesson hours within this curriculum is organized comprehensively over a one-year period. The learning hours, known as JP (jam Pelajaran), in the Merdeka curriculum structure are divided into two types of learning activities: the subject matter and the time

allocation. The time allocation includes intracurricular learning, with 25% specifically designated for the P5 projects.

#### **g. Merdeka Belajar Curriculum Components**

There are three competencies in Merdeka Belajar curriculum; those are commit, independence, and reflection. Those aspects have a connection with each other, strengthen each-others and play an important role according to stage of maturity and students' developments.

##### **1) Aspect of Commitment to Goals**

This aspect directs students to their goals and achievements. Students can increase their self-ability in many passions. The commitment in Merdeka curriculum is persistence in a journey that leads to a goal and is meaningful for oneself. There are three essential things in increasing the commitment to independent learning, including:

- a) The ability to understand the goals of learning and the teacher's duties in guiding and teaching.
- b) The ability to focus attention related to achieving daily and long-term goals
- c) The ability to determine priorities for learning objectives that appear to be conflicting or unrelated.

##### **2) Aspect of Independence**

The aspect of independence means that students can set priorities in their work. Students can determine appropriate ways to work enthusiastically and innovate. This independence is one of the main goals of education. Therefore, educators do not have to create dependency.

This means that teacher independence and student independence can also influence each other.

### 3) Aspect of Reflection

This means that students can know themselves by their strengths and weaknesses. Students understand what needs to be improved and how to do it. Apart from that, students can evaluate their progress and achievements.

## **h. Implementation of Merdeka Curriculum at Junior High School**

According to the Directorate of Junior High School, the Merdeka Curriculum is implemented in junior high schools and is structured around intra-curricular activities, projects aimed at strengthening the Pancasila student profile, and extracurricular activities. The curriculum structure outlines the total study hours for the year and includes suggestions for weekly study hour allocations. While there is no change in the total number of class hours, the allocation of hours (JP) for each subject is divided between two types of learning activities: intra-curricular learning and projects focused on enhancing the Pancasila student profile. This division may give the impression that JP for routine classroom activities (intra-curricular) is reduced compared to the 2013 Curriculum, but the difference in lesson hours is designated for the Pancasila student profile projects.

The Pancasila student profile project engages students in exploring real-world issues in their environment and collaborating to find solutions. Therefore, a dedicated time allocation is crucial to ensure the successful implementation of this project. In the Merdeka curriculum, the completeness of learning outcomes is no longer evaluated using the Minimum

Completeness Criteria (KKM) based on quantitative values. Instead, a formative assessment approach is utilized to gauge the achievement of learning objectives..

Learning achievements are assessed by determining the extent to which learning objectives are met. Teachers are granted the flexibility to establish criteria for achieving these objectives based on the competencies and characteristics of the learning goals and activities. Furthermore, students can progress to the next grade level based on their achievement profiles related to these learning objectives.

## **2. English Language Teaching**

### **a. The Definition of Teaching**

According to Brubacher (1939), as cited in Rajagopalan (2019), teaching involves arranging and manipulating situations where there are gaps or obstacles. It is a system of actions aimed at facilitating learning and involves helping learners organize, direct, and optimize their evolving life experiences. Dewey (1997), as cited in Greenwalt (2016), notes that teaching is dependent on the educational significance of social arrangements, serving as a means to educate the young. In this context, teaching English encompasses providing instruction, assisting students in learning the language, and helping them comprehend the knowledge they acquire in English

Teaching can be defined as the process of transferring knowledge from one individual to another. According to Karolina Lesiak, teaching is a didactic process where the primary aim of the interaction between teacher and student is to support and foster learning. The teaching of English has been

an integral part of education for a long time, beginning at the end of the Middle Ages and continuing to the present day.

The role of English varies significantly around the world, influenced by time and place. People in specific contexts utilize English for distinct purposes that may differ from those in other contexts. Kachru categorizes this variation into three formulations in his World English Circle model. The "inner circle" comprises countries where English is spoken as a native language, such as the United States, the United Kingdom, Australia, New Zealand, and Canada. The "outer circle" includes countries where English is used as a second language, including Singapore, Malaysia, India, and more than fifty other territories. The "expanding circle" refers to countries where English is taught as a foreign language and does not hold any special status; among these countries are Indonesia, China, Japan, Greece, and Poland.

As previously noted, English is taught as a foreign language in Indonesian schools. Article 29 (2) of Law No. 24 of 2009 specifies that foreign languages, including English, should be utilized as the medium of instruction to enhance students' foreign language skills. English plays a pivotal role in Indonesian education, spanning from primary to higher education. Although Permendikbud No. 67 of 2013 did not specifically include English subjects in basic education, it is still taught as a local subject from first to sixth grade due to its significance and status.

#### **b. Four English Skills in Learning English**

Students should develop four essential skills to learn English: listening, speaking, reading, and writing. These fundamental skills can be categorized into two primary types:

receptive skills, which encompass listening and reading, and productive skills, which include speaking and writing.

#### 1) Listening Skill

From this skill, students can get many vocabularies and grammatical material besides good fluency. Listening is an important skill during English learning activities because people need to understand and have reactions to what is just to be spoken up.

#### 2) Speaking Skill

Speaking skill process will become easy if learners are used to communicating with the English language. There are many techniques for improving speaking skills such as debate, discussion, drama, etc.

#### 3) Reading Skill

Reading activity needs language input such as listening, but it has an excess of listening skill in the accuracy of linguistic elements.

#### 4) Writing Skill

Writing is often considered one of the most challenging skills to master among the four English language skills. In writing skill, the learners should pay attention to sentence organization to make paragraphs, how to combine paragraphs, and how to organize ideas into an integrated discourse. It can be concluded that it is important to master four English skills in teaching English because those skills are the basic skills in English learning.

### c. Problem of Learning English Language

Learning a language is a challenging endeavor that requires dedication, persistence, and patience from learners. Different individuals may encounter various difficulties and

issues when acquiring a foreign language as a second language. For instance, while learning English, many learners often face the following challenges:

1) Limited Learning Environments

Learners speak English when they are in the classroom under supervision of the teacher meanwhile when they are out of the supervision they will speak as usual and people around them do not speak proper English. It becomes the learners feel more difficult to find their English learning environments.

2) Unqualified Instructor

The quality of Instructor takes a vital element on English language learning, when students can not differ who is the best English instructor they will feel that all of what the instructor said is the correct one and it can cause the confusion among the learners.

3) The Advantages of Using Native Language in the Classroom

Language learners are more likely to use a foreign language when they are compelled to practice it. The instructor or the teacher must force their students to make request and respond question in English another they can be usual to speak English.

4) The Domination of Excellent Students during The Lesson

Excellent students sometimes dominate in the class because they can get the knowledge quickly when they learn. This situation makes the weak students leave behind. In this situation, the weaker students should be the focal point of the lesson and receive increased attention from the teacher.

The materials utilized in learning a new language refer to items that can be employed during the learning process. Books and audio materials play a crucial role in this context. From those two learning materials students can read and also know how to pronounce some word well.

## **B. Review of Relevant Studies**

In this research, the writer identified several studies relevant to the current investigation. These studies will aid in analyzing and correlating the findings with previous research outcomes. The relevant studies include:

1. The first study is a thesis titled “The Implementation of Merdeka Curriculum in Teaching English at 4th Grade SDN 1 Purwanegara Banyumas,” authored by Winanti, a student in English Education at the State Islamic University UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, in 2023. This study employed a qualitative descriptive approach to analyze the implementation of the Merdeka Curriculum for fourth graders at SDN 1 Purwanegara Banyumas. Additionally, the data for this research were collected using triangulation methods, including observation, interviews, and documentation. The study discuss about teaching English based on the implementation of Merdeka curriculum. The study concluded that SDN 1 Purwanegara implemented Merdeka Curriculum for first and second grade and the researcher observed at 4<sup>th</sup> grade in English lesson. the English teacher presented three phases, that is pre-teaching, inter-teaching, and post-teaching. The method that used by the teacher is questioning. The similarity with this research was in the implementation of Merdeka curriculum and the different was on the object of the research.

2. The second, thesis entitled “Teacher Problem in Implementing Merdeka Curriculum in Science Learning in Fourth Class of SDN 77 Rejang Lebong” from Dwi Septi Ariani, a student majoring in Madrasah Ibtidaiyah Teacher Education from Curup State Islamic Institute 2023. This study used descriptive qualitative method, the subject of the study were school principal, teachers, and students from 4<sup>th</sup> grade. The data collection method used observation, interview, and documentation. The research result showed that at SDN 77 Rejang, there are significant challenges faced by teachers in implementing the Independent Learning Curriculum in planning, execution, and assessment of IPAS (Natural and Social Sciences) learning. These challenges include difficulties in analyzing Competency Standards (CP), formulating Learning Objectives (TP), and developing Learning Achievement Targets (ATP) and Teaching Modules. Additionally, teachers face issues in determining teaching methods and strategies, have limited technological proficiency, encounter a shortage of student textbooks, and lack the ability and readiness to use various teaching methods and media. The breadth of teaching materials, the determination of fourth-grade projects, insufficient allocation of time for project-based learning, and the assessment forms used in project-based learning also pose significant difficulties. The similar with this study was on the implementation of Merdeka curriculum an the different was on the subject and the level of the school.
3. The third is article by Pertiwi & Pusparini (2021) titled "Vocational High School English Teachers' Perspectives on Merdeka Belajar Curriculum." This study focused on the Merdeka Belajar concept and lesson planning. Utilizing descriptive qualitative methods, data was collected through questionnaires and

semi-structured interviews. The study explored Merdeka Belajar's role in enhancing the quality of human resources, the understanding of one-page lesson plans (RPP 1 Lembar), the impact of using one-page lesson plans on achieving learning objectives, and teachers' suggestions for implementing Merdeka Belajar. The data revealed that several teachers still misunderstand the Merdeka Belajar concept due to insufficient socialization by the government. According to this study, the distinction lies in its focus on teachers' perspectives on the Merdeka Belajar concept and lesson planning (RPP 1 Lembar), specifically involving English teachers in Vocational High Schools. The similarity between this study and the researcher's work is their shared focus on the Merdeka Curriculum.

4. The fourth is article by Tricahyati & Zaim (2023) entitled "English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang". This research was focused on teachers' readiness to implement the curriculum in level 3. The data collection technique was used quantitative analysis using likert scale approach where the data from the interview were transcribed, classified, and the draw the conclusion. The results of the study from the quantitative analysis showed that teachers' readiness to implement the curriculum in level 3 or in category ready still need little improvement with an average score 3.20. Then the interview shows that teachers have obstacles in formulating learning outcomes and applied differentiated learning in the process of teaching learning. The similarity between this study and the researcher' study is on English teachers facing Merdeka Curriculum.
5. The fifth is article by Rahayu, et al. (2022) entitled "The Implementation of Merdeka Curriculum at Penggerak School".

The main purpose of this study was to identify and get information about the implementation of Merdeka Curriculum at Penggerak School. The objective of this study was to identify and gather information on the implementation of the Independent Curriculum in driving schools. Utilizing a descriptive qualitative method, the research describes the situation and data collected through observations and interviews, converting it into clear and useful information for readers. This study provides a detailed explanation and overview of the curriculum's implementation in driving schools. The results reveal that, although the curriculum has been effectively implemented and is ongoing, there are still numerous shortcomings and challenges. The success of the curriculum implementation hinges on the determination of principals and teachers to initiate changes. Principals, as leaders, must be capable of altering the mindset of the school's human resources to foster a willingness to implement changes, thereby ensuring the successful adoption of the Independent Curriculum.

6. The last is journal written by Nasution (2023) entitled “Obstacles and Challenges in the implementation of Merdeka curriculum at MTS Raudlatul Uluum Aek Nabara Labuhanbatu”. This research was conducted at Mts Raudlatul Uluum using a qualitative descriptive approach through interviews. The informants included school supervisors, principals, vice principals, and teachers. The study's results highlight several obstacles to curriculum implementation, such as teachers' limited experience with independent learning, restricted references, uneven access to learning, and time management issues. Additionally, the challenges faced by the education unit include: (1) teacher readiness (human resources) as the primary pillar for implementing the Independent Curriculum; (2) teachers' ability to support digital-based technology facilities; (3) enhancing

communication and collaboration networks between education units and stakeholders; and (4) difficulties in implementing the learning evaluation function as an integral part of the learning process. Learning assessment is a critical component that schools often overlook in achieving curriculum goals. According to that study, we can conclude that the difference between this research and that research was on the object and also the challenges.



## **CHAPTER III**

### **METHODOLOGY**

This chapter addresses the research design, research site and participants, as well as the object and subject of the research, data collection techniques, and data analysis chapter discuss about research design, research site and participants, object and subject of the research, data collection techniques, and data analysis.

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

This section discusses the methods employed and how the researcher approached the research methodology to answer the research questions. It includes information about the types of research, data sources, subjects, and objects of the study, as well as the techniques for data collection and analysis.

This study utilized a qualitative research approach aimed at understanding social phenomena and the experiences of the research subjects. The objective of this research was to explain and describe the challenges faced by English teachers in implementing the Merdeka Curriculum at SMPN 2 Cilongok, Banyumas. According to Creswell (2014), qualitative methods involve processing research data through the collection, analysis, interpretation, and documentation of the findings.

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

##### **1. Research Site**

The research was carried out at SMPN 2 Cilongok, Banyumas. This junior high school was selected because it has already implemented the Merdeka Curriculum. According to the Decree from the Head of Standards, Curriculum, and Assessment (BSKAP) of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 044/H.KR/2022 on page 721, SMPN 2 Cilongok is recognized as one of the junior high schools that implements the Merdeka Curriculum.

## **2. Research Participants**

The participants in this study include two English teachers, Mrs. Farhatillah Apriana Winda, S.Pd.Gr., and Mrs. Rizqa Alfiya S.Pd.Gr., as well as 7th and 8th grade students from SMPN 2 Cilongok, Banyumas

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

### **1. Object of the Research**

The focus of this research is the difficulties encountered by English teachers in implementing the Merdeka Curriculum at SMPN 2 Cilongok, Banyumas.

### **2. Subject of the Research**

The subjects of this research are two English teachers at SMPN 2 Cilongok, who have already adopted the Merdeka Curriculum as part of the new policy introduced by the Ministry of Education. This selection aims to provide accurate information regarding the study. The participants in this study are English teachers from SMPN 2 Cilongok, Banyumas.

## **D. Data Collection Techniques**

This qualitative research employs data collection techniques that include observation, interviews, and documentation. For qualitative researcher, phenomenon is understood well when it carried out with the subject through in-dept interview and observation where the phenomenon takes place. As for data collection techniques are done with:

### **1. Interview Method**

According to Sugiyono (2013), an interview involves a conversation between two individuals to discuss or exchange ideas and information through a question-and-answer format on various topics. A key characteristic of an interview is the direct, face-to-face interaction between the information seeker and the source. Esterberg (2002), as cited in Sugiyono (2013), identifies three types of interviews: structured, semi-structured, and unstructured. This study utilized structured interviews,

which followed specific guidelines as instruments. Two interviews were conducted with English teachers, and the results were summarized in a structured format.

## 2. Observation Method

As noted by Sugiyono (2013), direct observation in the field allows researchers to uncover aspects that may not be disclosed by respondents during interviews, enabling them to gain personal insights and experience the atmosphere of the social context being examined. Nasution (1988), as cited in Sugiyono (2013), asserts that observation is fundamental to all knowledge, as scientists rely on data, which consists of facts obtained through observation. Faisal (1990), also referenced in Sugiyono (2013), categorizes observation into three types: participant observation, overt and covert observation, and unstructured observation. In this study, an observation checklist was utilized, allowing the researcher to observe teaching and learning activities in the classroom. Two observations were conducted in classes VII and VIII to gather research data in May 2024.

## 3. Documentation Method

Document is past event record in the form of picture, written document, or monumental work of a person. Document study is a complement of observation method and interview. Data relating to the teaching process in 7<sup>th</sup> grade of SMPN 2 Cilongok, Banyumas such as documents in the form of books related to the problem being researched are the main sources used in this research apart from research results that are relevant to the research focus. The lesson plan and materials served as references for the data collection methods utilized in this study.

## E. Data Analysis Techniques

This research employed triangulation as the data collection technique, which involves combining multiple methods and data sources. As stated by Susan Stainback (1988), referenced in Sugiyono (2013), the purpose of

triangulation is not to establish the truth of social phenomena but to enhance the researcher's understanding of the subject being investigated.

According to Bogdan, as cited in Sugiyono (2013), data analysis entails a systematic examination and organization of interview transcripts, field notes, and other collected materials to improve personal understanding and effectively communicate findings to others. Data analysis can also be viewed as the process of identifying and organizing data from interviews, field notes, and documentation by categorizing the information, breaking it down into units, synthesizing it, forming patterns, selecting key data, and drawing conclusions for easier comprehension. As noted by Miles and Huberman (1984), also referenced in Sugiyono (2013), qualitative data analysis includes activities such as data reduction, data display, and drawing conclusions or verifying findings.

### **1. Data Reduction**

Data reduction entails summarizing and selecting essential elements while concentrating on significant aspects, as well as identifying themes and patterns. As a result, reduced data offers a clearer representation, aiding researchers in collecting and retrieving additional data when needed. Consequently, data reduction makes the accumulated information more accessible for researchers. The data collection process was based on interviews and observations of teachers. The researcher followed a systematic approach: first reviewing the collected data, then identifying the most important elements. Afterward, the researcher distinguished between relevant and irrelevant data. While some unnecessary data were omitted, key information was preserved to simplify the description of findings. The actions taken by two English teachers and the 7th-grade students at SMPN 2 Cilongok, Banyumas, were carefully noted to enrich and support the data collection process.

### **2. Data Display**

Following data reduction, the subsequent step is data display. In qualitative research, this can be achieved through various methods such as

brief summaries, charts, relationships between categories, flowcharts, and similar techniques. The aim of data presentation is to provide a clear overview of the researcher's writing methodology. All data collected through observations, interviews, and documentation are carefully recorded. The presentation of data involves qualitatively emphasizing the most significant elements of the gathered information. After the data has been collected and condensed, the interpretation of narrative data takes place. Both data reduction and display should align with the research topic. In this context, the data can illustrate the teaching process for 7th-grade students at SMPN 2 Cilongok, Banyumas..

### **3. Verification**

According to Miles and Huberman (1992), as referenced by Sugiyono (2013), describe the third technique of data analysis as the process of drawing conclusions and verification. This stage involves validating results with the information gathered during the final phase, which is essential for the successful completion of the project. Drawing conclusions requires presenting the collected data as definitive statements. Ongoing intermediate decisions can provide meaningful insights. Verification entails the examination of these statements. The objective of this phase is to investigate the importance of the relationships, formulas, and differences found in the data. Once the data has been organized and displayed, it is deemed complete, facilitating the writing of conclusions. Consequently, this section remains tentative. Furthermore, it aids in identifying the challenges faced by English teachers at SMPN 2 Cilongok, Banyumas.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussions aimed at addressing the research questions, drawing upon data collected through interviews, observations, and documentation regarding the challenges faced by English teachers in implementing the Merdeka Curriculum at SMPN 2 Cilongok, Banyumas. The research was conducted from March 9, 2024, to May 31, 2024. The purpose of this chapter is to provide an analysis of the research findings in response to the research questions. The results are elaborated upon in the sections that follow.

#### **English Teacher Difficulties in The Implementation of Merdeka Curriculum**

This section provides an overview of the difficulties encountered by English teachers in implementing the Merdeka Curriculum. The data, gathered through interviews with teachers and observations of the teaching and learning process, reveals several challenges faced by English teachers. The following descriptions outline the key difficulties identified in the implementation of the Merdeka Curriculum by the English teachers.

##### **1. Difficulties in the arrangement of lesson plan**

The researcher conducted an observation on Thursday, May 30th, 2024. Based on the results from both the interviews and observations, it was found that one of the key difficulties encountered by the teachers was in the preparation of lesson plans. A major challenge identified was the lack of a standardized format or template for developing lesson plans (Modul Ajar). The Merdeka Curriculum emphasizes teacher autonomy, allowing educators to design lesson plans based on their students' needs, interests, and local contexts. However, for some teachers, this

freedom is a source of difficulty. They lack the structured guidance provided by the previous curriculum, where templates for lesson plans were readily available. This gap leads teachers to rely on external sources or collaboration with colleagues to construct their plans.

*“As the new curriculum it still feels about the lesson plan because there is no the standard template yet. That’s all depending on the teachers because this is Merdeka curriculum which means the freedom to arrange about the elements of the curriculum. In order to that, the teachers look for sources everywhere, including from colleagues, discussed with other English teachers and also sharing with English teacher from different region” (Translated in English) (Mrs. FAW, Interview transcript, May 29, 2024).*

The data indicate that Mrs. FAW encountered difficulties in organizing lesson plans in accordance with the Merdeka Curriculum, primarily due to the absence of a standardized template that offers clear guidance on the lesson planning process. To address this challenge, she sought out various resources, including internet sources, and engaged in discussions and collaborations with other English teachers.

The flexibility of the Merdeka Curriculum, while empowering for some, presents challenges for others, especially teachers who are used to more structured guidance. Key difficulties include the lack of standardized templates makes teacher confusion on how to arrange that, even for teacher who are accustomed to standardized lesson planning like RPP. To overcome that, teachers can adopt several strategies such as make a collaboration with the colleagues, use digital resources such as Mengajar website, and joining in house training (IHT) that helps teachers to get much understanding on the arrangement of lesson plan.

Teacher autonomy refers to the ability of teachers to make decisions regarding their teaching practices, lesson planning, and

assessment methods. In the context of the Merdeka Curriculum, which emphasizes flexibility and teacher empowerment, educators are encouraged to exercise agency in designing learning experiences that suit their students' needs (Robinson et al, 2015).

The concept of Professional Learning Communities emphasizes the importance of teachers working collaboratively to share expertise, reflect on practice, and improve teaching and learning. The process of discussing with colleagues, sharing ideas with teachers from other regions, and seeking various sources reflects the collaborative spirit of PLCs (Thomas et al, 2006).

In addition Mrs. FAW stated that:

*“The first time know about Merdeka curriculum was from in house training (IHT) and also from the Merdeka Mengajar Platform that well known as PMM. Merdeka curriculum can be interpreted as freedom to learn from everywhere and anywhere, Merdeka curriculum encourage students to learn freely which is depends on their learning characteristics based on their ages. Merdeka curriculum focused on student center this is that make the different from K-13 curriculum”.*

Student-centered learning positions the learner as the central focus of the educational process, prioritizing individual needs, interests, and learning styles over a standardized instructional approach (Dewey, 1938). This model fosters active engagement, critical thinking, and problem-solving, thereby encouraging students to take an active role in their own learning (Rogers, 1983).

According to Mrs. RA's explanation. Based on the interview result, she stated that:

*“Merdeka curriculum's lesson plan is simple than RPP from 2013 curriculum, the indicator between Merdeka curriculum just the same with 2013 curriculum. If lesson plan or modul ajar the indicator of KKTP that well known as Kriteria Ketercapaian*

*Tujuan Pembelajaran. From formerly I was used to arrange lesson plan by myself so it is easy than who are only download from the internet. To find the references I can see from Mengajar website and textbook”*

Mrs. RA stated that there is no difficulties through the arrangement of Merdeka curriculum lesson plan because she used to make it by herself. The reference is taken from Mengajar website and also from the textbook.

The Merdeka Curriculum provides teachers with greater autonomy in designing their lesson plans, positioning them as curriculum creators who adapt content to meet the specific needs of their students. This approach reflects the notion that, under the Merdeka Curriculum, teachers are entrusted with the freedom to develop lessons that are relevant and tailored to their students, rather than adhering to a rigid, standardized framework (Stenhouse, 1975; Schwab, 1978).

In conclusion, Mrs. RA does not encounter difficulties in developing lesson plans for the Merdeka curriculum, attributable to her extensive experience and effective utilization of resources such as the Mengajar website and textbooks. Conversely, Mrs. FAW faces challenges stemming from the lack of a standardized template, necessitating the consultation of various sources to adequately structure her lesson plans.

A lesson plan is a crucial tool that teachers must prepare prior to the commencement of the learning process. One of the key distinctions between the Kurikulum Merdeka and its predecessor is the replacement of the Rencana Pelaksanaan Pembelajaran (RPP) with the Modul Ajar in the lesson planning process. According to the Ministry of Education and Culture (2022), the Modul Ajar incorporates various media, tools, facilities, teaching methods,

instructions, and guidelines in a systematic and engaging manner. It is designed as part of the Goal Flow Learning framework, which is rooted in learning outcomes, with the Pancasila Student Profile serving as the ultimate goal. The primary objective of the Modul Ajar is to empower students to engage in independent learning, with or without the direct supervision of the teacher..

According to the documentation analysis, the analysis reveals two contrasting experiences among two English teachers adapting to the Merdeka Curriculum's lesson plan structure. Mrs.FAW struggles due to the lack of standardized lesson plan template and must rely on other resources and peer collaboration. On the other hand, Mrs.RA was easily adapt with Merdeka Curriculum due to her experiences in independently developing lesson plan, with support from structured resources like Mengajar website and textbooks.

These findings gave difference degree of adaptability among English teacher when shifting from a structured curriculum (like the 2013 RPP) to one that emphasize autonomy (Merdeka Curriculum). Teachers' prior experience and resourcefulness are key factors influencing their ease in navigating this transition.

In conclusion, the contrasting experiences of Mrs. FAW and Mrs. RA reveal that the Merdeka Curriculum, while offering flexibility, can create challenges for teachers depending on their experience and access to resources. Teachers like Mrs. RA, with a background in independent lesson planning and familiarity with digital tools, adapt more quickly, while those like Mrs. FAW, who prefer structured templates, may struggle with the lack of standardization. These differences highlight the need for professional development, peer collaboration, and access to

reliable resources to ensure that all teachers can effectively implement the new curriculum.

10:53 100% 69%

## MA DESCRIBING HOBBY

MODUL AJAR BAHASA INGGRIS FASE D KELAS 7  
KURIKULUM MERDEKA

1/6 A. INFORMASI UMUM

Nama sekolah : SMP Negeri 7 Cihongok  
Pelajaran : Bahasa Inggris  
Fase dan Kelas : 1D kelas 7  
Guru : Farhatillah Aprima Winda, S.Pd.Gd.  
Peserta didik : Reguler

Pendekatan/Model Pembelajaran: Genre Based Approach  
Profil Pelajar Pancasila: Beriman, berakhlak kepada Tuhan YME, Gemilang, sayang  
Kecakatan: Berakhlak Kebenaran

### B. KOMPONEN UTAMA

#### 1. Capaian Pembelajaran - Elemen Capaian

**Writing - Presenting**

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui penalaran sederhana dan berstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana yang berkaitan dengan deskriptif orang. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks deskriptif orang dengan menggunakan kalimat sederhana dan majemuk untuk menyajikan argumen dan menjelaskan atau memperbahaskan suatu pendapat.

#### 2. Tujuan Pembelajaran

**Writing - Presenting**

- 1) Peserta didik dapat mengidentifikasi berbagai jenis hobby
- 2) Peserta didik dapat mendaftar kata yang sesuai untuk mendeskripsikan tentang hobynya.
- 3) Peserta didik dapat menjawab atau menyusun sebuah teks deskriptif sederhana untuk menggambarkan seseorang dalam melakukan hobynya.
- 4) Peserta didik dapat mendiskusikan dan mempersembahkan hobi temannya di dalam kelompok kecil
- 5) Peserta didik dapat mempersiapkan hobi temannya di depan kelas.

#### 3. Total Alokasi Waktu : 2 x 40 Menit (1 Pertemuan)

#### 4. Pertanyaan Pemantik :

- What do you do in your spare time?
- What do you do for heating from everyday activities?
- What do you call an activity that you like to do it in your free time?
- Do you do it often? How often?
- What do you need to do it?

### 3. Kegiatan Pembelajaran

Pendahuluan	
RECEP (Building knowledge of	Siswa diberikan pertanyaan pemantik tentang "hobby". - What activity do you like very much?

Relasi    Slideshow    Berbagi    Cari

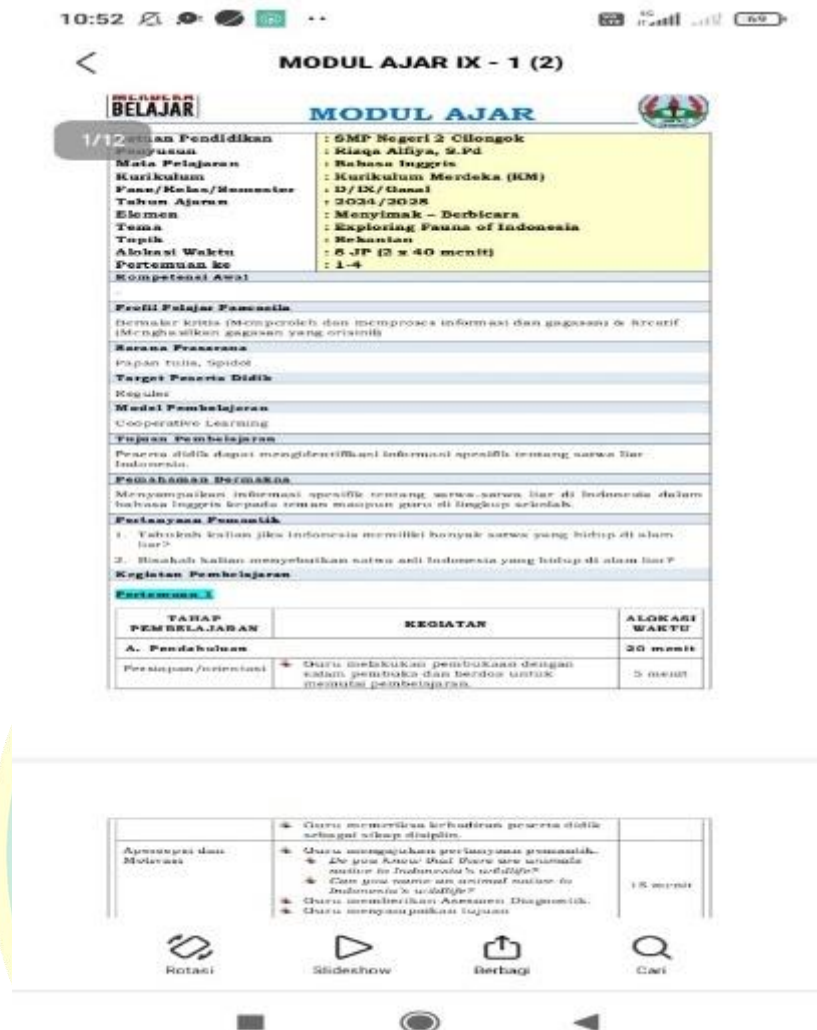


Figure 4.1 Teachers' Lesson Plan

## 2. Difficulties in the process of developing teaching materials

The second issue identified is the difficulty in developing teaching materials, as explained by the English teachers in the following section. According to an interview with Mrs. FAW, she stated that:

*"In the process of developing material or on how to set the material required English teacher to give authentic material which every stage the use of the language level up into a complicated level. The use of English language in Merdeka curriculum more to*

*real life language such as systematic experiences of other people's event. To overcome this difficulty. I adjust to the student characters such as used discovery learning, learning by doing, and etc."*

Mrs. FAW explained that one of the challenges in developing teaching materials was related to language use. The Merdeka Curriculum employs different language levels for each phase, emphasizing more realistic, everyday language. To overcome this challenge, the English teachers adjust the language to suit the characteristics of the students.

This statement was also supported by Mrs. RA, who stated that:

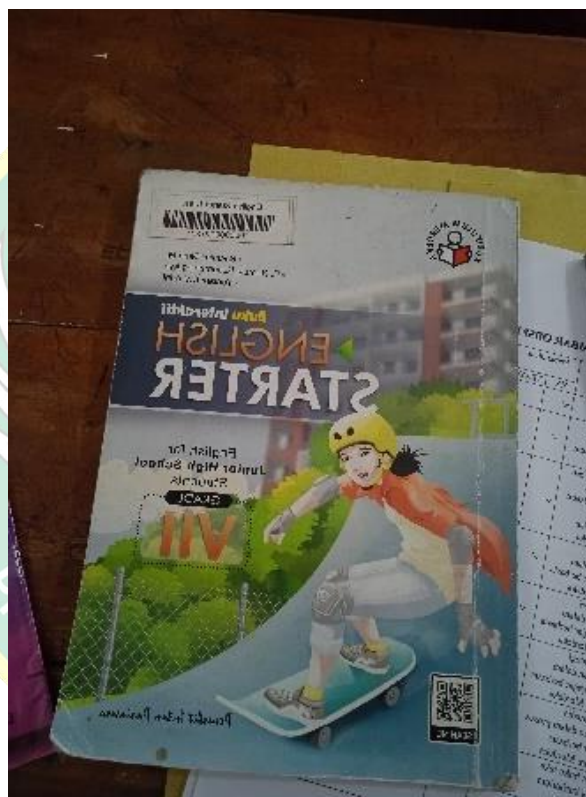
*"The difficulties during the process of developing teaching material sometimes it is needed to look for other sources from the internet. When it is stuck and there is no an additional material in the text book so I look for the other teaching material besides the textbook I also should make the teaching materials based on the ability level of students."*

Based on Mrs. RA explanation during the process of teaching material arrangement the difficulty that faced were on the sources and determine the material based on the student learning characteristics.

Students vary in their learning preferences and readiness, and teachers should use a flexible approach in creating instructional materials (Tomlinson, 2001). Teachers should adapt their strategies and material which are suitable with students' characteristics

From the responses of the two English teachers, it is evident that a key difficulty in developing teaching materials is the need to design activities and resources that are appropriate for students' varying abilities. Each class has distinct learning styles and comprehension levels, meaning that teachers cannot rely on a

single set of materials for all students. Additionally, another challenge faced by the teachers is the sourcing of appropriate materials. To ensure that the content is accessible and comprehensible, teachers are often required to seek external resources, such as online platforms, to supplement and enhance the teaching materials.





*the way to overcome that I prepare the learning media that I will use in the home to simplify the time and use the other provided learning media..”*

The learning media in the Merdeka Curriculum encompass textbooks, non-textbooks, teaching modules, project modules aimed at enhancing the Pancasila Student Profile, and educational unit operational curriculum platforms. As a result, the successful implementation of the Merdeka Curriculum requires adequate supporting facilities and infrastructure (Arifa, 2022). Currently, a wide range of media options is available for teachers to utilize in both online and offline classroom environments. (Arifa, 2022). Currently, there are numerous media options available for teachers to utilize in both online and offline classroom settings. Based on the interview transcripts, it can be concluded that one of the key difficulties faced by English teachers regarding learning media is the limitation of time. This constraint forces teachers to rely on the media readily available within the classroom or school. To address this issue, teachers often prepare teaching materials in advance, typically outside of school hours, to streamline the use of media during class time.

Richer media (such as multimedia tools) enhance understanding, but they also require more time and preparation (Draft & Lengel, 1986). In the case of Mrs. FAW and Mrs. RA, their desire to use LCD projectors highlights the tension between using richer media and the time available during class.

The teachers' use of simple, readily available materials aligns with Low-tech and No-tech teaching methods (Trucano, 2005), which suggest that when faced with time or technological restrictions, teachers can adapt by using basic tools or objects in the classroom to facilitate learning. Simple tools can still provide

engaging and effective learning experiences, as long as they are used creatively.

Time management in education is crucial for teachers who have multiple responsibilities. According to Carroll's Model of School Learning (1963), the time available for learning is a key determinant of educational outcomes. Teachers like Mrs. RA have adapted by preparing learning media at home to save time during class, a strategy known as flipping the classroom (Bergmann & Sams, 2012), where preparatory work is done in advance to maximize in-class engagement.

The Merdeka Curriculum emphasizes student-centered learning, which includes diverse media to support active learning. The difficulties faced by the teachers underscore the importance of technological infrastructure in educational reform. According to Koehler and Mishra's TPACK framework (2009), the integration of technology in education requires a balance of technological, pedagogical, and content knowledge. Without sufficient infrastructure and flexible policies, even well-prepared teachers may struggle to fully implement this balance.



*Figure 4.3 Teaching Media*

#### 4. Difficulties in the lesson implementation

The next difficulties encountered by English teacher in the implementation of Merdeka curriculum is on the implementation of the lesson. On teaching implementation it was divided into three sections. Those are opening, mean, and closing.

##### a. Opening

During the opening phase of the lesson, English teachers generally do not encounter significant difficulties. Observations show that teachers use this time effectively to greet students and establish a connection between the new material and students' prior knowledge through a process called apperception. Establishing a connection between new material and students' prior knowledge is a key aspect of effective teaching, often referred to as apperception. Apperception involves helping students relate new information to concepts they have already learned, thereby facilitating a deeper understanding and retention of the material. This process allows learners to integrate new knowledge into their existing cognitive frameworks, making it more meaningful and easier to comprehend. Apperception is rooted in constructivist learning theory, which posits that learners build new knowledge upon the foundation of what they already know (Piaget, 1976). This phase is crucial for activating students' prior knowledge, which facilitates the understanding of new concepts.

Apperception helps to create a cognitive bridge between existing knowledge and the new material, making learning more meaningful and accessible. By revisiting familiar concepts, teachers ensure that students are mentally prepared and engaged for the upcoming lesson.



**Figure 4.4 Opening Activity**

**b. Core Activities**

The central phase of the teaching and learning process is where the primary engagement occurs. During this phase, both teachers and students actively interact with the material, practice new skills, and apply their understanding.

According to the interview with Mrs. FAW, she stated that:

*“The most difficulties during English lesson implementation are on the limitation of time, all of learning steps that have been planned cannot be implemented properly. This means some planned activities and steps are often skipped”*

This is in line with Mrs. RA’s interview results, she stated that:

*“The most influential difficulty is time. We cannot implement all the indicators in the modules we have designed.*

*So, there are several steps that we skip so that all the material is achieved. The other difficulty is implementing it with students. Because students have different levels of prior knowledge. For students whose interest and ability are not in English, or those who have low motivation. Hence, I need extra time to give them further understanding.”*

Based on the interview results, the difficulties faced by English teachers in the implementation of the Merdeka curriculum, particularly in core activities, time is a critical resource in teaching and learning. Research on instructional time suggests that the amount of time dedicated to active learning directly affects student achievement (Brophy, 1988). The theory of "allocated time" versus "engaged time" emphasizes that while teachers may allocate time for specific activities, the actual time students spend engaging with the material often falls short (Berliner, 1990). This gap between planned and actual instruction, as highlighted in the interviews, is exacerbated by the limitations imposed by the Merdeka curriculum and the P5 project.

Differentiated instruction is a teaching approach that acknowledges the diversity in students' readiness, interests, and learning profiles. According to Tomlinson's Theory of Differentiated Instruction (2001), teachers must adapt their methods, materials, and assessments to meet the varied needs of their learners. The challenges highlighted by Mrs. RA, particularly in addressing students with differing levels of prior knowledge and motivation, underscore the necessity for differentiation in the classroom. Differentiated instruction requires teachers to adjust the content, process, and product of learning to ensure all students are accommodated. However, as indicated in the interviews, this approach can be time-consuming and challenging,

particularly given the limited time available for lesson planning and implementation.



***Figure 4.5 Core Activity***

c. Closing

The closing phase of the lesson involves summarizing, reflecting, and concluding the material covered. This phase is crucial for reinforcing what students have learned, allowing them to reflect on the material, and ensuring that the lesson

objectives are met. However, despite well-designed lesson plans, teachers often find that the realities in the classroom differ from their planning due to time limitations and unforeseen challenges during the main activities

This discrepancy occurs because a substantial portion of the time designated for main instructional activities is typically spent on preparation and student engagement. This challenge was also highlighted in prior research by Usman (2019), which emphasized that difficulties in implementing lesson plans often arise from teachers' struggles with pre-activities, including preparation, motivating students, and linking students' prior knowledge to the new material being introduced.





*Figure 4.6 Closing activity*

## 5. Difficulties in learning assessment

The following are the results of interviews with English teachers regarding the challenges they face in conducting assessments. One of the primary difficulties identified by the teachers concerns the assessment process itself. According to the interview with Mrs. FAW, she stated that:

*“The difficulties during the learning assessment is on how to make exercises or practice questions that includes literacy and numeration that must discovered into the questions. For the example the announcement about school festival, the question is “why is school festival make student to be more creative?” the design of the question is must be hot. To overcome that, I used unfamiliar language such as the replacement from “conclude” to “inferred”. The limitation of time makes the assessment not done effectively, teacher should study about the time management although sometimes it does not work as what expected”*

That statement above different from the result of interview with Mrs. RA, she stated that:

*“Merdeka curriculum does not consist of PH (penilaian harian) and UH (ulangan harian) it is replaced by summative and formative assessment. Formative assessment is done in every learning objective, in other hand summative assessment is done in every term such as ASAT (assessment summative akhir tahun) and etc. The limitation of time also become the difficulty to give the assessment. To address that, I used to give two questions or ask the student to come forward.”*

Based on the statement provided by Mrs. FAW during the interview, a key difficulty in the learning assessment process is the requirement for teachers to design exercises that incorporate both literacy and numeracy. According to Usman (2019), one of the challenges in learning assessment is teachers' struggle to address all aspects of assessment comprehensively. Factors such as students' individual conditions and limited time contribute to this challenge, making it difficult for teachers to assess all areas of students' knowledge and skills. Other sources suggest that English teachers face additional challenges in conducting assessments,

including managing grading and recognizing each student's abilities within the restricted time allocated for English lessons.

The difficulties encountered by English teachers in the implementation of assessments under the Merdeka Curriculum are multifaceted and rooted in several key challenges: designing questions that incorporate literacy, numeracy, and higher-order thinking skills (HOTS), transitioning to a system of formative and summative assessments, and managing limited instructional time.

Bloom's Taxonomy underscores the complexity of creating HOTS-based assessments, which push students beyond rote memorization to engage in analysis, evaluation, and creation. Teachers must invest significant effort in crafting such questions, as seen in Mrs. FAW's difficulty in designing complex, thought-provoking assessments. This aligns with the broader curriculum goal of fostering critical thinking, but also highlights a need for further professional development in assessment literacy (Popham, 2009), as teachers must master a range of assessment strategies to evaluate diverse student abilities.

The shift from traditional daily and weekly assessments to formative and summative assessments (Black & Wiliam, 1998), as described by Mrs. RA, reflects modern educational theories that emphasize continuous learning. However, the integration of this system poses time management challenges, where Carroll's Model of School Learning (1963) and time management theory (Lakein, 1973) explain the difficulties teachers face in balancing effective assessment practices within the constraints of limited class time.

In summary, the combination of increasing demands for comprehensive assessments, the introduction of new evaluation formats, and time constraints hinders teachers' ability to fully

implement the Merdeka curriculum. Addressing these issues will require ongoing training in assessment design, better time management strategies, and institutional support to ensure assessments are both meaningful and manageable for teachers.





***Figure 4.7 Learning Assesement***

## 6. Difficulties related to students' interest and motivation

The final challenge pertains to students' interest and motivation. Based on the interview with Mrs. FAW, she stated that:

*“This is the main point from the all questions, the difficulties that related to students' interest and motivation is the main problem for students in this era. The motivation for students in Merdeka curriculum is more challenges for teacher. Teachers should look for any method of study in order to make the student interest and motivation is increase.*

That statement also in line with the results from the interview with Mrs. RA, she stated that:

*“This is the main point because the motivation to study for students in this era is decrease because the national examination in Merdeka curriculum is abolished, to graduate from the school is easy it takes from the daily value or assessment in every learning meeting. Teacher should make the learning activity not monotonous such as learning by playing game and etc. it hopes can increase their learning motivation.”*

Based on the explanations provided, the researcher concludes that the interview results from both Mrs. FAW and Mrs. Rizqa are consistent. Both English teachers agreed that student motivation plays a crucial role in the implementation of the Merdeka Curriculum. This is particularly important given that the Merdeka Curriculum is student-centered, requiring students to take an active role in their learning activities, while the teacher's role is primarily that of a facilitator.

Based on interview among three students of SMPN 2 Cilongok they gave same responses that the abolishment of national examination make them feel free to study because they just think that they can get the score from daily examination

NA as one of seven grade students stated that:

*"Honestly, our motivation has decreased since the national exam was abolished. In the past, we felt there was a clear target to pursue. Now it feels more relaxed, but actually makes us less enthusiastic about learning."*

According to Eccles (2002) students motivation's influenced by expectancy and value factors. Expectancy is students' belief on how well they do in the task and value is students' perception of the importance or usefulness of the task.

Mrs. FAW and Mrs. RA both highlighted declining student motivation as a major issue. This could be explained by students' low expectancy of success, especially if the activities do not align with their interests or perceived abilities. Additionally, the abolishment of national exams has diminished the value students place on academic tasks, as they might not see immediate or long-term rewards.

AN also stated that :

*"Actually, I'm interested in English, but the learning methods make me feel bored. I enjoy listening to music and watching English-language YouTube content, but in the classroom, it feels completely different."*

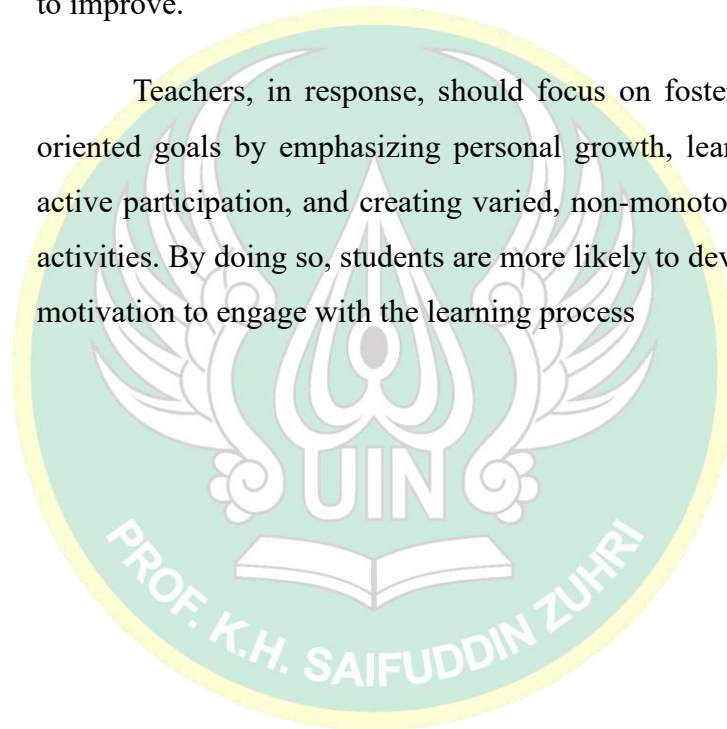
According to the Expectancy-Value Theory, teachers must enhance both expectancy and value to boost motivation. Implementing methods like games or other interactive learning activities, as suggested by Mrs. RA, could increase the value of learning by making it more engaging and relevant to students' interests.

According to Ames (1992) there are two types of goals that drive students' learning behaviour those are mastery goal that focus on students; learning, understanding, and developing new skills

and performance goal that motivated by a desire to appear competent to others.

The shift to a student-centered curriculum without national exams might have altered the nature of students' goals. In the absence of performance-based incentives (such as exams), many students might lack the external motivation to perform, which leads to decreased engagement. As noted by Mrs. RA, this could result in the perception that graduating is easy, thereby reducing the urgency to improve.

Teachers, in response, should focus on fostering mastery-oriented goals by emphasizing personal growth, learning through active participation, and creating varied, non-monotonous learning activities. By doing so, students are more likely to develop intrinsic motivation to engage with the learning process



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions, limitations of the study, and recommendations. It aims to draw conclusions and implications based on the interpretations of the study. Following the conclusions, the chapter delineates implications for the enhancement of practice. Furthermore, it discusses additional implications for future research.

#### **A. Conclusion**

The data obtained from observations, interviews, and documentation effectively addressed the research question in this study: “What are the difficulties faced by English teachers during the implementation of the Merdeka curriculum in teaching English?” Based on the findings presented in the preceding chapter, it can be concluded that there are six challenges encountered by English teachers in implementing the Merdeka curriculum at SMPN 2 Cilongok, Banyumas Regency. These challenges arise from various factors, including the government, school facilities, students, and the teachers themselves.

The difficulties encountered with English teachers in implementing the Merdeka curriculum were dealing with (1) difficulty in the arrangement of lesson plan, (2) difficulty in the process of developing material, (3) difficulty in using media, (4) difficulty in the lesson implementation, (5) Difficulty in learning assessment, (6) difficulty related to students’ interest and motivation. The solution to address those difficulties were (1) looking for other resources from mengajar website, textbook, or internet, (2) Looking for another teaching material that suitable with students’ characteristics, (3) use another media that available in the class or school, (4) find alternatives to ensure that all learning indicators are properly communicated to students, (5) make time management another easier to give the assessment, (6) use student

centered activity where it is ask the student to take much roles during the implementation in learning activity.

## **B. Limitation of Study**

Based on the procedures undertaken in conducting this study, several factors have contributed to its limitations. These limitations will be taken into account in future research to enhance the current study. The primary limitations identified in this research are as follows::

1. The participants in this study consisted of only two out of five English teachers at SMPN 2 Cilongok, Banyumas Regency. This limitation occurred due to the absence of the other English teachers, who were engaged in professional teacher education. Consequently, the data may not adequately represent the challenges faced by English teachers or the strategies they employ to address these issues at SMPN 2 Cilongok, Banyumas Regency.
2. This study primarily focuses on the difficulties encountered by teachers and the solutions they implement in relation to the Merdeka Curriculum. However, numerous other aspects remain available for exploration, such as teaching methodologies, instructional media, assessment practices, and additional factors.

## **C. Suggestion**

Based on the results of the study, the following key recommendations are proposed:

1. The English teachers and future English teachers

It is recommended that English teachers who are implementing the Merdeka Curriculum focus on enhancing their core teaching competencies to ensure the provision of high-quality education to their students, getting new resources, evaluation for Mengajar website, use communicative learning technique, use role play teaching method, prioritization of learning objectives, integration of P5 into core lesson,

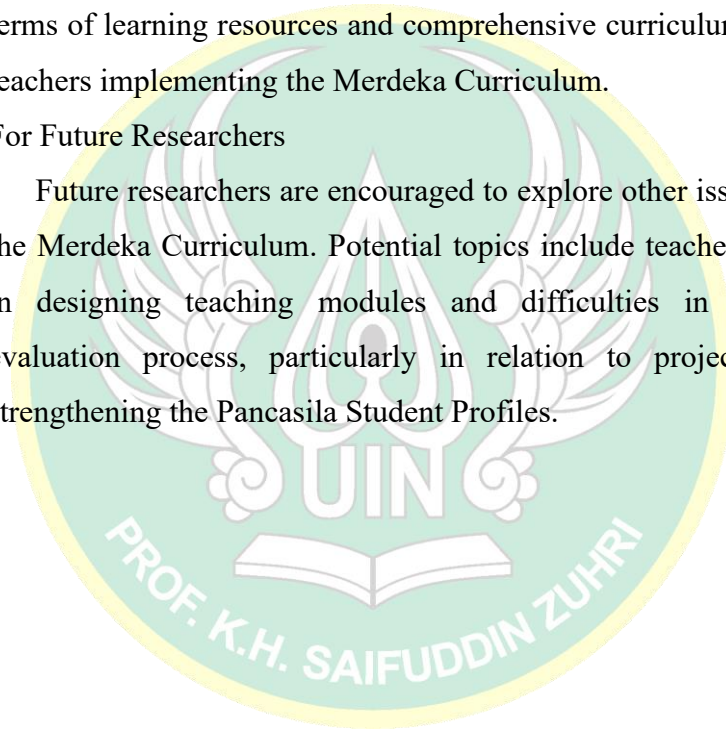
efficient lesson planning, differentiated instruction, peer learning, simplified materials, use interactive learning methods, gamification, real-world application, preparation of simple media, mobile-friendly resources, shared equipment management, and teacher training and collaboration.

2. For the school

In light of the findings, it is evident that teachers continue to encounter challenges related to school facilities and curriculum training. It is advisable for the school to provide adequate support in terms of learning resources and comprehensive curriculum training for teachers implementing the Merdeka Curriculum.

3. For Future Researchers

Future researchers are encouraged to explore other issues related to the Merdeka Curriculum. Potential topics include teachers' challenges in designing teaching modules and difficulties in the learning evaluation process, particularly in relation to projects aimed at strengthening the Pancasila Student Profiles.



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# APPENDICES



*Appendix 1 Letter of Preliminary Research Approval*

 **PEMERINTAH KABUPATEN BANYUMAS**  
**SMP NEGERI 2 CILONGOK**  
Jalan Singadipa No. 1 Panembangan Cilongok, Banyumas, Kode Pos 53162  
Telepon (0281) 656 038 Website <https://smpn2cilongok.sch.id/> 

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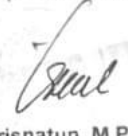
**SURAT IZIN**  
**NOMOR : 423.2 / 145 / 2024**

**TENTANG**  
**PERMOHONAN IZIN OBSERVASI PENDAHULUAN**



**Dasar :** a. Surat dari Kementerian Agama Republik Indonesia Universitas Islam Negeri Purwokerto No. B. m. 816/Un 19/D.FTIK/PP.05.3/03/2024 tgl. 08 Maret 2024,  
b. Perintah izin dari Kepala Sekolah

**MEMBERI IZIN :**

**Kepada :**  
**Nama :** AFRI NIDA ANIASIH  
**NIM :** 1817404002  
**Jurusan/Prodi :** Tadris Bahasa Inggris  
**Jabatan :** Mahasiswa UIN Purwokerto  
**Alamat :** Gunung Lurah, Rt 04 Rw 08  
**Untuk :** Izin Observasi Pendahuluan Guru Bahasa Inggris Tahun Akademik 2023/2024, pada tanggal 09-03-2024 s.d. 23-03-2024.

Cilongok, 14 Maret 2024  
Pit. Kepala SMP Negeri 2 Cilongok,  
  
**Trisnatun, M.Pd**  
Pembina, IV/a  
NIP. 19720708 199803 1 009

## Appendix 2 Letter of Research Approval

 **PEMERINTAH KABUPATEN BANYUMAS**  
**SMP NEGERI 2 CILONGOK**  
Jalan Singadipa No. 1 Panembangan, Cilongok, Banyumas, Kode Pos 53162  
Telepon (0281) 656 038 Website: <https://smpn2cilongok.sch.id> 



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SURAT IZIN  
NOMOR : 423.2 / 261 / 2024  
TENTANG :  
**PERMOHONAN IZIN RISET INDIVIDU**

Dasar : a. Surat dari Kementerian Agama Republik Indonesia Universitas Islam Negeri Purwokerto No. B. m. 2737/Un.19/D.FTIK/PP.05.3/05/2024 tgl. 28 Mei 2024.  
b. Perintah izin dari Kepala SMP Negeri 2 Cilongok, Kab. Banyumas.

**MEMBERI IZIN :**

Kepada :  
Nama : AFRI NIDA ANIASIH  
NIM : 1817404002  
Jurusan/Prodi : Tadris Bahasa Inggris  
Jabatan : Mahasiswa UIN Purwokerto  
Semester : 12 (dua belas)  
Alamat : Gunung Lurah, Rt 04 Rw 08  
Untuk : Izin Riset dengan judul English Teacher Difficulties In The Implementation of Merdeka Curriculum At SMP Negeri 2 Cilongok.  
Waktu pelaksanaan : 29-05-2024 s.d. 29-07-2024.

Cilongok, 31 Mei 2024  
Pit. Kepala SMP Negeri 2 Cilongok,  
  
  
**Trisnatun, M.Pd**  
Pembina Tk. I, IV/b  
NIP. 19720708 199803 1 009

### *Appendix 3 Interview Guidelines*

#### **PEDOMAN WAWANCARA**

Nama Guru :

Jadwal Wawancara :

Waktu :

#### **Pemahaman guru terhadap Kurikulum Merdeka**

1. Sudah berapa lama sekolah ini menerapkan Kurikulum Merdeka?
2. Apa yang bapak/ibu ketahui tentang Kurikulum Merdeka?
3. Dimana bapak/ibu memperoleh informasi terkait Kurikulum Merdeka?
4. Apakah ada perbedaan antara Kurikulum Merdeka dengan kurikulum sebelumnya?
5. Apa kekurangan dan kelebihan Kurikulum Merdeka dalam kegiatan belajar mengajar?
6. Menurut bapak/ibu, apakah Kurikulum Merdeka dapat mempengaruhi prestasi belajar peserta didik?

#### **Penerapan Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris**

1. Apa yang bapak/ibu perlu persiapkan sebelum menerapkan kurikulum Merdeka dalam pembelajaran Bahasa Inggris?
2. Jelaskan hambatan/kesulitan yang bapak/ibu hadapi dalam menyusun perencanaan pembelajaran dalam Kurikulum Merdeka?
3. Bagaimana bapak/ibu mengatasi hambatan dalam proses penyusunan perencanaan pembelajaran dalam kurikulum Merdeka ?
4. Jelaskan hambatan/kesulitan yang bapak/ibu hadapi dalam proses penyusunan bahan ajar dalam kurikulum Merdeka?
5. Bagaimana bapak/ibu mengatasi hambatan dalam proses penyusunan bahan ajar dalam kurikulum Merdeka
6. Jelaskan hambatan/kesulitan yang bapak/ibu hadapi dalam proses penyiapan media pembelajaran dalam kurikulum Merdeka ?

7. Bagaimana bapak/ibu mengatasi hambatan dalam proses penyiapan media pembelajaran dalam kurikulum Merdeka?
8. Bagaimana proses penerapan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris?
9. Jelaskan hambatan/kesulitan yang bapak/ibu hadapi pada saat melaksanakan pembelajaran berbasis Kurikulum Merdeka di dalam kelas!
10. Bagaimana bapak/ibu mengatasi hambatan tersebut?
11. Apa yang bapak/ibu lakukan setelah menerapkan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris?
12. Jelaskan hambatan/kesulitan yang bapak/ibu hadapi setelah melaksanakan pembelajaran berbasis Kurikulum Merdeka pada saat penilaian?
13. Bagaimana bapak/ibu mengatasi hambatan pada saat penilaian pembelajaran berbasis kurikulum Merdeka?
14. Jelaskan hambatan/kesulitan yang bapak/ibu hadapi pada saat refleksi pembelajaran berbasis kurikulum Merdeka?
15. Bagaimana bapak/ibu mengatasi hambatan pada saat refleksi pembelajaran berbasis kurikulum Merdeka tersebut?
16. Jelaskan hambatan/kesulitan yang bapak/ibu hadapi pada saat evaluasi pembelajaran berbasis kurikulum Merdeka?
17. Bagaimana bapak/ibu mengatasi hambatan/kesulitan pada saat evaluasi pembelajaran berbasis kurikulum Merdeka?
18. Apa ada hambatan/kesulitan yang bapak/ibu hadapi terkait sarana dan prasarana sekolah yang berkaitan dengan penerapan kurikulum Merdeka?
19. Bagaimana bapak/ibu mengatasi hambatan terkait sarana dan prasarana tersebut?
20. Apa ada hambatan/kesulitan yang bapak/ibu hadapi terkait sumber belajar yang berkaitan dengan penerapan kurikulum Merdeka?
21. Bagaimana bapak/ibu mengatasi hambatan terkait sumber belajar tersebut?
22. Apa ada hambatan/kesulitan yang bapak/ibu hadapi terkait minat dan motivasi belajar peserta didik yang berkaitan dengan kurikulum Merdeka?

23. Bagaimana bapak/ibu mengatasi hambatan terkait minat dan motivasi belajar peserta didik tersebut?
24. Apa manfaat yang dirasakan guru dan peserta didik setelah menerapkan Kurikulum Merdeka?

### **Transcript of Interview Result**

#### **PEDOMAN WAWANCARA**

Nama Guru : Farkhatillah Apriana Winda S.Pd.Gr

Jadwal Wawancara : 30 Mei 2024

#### **Pemahaman guru terhadap Kurikulum Merdeka**

ANA : Sudah berapa lama sekolah ini menerapkan Kurikulum Merdeka?

P1 : Sudah dua tahun.

ANA : Apa yang bapak/ibu ketahui tentang Kurikulum Merdeka?

P1 : Merdeka untuk belajar, secara simple belajar kapan pun dan dimanapun. Encourage students to learn freely, dengan memanfaatkan karakter belajar sesuai umur dan zaman

ANA : Dimana bapak/ibu memperoleh informasi terkait Kurikulum Merdeka?

P1 : Dari pelatihan , seminar dan juga in house training dan juga platfrom mandiri merdeka mengajar.

ANA : Apakah ada perbedaan antara Kurikulum Merdeka dengan kurikulum sebelumnya? Mohon untuk menjelaskan.

P1 : Ada, sekarang lebih ke student center jadi berpihak kepada siswa

ANA : Apa kekurangan dan kelebihan Kurikulum Merdeka dalam kegiatan belajar mengajar?

P1 : Kelebihannya guru belajar sesuai zaman menggunakan media yang upgrade misal medsos, canva , bisa belajar di luar kelas dan belajardengan media belajar terintegrasi. Kekurangannya ngga bisa mengembangkan karena ga boleh bawa gadget.

ANA : Menurut bapak/ibu, apakah Kurikulum Merdeka dapat mempengaruhi prestasi belajar peserta didik?

P1 : Mempengaruhi bagi anak yang mau, kalo anaknya ga aware ya susah. Kalo anaknya Cuma mau diam ya udah, kalo yang punya passion ya mereka bisa memanfaatkan media yang ada sehingga dikembangkan oleh mereka..dan anak susah di ajak update

#### **Penerapan Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris**

ANA : Apa yang bapak/ibu perlu persiapkan sebelum menerapkan kurikulum Merdeka dalam pembelajaran Bahasa Inggris?

P1 : Mencari ilmu baru dari pelatihan, MGMP satu sekolah mengenai metode yang sesuai dengan peserta didik.

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi dalam menyusun perencanaan pembelajaran dalam Kurikulum Merdeka?

P1 : Karena kurikulum baru jadi masih meraba-raba karena tidak ada template yang baku, ya sesuai dengan judulnya merdeka jadi kembali ke gurunya, mencari sumber referensi yang lain guru bebas dalam artian guru juga berkomunikasi dengan teman yang sejawat

ANA : Bagaimana bapak/ibu mengatasi hambatan dalam proses penyusunan perencanaan pembelajaran dalam kurikulum Merdeka ?

P1 : sering cari informasi dan ngobrol dengan teman sejawat karena saya punya teman dari lain kabupaten ya sering sharing.

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi dalam proses penyusunan bahan ajar dalam kurikulum Merdeka?

P1 : Materinya lebih ke authentic material, seperti di kelas 7 materinya masih simple, tapi kalo kelas 8 materinya complicated seperti pengalaman kejadian orang lain yang bahasanya tinggi sehingga anak masih bingung

ANA : Bagaimana bapak/ibu mengatasi hambatan dalam proses penyusunan bahan ajar dalam kurikulum Merdeka ?

P1 : menyesuaikan dengan karakter anak-anak sesuai dengan apa yang mereka sukai seperti learning by doing spt discovery learning misal lagi pelajaran telling time mereka buat alat peraga sendiri nanti diperagakan sehingga mereka lebih antusias

ANA :Jelaskan hambatan/kesulitan yang bapak/ibu hadapi dalam proses penyiapan media pembelajaran dalam kurikulum Merdeka ?

P1 : kalo saya memanfaatkan anak , misalnya mereka butuhnya apa mereka yang menyiapkan atau bikin dulu dan pakai yang simpel, jarang pakai lcd karena memakan waktu untuk instalasinya.paling pakai gambar real life misal preposition suruh anak bawa tempat makan untuk memanfaatkan kinestetik mereka juga.

ANA : Bagaimana bapak/ibu mengatasi hambatan dalam proses penyiapan media pembelajaran dalam kurikulum Merdeka?

P1 : Kadang-kadang kalo sudah menyiapkan apa tapi rencananya meleset kita cari opsi media lain yang ada di dalam kelas misal dalam pembelajaran preposisi koh anak ngga bawa tempat makan ya kita cari opsi lain eh ini ada tempat pensil, ada kursi dan bola kalo anak bored dan kadang juga spontan ke luar kelas kaya posisi kelas A dimana B dimana gitu.

ANA : Bagaimana proses penerapan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris?

P1 : Seperti biasanya ada opening, main, sama closing

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi pada saat melaksanakan pembelajaran berbasis Kurikulum Merdeka di dalam kelas! Dalam opening jarang ditemukannya kesulitan, namun dalam main activity biasanya kita harus bisa manage waktu agar bisa sesuai dengan modul ajar yang sudah dibuat, saat opening kesulitan yang ditemui

biasanya dalam proses assesment karena kadang terlalu asik dengan main activity sehingga closing yang menyakup assesment biasanya kita cari dengan cara yang mudah seperti menanyakan anak satu persatu.

ANA : Bagaimana bapak/ibu mengatasi hambatan tersebut?

P1 : Memanage waktu dengan baik agar lebih mudah

ANA : Apa yang bapak/ibu lakukan setelah menerapkan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris?

P1 : Lebih mudah kalau medianya tersedia misalnya kuiz kita ngga usah pake kertas tinggal pakai quizziz atau google form selain memudahkan dalam penilaian ataupun koreksian.

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi setelah melaksanakan pembelajaran berbasis Kurikulum Merdeka pada saat penilaian?

P1 : Lebih ke soalnya, soalnya harus mencakup literasi, numerasi harus tercover sama soalnya soalnya bahasanya dan level soalnya lebih tinggi. Jadi bahasa dari jawabannya itu tidak tercakup di dalam teks yang disediakan misalnya announcement about School Festival disitukan anak-anak diminta untuk ikut serta supaya kreatif dan kolaborative pertanyaanya kenapa school festival make students more creative and collaborative? Kan ngga ada di dalam teks karena teksnya kan teks pengumuman pengumuman yang ada agenda dll yang ngga ada. Nah itu tantangannya kita bikin soal dengan bahasa yang levelnya lebih naik atau hard

ANA : Bagaimana bapak/ibu mengatasi hambatan pada saat penilaian pembelajaran berbasis kurikulum Merdeka?

P1 : Kadang-kadang anak tidak tahu template soal atau tidak maksud dengan soal tersebut karena tidak familiar dengan soal yang disajikan tersebut misalnya "from the text above we can conclude that tapi ada bahasa lain from the text above we can inferred that. Kadang di kelas saya juga njelasin bagaimana menjawab soal tersebut. Kadang-kadang kan ada anak yang bingung apalagi dalam bahasa inggris

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi pada saat refleksi pembelajaran berbasis kurikulum Merdeka?

P1 : Kadang-kadang anak-anak tuh njawabnya ngawur, soal yang diberikan tidak direspon dengan jawaban yang sebenarnya contoh mereka sebenarnya mereka merasa sulit tapi bilanganya tidak jadi jawban dari refleksi itu bias

ANA : Bagaimana bapak/ibu mengatasi hambatan pada saat refleksi pembelajaran berbasis kurikulum Merdeka tersebut?

P1 : Menanyakan perasaan mereka dan masuk ke dunia mereka sehingga nanti mulai muncul pertanyaan dari siswa baik dari materi awal sampai akhir. Yang penting anak mau belajar dulu.

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi pada saat evaluasi pembelajaran berbasis kurikulum Merdeka?

P1 : Nyontek masih menjadi point utama

ANA : Bagaimana bapak/ibu mengatasi hambatan/kesulitan pada saat evaluasi pembelajaran berbasis kurikulum Merdeka?

P1 : Saya memberikan ultimatum menanamkan ke mereka tentang pentingnya proses.

ANA : Apa ada hambatan/kesulitan yang bapak/ibu hadapi terkait sarana dan prasarana sekolah yang berkaitan dengan penerapan kurikulum Merdeka?

P1 : Kurikulum merdeka itu lebih sering menggunakan platform yang dikembangkan di android bagi sekolah yang tidak membolehkan anak bawa gadget ya kita hanya mengandalkan sarpras di sekolah. Ngga boleh bawa hape karena madhorotnya lebih banyak.

ANA : Bagaimana bapak/ibu mengatasi hambatan terkait sarana dan prasarana tersebut?

P1 : Menggunakan media seadanya

ANA : Apa ada hambatan/kesulitan yang bapak/ibu hadapi terkait sumber belajar yang berkaitan dengan penerapan kurikulum Merdeka?

P1 : Tidak ada karena sekarang sudah mudah untuk mengakses apapun melalui

ANA : Bagaimana bapak/ibu mengatasi hambatan terkait sumber belajar tersebut?

P1 : Browsing di internet

ANA : Apa ada hambatan/kesulitan yang bapak/ibu hadapi terkait minat dan motivasi belajar peserta didik yang berkaitan dengan kurikulum Merdeka?

P1 : Ini adalah poin utama dari pembelajar sekarang, penilaian sudah dari sekolah masing-masing sehingga anak menganggap itu mereka pasti akan diluluskan berapapun nilainya beda dengan zaman kita mau ujian ya harus mujahadah, try out, dkk jadi anak sekarang itu kurang adanya pressure atau tekanan. Kalo anak yang sadar mereka itu sekolah untuk belajar ya akan mudah dan sebaliknya.

ANA : Bagaimana bapak/ibu mengatasi hambatan terkait minat dan motivasi belajar peserta didik tersebut?

P1 : Banyak media pembelajaran, pengembangan media belajar kreatif, inovatif, kolaboratif. Pengembangan motivasi dari internal dari keluarga dan kondisi anak dan juga eksternal dari guru.

ANA : Apa manfaat yang dirasakan guru dan peserta didik setelah menerapkan Kurikulum Merdeka?

P1 : Anak tidak selalu dituntut untuk anteng mendengarkan guru, jadi memberikan kesempatan mereka untuk menyampaikan dan merefleksikan keinginan dan pendapat mereka namanya juga student center learning.

#### **PEDOMAN WAWANCARA**

Nama Guru : Rizqa Alfiya S.Pd.Gr

Jadwal Wawancara : 31 Mei 2024

**Pemahaman guru terhadap Kurikulum Merdeka**

ANA : Sudah berapa lama sekolah ini menerapkan Kurikulum Merdeka?

P2 : baru dua angkatan

ANA : Apa yang bapak/ibu ketahui tentang Kurikulum Merdeka?

P2 : Konsep merdeka belajar, kalo kurtilas ada KI dan KD adanya Cuma CP. Guru lebih bebas dalam menentukan materi mau mengajarkan materi yang mana. Waktunya mau diajarkan di kelas mana itu tergantung kesepakatan mgmp

ANA : Dimana bapak/ibu memperoleh informasi terkait Kurikulum Merdeka?

P2 : Kan ada websitenya dan juga pelatihan mandiri PMM di merdeka mengajar jadi kita setiap pertemuan itu ada topik, materi, tes dan kalo lulus topik ya lanjut ke topik berikutnya

ANA : Apakah ada perbedaan antara Kurikulum Merdeka dengan kurikulum sebelumnya?

P2 : Sudah tidak ada KI KD adanya CP. Ditambah adanya P5 proyek penguatan profil pelajar pancasila.

ANA : Apa kekurangan dan kelebihan Kurikulum Merdeka dalam kegiatan belajar mengajar?

P2 : Kekurangannya mungkin karena baru diterapkan, konsepnya paham tapi implementasinya susah. Jadi sesuai administrasi udah sesuai kumer tapi prakteknya ya yang belum banget. Untuk kelebihan dari segi konsep itu sudah bagus karena tidak ada patokan materi. Dan juga udah keluar buku paket dibanding pas awal penerapan jadi lebih mudah. Misal di kurtilas bab nya satu tahun ada 10 bab kalo sekarang buku paketnya ada 5 bab dan sememster satu ada dua bab dan selanjutnya 3 bab. Jadi setiap bab itu ada temanya jadi menurut saya lebih gampang.

ANA : Menurut bapak/ibu, apakah Kurikulum Merdeka dapat mempengaruhi prestasi belajar peserta didik?

P2 : Mempengaruhi tapi semua tergantung kepada diri si peserta didik.

### **Penerapan Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris**

ANA : Apa yang bapak/ibu perlu persiapkan sebelum menerapkan kurikulum Merdeka dalam pembelajaran Bahasa Inggris?

P2 : Pelajari topik yang ada di PPM, apa yang diinginkan oleh kumer, setelah saya pelajari tentang pembagian kelompok itu saya mengambil beberapa peran ex: ada narasumbernya, pesertanya, dkk. Untuk cara mengajarnya menurut saya ya sama. Paling nyiapin modul ajar

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi dalam menyusun perencanaan pembelajaran dalam Kurikulum Merdeka?

P2 : Menurut saya si lebih simpel daripada RPP. Untuk indikatornya hampir sama, Cuma di modul ajar itu ada KKTP kriteria ketuntasan tujuan pembelajaran yang lainnya kayanya sama. Kalo emang dari dulu udah biasa bikin sendiri ya mudah mba daripada yang Cuma download dari internet.

ANA : Bagaimana bapak/ibu mengatasi hambatan dalam proses penyusunan perencanaan pembelajaran dalam kurikulum Merdeka ?

P2 : di web merdeka mengajar disitu banyak contoh modul ajar, saya lihat disitu dulu lalu saya banfingkan dengan buku paket

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi dalam proses penyusunan bahan ajar dalam kurikulum Merdeka?

P2 : Biasanya searching di internet untuk mencari sumber lain selain yang ada di buku paket

ANA : Bagaimana bapak/ibu mengatasi hambatan dalam proses penyusunan bahan ajar dalam kurikulum Merdeka ?

P2 : Mencari sumber lain selain di buku paket

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi dalam proses penyiapan media pembelajaran dalam kurikulum Merdeka ?

P2 : Kesulitannya biasanya waktu untuk mempersipkannya, saya ngga gitu suka pake power point lebih simpel kaya penggunaan audio, dan penggunaan papan tulis. Kalo media kaya proyektor itu paling kalo misal belajar lagu mau nampilin video lyrics. Kalo media selain laptop saya biasanya saya bikin pemebelajatrان recount saya memasangkan paragraph dan gambarnya ex ambil dari canva. Penggunaan flash card juga dari canva jadi mending dalam bentuk media yang di print..makanya butuh waktu untuk ngguntingi kek gitu

ANA : Bagaimana bapak/ibu mengatasi hambatan dalam proses penyiapan media pembelajaran dalam kurikulum Merdeka?

P2 : Karena waktunya yang kurang ya saya selesaiin di rumah nanti sisanya di sekolah. Kadang saya print di rumah

ANA : Bagaimana proses penerapan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris?

P2 : Pertama saya bikin modul ajar yang saya bikin satu semester sekalian, rencana dan kegiatannya semuanya sudah ada di situ meskipun kadang faktanya ya sesuai.

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi pada saat melaksanakan pembelajaran berbasis Kurikulum Merdeka di dalam kelas!

P2 : Kesulitan secara khusus ke kumer itu tidak ada karena ngajarnya masih seperti biasanya bedanya di materi yang disampaikan. Di kumer siswa lebih banyak diskusi jadi guru istilahnya Cuma sebagai fasilitatornya aja.

ANA : Bagaimana bapak/ibu mengatasi hambatan tersebut?

P2 : Karena kekurangannya kita membiarkan siswa diskusi jadi membuat beberapa siswa kurang paham sehingga kembali kita yang menjelaskan panjang lebar. Karena siswa itu maunya disuapin materi terus . biasanya saya terangkan garis besarnya di awal dan selanjutnya siswa diskusi sendiri. Kekurangannya juga di waktunya kaya udah diskusi ngga ada waktu buat presentasi dan ngasih feedbacknya.

ANA : Apa yang bapak/ibu lakukan setelah menerapkan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris?

P2 : Lebih senang karena bab nya sedikit tidak terlalu banyak. Selain sudah punya pegangannya paling itu nanti untuk menghadapi ke kelas 9 yang sebelumnya belum menerapkan kurikulum merdeka.

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi setelah melaksanakan pembelajaran berbasis Kurikulum Merdeka pada saat penilaian?

P2 : Kalo di kumer tidak ada istilah penilaian harian dkk adanya assesment formatif dan sumatif. Formatif itu dilakukan setelah tujuan pembelajaran dan tidak harus tertulis bisa secara lisan. Kalo sumatif itu ada di setiap semester. Sekarang namanya ada ASAT assesment sumatif akhir jenjang dkk

ANA : Bagaimana bapak/ibu mengatasi hambatan pada saat penilaian pembelajaran berbasis kurikulum Merdeka?

P2 : Karena keterbatasan waktu itu karena setiap TP tidak semuanya langsung paham untuk menghemat waktu ya saya secara lisan saja dan soalnya Cuma satu atau dua dan tak kasih waktu berapa menit menjawab.

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi pada saat refleksi pembelajaran berbasis kurikulum Merdeka?

P2 : Kadang saya pake lembar refleksi mba kaya apa yang kalian pelajari hari ini dkk. Kesulitannya kadang idealnya yang kita adakan setiap hari Cuma saya ngga adakan setiap hari karena lagi lagi soal waktu

ANA : Bagaimana bapak/ibu mengatasi hambatan pada saat refleksi pembelajaran berbasis kurikulum Merdeka tersebut?

P2 : Kadang lihat jam sebentar lagi selesai ya saya bagikan dulu lembarnya sebelum pelajaran selesai.

ANA : Jelaskan hambatan/kesulitan yang bapak/ibu hadapi pada saat evaluasi pembelajaran berbasis kurikulum Merdeka?

P2 : Saat evaluasi biasanya diakhir TP itu misal dalam satu pembelajaran itu ada 3 TP jadi saya evaluasi misal materi ini tidak pahamnya dimana. Saat evaluasi kesulitannya ternyata banyak yang ngga paham sampe bingung perasaan sudah dijelaskan sudah ada catatannya juga tapi masih aja kek gitu

ANA : Bagaimana bapak/ibu mengatasi hambatan/kesulitan pada saat evaluasi pembelajaran berbasis kurikulum Merdeka?

P2 : Misal evaluasinya di satu jam terakhir ya saya jelasin lagi masalah paham apa ngganya ya itu udah urusan siswanya.

ANA : Apa ada hambatan/kesulitan yang bapak/ibu hadapi terkait sarana dan prasarana sekolah yang berkaitan dengan penerapan kurikulum Merdeka?

P2 : Kalo sarana salahsatunya ya itu males pake lcd karena lcd bawa sendiri ngga ada di kelas karena ada kemalingan jadinya yang di kelas di copot sehingga butuh waktu lagi.

ANA : Bagaimana bapak/ibu mengatasi hambatan terkait sarana dan prasarana tersebut?

P2 : Mencari media lain selain itu

ANA : Apa ada hambatan/kesulitan yang bapak/ibu hadapi terkait sumber belajar yang berkaitan dengan penerapan kurikulum Merdeka?

P2 : Tidak ada mba yang penting kita mau mencari

ANA : Bagaimana bapak/ibu mengatasi hambatan terkait sumber belajar tersebut?

P2 : Mencari sumber sendiri

ANA : Apa ada hambatan/kesulitan yang bapak/ibu hadapi terkait minat dan motivasi belajar peserta didik yang berkaitan dengan kurikulum Merdeka?

P2 : Ini yang paling utama mba, anak-anak sekarang itu kaya udah ngga niatnya ngga belajar. Niatnya tuh kaya ketemu temen niat belajarnya kaya Cuma sedikit. Dan sekarang udah ngga ada ujian nasional jadi anak kaya nggampangin karena lulus sekrarang itu gampang Cuma pakai nilai harian aja. Dan soal ujiannya pun kita yang bikin. Lulus gampang, dan naik kelas gampang. Sekurang-kurangnya siswa pasti naik kecuali yang bermasalah kaya ngga berangkat sampe berbulan-bulan.

ANA : Bagaimana bapak/ibu mengatasi hambatan terkait minat dan motivasi belajar peserta didik tersebut?

P2 : Kalo untuk itu biasanya saya beri motifasi. Untuk minat saya bikin pembelajaran agar tidak monoton kaya penggunaan media dan permainan. Terkait motifasi ya paling saya bilangin aja.

ANA : Apa manfaat yang dirasakan guru dan peserta didik setelah menerapkan Kurikulum Merdeka?

P2 : Siswa jadi lebih aktif, dan guru lebih leluasa untuk menyiapkan pembelajaran.

### **Pedoman Wawancara Penelitian: Motivasi Belajar Siswa dalam Kurikulum Merdeka**

Pewawancara: Peneliti

Responden:

Pertanyaan dan Jawaban Wawancara

1. Bagaimana pendapatmu tentang motivasi belajar saat ini?
2. Apa yang membuat Anda kehilangan motivasi belajar?
3. Metode pembelajaran seperti apa yang Anda inginkan?
4. Bagaimana peran guru mempengaruhi motivasi Anda?
5. Apa harapan Anda terhadap Kurikulum Merdeka?
6. Bagaimana cara meningkatkan motivasi belajar menurut Anda?

Pewawancara: Peneliti

Responden: Siswa SMP (Inisial NA, 14 tahun)

Pertanyaan dan Jawaban Wawancara

1. Bagaimana pendapatmu tentang motivasi belajar saat ini?

NA: Sejujurnya, motivasi kami menurun sejak tidak adanya ujian nasional. Dulu, kami merasa ada target yang jelas untuk dikejar. Sekarang terasa lebih santai, tapi sebenarnya membuat kami kurang bersemangat belajar.

2. Apa yang membuat Anda kehilangan motivasi belajar?

NA: Beberapa hal:

- Sistem penilaian yang hanya berdasarkan nilai harian
- Kurangnya tantangan dalam pembelajaran
- Metode mengajar yang masih monoton
- Tidak ada "tekanan" untuk berprestasi seperti dulu

3. Metode pembelajaran seperti apa yang Anda inginkan?

NA: Saya ingin:

- Lebih banyak praktik langsung
- Penggunaan teknologi dalam pembelajaran
- Diskusi interaktif
- Proyek yang bisa mengembangkan kreativitas
- Permainan edukatif yang mendidik

4. Bagaimana peran guru mempengaruhi motivasi Anda?

NA: Guru yang kreatif dan bisa membuat pelajaran menarik sangat membantu.

Ketika guru hanya ceramah, kami cenderung bosan. Tapi jika guru menggunakan metode yang menarik, kami jadi lebih antusias.

5. Apa harapan Anda terhadap Kurikulum Merdeka?

NA: Saya berharap:

- Kurikulum lebih fleksibel
- Fokus pada pengembangan kemampuan individu
- Tidak hanya nilai akademik, tapi juga soft skills
- Lebih banyak ruang untuk kreativitas

6. Bagaimana cara meningkatkan motivasi belajar menurut Anda?

NA:

- Desain ulang metode pembelajaran
- Gunakan teknologi modern
- Buat penilaian yang komprehensif
- Berikan proyek yang menantang
- Hubungkan materi pelajaran dengan dunia nyata

Pedoman Wawancara Penelitian: Motivasi Belajar Siswa dalam Kurikulum Merdeka (Fokus Bahasa Inggris)

Profil Responden

- Nama: NF (Inisial)
- Usia: 14 tahun
- Jenjang: Sekolah Menengah Pertama (SMP)

1. Bagaimana pendapatmu tentang motivasi belajar Bahasa Inggris saat ini?

NA: Bahasa Inggris itu menarik, tapi kadang membuat saya frustrasi. Saya suka musik dan film berbahasa Inggris, jadi ingin belajar, tapi metode di sekolah terasa membosankan. Saya lebih suka belajar dari YouTube atau aplikasi.

2. Apa yang membuat Anda kehilangan motivasi belajar Bahasa Inggris?

NA:

- Terlalu fokus pada tata bahasa yang rumit
- Kurang praktik berbicara
- Materi tidak up-to-date
- Tidak ada konteks yang menarik
- Takut salah berbicara
- Metode hafalan yang membosankan

3. Metode pembelajaran Bahasa Inggris seperti apa yang Anda inginkan?

NA: Saya ingin:

- Belajar dari lagu dan film
- Praktek speaking dengan native speaker
- Bermain game berbahasa Inggris
- Diskusi topik global
- Podcast dan konten digital
- Tantangan berbahasa online
- Belajar slang dan bahasa percakapan

4. Bagaimana peran guru mempengaruhi motivasi Anda dalam Bahasa Inggris?

NA: Guru Bahasa Inggris yang baik itu:

- Bisa berbicara lancar
- Tidak galak saat murid salah
- Memberi contoh nyata
- Menggunakan teknologi
- Punya humor
- Memotivasi berbicara tanpa takut salah
- Mengenalkan budaya global

5. Apa harapan Anda terhadap Kurikulum Merdeka dalam Bahasa Inggris?

NA: Saya berharap:

- Kurikulum lebih fleksibel
- Fokus komunikasi aktual
- Sambungan dengan dunia digital
- Kesempatan pertukaran bahasa
- Ujian yang tidak membuat tegang
- Penilaian berbasis kemampuan komunikasi
- Koneksi dengan komunitas internasional

6. Bagaimana cara meningkatkan motivasi belajar Bahasa Inggris menurut Anda?

NA: Caranya:

- Gunakan aplikasi language exchange
- Buat konten YouTube berbahasa Inggris
- Ikuti challenge online
- Nonton serial tanpa subtitle
- Gabung klub percakapan
- Dapat sertifikasi online
- Belajar dari influencer

Pedoman Wawancara Penelitian: Motivasi Belajar Siswa dalam Kurikulum Merdeka (Fokus Bahasa Inggris)

Profil Responden

- Nama: AN (Inisial)
- Usia: 14 tahun
- Jenjang: Sekolah Menengah Pertama (SMP)

1. Bagaimana pendapatmu tentang motivasi belajar Bahasa Inggris saat ini?

NA: Sebenarnya saya tertarik dengan Bahasa Inggris, tapi metode belajarnya yang bikin jenuh. Saya suka mendengarkan musik dan nonton konten YouTube berbahasa Inggris, tapi di kelas terasa berbeda sama sekali.

2. Apa yang membuat Anda kehilangan motivasi belajar Bahasa Inggris?

NA:

- Grammar terlalu rumit dan membingungkan
- Vocabulary yang diajarkan terasa kaku
- Tidak ada konteks real-world
- Guru sering memakai metode ceramah
- Takut ditertawakan kalau salah bicara
- Materi terasa jauh dari minat remaja

3. Metode pembelajaran Bahasa Inggris seperti apa yang Anda inginkan?

NA: Saya ingin:

- Belajar melalui konten kreator YouTube
- Praktek berbicara dengan teman sebaya
- Bermain role-play interaktif
- Belajar dari musik dan film populer
- Tantangan berbahasa online
- Proyek kolaborasi internasional
- Penggunaan augmented reality

4. Bagaimana peran guru mempengaruhi motivasi Anda dalam Bahasa Inggris?

NA: Guru Bahasa Inggris ideal menurut saya:

- Punya sense of humor
- Tidak langsung menegur kalau salah
- Bisa connect dengan dunia anak muda
- Memberikan contoh nyata penggunaan bahasa
- Mendorong percaya diri berbicara
- Memahami minat generasi Z
- Menggunakan teknologi dalam pengajaran

5. Apa harapan Anda terhadap Kurikulum Merdeka dalam Bahasa Inggris?

NA: Saya berharap:

- Kurikulum lebih fleksibel dan modern
- Fokus pada kemampuan komunikasi
- Tersambung dengan teknologi

- Penilaian tidak hanya tes tertulis
- Kesempatan berbicara lebih banyak
- Materi yang up-to-date
- Koneksi dengan budaya global

6. Bagaimana cara meningkatkan motivasi belajar Bahasa Inggris menurut Anda?

NA: Caranya:

- Gunakan platform language exchange
- Buat konten digital berbahasa Inggris
- Ikuti challenge di media sosial
- Belajar melalui game interaktif
- Podcast language learning
- Kolaborasi proyek internasional
- Sertifikasi online yang menarik



*Appendix 4 Observation Checklist*

**LEMBAR OBSERVASI**

No	Pernyataan Kriteria	Pemenuhan		Keterangan
		YA	TIDAK	
1.	Guru menerapkan kurikulum Merdeka			
2.	Guru mengalami kendala dalam proses implementasi kurikulum Merdeka			
3.	Guru mampu mengatasi atau menyelesaikan kendala/kesulitan dalam proses pengimplementasian kurikulum Merdeka			
4.	Terdapat tujuan pembelajaran dalam proses mengajar berbasis kurikulum Merdeka			
5.	Terdapat materi pembelajaran dalam proses mengajar berbasis kurikulum Merdeka			
6.	Terdapat strategi pembelajaran dalam proses mengajar berbasis kurikulum Merdeka			

7.	Terdapat media pengajaran dalam proses mengajar berbasis kurikulum Merdeka			
8.	Terdapat buku teks berbasis kurikulum Merdeka			
9.	Terdapat Modul ajar berbasis kurikulum Merdeka			
10.	Terdapat evaluasi keberhasilan mengajar berbasis kurikulum Merdeka			
11.	Fasilitas penunjang pengimplementasian kurikulum Merdeka di kelas			
12.	Sarana dan prasarana sekolah memadai pelaksanaan pembelajaran kurikulum Merdeka			
13.	Terdapat modul untuk siswa berbasis kurikulum Merdeka			

14.	Terdapat buku teks untuk guru berbasis kurikulum Merdeka			
15.	Terdapat buku teks siswa berbasis kurikulum Merdeka			
16.	Terdapat sumber belajar selain buku teks (contoh:website,dll) yang digunakan guru/siswa dalam proses pembelajaran			



### Appendix 5 Observation Result

LEMBAR OBSERVASI				
No	Pernyataan Kriteria	Pemenuhan		Keterangan
		YA	TIDAK	
1.	Guru menerapkan kurikulum Merdeka	✓		Guru menerapkan kumer di sekolah
2.	Guru mengalami kendala dalam proses implementasi kurikulum Merdeka	✓		Kendala dalam pembagian waktu dan juga motivasi & learning assesment
3.	Guru mampu mengatasi atau menyelesaikan kendala/kesulitan dalam proses pengimplementasian kurikulum Merdeka	✓		Guru menggunakan strategi lain dalam mengatasi hambatan
4.	Terdapat tujuan pembelajaran dalam proses mengajar berbasis kurikulum Merdeka	✓		Guru menyampaikan soal pelajaran
5.	Terdapat materi pembelajaran dalam proses mengajar berbasis kurikulum Merdeka	✓		diterai dengan bahan ajar
6.	Terdapat strategi pembelajaran dalam proses mengajar berbasis kurikulum Merdeka	✓		ada
7.	Terdapat media pengajaran dalam proses mengajar berbasis kurikulum Merdeka	✓		media yang ada di sekitar kelas/ sekolah
8.	Terdapat buku teks berbasis kurikulum Merdeka	✓		ada
9.	Terdapat Modul ajar berbasis kurikulum Merdeka	✓		ada

10.	Terdapat evaluasi keberhasilan mengajar berbasis kurikulum Merdeka	✓		evaluasi di akhir pembelajaran
11.	Fasilitas penunjang pengimplementasian kurikulum Merdeka di kelas		✓	fasilitas sudah ada
12.	Sarana dan prasarana sekolah memadai pelaksanaan pembelajaran kurikulum Merdeka		✓	masih kurang
13.	Terdapat modul untuk siswa berbasis kurikulum Merdeka	✓		ada
14.	Terdapat buku teks untuk guru berbasis kurikulum Merdeka	✓		ada
15.	Terdapat buku teks siswa berbasis kurikulum Merdeka	✓		ada
16.	Terdapat sumber belajar selain buku teks (contoh: website, dll) yang digunakan guru/siswa dalam proses pembelajaran		✓	tidak ada belum ada

*Appendix 6 Picture While Collecting Data*



Interview with 1<sup>st</sup> English Teacher



Class observation while English language teaching



Class observation



Interview with the second English teacher




Picture while joining the learning activity with students



Picture while learning assesement

## Appendix 7 Munaqasah Recommendation



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

---

### REKOMENDASI MUNAQOSYAH

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

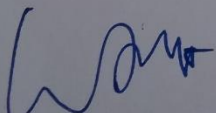
Nama	: Afri Nida Aniasih
NIM	: 1817404002
Semester	: 13 (Tiga belas)
Jurusan/Prodi	: FTIK/TBI
Angkatan Tahun	: 2018
Judul Skripsi	: English Teachers Difficulties in The Implementation of Merdeka Curriculum at SMPN 2 Cilongok Kab. Banyumas

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.  
Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

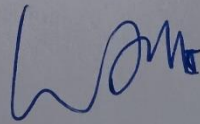
*Wassalamu'alaikum Wr. Wb.*

Dibuat di : Purwokerto  
Tanggal : 30 Oktober 2024


Mengetahui,  
Koordinator Prodi TBI

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

Dosen Pembimbing

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

## Appendix 8 Thesis Supervision Form



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KHAJ HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
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 www.uinmatra.ac.id

**BLANKO BIMBINGAN SKRIPSI**

Nama : Afri Nida Aniasih  
 No. Induk : 1817404002  
 Fakultas/Jurusan : FTIK/THI  
 Pembimbing : Desi Wijayanti Ma'rufah, M.Pd  
 Nama Judul : English Teacher Difficulties in The Implementation of Merdeka Curriculum at SMPN 2 Cilongok, Banyumas.

No	Hari/Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1	Senin, 13 November 2023	Judul dan latar belakang masalah, dan rumusan masalah	<i>W</i>	<i>Afani</i>
2	Jumat, 3 Maret 2023	Definisi operasional	<i>W</i>	<i>Afani</i>
3	Senin, 4 Maret 2023	Kerangka teori	<i>W</i>	<i>Afani</i>
4	Rabu, 13 Maret 2023	Metode penelitian	<i>W</i>	<i>Afani</i>
5	Senin, 18 Maret 2023	Sistematika Pembahasan	<i>W</i>	<i>Afani</i>
6	Senin, 9 Maret 2024	Data collection techniques	<i>W</i>	<i>Afani</i>
7	Rabu, 6 Maret 2024	Validasi interview guideline dan observation checklist	<i>W</i>	<i>Afani</i>
8	Senin, 13 Mei 2024	- Data collection techniques - Interview guideline dan observation checklist. - Finding	<i>W</i>	<i>Afani</i>
9	Senin, 20 Mei 2024	- Finding - Discussion	<i>W</i>	<i>Afani</i>
10	Rabu, 18 September 2024	- Finding & discussion - Theory - Data display - - pengeditan.	<i>W</i>	<i>Afani</i>
11	Rabu, 2 Oktober 2024	- Penambahan teori setelah finding	<i>W</i>	<i>Afani</i>
12	Senin, 7 Oktober 2024	Data display	<i>W</i>	<i>Afani</i>

Dibuat di : Purwokerto  
 Pada tanggal: 8 Oktober 2024  
 Dosen Pembimbing

*W*

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

## Appendix 9 Academic Transcript

4/24/24, 2:47 PM

Transkrip



### UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

Jl. A. Yani No.40A, Karanganyar, Purwokerto, Kes. Purwokerto Utara, Kab. Banyumas, Jawa Tengah  
Website : [www.uinsatlas.ac.id](http://www.uinsatlas.ac.id) | Email : [akademik@uinsatlas.ac.id](mailto:akademik@uinsatlas.ac.id) | Telepon : (0281) 839504

#### TRANSKRIP SEMENTARA

Program Studi : Tadris Bahasa Inggris  
NIM : 1817484002  
Tempat Lahir : Banyumas  
Tanggal Lahir : 17 April 1999  
Jenjang Pendidikan : S1  
Nama : AFRIDA ANJASIH  
Tahun Masuk : 2018

NO	KODE	MATA KULIAH	NEA	AM	SKS	BOBOT
1	INS 002	Ilmu Kalam	A	4,00	2	8
2	INS 011	Logika	A	4,00	2	8
3	INS 017	Al-Arabiyyah Al-Ajariyyah	A	4,00	2	8
4	TB1 001	Listening for Leisure	B+	3,30	2	6,6
5	TB1 002	Literal Reading	A	4,00	2	8
6	TB1 003	Speaking for Daily Communication	A	4,00	2	8
7	TB1 004	Free Writing	A	4,00	2	8
8	TB1 005	Basic English Grammar	A	4,00	2	8
9	INS 001	Pendidikan Pancasila dan Kewarganegaraan	A-	3,60	3	10,8
10	INS 004	Akhlak dan Tasawuf	B	3,00	2	6
11	INS 008	Ulumul Fiqh	B+	3,30	2	6,6
12	INS 014	Bahasa Indonesia	A-	3,60	2	7,2
13	INS 016	English for Academic Purposes	A	4,00	2	8
14	INS 018	Al-Arabiyyah Al-Talabiyyah	B	3,00	2	6
15	INS 021	Aplikasi Komputer	B-	2,60	0	0
16	TB1 006	Listening for Practical Communication	A	4,00	2	8
17	TB1 007	Interpretive Reading	B+	3,30	2	6,6
18	TB1 008	Speaking for Formal Communication	A	4,00	2	8
19	TB1 009	Paragraph Writing	A	4,00	2	8
20	TB1 010	Intermediate English Grammar	A-	3,60	2	7,2
21	TIK 002	Fisika Pendidikan Islam	B+	3,30	2	6,6
22	INS 003	Fiqh	A	4,00	2	8
23	INS 007	Islamic Banking	A	4,00	2	8
24	INS 009	Fisika Islam	A-	3,60	2	7,2
25	TB1 011	Listening for Critical Thinking	A	4,00	2	8
26	TB1 012	Critical Reading	B+	3,30	2	6,6
27	TB1 013	Speaking for Academic Purposes	A	4,00	2	8
28	TB1 014	Essay Writing	A-	3,60	2	7,2
29	TB1 015	Advanced English Grammar	A-	3,60	2	7,2
30	TIK 003	Ilmu Pendidikan Islam	B+	3,30	2	6,6
31	INS 010	Fisika Ilmiah	A-	3,60	2	7,2
32	INS 012	Ilmu Alqamah Dasar	C	2,00	2	4
33	TB1 016	Public Speaking	A-	3,60	2	7,2
34	TB1 017	Academic Writing	A	4,00	2	8
35	TB1 018	Complex English Grammar	A	4,00	1	4
36	TB1 031	Learning System and Class Management Observation	A-	3,60	1	3,6
37	TB1 P35	English for Young Learners	A-	3,60	2	7,2
38	INS 005	Ulumul Qur'an	A	4,00	2	8
39	INS 006	Ulumul Hadits	B+	3,30	2	6,6
40	INS 013	Sejarah Kebudayaan Islam	A	4,00	2	8
41	TB1 019	English Syntaxes	B+	3,30	2	6,6
42	TB1 020	Semantics	A	4,00	2	8

NO	KODE	MATA KULIAH	NILA	AJM	SKS	BOBOT
43	TB1021	Introduction to Linguistics	A-	3,60	2	7,2
44	TB1022	English Phonology	B	3,00	2	6
45	TB1023	English - Indonesian Translation	A	4,00	2	8
46	TB1P36	Classroom Action Research	A-	3,60	2	7,2
47	TIK 018	Pengembangan Kurikulum	A	4,00	2	8
48	TB1024	Morphology	B+	3,30	2	6,6
49	TB1025	Developing Material Design for English	A-	3,60	2	7,2
50	TB1026	Teaching English as Foreign Language	A	4,00	2	8
51	TB1027	Instructional Media for English	B+	3,30	2	6,6
52	TB1028	Language Testing & Evaluation	A-	3,60	2	7,2
53	TB1P37	ICT (Information Communication Technology)	A-	3,60	2	7,2
54	TIK 019	Statistik Pendidikan	B	3,00	2	6
55	TIK 021	Metodologi Penelitian Kuantitatif Pendidikan	A	4,00	2	8
56	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	B+	3,30	2	6,6
57	TB1029	Seminar Proposal	B	3,00	2	6
58	TB1032	Micro Teaching	A	4,00	2	8
59	TB1P38	English for Debate	B+	3,30	2	6,6
60	TB1P39	Language Learning and Acquisition	A-	3,60	2	7,2
61	TIK 012	Pengembangan Profesi Guru	A	4,00	2	8
62	INS 019	Kalah Kerja Nyata	A	4,00	3	12
63	TB1033	Macro Teaching	A	4,00	2	8
64	TB1034	Strips	E	0,00	6	0
65	INS 015	English Basic	A	4,00	2	8
66	TIK 001	Ilmu Pendidikan	A-	3,60	2	7,2
67	TIK 004	Sejarah Pendidikan Islam	A	4,00	2	8
68	TIK 005	Administrasi Pendidikan	A-	3,60	2	7,2
69	TIK 007	Pendidikan Global	A	4,00	2	8
70	TIK 009	Sosiologi Pendidikan	A	4,00	2	8
71	TIK 010	Psikologi Pendidikan	A-	3,60	2	7,2
72	TIK 013	Bimbingan dan Konseling	A-	3,60	2	7,2

Jedul Skripsi :

KETERANGAN

SKS : Satuan Kredit Semester

HM : Huruf Muta

AM : Angka Muta

M : Muta

Jumlah SKS Yang Diambil : 146

Jumlah SKS Yang Lulus : 146

Jumlah Muta : 513,2

Index Prestasi Kumulatif (IPK) : 3,52

Purwokerto, 24 April 2024

Wakil Dekan

Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

SUPARJO  
NIP. 2017077308

Skripsi Afri Nida Aniasih(1).docx

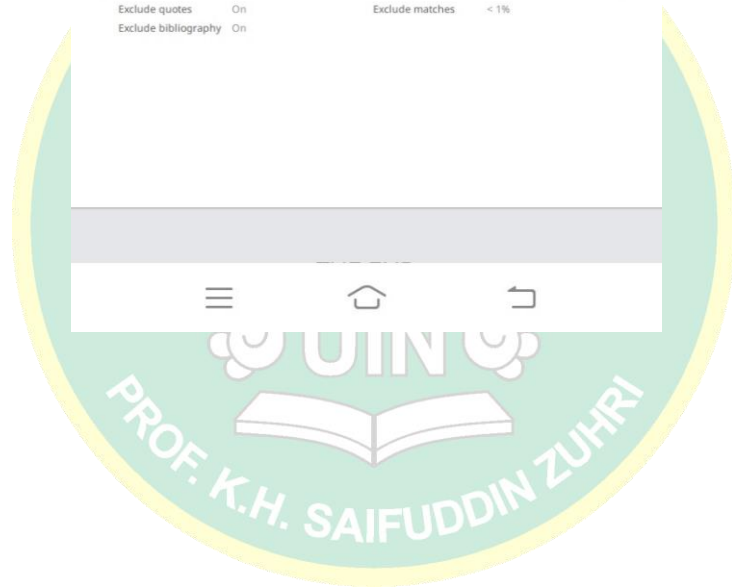
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## Appendix 11 Certificates

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA  
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
LANGUAGE DEVELOPMENT UNIT  
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشؤون الدينية جمهورية إندونيسيا  
جامعة الأستاذ كياهي الحاج سيف الدين زهري الإسلامية الحكومية بوروكرتو  
الوحدة لتنمية اللغة

**CERTIFICATE**  
الشهادة  
No B-3400/Un.19/K.Bhs/PP.009/ 5/2024

This is to certify that  
Name : Afri Nida Aniasih  
Place and Date of Birth : Banyumas, 17 April 1998  
Has taken : EPTUS  
with Computer Based Test,  
organized by Language Development Unit on : 31 Mei 2024  
with obtained result as follows :

Listening Comprehension: 45 فهم المسموع  
Structure and Written Expression: 43 فهم العبارات والتراكيب  
Reading Comprehension: 47 فهم المقروء  
Obtained Score : 450 المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto. تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الإسلامية الحكومية بوروكرتو.

Purwokerto, 31 Mei 2024  
The Head of Language Development Unit,  
رئيسة الوحدة لتنمية اللغة

Muflihah, S.S., M.Pd.  
NIP.19720923 200003 2 001

EPTUS  
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

QILA  
Intisari al-Quran 'ala al-Lughah al-'Arabiyyah

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA  
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
LANGUAGE DEVELOPMENT UNIT  
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشؤون الدينية جمهورية إندونيسيا  
جامعة الأستاذ كياهي الحاج سيف الدين زهري الإسلامية الحكومية بوروكرتو  
الوحدة لتنمية اللغة

**CERTIFICATE**  
الشهادة  
No B-3399/Un.19/K.Bhs/PP.009/ 5/2024

This is to certify that  
Name : Afri Nida Aniasih  
Place and Date of Birth : Banyumas, 17 April 1998  
Has taken : IQLA  
with Computer Based Test,  
organized by Language Development Unit on : 31 Mei 2024  
with obtained result as follows :

Listening Comprehension: 44 فهم المسموع  
Structure and Written Expression: 46 فهم العبارات والتراكيب  
Reading Comprehension: 45 فهم المقروء  
Obtained Score : 450 المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto. تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الإسلامية الحكومية بوروكرتو.

Purwokerto, 31 Mei 2024  
The Head of Language Development Unit,  
رئيسة الوحدة لتنمية اللغة

Muflihah, S.S., M.Pd.  
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EPTUS  
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

QILA  
Intisari al-Quran 'ala al-Lughah al-'Arabiyyah





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PURWOKERTO**  
**UPT MA'HAD AL-JAMI'AH**

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp: 0281-635624, 628250 | [www.iainpurwokerto.ac.id](http://www.iainpurwokerto.ac.id)

## SERTIFIKAT

Nomor: In.17/UPT.MAJ/13015/01/2023

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

**NAMA : AFRI NIDA ANIASIH**  
**NIM : 1817404002**

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	72
# Tartil	:	75
# Imla`	:	95
# Praktek	:	70
# Nilai Tahfidz	:	80



Purwokerto, 27 Jan 2023



ValidationCode



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

**SURAT KETERANGAN**

**No. B-2500.Un.19/WD1.FTIK/PP.05.3/6/2024**

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

N a m a : Afri Nida Aniasih  
NIM : 1817404002  
Prodi : TBI

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

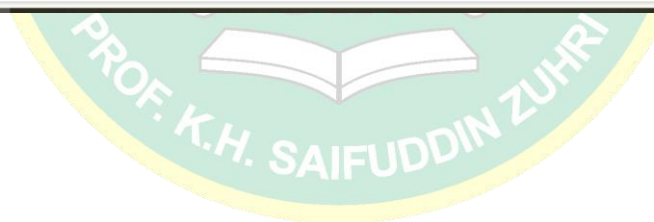
Hari/Tanggal : Jum'at, 7 Juni 2024  
Nilai : 83/ A-

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



Purwokerto, 11 Juni 2024  
Wakil Dekan Bidang Akademik,

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



## Appendix 13 Modul Ajar

### MODUL AJAR BAHASA INGGRIS FASE D KELAS 7 KURIKULUM MERDEKA

#### A. INFORMASI UMUM

Nama sekolah : SMP Negeri 2 Cilongok  
Pelajaran : Bahasa Inggris  
Fase dan Kelas : D kelas 7  
Guru : Farkhatillah Apriana Winda, S.Pd.Gr.  
Peserta didik : Reguler  
Pendekatan/ Model Pembelajaran: Genre Based – Approach  
Profil Pelajar Pancasila: Beriman, bertakwa kepada Tuhan YME Gotong royong  
Kreatif, Bernalar Kritis

#### B. KOMPONEN UTAMA

##### 1. Capaian Pembelajaran - Elemen Capaian :

###### Writing – Presenting

Pada akhir Fase D, peserta didik **mengomunikasikan** ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana yang berkaitan dengan **deskripsi orang**. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks **deskripsi orang** dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

##### 2. Tujuan Pembelajaran :

###### Writing – Presenting

- 1) Peserta didik dapat mengidentifikasi berbagai jenis hobby
- 2) Peserta didik dapat mendata kosa kata yang sesuai untuk mendeskripsikan tentang hobinya.
- 3) Peserta didik dapat menjawab atau menyusun sebuah teks deskriptif sederhana untuk menggambarkan seseorang dalam melakukan hobinya.
- 4) Peserta didik dapat memuliskan dan mempresentasikan hobi temannya di dalam kelompok kecil
- 5) Peserta didik dapat mempresentasikan hobi temannya di depan kelas.

##### 3. Total Alokasi Waktu : 2 x 40 Menit (1 Pertemuan)

##### 4. Pertanyaan Pemantik :

- What do you do in your spare time?
  - What do you do for healing from everyday activities?
  - What do you call an activity that you like to do it in your free time?
  - Do you do it often? How often?
  - What do you need to do it?
-

## 5. Kegiatan Pembelajaran

<b>Pendahuluan</b>	
BKOF (Building knowledge of Field)  (5 menit)	<p>Siswa diberikan pertanyaan pemantik tentang 'hobby'.</p> <ul style="list-style-type: none"> <li>- What activity do you like very much?</li> <li>- What do you do for healing from everyday activities?</li> <li>- What do you call an activity that you like to do it in your free time?</li> <li>- Do you do it often? How often?</li> <li>- What do you need to do it?</li> <li>- Do you think many people have the same hobby with you?</li> <li>- Can you mention another hobbies?</li> </ul>
	Guru menyampaikan Tujuan Pembelajaran
<b>Inti</b>	
MOT (Modelling of Text)  (20 menit)	<p>Disajikan teks bergambar, peserta didik diminta untuk mempelajari teks tersebut dengan seksama (2 siswa satu text)</p> <p>Peserta didik melakukan exposure pada teks yang disajikan guru.</p>
JCOT ( Joint Construction of Text )  (30 menit)	<ol style="list-style-type: none"> <li>1. Peserta didik dibagi dalam dua grup; grup A dan B berdasarkan deretan tempat duduk siswa. Siswa diberi kertas post it. Dan menuliskan hobby masing-masing. Nama, hobby, frequency, tool needed (peralatan yang dibutuhkan), lalu di tempel di depan (grup A) dan belakang (grup B)</li> <li>2. Siswa dari grup A mengambil satu post it milik siswa dari grup B dan demikian juga dengan siswa dari grup B mengambil <i>post it</i> yang ditempel oleh grup A.</li> <li>3. Dengan bimbingan guru, siswa menyusun deskripsi singkat tentang hobi temannya di LKPD.</li> </ol>
ICOT ( <i>independent Construction of Text</i> ) (20 menit)  Penutup	<ol style="list-style-type: none"> <li>1. Siswa membentuk kelompok yang terdiri dari 4-5 siswa</li> <li>2. Siswa mempresentasikan tulisannya di dalam kelompoknya.</li> <li>3. Perwakilan dari grup A dan grup B mempresentasikan hasil tulisannya di depan kelas.</li> </ol>
Refleksi (5 menit)	<ol style="list-style-type: none"> <li>1. Perwakilan siswa menyampaikan apa yang sudah dipelajari hari ini serta kesulitan yang dihadapi, dan bagian mana yang paling disukai?</li> <li>2. Siswa mengisi lembar refleksi.</li> </ol>

#### 6. Sumber/media:

Sumber :

Ika Lestari Damayanti, dkk. *English for Nisantara untuk SMP/MTs Kelas VII*.  
2022. Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik  
Indonesia.

Media :

- Kamus Inggris-Indonesia, Indonesia-Inggris
- Kertas sticky note

#### 7. Penilaian Tes

##### Formatif

No	Pernyataan	Baik	Cukup	Kurang
1.	Peserta didik mempelajari materi dengan sungguh-sungguh			
2.	Peserta didik menuliskan hal-hal terkait hobinya dengan baik dan bersemangat.			
3.	Peserta didik menggunakan bahasa yang benar dan santun dalam mengonfirmasikan hobi temannya di dalam kelompok.			
4.	Peserta didik tepat waktu dalam menyelesaikan tugasnya			

##### Tes keterampilan Writing

No	Pernyataan	Skor		
		Kurang	Cukup	Baik
1.	Isi : Lengkap, dan sesuai	11-20	21-30	31-40
2.	Tata Bahasa	11-21	21-25	26-30
3.	Kerapian	11-21	21-25	26-30

**a. Instrumen Refleksi Peserta Didik**

You've learned about telling someone's hobby. Now give thick (v) to the statement below.

Pada Bab ini:	Sudah bisa	Perlu belajar lagi
1. Saya dapat menceritakan hal-hal terkait hobi saya melalui tulisan.		
2. Saya dapat menceritakan dengan baik hobi teman saya melalui data yang saya dapatkan.		
3. Saya dapat menggunakan kata 'he/she' untuk mendeskripsikan seseorang dengan tepat.		

Pengetahuan atau keterampilan yang sudah saya pelajari:
1.
2.
3.

Kepala Sekolah,  
  
Prasman, M.Pd.  
NIP. 197207081998031009

Cilongok, Juli 2024  
Guru Mata Pelajaran,  
  
Farkhatillah Apriana Winda, S.Pd.Gr  
NIP. 199204092023212020



Satuan Pendidikan	: SMP Negeri 2 Cilongok
Penyusun	: Rizqa Alfiya, S.Pd
Mata Pelajaran	: Bahasa Inggris
Kurikulum	: Kurikulum Merdeka (KM)
Fase/Kelas/Semester	: D/IX/Gasal
Tahun Ajaran	: 2024/2025
Elemen	: Menyimak – Berbicara
Tema	: Exploring Fauna of Indonesia
Topik	: Bekantan
Alokasi Waktu	: 8 JP (2 x 40 menit)
Pertemuan ke	: 1-4

## Kompetensi Awal

-

## Profil Pelajar Pancasila

Bernalar kritis (Memperoleh dan memproses informasi dan gagasan) & Kreatif (Menghasilkan gagasan yang orisinal)

## Sarana Prasarana

Papan tulis, Spidol

## Target Peserta Didik

Reguler

## Model Pembelajaran

Cooperative Learning

## Tujuan Pembelajaran

Peserta didik dapat mengidentifikasi informasi spesifik tentang satwa liar Indonesia.

## Pemahaman Bermakna


Menyampaikan informasi spesifik tentang satwa-satwa liar di Indonesia dalam bahasa Inggris kepada teman maupun guru di lingkup sekolah.

## Pertanyaan Pemantik

1. Tahukah kalian jika Indonesia memiliki banyak satwa yang hidup di alam liar?
2. Bisakah kalian menyebutkan satwa asli Indonesia yang hidup di alam liar?

## Kegiatan Pembelajaran

### Pertemuan 1

TAHAP PEMBELAJARAN	KEGIATAN	ALOKASI WAKTU
<b>A. Pendahuluan</b>		<b>20 menit</b>
Persiapan/orientasi	 Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.	5 menit

	<ul style="list-style-type: none"> <li>Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> </ul>	
Apersepsi dan Motivasi	<ul style="list-style-type: none"> <li>Guru mengajukan pertanyaan pemantik.               <ul style="list-style-type: none"> <li><i>Do you know that there are animals native to Indonesia's wildlife?</i></li> <li><i>Can you name an animal native to Indonesia's wildlife?</i></li> </ul> </li> <li>Guru memberikan Asesmen Diagnostik.</li> <li>Guru menyampaikan tujuan pembelajaran yang hendak dicapai.</li> </ul>	15 menit
<b>B. Kegiatan Inti</b>		<b>50 menit</b>
	<ul style="list-style-type: none"> <li>Peserta didik mendengarkan dialog tentang karakteristik dan habitat <i>Bekantan</i> melalui audio yang diputar guru.</li> <li>Peserta didik melengkapi paragraf rumpang tentang karakteristik <i>Bekantan</i> dengan kata yang tepat sesuai dengan dialog yang diperdengarkan.</li> <li>Peserta didik memilih pernyataan-pernyataan yang benar tentang habitat <i>Bekantan</i> sesuai dengan dialog yang diperdengarkan.</li> <li>Peserta didik mempresentasikan hasil pekerjaan mereka di depan kelas.</li> <li>Peserta didik, dibimbing guru, membaca komik strip tentang karakteristik dan habitat <i>Bekantan</i> dengan lafal yang benar.</li> </ul>	
<b>C. Penutup</b>		<b>10 menit</b>
Evaluasi dan rencana tindak lanjut	<ul style="list-style-type: none"> <li>Peserta didik membuat kesimpulan tentang pembelajaran hari itu.</li> <li>Peserta didik melakukan refleksi diri.</li> <li>Guru menginformasikan materi yang akan dipelajari di pertemuan berikutnya.</li> <li>Guru menutup pembelajaran.</li> </ul>	10 menit

#### Pertemuan 2

TAHAP PEMBELAJARAN	KEGIATAN	ALOKASI WAKTU
<b>A. Pendahuluan</b>		<b>20 menit</b>
Persiapan/orientasi	<ul style="list-style-type: none"> <li>Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.</li> <li>Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> </ul>	5 menit
Apersepsi dan Motivasi	<ul style="list-style-type: none"> <li>Guru mengajukan pertanyaan pemantik.               <ul style="list-style-type: none"> <li><i>Do you know Bekantan?</i></li> <li><i>Where does it live?</i></li> </ul> </li> <li>Guru menyampaikan tujuan pembelajaran yang hendak dicapai.</li> </ul>	15 menit

<b>B. Kegiatan Inti</b>		<b>50 menit</b>
	<ul style="list-style-type: none"> <li>➤ Peserta didik mendengarkan dialog tentang perilaku, pola makan, dan predator <i>Bekantan</i> melalui audio yang diputar guru.</li> <li>➤ Peserta didik mengisi daftar perilaku dan pola makan <i>Bekantan</i> sesuai dengan dialog yang diperdengarkan.</li> <li>➤ Peserta didik mengurutkan nama predator dan ancaman untuk <i>Bekantan</i> sesuai dengan dialog yang diperdengarkan.</li> <li>➤ Peserta didik mempresentasikan hasil pekerjaan mereka di depan kelas.</li> <li>➤ Peserta didik, dibimbing guru, membaca komik strip tentang perilaku, pola makan dan predator <i>Bekantan</i> dengan lalaf yang benar.</li> </ul>	
<b>C. Penutup</b>		<b>10 menit</b>
Evaluasi dan rencana tindak lanjut	<ul style="list-style-type: none"> <li>➤ Peserta didik membuat kesimpulan tentang pembelajaran hari itu.</li> <li>➤ Peserta didik melakukan refleksi diri.</li> <li>➤ Guru menginformasikan materi yang akan dipelajari di pertemuan berikutnya.</li> <li>➤ Guru menutup pembelajaran.</li> </ul>	10 menit

### Pertemuan 3

TAHAP PEMBELAJARAN	KEGIATAN	ALOKASI WAKTU
<b>A. Pendahuluan</b>		<b>20 menit</b>
Persiapan/orientasi	<ul style="list-style-type: none"> <li>➤ Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.</li> <li>➤ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> </ul>	5 menit
Apersepsi dan Motivasi	<ul style="list-style-type: none"> <li>➤ Guru mengajukan pertanyaan pemantik.</li> <li>➤ <i>How does Bekantan behave?</i></li> <li>➤ <i>What are Bekantan's predators?</i></li> <li>➤ Guru menyampaikan tujuan pembelajaran yang hendak dicapai.</li> </ul>	15 menit
<b>B. Kegiatan Inti</b>		<b>50 menit</b>

	<ul style="list-style-type: none"> <li>✦ Peserta didik, dibimbing guru, membaca empat komik strip tentang karakteristik, habitat, perilaku, pola makan dan predator <i>Bekantan</i> dengan lafal yang benar.</li> <li>✦ Peserta didik secara berpasangan memilih satu komik strip dan berlatih membacakan isi dialog di dalamnya dengan lafal yang benar.</li> <li>✦ Peserta didik mempraktekan dialog di depan kelas.</li> <li>✦ Guru memberikan evaluasi terhadap penampilan peserta didik.</li> <li>✦ Peserta didik diberikan sejumlah pertanyaan terkait <i>Bekantan</i> secara lisan sebagai asesmen formatif.</li> </ul>	
<b>C. Penutup</b>		<b>10 menit</b>
Evaluasi dan rencana tindak lanjut	<ul style="list-style-type: none"> <li>✦ Peserta didik membuat kesimpulan tentang pembelajaran hari itu.</li> <li>✦ Peserta didik melakukan refleksi diri.</li> <li>✦ Guru menginformasikan materi yang akan dipelajari di pertemuan berikutnya.</li> <li>✦ Guru menutup pembelajaran.</li> </ul>	10 menit
<b>Pertemuan 4</b>		
TAHAP PEMBELAJARAN	KEGIATAN	ALOKASI WAKTU
<b>A. Pendahuluan</b>		<b>20 menit</b>
Persiapan/orientasi	<ul style="list-style-type: none"> <li>✦ Guru melakukan pembuka dengan salam pembuka dan berdoa untuk memulai pembelajaran.</li> <li>✦ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> </ul>	5 menit
Apersepsi dan Motivasi	<ul style="list-style-type: none"> <li>✦ Guru mengajukan pertanyaan pemantik.</li> <li>✦ <i>What is Bekantan?</i></li> <li>✦ <i>Can you describe it in one sentence?</i></li> <li>✦ Guru menyampaikan tujuan pembelajaran yang hendak dicapai.</li> </ul>	15 menit
<b>B. Kegiatan Inti</b>		<b>50 menit</b>
	<ul style="list-style-type: none"> <li>✦ Peserta didik menyimak penjelasan guru tentang cara mendeskripsikan hewan menggunakan <i>noun groups</i>.</li> <li>✦ Peserta didik secara berurutan menuliskan satu kalimat deskripsi tentang hewan menggunakan <i>noun groups</i> di papan tulis.</li> <li>✦ Peserta didik mendengarkan teks informasi tentang <i>Orang Utan</i> dan <i>Cendrawasih</i> melalui audio yang diputar guru.</li> </ul>	

	<ul style="list-style-type: none"> <li>✦ Peserta didik menjawab beberapa pertanyaan seputar <i>Orang Utan</i> dan <i>Cendrawasih</i> sesuai dengan teks yang diperdengarkan.</li> <li>✦ Peserta didik mempresentasikan hasil pekerjaan mereka di depan kelas.</li> </ul>	
<b>C. Penutup</b>		<b>10 menit</b>
Evaluasi dan rencana tindak lanjut	<ul style="list-style-type: none"> <li>✦ Peserta didik membuat kesimpulan tentang pembelajaran hari itu.</li> <li>✦ Peserta didik melakukan refleksi diri.</li> <li>✦ Guru menginformasikan materi yang akan dipelajari di pertemuan berikutnya.</li> <li>✦ Guru menutup pembelajaran.</li> </ul>	10 menit
<b>Asesmen</b>		
<ul style="list-style-type: none"> <li>• Asesmen Awal : Tes diagnostik</li> <li>• Asesmen Formatif : Tes lisan</li> <li>• Asesmen Sumatif : -</li> </ul>		
<b>Pengayaan dan Remedial</b>		
Pengayaan : terlampir Remedial : Disesuaikan dengan bagian mana dari hasil asesmen siswa yang perlu diintervensi.		
<b>Refleksi Peserta Didik dan Guru</b>		
Refleksi Peserta Didik: <ul style="list-style-type: none"> <li>• Kegiatan apa yang paling menarik dari pembelajaran Bahasa Inggris hari ini?</li> <li>• Bagian mana yang kamu belum kuasai atau masih perlu kamu tingkatkan?</li> <li>• Apa yang akan kamu lakukan untuk meningkatkan kompetensimu?</li> </ul>		
Refleksi Guru: <ul style="list-style-type: none"> <li>• Apa yang menurut bapak/ibu sukses dalam pembelajaran hari ini?</li> <li>• Apa yang menurut bapak/ibu masih bisa bapak/ibu tingkatkan?</li> <li>• Bagaimana bapak/ibu akan memperbaiki kondisi tersebut?</li> </ul>		

Cilongok, 10 Juli 2024

Mengetahui  
Kepala SMP Negeri 2 Cilongok

Guru Mata Pelajaran

TRISNATUN, M.Pd  
NIP. 197207081998031009

RIZQA ALFIYA, S.Pd  
NIP. 199405172023212021



## *Appendix 14 Curriculum Vitae*

### **CURRICULUM VITAE**

#### **A. Personal Data**

Name : Afri Nida Aniasih  
Student Number : 1817404002  
Date of Brith : Banyumas, 17 April 1998  
Gender : Female  
Address : Gununglurah RT 004/RW 008, Cilongok, Banyumas  
Phone : 088228882206  
E-mail : [irfaadin698@gmail.com](mailto:irfaadin698@gmail.com)  
Father's Name : Ahmad Mujahidin  
Mother's Name : Rinten Nur Khasanah

#### **B. Educational Background**

1. MI MA'ARIF NU 1 GUNUNGLURAH 2010
2. MTS MODERN AL-AZHARY AJIBARANG 2013
3. MA AL-HIKMAH 2 BENDA SIRAMPOG BREBES 2018
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto 2024

