

**Junior High School English Teachers' Experience towards Merdeka
Curriculum Implementation in Jambi City**

A Thesis

**Submitted as Partial Fulfillment for the Requirement to Obtain the Master's
Degree in English Education Study Programme**



WRITTEN BY

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This states that the thesis is entirely unique; neither has the writer used anybody else's work to get a university degree nor has the writer used anyone else's words, concept, or expression without giving due credit. Every quotation is acknowledged and listed in the thesis' bibliography. If this thesis statement turns out to be untrue in the future, the writer is prepared to accept any penalty that complies with the chosen rule or its repercussions.

This statement was totally conscious and responsibly made.

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MOTTO

*“Be strong and courageous; do not be frightened and dismayed, for the Lord your
God is with you wherever you go”.*

(Joshua 1:9)

“Life is like riding a bicycle. To keep your balance, you must keep moving.”

(Albert Einstein)

“Education is the most powerful weapon which you can use to change the world.”

(Nelson Mandela)

This thesis is dedicated to:

1. My late parents (Drs. Walter Situmorang and Dame Theresia Manurung)
2. My family (my husband, Daniel Benjamin Manihuruk, A.Md and my children: Caecilia Adelle Manihuruk, Felicia Agatha Manihuruk, Christian Anugrah Manihuruk, and Jovanka Christie Manihuruk)

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Jambi, July 6, 2023



Dewi Laura Situmorang

ABSTRACT

Situmorang, Dewi Laura. 2023. Junior High School English Teachers' Experience towards Merdeka Curriculum Implementation in Jambi City, Thesis. English Education Study Programme, Faculty of Teacher Training and Education Universitas Jambi. Advisors: **Failasofah, S.S., M.Pd., Ph.D** and **Dr. Dra.Rosinta Norawati, M.A.**

The purpose of the current study is to investigate the teachers' experience towards the Merdeka Curriculum and to explore how the learning process and assessment were being implemented by the teachers. The present study was conducted by employing a mixed method research design using questionnaires and interviews as the instruments. The questionnaires were distributed to 25 English teachers from Jambi city. They are 19 English teachers who applied the Merdeka Curriculum in their classrooms, 1 Penggerak School teacher, and 5 Penggerak teachers, and 4 teachers who were interviewed for further information. They are 1 Penggerak School teacher and 3 Penggerak teachers. The results showed that respondents have different perceptions on teachers' skill levels in implementing the Merdeka Curriculum. The findings showed that teachers' practices in implementing Merdeka Curriculum is 81% with category "always", Learning and Assesment method is 79% with category "always", Teacher attitude is 84% with "always" category, and Teacher commitment is 54% with "medium" category. The study suggested that teachers should focus on teachers' practices and teaching methods that could be experienced from the curriculum. The researcher offered several suggestions for additional research in a number of areas, including experimental investigations to comprehend how the Merdeka Curriculum is implemented in classrooms, research methods for various participants in Jambi, and studies in other provinces.

Keywords: *Implementation, Merdeka Curriculum, Teachers' Experience.*

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CHAPTER I

INTRODUCTION

1.1 Research Background

The role that the curriculum plays in the advancement of education, both in Indonesia and around the world, is crucial. Obviously, the curricula in each nation vary based on their respective educational objectives. The curriculum can be used to determine how the educational objectives are being carried out. The direction of learning that will be permitted at school will be known within the confines of the institution. The legal curriculum must be present in every school setting for this reason. There have been various curriculum modifications in Indonesia. In regard to the educational system in Indonesia, a new policy, The Merdeka Curriculum was released by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek).

The Merdeka Curriculum serves as a K-2013 evaluation tool. In order to reinforce the Pancasila student profile and provide students with additional opportunity to explore ideas and develop skills, the Merdeka Curriculum combines a variety of extracurricular learning opportunities. The Merdeka Curriculum was developed as part of the Ministry of Education and Culture's efforts to address a long-standing learning crisis that has gotten worse as a result of the pandemic. Low student learning results, even in fundamental areas like reading literacy, were a defining feature of the crisis.

National studies as well as International, one of which is PISA, shows that many students of Indonesia are unable to understand simple reading or apply math concepts base. PISA scores do not experience significant increase in last 10 to 15

years. Around 70% of 15 year old students are below the minimum competency reading and math. The study shows there is a big gap between region and between socioeconomic groups in terms of learning quality ("Merdeka Belajar" curriculum in Episode 15: "Kurikulum Merdeka dan Platform Merdeka Mengajar")

Due to the loss of knowledge and widening knowledge gaps between areas and people during the Covid-19 epidemic, schooling lagged even further behind science (Adison Adrianus Sihombing, et al. 2021). The learning crisis has been exacerbated by the pandemic COVID-19 with loss of learning (learning loss) and increasing learning gaps:

- Before the pandemic, learning progress during one year (grade 1 SD) is 129 points for literacy and 78 points for numeracy.
- After the pandemic, learning progress during grade 1 reduced significantly (learning losses).
- For literacy, this learning loss is equivalent to 6 study month.
- For numeration, the learning loss is equivalent with 5 months of study.

(Taken from a sample of 3,391 elementary school students from 7 districts/Cities in 4 provinces, in January 2020 and April 2021) - "Merdeka Belajar" curriculum in Episode 15: "*Independent Curriculum and Independent Teaching Platform*".

Accordingly, the Ministry of Education and Culture of the Republic of Indonesia introduced the "Merdeka Belajar" curriculum in Episode 15: "Kurikulum Merdeka dan Platform Merdeka Mengajar" in order to revive learning following the pandemic. This platform is also provided responding to the government's policy of closing schools which was widespread in many different nations due to Covid's 19 pandemic (Rahiem, 2021). Supported by Pujari, 2020 Likewise in other countries, students, teachers, and parents in India are dealing with a variety of challenges as a result of school closures. Therefore, online

education is a more viable and appropriate option, although it presents difficulties for students and parents from low-income families. According to UNESCO reports, the COVID-19 pandemic has prevented at least 9 out of 10 students from attending face-to-face classes around the world. Over 1.5 billion children in pre-primary through higher education are affected by the closure of all schools in 195 nations worldwide. In the world, 50% of students (826 million) and 43% of students (706 million) do not have access to a computer or the internet at home, respectively. Additionally, due to a lack of mobile network coverage, 56 million pupils cannot utilize mobile devices. About 89% (216 million), 82% (199 million), and 11% (26 million) of students in Sub-Saharan Africa countries do not have access to a computer, home internet, or mobile networks, respectively.

Moreover, various provinces in Indonesia, including DKI Jakarta, Banten, and West Java, have closed their schools beginning on March 16, 2020 (CNN, 2020; Kumparan, 2020). The anomalous situation compels the government to quickly and completely alter the educational system without prior planning.

This Merdeka Belajar curriculum was developed as a follow-up to the emergency curriculum that was introduced in response to the COVID-19 pandemic. Merdeka Belajar must also consider situational cases that might be a challenge in its implementation, such as the current plague, namely the COVID-19 pandemic. The COVID-19 pandemic is certainly one of the unexpected situations in the learning process so that this will be another challenge faced by the organizers of the policy (Abidah et al., 2020). In addition, because the implementation is left to teachers in schools, learning media, learning techniques, and a conducive and

directed learning climate will be another task for teachers to create this (Ramadania & Aswadi, 2020).

There are four important points that concern the government in implementing this policy which includes the implementation of the national standard school exam (USBN), the implementation of the national exam (UN), the lesson plan (RPP), and the zoning regulations for new student admissions (PPPDB) (Tohir, 2019). They are principals guiding Merdeka's implementation. Merdeka Belajar refers to a planned implementation of education for schools, especially for teachers by giving them freedom and actualization for them in running the national curriculum in accordance with existing resources in schools (Izza et al., 2020). Merdeka Belajar is anticipated to be able to examine the abilities and potentials of students in school planning. According to studies, students develop these skills early. Whereas in a higher education setting, Merdeka Belajar is focused on developing individual student skills to have multi-tasking skills and also the development of the campus system as a forum for the actualization of the academic community in society (Siregar et al., 2020). So that there is hope that Merdeka Belajar's policy will become a forum to update all resources in a national system of education.

Merdeka Belajar Policy still faces a number of practical challenges. The individual's safety must be guaranteed by the Merdeka Belajar policy. Distinctions that the accommodated students collectively. It includes accessibility. For special needs students using the system as usual, even though many remain problem regions (Asfiati, 2020). Merdeka Belajar must additionally take certain circumstances into account that be difficult to implement, such as in the Covid-19

pandemic, which is the current scourge. One of the most recent examples of unanticipated events during the learning process, Thus that there will be just another difficulty for the administrators of the rule (Abidah et al., 2020).

The Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim said that they were committed to the principle of independence, independence in learning, and they would present three possibilities to schools; their choice would depend on their preparations. He also claimed that schools will have the freedom to select their own curriculum for the 2022/2023 academic year. If schools are not prepared to make adjustments to their curriculum, they can implement the 2013 curriculum totally as the first alternative. The emergency curriculum, which is a condensed version of the 2013 curriculum, can be implemented in schools under the second option. Allowing schools to fully implement the Merdeka Curriculum is the third option.

With the most recent curriculum, the framework itself will be considerably more adaptable with annual targets for school hours. It will concentrate on key learning resources that enable studying to be managed in phases as opposed to annually. Nadiem Makarim added that this will provide teachers flexibility to use different educational tools that suit students' characteristics.

According to Independent Implementation Circular of the Independent Curriculum No. 2774/H.H1/KR.00.01/2022, Jambi City will apply the Merdeka Curriculum in the 2022/2023 academic year. It was previously used in Penggerak School Batch 1 classes like SMPN 4, SMPN 12, SMPN 10, and SMP Nurul Ilmi as well as Batch 2 classes like SMP Unggul Sakti, SMP Adhyaksa, SMP Kristen Bina Kasih, SMP Tri Sukses, and SMP Al-Falah. Therefore, more schools would

implement the Merdeka Curriculum for the 2022/2023 Academic Year. Therefore, the researcher wished to investigate how the Merdeka Curriculum is being implemented in Jambi City.

Even though the Education Department of Jambi City required schools to implement Merdeka Curriculum sooner or later, teachers must be prepared to implement it in their class. The researcher wanted to know the teachers' perception in implementing the learning process and assessment of Merdeka Curriculum. Moreover, in the researcher's MGMP, the majority of the teachers used Merdeka Curriculum and received training to implement it in their school, but some of them didn't know how to implement it in their classroom.

1.2 Research Questions

Based on the background above, the problem of the study is formulated as follows:

1. What are the teachers' experiences towards the Merdeka Curriculum?
2. How do teachers view the learning process and assessment for the Merdeka Curriculum implemented?

1.3 Research Objectives

The main objectives of this research are as follows, based on the research questions:

1. to investigate the teachers' experiences towards the Merdeka Curriculum
2. to explore how teachers view the implementation of learning process and assessment towards the Merdeka Curriculum

1.4 Limitation of the Research

During the academic year 2022–2023, the study was carried out at public and private junior high schools in Jambi City, paying particular attention to Penggerak School Batches 1 and 2 and Penggerak Teachers. One Penggerak School, five Penggerak Teachers, and 19 teachers who used the Merdeka Curriculum in the classroom were the participants. English will then be the subject of Merdeka Curriculum implementation.

1.5 Significance of the Study

It is believed that this research would provide useful information for teachers and aspiring researchers. The findings of this research might lead to the creation of a fresh, relevant review for researchers who are interested in this subject. This is beneficial because it might serve as a starting point or a point of reference for prospective Merdeka Curriculum implementation. The research's findings are also anticipated to be applicable in a variety of contexts, such as other elementary schools, senior high schools, and other institutions of higher education, even though the study's primary focus is only on junior high school English teachers in Jambi. Also, other researchers are free to modify their studies on the use of the Merdeka Curriculum in various Indonesian cities.

CHAPTER II

LITERATURE REVIEW

2.1 Teachers' Experience

Experience is the knowledge or expertise of a thing acquired through participation in or exposure to it. It is the proficiency in a skill or area of knowledge that comes through months or years of practical practice. Experience is the knowledge or ability one learns from doing a certain job or activity over an extended period of time.

The performance of teachers may be impacted by their experiences, according to Rice (2010). According to Burroughs, Gardner, and Lee (2019), teaching experience is the length of time a teacher has been a professional educator. Tenure, knowledge levels, and professional skills are some of the factors used to measure teaching experiences (Foster and Seeker 2001). The effectiveness of teaching activities is correlated with the effectiveness of teaching experiences, which define the success of the educational process.

Different levels of teacher experience will be reflected in the length of the working period. According to Burroughs, Gardner, and Lee (2019), experience is a key factor in determining a teacher's career and the effectiveness of their classroom (Rakib, Rombe, and Yunus, 2017). Someone with a long working period is distinct from a new teacher since they have greater experience due to their longer tenure in the teaching profession (Rakib, Rombe, and Yunus 2017). According to other studies, the more teaching experiences one has, the more

teaching strategies are used to facilitate active and enjoyable interactions between teachers and students.

Age significantly impacts teachers' experiences, with junior teachers having less experience than senior teachers. Senior teachers are considered more mature and stable, making them less vulnerable to mental pressure. While there is a linear relationship between years of experience and teaching quality, studies show variations in abilities and effectiveness, leading to different teaching performance. Observable teacher characteristics, such as education and experiences, do not correlate with productivity improvement.

In general, years of experience are recognized by many professions as an important consideration in human resource strategies, such as pay structures, benefits packages, and promotion decisions. The premise is that experience improves knowledge, abilities, and productivity of workers as it is accumulated through time.

Teacher experience is probably the most important factor in personnel policies that affect current employees in the field of education. It serves as the basis for traditional single-salary schedules, determines teacher transfer policies that give seniority preference, and is frequently seen as a major cause of inequality among schools and is thus a target for redistribution. Classroom management practices are influenced by teachers' years of experience. Expert teachers are more effective at predicting issues and adapting their practices accordingly. Years of experience are positively associated with compromising and integrating conflict strategies, while negatively associated with obliging.

2.2 Merdeka Curriculum

The Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. In the learning process, teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. In this curriculum there are projects to strengthen the achievement of the Pancasila student profile. Where developed based on certain themes set by the government. This project does not aim to achieve certain learning achievement targets, so it is not tied to subject content.

The core of this Merdeka Curriculum is Merdeka Belajar. This is conceptualized so that students can explore their respective interests and talents. For example, if two children in one family have different interests, then the benchmarks used to judge is not the same. Then children also cannot be forced to learn something they do not like so that it will provide autonomy and independence for students and schools. The application of the Merdeka Curriculum is open to all PAUD, SD, SMP, SMA, SMK, Special Education, and Equality education units.

In addition, education units make choices based on the Merdeka Curriculum Implementation Readiness Questionnaire which measures the readiness of teachers, education personnel and education units in curriculum development. The most appropriate choice refers to the readiness of the education unit so that the implementation of the Merdeka Curriculum will be more effective if it is more appropriate to the needs.

2.2.1 Learning Process in Merdeka Belajar (Independent Study)

Learning outside of the classroom, for instance through internships in business and industry, is another method that the Merdeka Curriculum is implemented. This is something that educators frequently inquire about when they are implementing the program. Independent Study is a concept that refers to dedication, independence, and the capacity to achieve goals; the three are interdependent and inextricably linked. The foundational principle of the principles and objectives outlined in the national education law is commitment to learning. In Independent Study, independence is also employed as a foundation for achieving objectives, although this is also challenging to put into practice. With the goal of fostering a positive learning environment for educators, students, and parents, Independent Study is one of the programs that strive to do just that. Independent Study's guiding philosophy is to foster a positive learning environment without the weighty burden brought on by the demands of success. With the purpose of enabling a group of people or communities to live a high-quality existence, students are expected to understand the Internet of Think and Artificial Intelligence in order to deal with the period of society 5.0. (Houtman, 2020).

2.2.2 Assessment in Merdeka Belajar (Independent Study)

The Merdeka Curriculum's assessment approach represents a brand-new paradigm in assessment. The three challenges of diagnostic assessment, formative assessment, and summative assessment are stressed in the classroom even if there won't be a national examination as a graduation requirement for students.

The first of the three might be unfamiliar to educators. The other two are not brand-new problems in education, but it is nevertheless necessary to find out how teachers actually see and interpret the assessments, and, most importantly, how they actually administer them. Theoretically, there are three categories into which classroom evaluations can be divided: evaluations of learning, evaluations of learning, and evaluations of learning.

Summative evaluation is known as Assessment of Learning (AoL). Summative evaluation uses evidence to determine if students have met a set of learning standards. It usually takes place towards the conclusion of a course or instructional unit and tries to gauge or summarize the level of understanding achieved by students. As the test results are used to make judgments, such as classifying the students and gauging a program's effectiveness, they frequently include high stakes. The stakes are high since choices about the selection and placement of students in higher educational levels are made using the data gathered from these assessments.

Assessment for Learning (AfL) is often formative in nature. It happens when teachers provide students with constructive criticism based on inferences about the students' progress made through observations, anecdotes, question-and-answer sessions, easy tests, and other methods. Students are inspired and encouraged to further their learning as a result of this.

Assessment as Learning (AaL), on the other hand, motivates students to evaluate their learning outcomes and track their development to meet higher criteria. It happens when students consider, control, and keep track of their academic development. It includes peer and self-assessment, as well as learner

reflection. In addition to the aforementioned idea, the Indonesian Ministry of Education has established Regulation No. 21 Year 2021 on Standard of Evaluation for Kindergarten, Elementary, Junior, and Senior Schools Levels. Teachers may employ either formative or summative assessments. The diagnostic evaluation is a part of the formative evaluation because the diagnostic evaluation's primary function is formative.

2.3 Previous Curriculums

2.3.1 K13 Curriculum

The 2013 curriculum has been implemented as a national curriculum since the 2013/2014 Academic Year. As a national curriculum, Curriculum 2013 fulfils both dimensions of the curriculum: the first is the plan and arrangement of objectives, content, and lesson materials; and the second is the method used for learning activities.

The syllabus, KI, and KD curricula from 2013 appear to be paying attention to the global context and the diversity of the Indonesian people in 2016. The mission and curricula's orientation are being translated into educational practices with the specific goal of ensuring that students have the skills they will need for community life in the present and the future. The three competences in consideration are: (1) knowledge mastery; (2) knowledge application skills or abilities; and (3) cultivation of elevated spiritual and social ethical attitudes in the life of community, nation, and state. Through habituation, indirect instruction (indirect teaching that is exemplary), and school culture, taking into account the characteristics of subjects and the requirements and circumstances of learners, competence of spiritual attitudes and social attitudes is developed. Throughout the

learning process, attitude competence grows and develops, and teachers can use this information to further help students build their character.

2.3.2 Emergency Curriculum

In order to recover from learning loss that occurs in special conditions, PAUD Education Units, SD, and SMP can develop a curriculum with the principle of diversification in accordance with the conditions of the Education Unit, regional potential, and Learners referring to the 2013 Curriculum with Competence Simplified Core and Basic Competencies (emergency curriculum). This aims to provide flexibility for the Education Unit to determine a curriculum that is in accordance with the learning needs of students. The implementation of the curriculum must pay attention to the age and stage of development of students in PAUD and the achievement of competence in the curriculum, the meaningfulness, and usefulness of learning for basic education and secondary education, including special education and equality education programs. In addition, Education Units under special conditions are not required to complete all curriculum achievements for grade promotion or graduation.

In the implementation of learning, the Education Unit can still use teaching tools in the form of textbooks that have been used in the 2013 Curriculum by choosing materials that are in accordance with the competencies used in the simplified 2013 Curriculum. At the elementary school level, the government provides literacy and numeracy learning modules that can be used by students, parents and teachers at the elementary level to facilitate student learning during the COVID-19 pandemic or other special conditions. This module is also expected to be an inspiration for teachers to develop other teaching tools in an

effort to facilitate students to learn in special conditions. This module was developed with reference to basic competencies in curriculum simplification but learning activities are optimized to achieve literacy and numeracy competencies in all subjects. Fulfilling the workload and structuring the linearity of certified educators in implementing learning in the emergency curriculum refers to the provisions of the legislation.

2.4 Implementation of Merdeka Curriculum

Implementation is the process of carrying out deliberate, planned actions with the goal of transforming knowledge and concepts into actions that benefit people in the real world. It involves carrying out a plan—both the "what" and the "how." Utilizing implementation frameworks, models, and theories successfully has significant benefits. They can help with the design and execution of studies, the theoretical and empirical thinking of research teams, and the interpretation of results when employed in research.

Students' success in successfully learning and using the language depends on the use of effective teaching strategies in English language training. The way a teacher approaches instruction has been found to have a significant impact on student performance in recent years. The creation of an encouraging and supportive learning environment is one of the most crucial aspects of good teacher implementation. This entails laying out specific objectives and rules, offering chances for student interaction and teamwork, and cultivating a sense of belonging among students said Echevarria, et al., (2008).

According to Tomlinson et al., (2000), the use of differentiated instruction, which entails adapting instruction to match the needs of individual students, is

another essential component of effective teacher implementation. Differentiated education can take many different forms, such as varying the degree of difficulty of assignments, offering students numerous ways to acquire content, and giving them the chance to work at their own pace said Tomlinson (2014). Teachers can more effectively meet the various needs and talents of their students and improve their performance in learning English by employing differentiated instruction.

Chapelle (2001) said research has also indicated that the use of technology in the classroom can significantly improve students' learning experiences in addition to differentiated education. Technology can offer students fresh and engaging methods to connect with the material as well as new chances to use and refine their language abilities. Students' motivation, engagement, and language development can all be improved by teachers who successfully incorporate technology into their lessons.

The implementation of differentiated instruction, the use of technology, continuous evaluation, and reflection are all necessary for effective teacher implementation in the teaching of English. Teachers can significantly improve their students' success and English language development by focusing on these essential components.

2.5 Previous Studies

Prakoso et al., (2021) conducted a research entitled *Teacher's Perception on Merdeka Belajar Policy*. This study explored teacher's perception regarding Merdeka Belajar policy that will be applied today. The researchers applied mixed approach (used open-ended questionnaires, conducted the FGD process (a

qualitative sample), and filled out a portfolio assessment questionnaire. As a conclusion of the research, Merdeka Belajar policy is considered to be one of the appropriate mechanisms for implementing the learning process based on local wisdom and optimizing the resources owned by schools. Merdeka Belajar is considered a learning climate that provides freedom for teachers to explore the best way to do learning.

Pertiwi et al., (2021) issued a research entitled *Vocational High School English Teachers' Perspectives on "Merdeka Belajar" Curriculum*. Data collected through questionnaires and semi-structured interviews. The method used was qualitative-descriptive that involved 8 English teachers from Vocational High Schools in Surabaya. The results showed that the implementation of a one-page lesson plan (RPP 1 Lembar) had not met the expectation of Merdeka Belajar. What was being stated by participants was different from what was being told during the interview and this affected the final results.

Puspayanti (2020) established a study entitled *Readiness Analysis of English as Foreign Language (EFL) Teachers on the Implementation of the 2013 National English Curriculum at Kota Jambi*. The study's methodology was mixed-methods. The two sets of data were gathered simultaneously. Interviews with available and chosen EFL instructors were performed after self-developed and validated questionnaires were issued and completed to learn more about the overall perspective of the EFL teachers in implementing the K13 in Kota Jambi. Four EFL teachers were interviewed for the study, and 83 EFL teachers participated in filling out the questionnaires. The conclusion of this study is that there was less ready because the supplied training and workshop was only able to

improve their cognitive abilities, not the practical knowledge needed yet to execute the K13 correctly.

Hidayah et al., (2022) issued a research entitled “*Elementary School Teacher Perception of Curriculum Changes in Indonesia*”. It was carried out in the Special Region of Yogyakarta Province using a descriptive survey design. 56 instructors from elementary schools participated in the study. Utilizing Google Form distribution, questionnaires were used to collect the data. There were 58 statements in all on the closed questionnaire that was used. A descriptive technique and quantitative data analysis were used for the data analysis. Two conclusions came from this investigation. First, the perspective of the curriculum objective component is still being researched. The material aspect of the strategy is at the interpretation stage with sufficient category, and the material aspect is at the organizational aspect is at the selection stage with a high category, the interpretation stage with enough category, and the selection step includes a high category for the evaluating component. Second, the degree to which teachers perceive the curriculum alters is primarily in the selection phase (organization and curriculum review), then interpretation (curriculum objectives)

Teachers’ Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan was written by Aulia (2021). In relation to the new policy, this detailed study's objective is to learn how teachers perceive it and get their opinions by using surveys as a guide for the streamlining of RPP/Lesson Plans instrument. The findings indicated that teachers concur that the three components are the elements that need to be incorporated in lesson plans the most.

The outcome also revealed that although not many of them think otherwise attachments are still required, however some people believe that arranging them first would be preferable and have a straightforward but effective lesson plan.

Sihombing et al., (2021) conducted a research entitled “*Merdeka Belajar in an Online Learning during The Covid-19 Outbreak: Concept and Implementation*”. The purpose of the current study is to show how primary school teachers comprehend the idea and application of Merdeka Belajar during Covid-19. Twenty primary school teachers at private and public schools near DKI Jakarta, Bogor, and Banten participated in surveys via Google Forms and in-depth WhatsApp interviews, which provided the data. In contrast, secondary information is gathered from prior studies and news articles that are directly relevant to this study. They underwent restatement, description, and interpretation stages of analysis. According to the research, the teachers had a solid conceptual understanding of the Merdeka Belajar curriculum. They concurred and endorsed the plan to modernize, enhance, and adapt education to the times. Due to the scarcity of teacher movers, there is a challenge with the actual execution. Due to the small number of teachers who can act as creators, innovators, and role models for other teachers in each school unit, the issue is in the actual execution. Additionally, the program's failure is hampered by the lack of a supportive infrastructure for online learning and the lack of technological expertise among the teachers. The report also advised that more teachers training be held, more teacher movers be employed, and that teachers' knowledge of how to use information and communication technologies in the classroom be increased.

Kartika et al., (2021) issued a research entitled *“Potential and Obstacles in the Implementation of Independent Learning Practice During the Covid-19 Pandemic for Public Senior High School in Denpasar City”*. In-depth interviews, document studies, and observational approaches are used in this study to acquire data. Various school-related activities linked to the implementation of the independent learning policy were observed at both SMA Negeri 3 and SMA Negeri 8 Denpasar. A document research was carried out by gathering pertinent school-owned documents, and interviews were performed with a number of purposively selected informants. The data were then analysed using an interpretive qualitative methodology. The practice of implementing the independent learning policy, especially in SMA Negeri 3 and SMA 8 Denpasar, has several potentials. The potential application of PPDB based on zoning can provide equal opportunity and justice for every citizen to enjoy quality education. The obstacle faced in replacing USBN into a school exam and National Examination as a minimum competency assessment and character survey is that the school has difficulty determining the value of the graduation standard. The PPDB committee often manipulates the google map application for other purposes, so that the results obtained are less accurate. The implications of replacing USBN as a school exam and National Examination as a minimum competency assessment for students are the reduction in the psychological burden of students in exams. The implementation of 1 sheet of RPP and the application of zoning-based PPDB can have implications for students themselves, the learning process in classrooms, and also for school institutions.

Silmi et al., (2021) established a study entitled “*Merdeka Belajar*” *Adaptation of Indonesian learning During the Covid-19 Pandemic*”. This research’s objective is to describe Indonesia's adaptation of learning through its "Merdeka Belajar" strategy "During the COVID-19 epidemic, in the process of learning, and gives a general overview of the possibility for additional research in the same field. The explanation in this article also offers a number of the author's own research findings in addition to the critical-comparative literature review. The "Merdeka Belajar" strategy is the outcome of the research "With early benefits and drawbacks in the community, it ultimately became one of the technologically based solutions for education when dealing with the Covid-19 pandemic. In the end, education no longer only emphasizes the importance of learning results but also demands that students have the necessary skills, competencies, and character.

Jahari (2020) conducted a research titled *Preparing Teachers in the Era of “Independence Learning” in Indonesia*. The phenomenon of Industrial 4.0 has an impact on how education is developed during the learning process. Indonesian education adapts to these changes and incorporates the idea of "Independence Learning." As a result, this study's goal is to describe and analyze how prepared teachers are to deal with the age of rapid technological change while maintaining instilling quality skills, character, and work ethic. With a literature research and content analysis as part of the methodology, this study employs UIN Sunan Gunung Djati Bandung as a case study. According to this study, UIN Sunan Gunung Djati Bandung is prepared to train teachers for the independent learning

period in accordance with those requirements' use of technology. This discovery can be used to the realm of education, particularly higher education.

Yulianto (2022) established an article titled An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar. This article uses a qualitative approach with a descriptive method to examine the learning assessment model in the curriculum of Merdeka Belajar. The data used were secondary data derived from documents and scientific literature. Findings show that the use of assessment was able to improve the ability of students in the learning process.

Rizki et al., (2022) in the research titled Evaluation of Implementation of Independent Curriculum stated during the epidemic, the students suffered from learning loss and learning gaps. Without a solution, Indonesian education may fall behind. The national curriculum was updated by the minister of education and culture. Kurikulum Merdeka, or Independent Curriculum, is the name of this curriculum. It will be utilized to address the pandemic-related educational problem. The type of research designed used in this study was qualitative. In order to gather the data, the researcher searched a number of pertinent studies, legal papers pertaining to the Indonesian educational system, official publications from the minister of education, culture, research, and technology's official website, as well as other official documents. Both primary and secondary data were present in the data source. The researchers then carried out analysis by contrasting, comparing, criticizing, and synthesizing. Research activities began with the collection of library data, reading, and data analysis. The purpose of this study was to assess how well the curriculum was being implemented through the

analysis of pertinent documents, including educational system laws, minister of education and culture regulations, articles, and journals. Analysis revealed that there are difficulties with and benefits to implementing a new curriculum. The teacher's readiness presents the biggest obstacle, while the students' communication, teamwork, critical thinking, and creative thinking skills have all improved as a result. The findings of this study can be taken into account when forming educational policy and as a basis for reflection for teachers, principals, and other stakeholders.

All of the aforementioned earlier studies focused on Merdeka Belajar as a component of the Merdeka Curriculum. Researchers who employ mixed methods or qualitative ones. Similarly, this research employed a mixed methodology, combining a quantitative questionnaire about teachers' perceptions of the Merdeka Curriculum's implementation with a qualitative interview. The study's participants were junior high school teachers, as opposed to participants from higher education institutions like SMK teachers and universities. English teachers from Jambi City's junior high schools took part in the survey and interview. The researcher was interested in discovering how teachers viewed about the Merdeka Curriculum and how they perceived how the learning process and evaluation were being implemented.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

A mixed-methods approach was used to perform this research. According to Creswell (2014), a mixed-method research design applied two methodologies simultaneously: quantitative study using survey research and qualitative research (interview). In order to find patterns in the attitudes, opinions, behaviours, or traits of a large group of individuals (referred to as the population), the researcher performed a survey or questionnaire to a small number of people (referred to as the sample) (Creswell, 2008).

The researcher used survey research in the current study to describe learning and assessment trends when implementing the Merdeka Curriculum. Using questionnaires, the researcher gathered quantitative data and statistically analysed it. Moreover, a qualitative research design was used in this study. This approach was taken to both enrich the data that a qualitative design might not have been able to obtain and to give the researcher access to more pertinent data regarding the research issues. To check the coherence of the qualitative results with the findings, the researcher interviewed with five English teachers.

The researcher made an effort to integrate both quantitative and qualitative research to its full potential. According to Creswell (2012), "qualitative research allows for an in-depth examination of a small number of individuals, whereas quantitative research allows for the collection of data from a large number of people and the generalization of results". The next step was the use of a concurrent triangulation strategy. With this method, it was possible to

concurrently gather and analyse both quantitative and qualitative data. The data analysis's outcome was compared in the end. This is called explanatory mixed method.



Figure 3.1 Explanatory Mixed Method adapted from Creswell (2003)

From figure 3.1, the researcher began with a quantitative survey research and discovered statistically significant disparities and odd outcomes. To further explore the reasons behind these findings, a thorough qualitative investigation was conducted after the results.

3.2 Research Site and Access

Public and private schools in Jambi City serve as the study's field of study. The researcher, an English teacher in Jambi City, chose this venue since it would be simple for her to do the research there. Whether they were Penggerak School Batch 1 and Batch 2, Penggerak Teacher, or the school that chose to utilize Merdeka Curriculum in the 2022/2023 academic year, the majority of the teachers implemented Merdeka Curriculum in their settings. The researcher is also a member of Rayon 1 of the English Teacher Association (MGMP Bahasa Inggris). The JETA, a sizable organization of English teachers in Jambi, also includes five MGMPs English Subject teachers.

In addition, there are 53 private junior high schools and 25 public junior high schools, according to data from the Educational Office's Guru and Tenaga Kependidikan (GTK) division. Some schools are implementing the Merdeka Curriculum in the 2020/2021 academic year (Batch 1) in Grade 7th and 8th, while

the majority will do so in the 2022/2023 academic year in Grade 7th. The K13 Curriculum was continued by the others. One issue is that this study was not conducted at SMP Kristen Bina Kasih Jambi, the institution where the researcher teaches, in order to prevent bias and reactivity that could jeopardize the study's validity (Alwasilah, 2008). Also, the survey was conducted in April 2023 from the third through May the second week, and participant interviewed in the second until third week of May.

Like the statement about the researcher who is an English teacher at SMP Kristen Bina Kasih Jambi, and also a member of the MGMP Rayon 1 English Subject so that the researcher has an easy access to obtain data from questionnaires and interviews which are the instruments of this research.

3.3 Populations and Samples

3.3.1 Populations

A sample in a research study, according Wallen and Fraenkel (2007), is the population from which data is gathered. The population is the bigger group to which one expects to apply the findings. For instance, a population is made up of all English teachers at JETA (9 Penggerak Schools, Batch 1 and Batch 2 and Penggerak Teachers) who are over 25 (or whatever the overall number is). The population of interest in educational research is typically a collection of people (students, teachers, or other people) that share specific traits. The population of this study consists of all English teachers in the city of Jambi who are applying the Merdeka Curriculum in their classrooms (from Penggerak Schools, Batch 1 and Batch 2; Penggerak Teachers and teachers who implement the Merdeka Curriculum).

3.3.2 Samples

The sample is a subset of the research population. There are numerous techniques to sample the population. Probability sampling in the form of a purposive sampling was used to gather quantitative data. "Judgement sampling" is a type of purposive sampling in which elements from the population are selected that are thought to be typical or representative (Ary, 2010, p. 156).

The sample group was the English teachers in Jambi City. To sample the data, the researcher utilizes 5 English Junior High School Teachers from both private and public schools of Penggerak Schools. The researcher put them to the test in order to establish the validity and reliability of the survey. Then, a valid and trustworthy questionnaire was distributed to each of the 25 English teachers.

This study involved teachers who had experience in implementing the Merdeka Curriculum learning process. The following is demographic participant result of this study:

Table 3.3.2 Demographic Participants

Category	Frequency	Percent (%)
<i>Gender</i>		
a. Male	6	18.2
b. Female	19	81.8
<i>Year experience</i>		
a. 1-5 years	2	8.0
b. 6-10 years	1	4.0
c. 11-15 years	6	24.0

d. 16-20 years	5	20.0
e. 21-25 years	2	8.0
f. 25+ years	9	36.0
<i>Experience of implementing Merdeka Curriculum:</i>		
a. As “Guru Penggerak”	5	20.0
b. Teach in “Sekolah Penggerak:	1	4.0
c. Implement “Merdeka Curriculum” to follow the regulations	19	76.0

3.4 Data Collection Techniques

3.4.1. Quantitative Design

To gather quantitative data for this research, a survey was run. The survey was carried out using a questionnaire. The questionnaire was utilized in this research to collect information from respondents about English teachers in Jambi City. As previously stated, in order to determine the validity and reliability of the questionnaires, they were first administered to public English teachers who had adopted the Merdeka Curriculum and who were either Penggerak Schools or Penggerak teachers. The questionnaires were prepared for distribution to both

public and private English teachers once their validity and reliability had been established. This would allow researcher to collect quantitative research data.

Furthermore, in order to gather data for the research, the researcher used MGMP to deliver questionnaires to 25 English teachers. Several teachers completed the surveys as soon as they received them using Google Form, allowing the researcher to view the submission in the spread-sheet.

3.4.2. Qualitative Design

An approach or strategy employed to gather data for this research is the interview. The researcher used interviews with Junior High School English teachers from public schools for this research. The researcher provided them some consent paperwork for the interview before speaking with them.

The researcher created 10 questions for semi-structured interviews that were based on five dimensions: teachers' competencies, teaching strategies, evaluation procedures, attitudes about their work, and commitment. The questions were carefully planned and written on two pieces of paper before to questioning the individuals. Although the researcher may have changed the questions while conducting the interview, the questions were based on the interview protocol. They asked open-ended queries. That meant that there was no simple "yes" or "no" answer to the questions. Using an audio recorder in zoom meeting, the participants' responses were captured.

The four stages of qualitative data: data collection, data condensation, data display, drawing conclusion allow for the analysis and interpretation of the data. The researcher used triangulation and member checking to confirm that the results were accurate. Triangulation is a process used in qualitative research to justify or

reinforce the truth of various individuals, for instance teachers, the types of data, for instance field notes on observations and interviews, or data collection techniques, for instance documents and interviews in the form of descriptions and themes. Member checking is the practice of having one or more participants in the field that verify the validity of the findings (Creswell, 2003). The three components of this study's triangulation were the interview, the document, and the justification/reinforcement of various forms of data.

One method for gathering data is the interview. By distributing the interview protocol to the participants over WhatsApp, the researcher used an interviewing protocol to collect data from them. The interview process also includes a time slot for recording the interviewees' responses using Zoom meeting, an invitation letter, an informed consent form, and instructions or directions for what to do during the interview.

3. 5 Data Instrument

3.5.1 Research Specifications

Specific studies in this research will be directed at the Minister of Education and Culture regarding the Merdeka Curriculum, such as:

1. Government Regulation Number 57 of 2021 concerning National Education Standards.
2. Regulation of the Minister of Education and Culture no. 7 of 2022 Content Standards for PAUD and Elementary and Secondary Education
3. Regulation of the Minister of Education and Culture no. 16 of 2022 Process Standards for PAUD and Elementary and Secondary Education levels.

4. Regulation of the Minister of Education and Culture No. 21 of 2022 concerning Assessment Standards in PAUD and Elementary and Secondary Education levels.

3.5.2 Research Instrument

3.5.2.1 Quantitative Design

To assist with the data collection process in this study, a self-developed and validated questionnaire was created. For EFL teachers, the surveys were created. The questionnaire consists of 44 statements using Google Form that is broken down into 5 categories: teachers' competencies, learning methods, assessment methods, teachers' attitude and teachers' commitment. The researcher will post the Google Form link in both the JETA group WhatsApp and each individual MGMP WhatsApp. To determine the percentage of participants who implement and are familiar with Merdeka Belajar and who are not, the data was gathered in a Google SpreadSheet as tables and graphics. The questions were modified by the researcher from Puspayanti's unpublished dissertation, *The Readiness of the EFL Teachers* (2020). While writing the dissertation, the alternatives for the statement the researcher shift into are always, often, sometimes, and never. The researcher then conducted a pilot study with five participants from two Penggerak Schools using the questionnaires, and after determining the validity and reliability of the results, the researcher gave out the questionnaires to 25 participants.

3.5.2.2 Qualitative Design

The researcher used a semi-structured interview, which implies that the questions are open-ended and permitted the researcher to rephrase them in light of

the participant's response in order to examine more comprehensive data. For each participant, the interview was conducted at the school and at her house using zoom meeting. The researcher informed the participant of the study's objectives and requested permission before conducting an interview. The interview was organized at a convenient time and for about 30 minutes. The participant information was recorded by the researcher by using zoom meeting. The researcher created guiding questions for the research topic in order to conduct this interview. The topic concerned to the teachers' perceptions in implementing the merdeka curriculum.

3.6 Validity, Reliability, and Trustworthiness

3.6.1 Validity

In order to see the validity of the questionnaire of this study, there are several stages that the researcher did. The first stage was to check the questionnaire items by consulting with the supervisor. After the questionnaire items have been checked and approved for distribution by the supervisor, the second stage was to conduct a pilot test. In implementing the pilot test in this study, the researcher involved 5 teachers who have experience in implementing the Merdeka Curriculum.

To simplify the process of analyzing the trial data, the researchers abbreviated some of the variables in the questionnaire. The variables consist of:

Table 3.6.1 List of Variables

No.	Variables	Abbreviation
1.	Teachers' Practices	TP
2.	Learning Methods	LM
3.	Assessment Methods	AM
4.	Teachers' Attitude	TA
5.	Teachers' Commitment	TCT

In this study, researcher used the Pearson product moment validity test to see the validity level of each item contained in the instrument. To carry out the Pearson product moment test, researcher used SPSS software version 22. The validity test was carried out to find out the validity value of each item contained in the questionnaire. As for determining the validity value of the questionnaire items, the researcher used the decision-making guidelines proposed by Sujarweni (2014) with $r_{\text{calculate}}$ and r_{table} with a significance level of 5%. In which if $r_{\text{calculate}} > r_{\text{table}}$ then the item can be said to be valid and if the value $\text{sig.} < 0.03$ then the item can also be said to be valid. Besides, r_{table} value with $N=5$ at 5% significance in the statistical r_{table} distribution is 0.878. Then it can be concluded that r_{table} in the validity test in this study is 0.878.

Based on the results of the validity test, the researcher found that there were 44 valid questionnaire items. This is evidenced by the value of each of the 44 items $r_{\text{calculate}} > r_{\text{table}}$ and value of $\text{sig.} < 0.05$. Besides that, there are also 3 invalid questionnaire items (items TP 8, TCT 4, and TCT 5). This is because of

value $r_{\text{calculate}} < r_{\text{table}}$ dan nilai sig. > 0.05 . Therefore, it can be concluded that the number of valid statement items and which will later be used to measure data is 44 items. For a complete calculation, we can see in the appendix.

3.6.2 Reliability

Reliability test aims to determine whether an instrument is reliable enough and has consistency to be used as a measuring tool for data collection in a study (Arikunto, 2006). In this study, the researcher used SPSS software version 22 to find out and find out the reliability of the instruments in this study. The Cornbach Alpha test is used for the reliability test.

In response to the test criteria, an instrument can be said to be reliable if Cornbach alpha value > 0.6 (Sujarweni, 2014). For this reason, the following are the test results of the reliability test results in this study:

Table 3.6.2 Reliability test result

Reliability Statistic		
Variable	Cronbach' Alpha	N of Items
TP	0.63	18
LM	0.90	7
AM	0.86	10
TA	0.60	6
TC	1.00	3

Based on the information in the reliability table above, the researcher concluded that each item in each variable in the questionnaire in this study has a good level of reliability. It indicated by the Cornbach Alpha value $>$ of 0.6. Related to this matter, the researcher summarizes the conclusions as follows:

TP has a reliability value of $0.63 > 0.6$

LM has a reliability value of $0.90 > 0.6$

AM has a reliability value of $0.86 > 0.6$

TA has a reliability value of $0.60 > 0.6$

TC has a reliability value of $1.00 > 0.6$

In other words, it means that all the items in the valid questionnaire in this study were reliable and can be used as the instrument of the present study.

3.6.3 Trustworthiness

According to Cresswell (2007) definition of validity in qualitative research, this indicates that the data must be accurate and able to convey the intended message. It is referred to as credibility in qualitative terms. Trustworthiness assesses the research's reliability, conformability, credibility, and transferability. Credibility will be used by the researcher in this study to correctly identify and explain the data. Credibility refers to the results of the data being believable; for example, "quality over quantity" suggests that it depends more on the depth of the data collected than on the volume of data collected. Credibility will be used in this study since it connects the findings with reality, hence proving the conclusions.

Triangulation and member verification are the methods of trustworthiness that will be applied in this study. With the utilization of several resources, triangulation will be employed to assess the data's credibility. Finally, member checking will be employed to ensure that the transcript or observation data given to the participants is accurate. At this point, the participants can accept or reject the data up until they are satisfied with the study's findings. During conducting

member checking, the researcher will display the participant the written interview transcript while conducting cross-checks.

3.7 Data Analysis

3.7.1 Quantitative Data

In this study, researchers used quantitative descriptive analysis to answer the first question. The quantitative data obtained from the disseminated questionnaires were analyzed using the Statistical Packages for the Social Sciences (SPSS). The 4-point Likert Scale provided the primary method of data analysis for determining dimensions. Always, Often, Sometimes, and Never are the score ratings for the dimensions.

To present the results of the descriptive analysis in this study, the researcher used a calculation table. According to Muntaka (2018) the calculation table consists of frequency, mean, median mode and standard deviation values. To carry out the process of descriptive analysis, the researcher has gone through several stages. Here is a further explanation.

To answer the first research question, the researcher first tabulated the data from the statements given by the participants. Then after the data was tabulated, the researcher then inputted the data into the SPSS 22 software. After the data was classified according to the variables, the researcher then carried out a descriptive statistics analysis process by looking for frequency, mean and standard deviation values. Here are some steps that researchers did:

1. The researcher selected menu “analyze descriptive statistic – frequency”
2. Thus, the researcher selected the statistic menu and click some feature

such as “frequency, mean, standard deviation, and histogram”

3. Lastly, the result or the output is shown by SPSS software.

After the output of the research data has been obtained, the next step the researcher takes is to describe the output results to answer the first research question. At this stage, the researcher explained teachers' perceptions towards the Merdeka Curriculum.

3.7.2 Qualitative Data

Qualitative data analysis is "a complex, uncertain, time-consuming, innovative, and intriguing process," according to Marchall and Rossman (1999). Making sense of the text and visual data is a step in the data analysis process, according to Creswell (2003). Hence, a variety of methods were suggested by professionals to analyse the qualitative information gathered.

The techniques that will be used to examine the data include coding, data reduction, data visualization, and conclusion or interpretation.

1. Coding

The first stage in interpreting qualitative data is coding, which is equivalent to preparing for the data that will be presented. According to Creswell (2007), coding is the process of classifying and structuring the data into the text segments, and it can be carried out manually or digitally. Open coding is the first stage of programming. Then, in this research, the researcher will listen to the recoding that has been received from interview while transcribe the participants answer. Also, the researcher created a code based on the themes and input the themes' answers.

2. Data Reduction

Data reduction is the next phase. Data reduction, according to Moleong (2006), is the process of reducing data that occurs frequently, and it entails the researcher summarizing, selecting the most significant information, concentrating on it, and identifying the topic and the form. The interview, which reveals the teacher's impression of and difficulties with the implementation Merdeka Curriculum, is the primary source of the data reduction in this research. Then, the amount of redundant and irrelevant data will be decreased.

3. Data Display

The next stage is to display the data after it has been reduced. Sugiono (2009) asserts that data visualization aids in both initial understanding and subsequent examination of that understanding. To explain the interview and observation data in this study, the data will be presented in tables and an essay.

4. Drawing Conclusion

The last step of this research is to draw conclusion. According to Winarni (2018) the conclusion in qualitative can be in form of description or description of faint objects that become apparent after investigated. In this step, the researcher sees the data from data display. Here, the researcher examines the data entry to the same code and find the connection among the categories so the researcher can get the study conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

At this stage, the researcher presented the results of the finding and discussion of the present study. The purpose of this chapter is to explain and answer the research questions contained in this study. The data obtained and used to answer research questions in the present study were obtained through questionnaires and interviews. In this regard, the following is a complete explanation regarding the findings of this study.

Based on Table 3.3.2 in Chapter III, it is known that there were 6 respondents who were male with a percentage of 18.2% and a cumulative presence of 18.2%. This number is less when compared to the number of female respondents. Which based on the results of the study, it is known that there were 19 female respondents who participated in this study. This amount produces a total percentage of 81.8%.

Then each of these participants is teachers who have implemented the Merdeka Curriculum in the schools they teach. However, based on the results of the research the researchers found facts related to the experiences of the teachers regarding the implementation of the Merdeka Curriculum, that: 1) there are several teachers who become Penggerak Teachers, 2) there is a teacher who teach in Penggerak School, 3) and there are several teachers who only implement learning based on Merdeka Curriculum in ordinary schools because of coercion from the government education office province.

Table 3.3.2 revealed that there are two teachers or respondents with a percentage of 8.0% and a cumulative percent of 8.0% who have taught for

between 1-5 years. Then there is one teacher who has teaching experience of 6-10 years with a percentage value of 4.0% and a cumulative percent of 64.0%. Then this study revealed that there were five respondents who had teaching experience for 11-15 years, with a percentage of 24%. Furthermore, there are five respondents who have teaching experience of 16-20 years, with a percentage of 20% and a cumulative percent of 56%. Besides that, there are also two teachers who have teaching experience for 21-25 years, with a percentage of 80% and a cumulative percent of 64%. Not only that, there are nine respondents who have work experience for 25+ years, with a percentage of 36%.

Then the findings in the demographic participants table also explained that there were five teachers with a percentage of 20% who were "Penggerak teachers". Furthermore, the researcher also found that there was one participant with a percentage of 4% who taught at the "Penggerak school". Not only that, the researcher also found that there were nineteen teachers with a percentage of 76% who were teachers who implemented the Merdeka Curriculum teaching because they only followed government regulations.

4.1 Results

This study used a mixed method research. Which in the process, this research went through two stages. The first stage is to carry out the research process with quantitative methods. This stage uses a descriptive statistical approach to answer the first research question regarding "teachers' perceptions toward the Merdeka Curriculum". At this stage, the researcher carried out the process of distributing questionnaire items to 25 teachers. The distribution of questionnaire items aims to see how the teachers' perspectives are on several issue variables such as: 1)

teacher's practices, 2) learning methods, 3) assessment methods, 4) teacher's attitude, and 5) teacher's commitment.

Then in the second stage the researcher used a descriptive qualitative approach to describe the results of the research data analysis. This explanation is used to answer research question number 2 regarding “teachers' view about the learning process and assessment for Merdeka Curriculum implementation. In this stage the researcher conducted an interview process with several participants in this study.

In response to that matter, the following is an explanation regarding some of these issues:

4.2 The teachers' experiences towards the Merdeka Curriculum

As previously explained, in this study, the first procedure that the researcher carried out a test by distributing questionnaires to see how teachers perceive learning in the Merdeka Curriculum. Questionnaires are distributed via Google Form. During the data collection process, there were 25 teachers who filled out the questionnaire. The data has been obtained from analyzed through statistical descriptive and assisted by SPSS software. The purpose of this statistical descriptive analysis activity is to see the frequency value of the answers and the perceptions of the participants in this study related to the implementation of the Merdeka Curriculum.

In this study there are five issues such as 1) teacher's competencies, 2) learning methods, 3) assessment methods, 4) teacher's attitude, and 5) teacher's commitment which are discussed to determine teachers' perceptions of implementing the Merdeka Curriculum. The findings are explained in the following explanation:

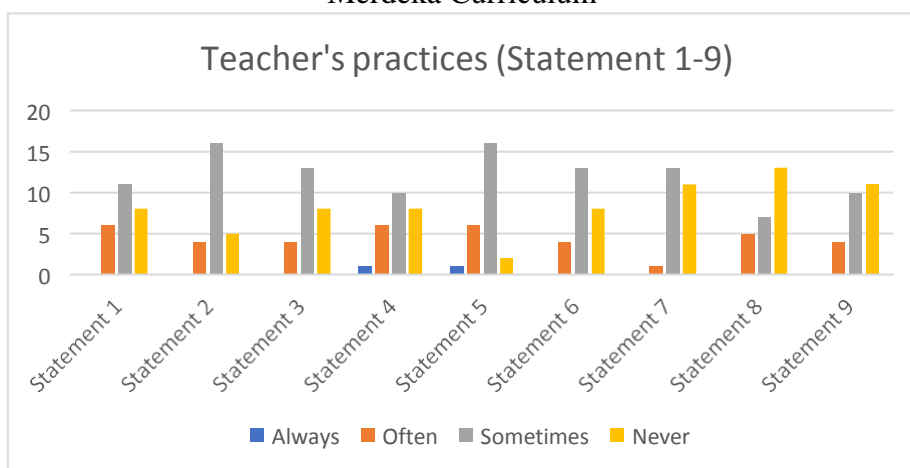
4.2.1 Teachers' experiences of their practices in the Merdeka Curriculum

After carrying out an analysis of the descriptive statistics scores, the researcher found some information related to the teachers' perceptions of their competence in carrying out learning in the Merdeka Curriculum. The results of this study reveal that there are quite diverse perceptions related to perceptions of teachers' perceptions toward their practices in the Merdeka Curriculum. There are 18 statement items that describe teachers' perceptions of this.

To make it easier for readers to read the results of the analysis of data on this variable, the researcher divides the discussion on this variable into two discussions. The discussion is displayed in two diagrams. The first diagram discusses the results of the analysis of item statements no. 1-9, while the second diagram discusses the results of the analysis of item statements no. 10-18. The following are the results of the analysis of each item contained in the perception variable toward their "teacher's practices":

4.2.1.1 Explanation of the findings from Statement no 1-9

Diagram 4.2.1.1 Frequency teachers' experiences of their practices in the Merdeka Curriculum



Statement: Upgrade knowledge related to Merdeka Curriculum implementation

Based on the diagram above, it is known that there are six teachers (24%) who have the perception that their knowledge related to upgrading the knowledge of the independent curriculum is included in the "sometimes" category. This result refers to statement number 1. In other words, there are 6 teachers who perceive that they rarely and do not upgrade their knowledge related to updated information about the Merdeka Curriculum. In addition, the results of this study revealed that there were eleven teachers (44%) who had "often" level to always upgrade their knowledge related to the latest knowledge about the Merdeka Curriculum. In other words, there are eleven teachers who have the perception that they often upgrade their knowledge about the Merdeka Curriculum. While the results of this study also succeeded in revealing that there were 8 teachers with a percentage (32%) who perceived that their abilities in curriculum knowledge were included in the "always" category. In other words, there are eight teachers who always carry out the process of upgrading knowledge related to the process of implementing the Merdeka Curriculum.

Based on the findings related to statement number one, it is known that most teachers perceive that their knowledge related to the Merdeka Curriculum is "often". According to Duser (2019) updating knowledge is indeed very important for teachers so that they can keep up with the latest changes in the education system and the latest skills based on curriculum provisions. Apart from updating knowledge of the curriculum, teachers can face long-term challenges related to the learning process in the future. Upgrading knowledge about the curriculum is indeed very important for teachers. From the results of this study, the researchers

concluded that the teachers/participants in this study already understood the basic concepts and the importance of always upgrading knowledge about learning procedures in the Merdeka Curriculum.

Statement: Ask students to imitate all expressions they hear

After understanding the basic concepts and knowing the learning needs that exist in the Merdeka Curriculum, the teacher needs to help students to gain an understanding in accordance with the directions and learning rules that exist in the Merdeka Curriculum. In helping students to have a deep understanding of the use of the language students are learning, teachers often ask students to follow the expressions of what they hear. In this case the teacher uses various activities to be able to provide opportunities for students to practice speaking actively. In the second statement regarding how the teacher encourages students to master the lesson through imitating all the expressions heard is also important for the teacher to do. The results of this study reveal that there are several teachers who often ask students to imitate all the expression they hear.

Based on the research results, it is known that the percentage results in the second statement explained that most of teachers have the perception that their ability to encourage students with students by asking them to imitate all the expressions they hear is in the "sometimes" category. This is evidenced by the results of the analysis which showed that there were sixteen teachers (64%) who chose "often" for the research data regarding the item "ask students to imitate all the expression they hear". Then it is known that there are four teachers (16%) who perceive that their ability to "ask students to imitate all the expressions they hear" is still classified as "sometimes". And there are five teachers (20%) who perceive

that "ask students to imitate all the expressions they hear" fall into the category of "always".

During the learning process the teacher needs to help students to gain deepening and understanding of the knowledge of using the language students are learning. This will help students understand context, purpose and language appropriately (Myhill, 2018). Based on the findings in this study, most of teachers/participants often encourage students to understand learning material through "imitate the expression toward something they hear".

Statement: Make students speak English at school

Then, improving students' speaking skills in class is one of the main goals in learning language. By speaking, students get the opportunity to apply their English knowledge and skills. It can also help students in increasing their self-confidence gradually. To achieve this goal, in the process teachers must also create and direct students to be able to use English at school. The findings in this study reveal some of the responses given by teachers related to their frequency of helping students to make them speak English at school.

The ability to teach students to be active and speak English in class is the goal of learning English in the Merdeka Curriculum concept. The results of the analysis of the third statement reveal that there was teachers' perception related to their level of frequency while implementing English learning in class using the Merdeka Curriculum concept. Based on the findings, the researcher found that there were four teachers (16%) who had the perception that their abilities were "sometimes" to "make students speak English at school". Then there are thirteen teachers (52%) who perceive that their ability to "make students speak English at

school" is "often". Besides that, there are eight teachers (32%) who perceive that they have "always" ability in asking students to speak English at school.

Statement: Make students greet each other when meeting

As previously explained, learning outcomes in learning English are fostering students to be able to use and practice the language they learn in the environment around them. The results of the analysis of the fourth statement reveal several perspectives from the frequency of teachers implementing English learning. Based on the findings, the researcher found that only one teacher (4%) had the perception that their ability to "make students greet each other when meeting" was insufficient. Meanwhile six teachers (24%) perceived that their abilities were "sometimes", eight teachers (32%) perceived that "often", and 10 teachers (24%) perceived that their abilities in making students greet each other other when meeting" is "always".

Increasing exposure and practicing speaking skills using the language being studied is something that must be continuously honed. This ability must always be developed by language learners so that the results obtained can be maximized. The more often students or language learners practice, the more proficient they are in using the language they are learning. In response to this, language practice can be done anywhere. One place that can be used for language practice is the home. At home students can express things that they can express more comfortably. In addition, students can also be more confident in using the language they learn. In this regard, there are several ways that teachers can adapt to the characteristics of learning in the Merdeka Curriculum, namely providing project-based assignments. Based on the findings in this study, the researchers

found that almost all of the teachers tried to "make students speak English at home" as well.

Statement: Make students speak English at home

It is crucial for teachers to instill in their students a constant use of English at home and at school because language acquisition is about becoming acclimated to the use of the language. Based on the findings from the research on the analysis in the fifth statement, the researcher found that the researcher only one teacher (4%) had the perception that they had a "never" ability in terms of getting students to speak English at home. Then there are two (8%) teachers who perceive that their skills in this matter are "sometimes". And there are sixteen (64%) who are skilled in getting students to speak English. When at home it is proven from their perception of this is "often".

Statement: Ask students to practice a dialog in front of the class to train their speaking ability

Increased learning can be done privately and collaboratively. One method that is equally important is collaborative learning. The existence of collaborative activities in front of the class involving activities between students can also help develop student understanding for the better. One of these collaborative activities is practicing dialogue. Through this activity students can build cooperation and their communication skills so as to create inclusive and meaningful learning for students. In this study, the researcher also examined whether the teachers "ask students to practice a dialogue in front of the class to train" during the English lesson at Merdeka Curriculum.

As stated above that language learning is about habits, one way to get students used to being able to speak English is to practice English in a dialog that

is displayed in front of the class. From the results of the analysis of the sixth statement, the researcher found that there were four (16%) who had the perception that their ability to "ask students to practice a dialogue in front of the class to train" was "sometimes". Then eight (32%) teachers perceive "often" and thirteen teachers (52%) perceive "always" in asking "students to practice a dialogue in front of the class to train" in front of the class.

Statement: Talk to students politely

Merdeka Curriculum provides a freedom and autonomy for students to be able to manage their learning. For this reason, it is necessary to have polite communication between students and teachers so that one-way and comfortable communication is created. Polite communication can create an atmosphere of mutual respect between teachers and students. With unidirectional communication and mutual respect teachers and students will realize the important value of each individual during the learning process. Besides that a positive learning environment can also be created from these positive interactions. The results of this study succeeded in revealing the frequency of the teacher's attitude whether they "always talk to students politely" or not.

One of the characteristics of eastern cultural customs is politeness in language wherever and whenever. Based on the results of the analysis of the seventh statement, there is one (4%) of teachers who perceive that their ability to teach students to speak politely is "sometimes". Meanwhile, eleven teachers (44%) perceive that their skills are "often" and thirteen (52%) perceive that their abilities are "always" in teaching students to speak politely.

Statement: Pay more attention to less intelligent students

In addition to being polite, there are also a number of things that must be considered by the teacher when carrying out the education process. One of these things is giving more attention to less intelligent students. This is very important to be carried out by the teacher, through a good understanding of the abilities of each student the teacher can provide equality in the education process. By giving more attention to students who are less intelligent, the teacher can increase learning opportunities more and improve student self-confidence better. The results of this study succeeded in revealing the number of frequencies/levels of frequency teachers pay more attention to less intelligent students.

Every child has his own intelligence, Howard Garner divides human intelligence into 8 parts, therefore a teacher must understand that there are students with abilities that are difficult to understand learning, and pay more attention to these students. Based on the findings of research conducted by researchers in the eighth statement that there are five (20%) teachers who are "sometimes" in giving more attention to students whose intelligence abilities are weak then, there are seven (28%) who are "often" giving attention to school, and there are thirteen (52%) who are "always" giving attention to students who have high intelligence.

Statement: Discuss with colleagues deal with instruction

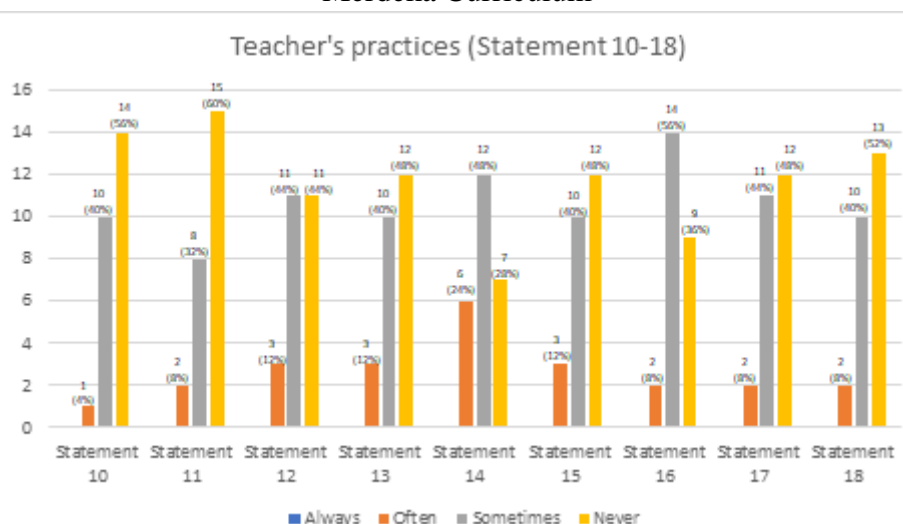
Merdeka Curriculum requires teachers to be able to have good relationships with colleagues to create good collaboration. Various experiences and knowledge through interaction and discussion can assist teachers in sharing teaching experiences and exchanging information related to learning. Exchange of

information from the context of good relations can help teachers to carry out reflection and updating activities. By having discussions with colleagues, teachers can identify the weaknesses and strengths of the practice of the teaching methods they choose. In this regard, the researcher conducted an analysis related to the frequency of teachers' discussions with colleagues dealing with instructions.

Discussing with colleagues is good communication so that teachers can complete school assignments well. And there are eleven (44%) teachers who are "always" in communicating with colleagues.

4.2.1.2 Explanation of the findings of the Statement no 10-18

Diagram 4.2.1.2 Frequency teachers' experiences of their practices in the Merdeka Curriculum



Statement: Behave as teacher does

The responsibility of a teacher is enormous. A teacher is a role model for students. They have a role of responsibility in guiding and setting an example to students. A good role model is a figure that a teacher must have. In addition, the role of teachers who are good and have good ethics can also show their professionalism in applying applicable norms. This research succeeded in revealing information whether teachers always "behave as teacher does or not".

Based on the diagram above, it states that there are forty one (4%) teachers who perceive that their ability in this matter is "sometimes". Then ten (40%) teachers perceive that their ability is "often" and fourteen (56%) teachers perceive "always" to behave as a teacher does in class.

Statement: Behave politely to students

As said earlier that the teacher is a figure who is a role model for students, therefore the teacher must act politely and politely towards anyone. This study revealed that there were two (8%) teachers who had the perception that they were "sometimes" in behaving politely.

Statement: Enter class on time when teaching

The teacher's professional attitude can be seen from how he works, especially in time discipline. Professional teachers usually always value time by entering class on time. This study reveals the frequency and level of teacher professionalism in terms of time discipline.

Discipline is one way to achieve success in learning and teaching, therefore a teacher must enter on time when teaching based on research conducted by researchers showing that three (12%) teachers who come late to class there are eleven (44%) who are often late came to school, and eleven (44%) indicated that discipline was in the achievement of the teaching and learning process.

Statement: Finish class on time

One form of time reward is completing learning on time. Professional teachers really appreciate the time well. Completion of the learning process in accordance with a predetermined time is very important in improving an efficient, structured and disciplined learning environment. This study reveals the frequency

of teachers completing classes on time and provides an overview of teacher professionalism in this regard.

Time discipline is something that is really needed by an educator because it will have a good impact on students in the classroom, one of the things that must be done by an educator is time discipline, based on perception data obtained by researchers three (12%) teachers who are on time in completing class and ten (40%) teachers who rarely finish class on time and twelve (48%) teachers who finish class on time.

Statement: Make students learn in line with the Merdeka Curriculum

The curriculum provides clear guidelines and standards for the learning and teaching process. Through curriculum rules, teachers can create uniformity and consistency in the delivery of subject matter in the various classes they teach. This can create a balanced and equitable learning experience for each student. Therefore, it is very important to bring and teach students based on the rules of the learning process in accordance with the current curriculum. This research succeeded in revealing the frequency of whether teachers make students learn in line with Merdeka Curriculum or not.

Based on the results of the analysis there are six (24%) teachers who have a level of understanding "sometimes", seven (28%) teachers "often" and twelve (48%) teachers "always" in understanding the independent curriculum to students so that the learning and teaching process is in accordance with what is intended by the independent curriculum.

Statement: Communicate with students well

Good communication between teachers and students can build positive relationships. With good communication the teacher is able to help students in increasing their motivation well. The results of this study found the frequency of teachers in building communication with students.

Communication is a way to have dialogue with students and understand what students need in the learning and teaching process based on the results of research conducted by researchers there are three (12%) teachers who are "sometimes" to communicate well with students and ten (39%) teachers who are "often" to do this and twelve (48%) teachers who are "always" in doing this.

Statement: Create good communication with students' parents

Communication is the best way to carry out an educational process. Not only communication between teachers and students is important, but communication between teachers and parents is also very important to do. With communication between teachers and parents, synergies and partnerships will be created between teachers and parents to be equally involved in the process of developing student learning. the results of this study found the frequency of communication between teachers and students during the learning process.

Based on the research results above, there are two (8%) teachers who have "sometimes" ability to create good communication with parents of students. and there are nine (36%) teachers who have "often" abilities and there are fourteen (56%) teachers who have "always" abilities to create good communication with parents of students.

Statement: Create good communication with all teachers

Coordination between fellow teachers is an aspect that is no less important. Communication between fellow teachers can improve the consistency of teaching. With communication, teachers can find their harmony in delivering material, the suitability of learning models, and assessments which are organized in the Merdeka Curriculum. The results of this study found the frequency of teachers in creating good communication with all teachers.

Based on the findings, the researcher found that there were two (8%) who had "sometimes" ability to communicate well with fellow educators, then there were nine (36%) teachers who had "often" ability to communicate with other teachers while there were fourteen (56%) really have the ability to "always" in communicating with fellow teachers.

Statement: Create good communication with all education staff

Good communication between teachers and school staff allows collaboration in planning and implementing school activities. Teachers and school staff work together to organize events, projects or extracurricular activities. Effective communication ensures that all staff members have the same understanding of the goals, responsibilities and schedule of activities. This helps create synergistic cooperation for the success and smooth implementation of these activities. For this reason, good communication between teachers and education staff is needed. This study reveals how often teachers create communication with education staff.

As previously stated, good communication is one way of communicating with education staff. Apart from that, this can create a good learning environment

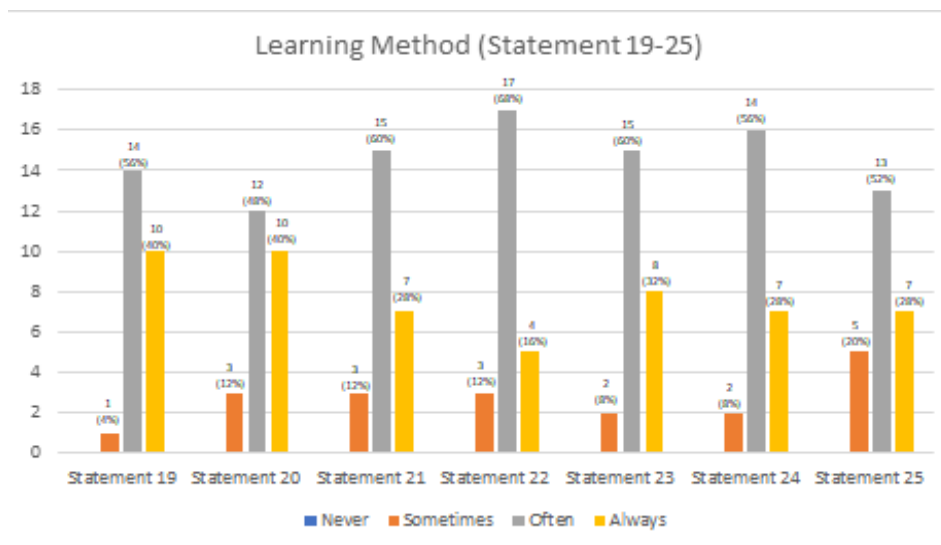
for the success of the learning and teaching process. Based on the research results above, two (8%) teachers have "sometimes" ability to communicate with well with educational staff, eleven (44%) have "often" ability to communicate with educational staff, and thirteen (50%) have the ability to "always" in communicating with educational staff.

4.2.2 Learning Method

One example of a government policy that can be utilized as a backup to prepare for the possibility of learning loss situations during the learning process is the Merdeka Curriculum. This is evident from a number of features of the Merdeka Curriculum, which are very suited to learning environments. These features include a focus on essential materials, the use of projects to mold the personalities of Pancasila students, and flexibility to suit the needs and characteristics of each school. So if you consider its potential within the existing Indonesian educational system, it will be one of the positive things to be implemented in the future.

The following is a frequency diagram of the learning method:

Diagram 4.2.2 Frequency of Learning Method



Statement: Relate the English material concept with Dimensions Pelajar Pancasila

The concept of Pancasila students in the Merdeka Curriculum is very important to be guided by teachers. The subject matter which is guided by the Pancasila Student concept refers to several dimensions, some of which are independent, gotong royong, critical reasoning, and creative. The results of this study reveal the frequency of teachers in associating the concept of English material with the concept of Pancasila students.

Based on Diagram 4.3, it is known that there is one teacher (4%) who sometimes associates English concept material with the Pancasila Student dimension. then fourteen teachers (56%) who often associate English concept material with the Pancasila Student dimension. Meanwhile, there were ten teachers (40%) who related the English concept material to the Pancasila Student dimension.

Statement: Learning English in class doesn't focus on one skill only

In the Merdeka Curriculum teaching English skills must be integrated. So teachers teach all skills in one material. All of these skills must be integrated with each other. In this regard, the researcher aims to see the frequency of the teacher's application of English skills in class. Based on the findings, it is known that there are three teachers (12%) sometimes, twelve teachers (48%) often, and ten teachers (40%) who always integrate 4 skills in English during the teaching process.

Statement: Apply a Project Based Learning in classroom

The application of Project-Based Learning (PjBL) in the independent curriculum is very important. This relates to the concept of the Pancasila Student dimension which encourages students to be able to learn independently, think creatively and critically. For this reason, this study reveals the frequency with which teachers apply PjBL as a learning approach.

Based on the results of the analysis related to the application of a Project Based Learning in classroom, the researcher found some information related to this. From the results of the analysis it is known that there are three teachers (12%) who are sometimes. fifteen (60%) teachers often, and seven (28%) teachers who always apply PBL in class.

Statement: Making different instructions to different students' ability in learning process

Then, to implement teacher learning, of course, know the abilities of each student, for that it is necessary to have different treatments to make students understand the context of learning. It is also necessary to have different instructions for each student who are fast learners and slow learners. This study explores information about whether teachers make different instructions to treat

students who have a variety of knowledge during the learning process. From the results of the analysis it is known that there are three teachers (12%) who sometimes, seventeen teachers (68%) are often, and four teachers (16%) who always make different instructions to different students' abilities in learning process.

Statement: Making interesting media (pictures, video, game, quizziz, etc) towards the material

Furthermore, teaching media in the learning process is very important. Teaching media can help teachers create more interesting learning. The results of this study reveal how often teachers use teaching media such as pictures, videos, games, quizziz, etc) towards material. Based on the information in the diagram, it is known that there are two teachers (8%) who never, fifteen teachers (60%) sometimes and eight teachers (32%) who often make interesting media (pictures, videos, games), quizziz, etc) towards material.

Statement: Make students practice their English ability anywhere

The most important learning method in language learning is to help students practice the language they learn. Consistent practice in various situations can help students hone their English skills. The results of this study indicate the frequency of teachers in "make students practice their English abilities everywhere". Based on the results of the analysis, it is known that there are two teachers (8%) who sometimes, sixteen teachers (64%) who often, and seven teachers (28%) who always make students practice their English abilities everywhere.

Statement: Make the progress of learning for each student in the journal

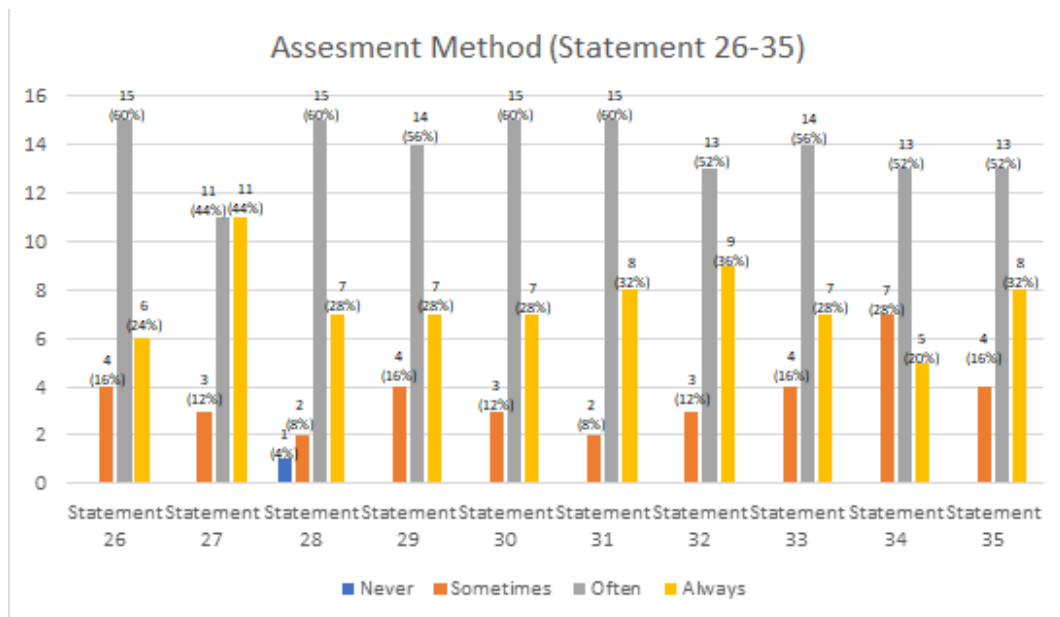
Making notes on student results or progress is very important for teachers. This aims to see the development of behavior, knowledge and attitudes of students during the learning process. In this regard, this study succeeded in examining how often teachers observe student progress through journals. Based on the diagram, it is known that there are five teachers (20%) who sometimes, thirteen teachers (52%) often and seven teachers (28%) who always make the progress of learning for each student in a journal.

4.2.2 Assessment Method

Assessment methods have a very important role in the learning process. The assessment method serves as a benchmark for student learning progress. in the context of learning in the Merdeka Curriculum, teachers are expected to be able to emphasize learning processes that are holistic, project-based, and skills development. The results of this study reveal several assessment methods that are often used by teachers in assessing student learning progress. In this regard, the following is the result of a descriptive statistical analysis from the teachers' perspective on their ability to assess the assessment method they use in assessing students' learning progress.

Assessment has an important role that is very important in the context of learning. Assessment itself can be used as a tool to measure students' understanding of learning material. This study examines teachers' perceptions of their ability to carry out assessment method activities. The following is a frequency diagram of the assessment method:

Diagram 4.2.3 Frequency of assessment method



Statement: Assess students orally

Based on the diagram above, it is known that there are four teachers (16%) who have the perception that their assessment skills in "assess student orally" are still "sometimes". There are fifteen teachers (60%) who perceive that their assessment abilities in "assess students orally" fall into the "often" criteria. Then, there are six teachers (24%) who perceive that their assessment abilities in "assess student orally" are always.

Statement: Assess students in writing

Based on the results of the analysis listed in the diagram above, the researcher draws the conclusion that, there are three teachers (12%) who perceive that they have "sometimes" abilities in "assess students' in writing". Furthermore, there are eleven teachers (44%) who perceive that they have the ability "often" in assessing students in writing.

Statement: Students' attitude is scored

The results of the study explained that there was one teacher (4%) who had "never" abilities, there were two (8%) who had the perception that they had "sometimes" abilities in assessing "students' attitudes". While there are fifteen others (60%) who perceive that their abilities in assessing students' attitudes are still in the "often" category. And seven teachers (28%) perceive that they have "always" abilities in assessing students' attitudes.

Statement: Students' knowledge about English is scored

The results of the study explained that there were four teachers (16%) who had the perception that their abilities were "sometimes" in assessing "Students' knowledge about English". Then there are fourteen teachers (56%) who have the perception that they have the ability to be "often" in assessing students' knowledge about English. And seven teachers (28%) perceive that they have the ability "always" in assessing "students' knowledge about English".

Statement: Students' skill in English is scored

From the diagram, the researcher found that there were three teachers (12%) who had the perception that they were "never" in assessing student skills. Then there are fifteen teachers (60%) who perceive that they have "sometimes" abilities in assessing "student's skills in English". Not only that, there are seven teachers (28%) who perceive that they have "always" abilities in assessing "student's skills in English".

Statement: The assessment of students' knowledge is done by giving a test

Based on the diagram above, it is known that there are two teachers (8%) who admit that their ability to give a test to assess students' knowledge is

"sometimes". Furthermore, there are fifteen teachers (60%) who admit that they have the ability to be "often" in giving a test to assess students' knowledge. And eight of them (32%) think that they have the ability "always" in giving a test to assess students' knowledge.

Statement: The assessment of students' skill is done by practicing

The diagram above shows teachers' perceptions of their assessment skills in carrying out assessments. Based on the percentage values in the diagram above, it is known that there are three teachers (12%) who perceive that their assessment abilities in assessing student's skills by practicing are "sometimes". Then there are thirteen teachers (52%) who perceive that their skills fall into the category of "often" in assessing student's skills through practice. And nine (36%) others think that they have "always" skills in assessing student's skills through practice.

Statement: The assessment of students' skill is done by giving projects

Based on the data in the diagram, the researcher found that there were four teachers (16%) who had the perception that their ability in assessing student's skills through giving projects was "sometimes". Fourteen teachers (56%) thought that their skills in assessing student's skills through giving projects were "often". And seven (28%) other people perceive that their skill in assessing student's skill through giving project is "always".

Statement: Making different Formative Assessment to different students' ability

Based on the diagram above, it is known that there are seven teachers (28%) who have the perception that their ability in making different formative assessments to different students' abilities is "sometimes". Besides that, there are thirteen teachers (52%) who perceive that their ability in making different

formative assessments to different students' abilities is "often". And five (20%) other people perceive that their abilities in making different formative assessments to different students' abilities are "always".

Statement: Making different Summative Assessment to different students' ability

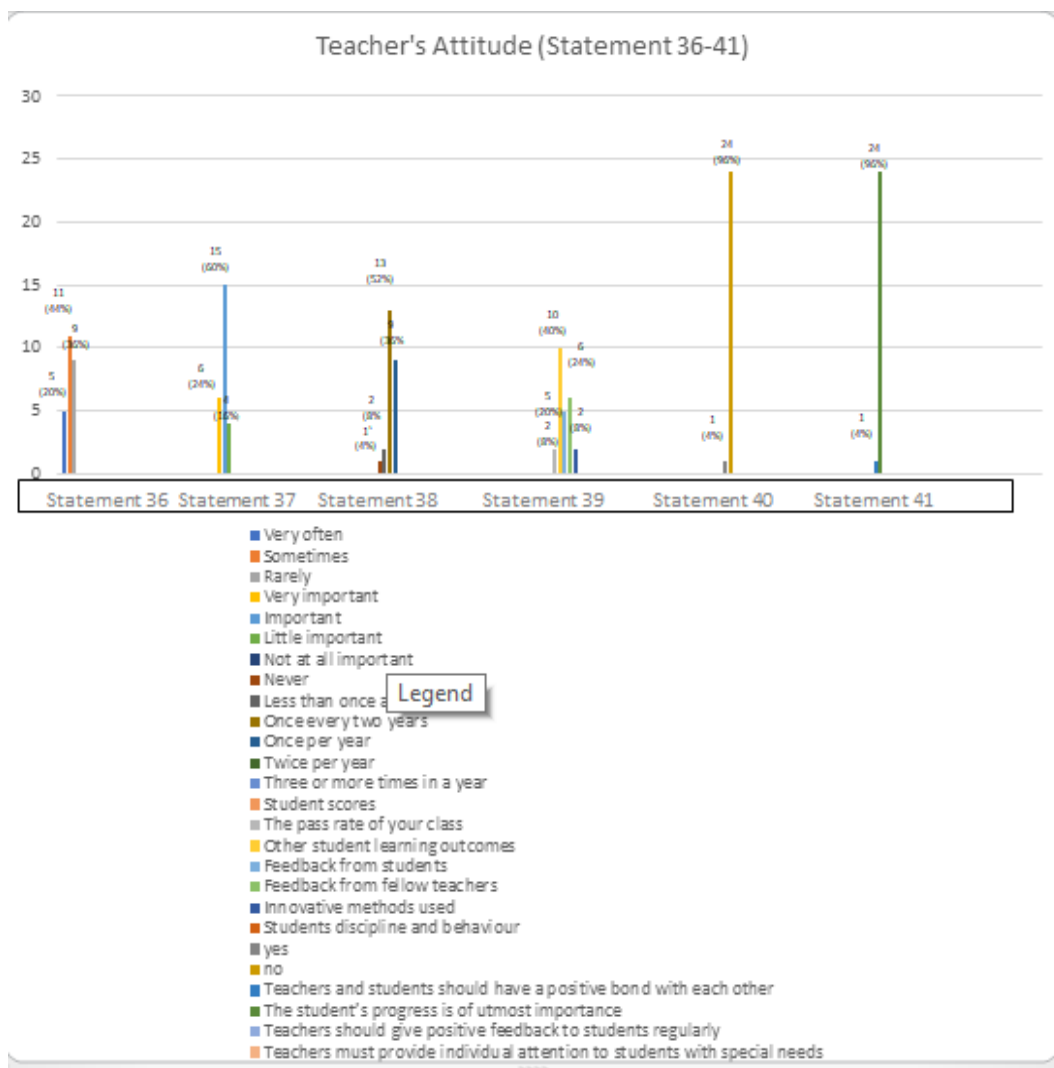
From the diagram above, it can be seen that there are four teachers (16%) who perceive that their ability in making different summative assessments to different students' abilities is "sometimes". Then, thirteen teachers (52%) perceive that their ability in making different summative assessments to different students' abilities is "often". And there are eight teachers (32%) who think that their ability in making different summative assessments to different students' abilities is "always".

4.2.4 Teachers Attitude toward Merdeka Curriculum

Teachers' attitude or attitude of teachers towards Merdeka Curriculum is one factor that is very important to note. This happens because the attitude of teachers can have an impact on the successful implementation of the curriculum in the school. Teacher's attitude towards Merdeka Curriculum can affect the effectiveness of implementing the curriculum used in schools. In this research, the researcher managed to find teachers' attitude toward Merdeka Curriculum. To investigate how the attitude of teachers towards Merdeka Curriculum is formed, the researcher used several close-ended question items which were distributed through questionnaires to teachers via the Google Form.

In this regard, the following are the results of a descriptive statistical analysis of the issue variable "teachers' attitude" toward Merdeka Curriculum:

Diagram 4.2.4 Frequency of teacher's attitude toward Merdeka Curriculum



Question: How often did you have the freedom to try innovative methods for better learning?

The diagram above explains the results of the answers from the participants related to the teacher's freedom to try innovative methods for better learning. The research findings show that there are 9 teachers (36%) who rarely have the freedom to try innovative methods for better learning. Then 11 teachers (44%) sometimes have the freedom to try innovative methods for better learning. And there are five teachers (20%) who very often have the freedom to try innovative methods for better learning.

Question: How important having a specialized training and seminar for better teaching styles?

Then the findings of subsequent research reveal the perceptions of teachers regarding the importance of having a specialized training and seminar for better teaching styles. Based on the picture above, it can be seen that there are four teachers (16%) who say that having a specialized training and seminar for better teaching styles is of little importance. Then there were fifteen teachers (60%) who stated that having a specialized training and seminar for better teaching styles is important. Not only that, there were six teachers (20%) who stated that having a specialized training and seminar for better teaching styles is little important is very important for teachers.

Question: How often have you received an appraisal for your work at school?

Furthermore, the results of this study also examine how often teachers receive an approval for their work at school. Based on the picture above, it is known that there is one teacher (4%) who never received an approval for work at school. Besides that, there were two teachers (8%) who received an approval for work at school for less than one year. Then, there were thirteen teachers (52%) who received an approval for work at school once every two years. Not only that, there were nine teachers (36%) who stated that they received an approval for work at school once per year.

Question: What are the points considered during your appraisal?

Assessment of work results is very important in the learning process. one of the main reasons why teachers should get an appraisal or assessment is to find out the level of success and increase their motivation in the teaching process. The results of this study also succeeded in revealing what considerations were

considered by teachers when conducting an appraisal process for student achievement.

Based on the picture above, it can be seen that there are two teachers (8%) who carry out the appraisal process by looking at "the pass rate of the class". besides that there were ten teachers (40%) who also carried out the appraisal process by considering "other student learning outcomes". This research also managed to reveal that there were five teachers (20%) who carried out the appraisal process by looking at "feedback from students". then the table above explains that there were six teachers (24%) who carried out the appraisal process by considering "feedback from fellow teachers". And finally there are two teachers (8%) who carry out the appraisal process by means of "innovative methods used".

Question: Were you satisfied with the appraisal given to you?

The activity of giving an appraisal/assessment really has an effect on the progress of the teacher's or student's performance. The results of this study revealed that there was a level of satisfaction with the appraisal received by the teachers. Based on diagram 4.5 it is known that there were two teachers (8%) who were dissatisfied with the appraisal they received. Besides that, there were twenty three teachers (92%) who were satisfied with the appraisal they received.

Question: How important do you think the following are, in your opinion?

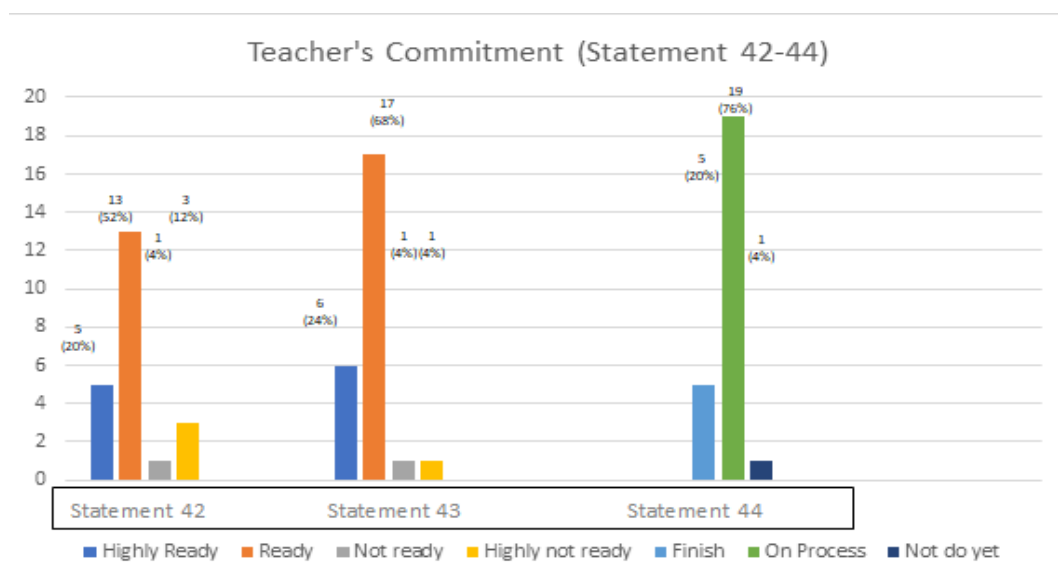
The teacher's attitude towards the Merdeka Curriculum greatly influences the effectiveness of the curriculum implementation process and ongoing learning. the results of this study succeeded in assessing that teachers and students must have a positive bond with each other. This is evidenced by the perceptions of two

teachers with a percentage (8%) related to bounding interests and collaboration between teachers to implement the learning process. Besides collaboration and bonding between teachers and students, researchers also found that student progress and progress in learning is a matter that must be prioritized. This is evidenced by the perception of twenty three teachers with a percentage (92%) stating that "the student's progress is of utmost importance" during learning.

4.2.4 Teacher Commitment toward Merdeka Curriculum

Teacher commitment in learning the Independent Curriculum is a very important factor in the successful implementation of the curriculum. Teachers who have a strong commitment to the Independent Curriculum tend to be more prepared and able to apply the curriculum creatively and effectively. Teacher commitment can also influence student motivation and participation in the learning process. If the teacher has a high commitment to the Independent Curriculum, students tend to be more interested and motivated to learn, because they can feel the enthusiasm of the teacher in providing subject matter.

Diagram 4.2.5 Frequency of Teacher Commitment toward Merdeka Curriculum



Statement: I am enthusiastic to teach English with the Merdeka Curriculum

The results of this study succeeded in reviewing several studies related to teacher commitment in implementing the Merdeka Curriculum. Based on the findings, the researcher found that some of the participants were not ready to carry out teaching English with Merdeka Curriculum. This is based on some teacher perception data which states that there are 3 teachers with a percentage of 12% and one teacher (4%) who are very unprepared for implementing the process of teaching English in the Merdeka Curriculum. Besides that, there are thirteen teachers (52%) and eight teachers (32%) who are ready to implement the process of teaching English using the Merdeka Curriculum.

Statement: I often read literature relating to the Merdeka Curriculum to enhance my competency

To increase commitment in the teaching process, there are several things that must be implemented by the teacher. According to Lin & Wang (2017) one of the efforts to increase teacher's commitment is to increase skills and knowledge in teaching. The results of this study succeeded in revealing how teachers improve their knowledge capacity and teaching skills. Based on the findings, some teachers often read literature relating to the Merdeka Curriculum to enhance their competency. From the results of the study, it was found that there were seventeen teachers (68%) who often read some literature related to the implementation of the Merdeka Curriculum. then there are six teachers (24%) who very often read literature related to Merdeka Curriculum. On the other hand, the researchers also found one teacher (4%) who had never and one teacher (4%) who sometimes read and researched literature related to Merdeka Curriculum. The following is a summary of the research findings.

Statement: I do Platform Merdeka Mengajar to enhance my competency

Furthermore, the skills in using the Merdeka Mengajar platform provided by the government can also assist teachers in improving their competency in teaching using the concept of Merdeka Curriculum. The results of this study reveal some of the teacher's views on the use of the Merdeka Mengajar platform. Based on the findings, there was one teacher (4%) who stated that the Merdeka Mengajar platform was of little importance. Meanwhile, nineteen teachers (76%) explained that the Merdeka Mengajar platform is important to enhance their teaching competency. And there are five teachers with a percentage (20%) explaining that the use of the Merdeka Mengajar platform is very important to help them in enhancing their competency.

4.3 Interview Data

In order to clarify the statements from the questionnaire, the researcher held the interview with the selected participants who were filled the questionnaires. The participants were the English teachers at different junior high schools. Thereafter, prior to the analysis, the profile of the participants was assigned a pseudonym out of respect for their privacy. The description of participants profile is described below:

- a. ***Teacher B*** from Junior High School 25 Jambi City was the first participant in the interview. The teacher has been teaching English since 2010 and also has been teaching for grade 7 – 9 in Junior High School. Currently, *Teacher B* is incorporated in the Program *Guru Penggerak*
- b. ***Teacher M*** from Junior High School 9 Jambi City was the second selected participant. The teacher has been handling the grade 7 and 9 for several

years. Even though, the school is not a *Sekolah Penggerak* but the teacher is recently included in Program *Guru Penggerak*.

- c. **Teacher E** from Junior High School 14 Jambi City was the third participants for the questionnaire clarification. The teacher is currently handling all of the grade 9 students in the school. Then, the teacher is also a *Guru Penggerak* from batch 2.
- d. **Teacher L** from Junior High School 10 Jambi City was the last participants in this interview. Recently, she is teaching for grade 9 students for academic year 2022/2023. Then, *Teacher L's* school is in the program of *Sekolah Penggerak* batch 1.

After analyzing the data, the researcher found out the research questions' answers and the findings presented in different sections. Through interview transcription and observation notes emerged two themes for the findings. The first theme used to answer the first research question regarding the EFL teachers' perception towards the Merdeka Curriculum was obtained through the interview section. The second research question related to the teachers' implementation of learning process and assessment towards the Merdeka Curriculum was also obtained through interview.

In this study, the researcher categorized the data based on the teachers' answers in the interview section related to the perceptions and implementation of Merdeka Curriculum. The big themes of this research are teachers' perceptions and teachers' teaching implementation. In the first theme, the teachers' perceptions have several sub-themes: (1) Teachers' Program Inclusion, (2) Students' Characteristics, (3) Students' Habit Development, (4) Teachers'

Training, and (5) Teachers' Perception on the Curriculum. Afterward, the second theme is teaching implementation regarding *Merdeka Belajar* Curriculum which has three sub-themes: (1) Curriculum Implementation, (2) Students Reaction, (3) Teachers' view on the implementation. The themes have different coding which displayed in the table below:

Table 4.3 The Coding of the Interview Transcription

Topic	Indicator	Coding
Teachers' Experiences	Teachers' Program Inclusion	TPI
	Students' Characteristics	SC
	Students' Habit Development	SHD
	Teachers' Training	TT
	Teachers' Perception on the Curriculum	TPC
Teachers' View on the Implementation	Teachers' Paradigm	TP
	Curriculum Implementation	CI
	Students' Reaction	SR
	Teachers' View on the Implementation	TVI

4.3.1 Teachers' Experiences towards the Implementation of *Merdeka Belajar* Curriculum

Ascertaining the teachers' perceptions towards the *Merdeka* Curriculum is the first objective of this research. In order to clarify some of the findings comprehensively, the researcher divided the first main theme into some sub-themes. The finding of this section is talking about the perception of the teacher which is shown in the explanation below:

4.3.1.1 Teachers' Recognition on the Students' Characteristics

In this section, the researcher obtained the data by interviewing the participants and analyzed the data obtained. The researcher asked the participants related to their experiences to recognize the students' characteristics. The findings revealed the teachers have different ways in order to recognize the students' characteristics. Some teachers do the direct observation in order to know the characteristics of the students. The statement above evidenced by the result of interview with *Teacher B* below:

“Observasi, Observasi di awal saya saya mengenal dulu bagaimana sifat mereka, bagaimana cara mereka merespon pelajaran yang saya berikan, kemudian berdasarkan dari materi materi yang saya ajarkan, mungkin dari segi adanya gambar atau metode yang berbeda satu sama lain di berbagai kelas...”

(Observation. I did the observation in the beginning, how are the students' characteristics, how do they respond the lesson that I gave. Then, based on the materials that I taught, maybe from the existence of different pictures or methods from one another in various classes...)

Through the statement above it can be said that *Teacher B* was done the primary direct observation in order to know the students' respond on the lessons and the materials that was given by the teacher. By observing the students, the teachers would discover the students' interest. The similar method to discover the student's characteristics also was implied by *Teacher M* and *Teacher E* in the statement below:

“Biasanya saya langsung melakukan komunikasi dan pengamatan terhadap sikap siswa atau karakter siswa dalam pembelajaran...” *Teacher M*

(Commonly I directly do the communication and observation towards the students' attitude and characters in learning...)

“Saya mengenal karakteristik siswa saya secara umum bisa dengan interaksi dengan siswa secara langsung dalam proses pembelajaran dan

apabila ada memang siswa yang memang membutuhkan perhatian khusus...” Teacher E

(I know the characteristics of my students in general by interacting with students directly in the learning process and if there are students who really need special attention...)

Both of the teachers have the similar point of view in the way to discover the students. Inferring to the *Teacher M* and *Teacher E*'s statement above, by holding direct communication and observation with the students, the teacher will recognize the students' attitude and characteristics. Then, this method also can help the teacher to discover the students who need the special treatment from the teacher in accordance to learning process. Aside from the observation, the teachers also collaborate with the other teachers to know the students' characteristics, learning style, or the problems of the students. This was done by the majority of teachers like *Teacher E*, *Teacher B*, and *Teacher L*. The statements were evidenced in the interview result with *Teacher L* below:

“Biasanya saya bertanya di awal tahun ajaran ya. Biasanya saya bertanya kepada rekan rekan guru yang mengajar siswa tersebut. Di tahun sebelumnya saya biasanya mencari tahu siapa anak bermasalah, siapa anak yang menunjukkan progres yang baik dalam belajar kemudian. Mungkin ada hal hal tertentu terkait dengan anak. Saya biasanya tanya dulu ke guru yang mengajar atau wali kelas si anak sebelumnya, ... juga saya biasanya sepintas juga bertanya ke guru BK mau tahu ada anak anak ini yang memiliki masalah tertentu? Entah masalah keluarga, masalah dengan lingkungan dan sebagainya”

(Usually I ask at the beginning of the school year yes. Usually I ask fellow teachers who teach these students. In the previous year I usually found out which students had problems, which students showed good progress in learning later. Maybe there are certain things related to students. I usually ask the teacher who taught or the student's homeroom teacher beforehand, ... also I usually also ask the counseling teacher at a glance. Want to know if any of these children have certain problems? Whether family problems, problems with the environment and so on)

According to *Teacher L*'s statement, by asking to the fellow teacher at beginning of the semester; the fellow teacher could be the homeroom teacher, the

teacher who taught the students previously or the counseling teacher. The communication between the fellow teacher can help the teacher to find the cognitive problems which related to the students' knowledge. Then, it can also find the non-cognitive problems of the students which related to the psychological or social issues. In line with the statement above, the other teachers also shared similar ideas like *Teacher B* and *Teacher E* in the statement below:

"...Saya juga bekerja sama dengan guru BK untuk mengenal karakteristik mereka yang guru BK itu mereka teks kognitif. Jadi di situ saya tahu gaya belajar mereka seperti apa..." Teacher B

(...I also work with the counseling teachers to get to know the characteristics of those whose counseling teachers refer to cognitive texts. So there I know what their learning style is like...)

"...Mungkin saya akan mendalaminya lebih dalam lagi dan juga mungkin saya akan bekerja sama. Tentu saja dengan guru bimbingan konselingnya untuk mengetahui bagaimana karakteristik siswa tersebut lebih jauh lagi..." Teacher E

(...Maybe I'll go deeper into it and maybe I'll work together. Of course with the counseling teacher to find out what the characteristics of these students are even further...)

The statement above showed the teachers ideas to discover the students' characteristics by collaborating with the counseling teacher since they have the cognitive and non-cognitive record of the students. Besides that, in order to know the students' cognitive ability, the teacher also conducted the diagnostic test at the beginning of the semester. It was implied by *Teacher B* and *Teacher M* in the interview session:

"...kemudian secara spesifiknya sebelum memulai materi atau Pembelajaran yaitu memberikan tes atau yang Namanya Diagnostik Kognitif di awal sehingga, saya tau ini anak berarti kemampuannya diatas, menengah dan di bawah..." Teacher B

(...then specifically before starting the material or learning, namely giving a test or what is called a Cognitive Diagnostic at the beginning so, I know this student means above, middle and below ability...)

“...namun biasanya lebih terperinci dalam administrasi berupa test non cognitive yang saya lakukan di awal pembelajaran...” Teacher M

(...but usually it is more detailed in administration in the form of non-cognitive tests that I do at the beginning of learning...)

Therefore, to obtain the recognition of the students' characteristics, the teachers have done a number of methods. The majority of the teacher did the collaboration with the other teachers who knows about the students to discuss about cognitive or non-cognitive characteristics of students. Then, direct observation also was done by the teacher with the direct interaction. Afterwards, another way to recognize is by holding the diagnostic cognitive assessment and through that it can be shown the level of ability of the students.

4.3.1.2 Teachers' Development on the Students' Habitual

The students' habitual development is the other section of the first research question. The participants were asked related to their method to develop the habit of the students. The development is commonly in terms of cognitive and non-cognitive. The teachers usually develop the students' habits in certain of methods for instance *Teacher M* who arose the students' positive culture in the classroom by creating a classroom agreement. This was appointed by the *Teacher M* in the statement below:

“...Ya. Secara umum, kesepakatan, budaya positif. Saya ajarkan kepada siswa saya, salah satu contohnya tentang kesepakatan kelas. Misalnya, ketika di awal pelajaran, saya berempuk dulu dengan siswa saya untuk mencoba pembelajaran yang seperti apa yang diinginkan oleh siswa saya. Setelah didapatkan kesepakatan, nanti dituangkan dalam bentuk tertulis kalau perlu di dalam kelas dan catatan kesepakatan sebegitu menjadi hasil keputusan bersama bukan dari saya sebagai seorang guru namun dari siswa saya. Konsekuensinya ketika mereka menyepakati tersebut mereka sadar wah ini saya sudah sepakat ini dari awal. Peniasaan yang positif tersebut saya rasa berakibat positif juga kepada kegiatan pembelajaran siswa saya di dalam kelas”

(...Yes. In general, agreement, positive culture. I teach my students, one of the examples is about class agreement. For example, at the beginning of the lesson, I worked out with my students to try out what kind of learning my students wanted. After an agreement is reached, it will be written down if necessary, in class and the record of such agreement is the result of a joint decision not from me as a teacher but from my students. Consequently, when they agreed to this, they realized, wow, I agreed to this from the start. I feel that this positive habit has a positive impact on my students' learning activities in the classroom)

As stated by *Teacher M* above, it can be said the development of the students' habit can be from the positive culture in the classroom. At the beginning of the lesson, the teacher created the classroom agreement by discussing together until reaching the agreement with the students in order to gain their point of view related to the learning process. The final decision of the agreement is not from the teacher but it is from the students since the teacher wants to increase the students' awareness of their own decision. At the end, the teacher hoped to give a positive impact towards the students for learning activities and the responsibility for the students. Similarly, *Teacher L* created the students' habit development by building the commitment between teacher-students and it was stated by *Teacher L* in the interview below:

“Kalau saya dari dulu setiap awal tahun ajaran baru atau setiap pertama kali masuk kelas, saya bikin komitmen dulu dengan siswa. Komitmen adalah siswa wajib membawa kamus setiap jam pelajaran bahasa Inggris karena memang dirasakan ya ini terputus bagi siswa saya di SMP 10 bahasa Inggris itu adalah mata pelajaran salah satu mata pelajaran yang mereka anggap sangat sulit karena mereka berasal dari latar belakang keluarga yang sangat sederhana. Pelajaran di luar dari jam sekolah mereka tidak ada yang les, mereka tidak ada yang ikut kursus dan sebagainya. Jadi memang begitulah yang ada sekolah saja. Sumbernya itu yang pertama, kemudian yang kedua, saya juga biasanya meminta siswa untuk mencatat setiap kosa kata baru yang mereka temukan di setiap pertemuan itu menjadi apa sebagai kamus saku mereka”

(For me, from the beginning, every time I start a new school year or every time I enter a class, I first make a commitment to the students. Commitment is that students are required to bring a dictionary every hour

of English class because they really feel that this is disconnected for my students at SMP 10. English is a subject that they find very difficult because they come from a very modest family background. They don't have tutoring lessons outside of school hours, they don't take courses and so on. So that's how the school is. The source is the first, then the second. I also usually ask students to record every new vocabulary they find in each meeting that becomes their pocket dictionary)

According to *Teacher L* statement above, the habit development that implemented is the commitment with the students to bring an English dictionary every meeting of English class. Then, the students write down the uncommon dictionary as their pocket dictionary. The commitment arose since the teacher found out the feeling of *disconnection* when English teaching activity and the students consider English as a difficult course. Then, teacher also discover the most of students come from a very modest family background and they never involve to the English course besides the school. Therefore, *Teacher L* engaged the students to build the commitment. On the other hand, *Teacher E* has another way to develop the habit of the students by implementing peer-tutors. Then, it was conveyed by *Teacher E* in the interview session:

“...biasanya dalam proses pembelajaran khususnya bahasa Inggris itu ada tempat duduk sendiri. Jadi untuk pembiasaan jadi saya mengaplikasikan tutor sebaya. Jadi saya dudukkan siswa yang memang memiliki kemampuan yang high. Biasanya saya pasangkan dengan yang menengah low kebawah sehingga mereka bisa membantu siswa yang dari yang tidak tahu menjadi tahu seperti itu. Jadi ketika pembelajaran bahasa Inggris mereka juga punya tempat duduk sendiri”

(...usually in the learning process, especially English, there is a separate seat. So, for habituation, I apply peer tutors. So, I seated students who did have high abilities. I usually pair them with middle to low students so they can help students who go from not knowing to knowing like that. So, when learning English they also have their own seat)

Inferring to *Teacher E* statement above, for English course, the students are separated by their level of ability in English, it is aimed to implement peer-tutors. The students who have the high ability in English are grouped with the

middle to low students so the high ability students can help the other students. Therefore, every English lesson, the students have to go to their seat based on the teacher's selections and it becomes the habitual for the students. However, *Teacher B* and *Teacher E* shared the similar point of view on the habitual development where they accustom the students to use English in every meeting. It was conveyed by the *Teacher B* in the interview below:

"...untuk pembiasaan dalam pelajaran bahasa Inggris tentunya dari saya sendiri. Dulu saya harus terbiasa untuk berbicara bahasa Inggris terus. saat memulai pelajaran, baik itu dari awal mengucapkan salam hingga akhir maupun Luring, ke kelas saya sebisa mungkin menggunakan Bahasa Inggris 80% sehingga saya berpikir anak anak akan lebih sering mendengar, makanya mereka akan mau mengucapkan kemudian untuk membiasakan yang saya lakukan kepada siswa saya. Saya meminta mereka untuk berbicara bahasa Inggris. Mulai dari hal hal kecil seperti ini. Mengucapkan salam, kemudian permisi mau ke toilet atau kamar kecil atau mau ke luar izin. Mereka harus menggunakan bahasa Inggris atau ada pertanyaan pertanyaan yang mereka mau ajukan ke saya, saya meminta mereka untuk berbahasa Inggris itu kebiasaan kebiasaan yang salah"

(...for habituation in English lessons of course from myself. In the past, I had to get used to speaking English all the time. when starting a lesson, be it from the start greeting to the end or Offline, to my class as much as possible using 80% English so I think children will hear it more often, so they will want to say it later to get used to what I do to my students. I asked them to speak English. Start with small things like this. Say hello, then excuse me to go to the toilet or restroom or want to go outside the permit. They have to use English or there are questions they want to ask me, I ask them to speak English it's a wrong habit)

Teacher B stated in the statement below that the teacher accustoms the students to be familiar with English like the students asked to speak English as much as they can, like permission to go outside and so on. Then, in the teaching activity which is starting for greeting to the closing, the teacher 80% uses English, so if the students the students become used to with English and they hear it more

often, so they will want to say it later. Similarly, *Teacher E* does the similar way to develop the habitual and it can be seen in the statement below:

“Ada beberapa pembiasaan yang saya lakukan, yaitu yang pertama ketika dalam pembelajaran bahasa Inggris, saya memaksimalkan dan meminta siswa untuk selalu menggunakan bahasa Inggris, baik untuk komunikasi maupun dalam tulisannya. Baik dia berkomunikasi dengan saya ataupun dengan temannya kemudian yang juga yang kedua itu. Biasanya di akhir pembelajaran saya akan memberikan semacam tugas sebenarnya bukan tugas sih, tapi artinya tanggung jawab. Misalnya satu dalam pembelajaran 2 jam pembelajaran ini apa saja mereka dapat artinya refleksinya apa, tetapi mereka menuliskannya dalam bahasa Inggris, kemudian yang ketiga, misalnya ketika mereka saya meminta setelah selesai koreksi bersama, misalnya proses evaluasi. Itu ketika mereka menyebutkan nilainya itu harus dengan bahasa Inggris. Mereka sudah paham sekali untuk hal tersebut”

(There are several habits that I do, namely the first when in learning English, I maximize and ask students to always use English, both for communication and in their writing. Either they communicated with me or with their friend later who was also the second one. Usually at the end of the lesson I will give some kind of assignment, actually it's not an assignment, but it means responsibility. For example, one in the 2-hour lesson, whatever they can mean, what reflection, but they write it in English, then the third, for example, when I ask them after finishing joint corrections, for example the evaluation process. That's when they mention the value it has to be in English. They know that very well)

Teacher E's statement above showed the similar habitual development with the *Teacher B* which is talking about the maximize the use of English in every activity in the classroom. The students have to communicate with the teacher and fellow classmate in English when English class. Then, not only the spoken, but the teacher also give the responsibility to the students by writing the reflection of the learning process. The last one, the teacher accustoms the students to do the crosscheck the students' tasks and the score must be spoken in English.

In this section, it can be said the teachers have their own ways to develop the students' habit. It could be creating the classroom agreement with the students,

implementing peer-tutors, communicating in English, and giving the students' responsibility to give the reflection of the learning process.

4.3.1.3 Teachers' Training on the Implementation of Merdeka Belajar Curriculum

Merdeka Belajar Curriculum is the recent curriculum in Indonesia, therefore there should be the training as the guidance of the implementation for curriculum. Hence, this section intended to explore the sort of training that was done by the teachers. The most of teachers have not got the direct training from the Ministry of Education and Culture. The Program *Sekolah Penggerak* teachers got the training in form of workshop and it was experienced by *Teacher L* in the interview below:

“Pelatihan dari pusat belum, tetapi kami sekolah penggerak, jadi kami sudah diberikan sharing materi melalui workshop itu di setiap awal tahun ajaran sebelum kita menyusun apa menyusun modul ajar menyusun RPP. Dan sebagai macamnya itu biasanya kami mengadakan workshop di sekolah itu sudah kami dapatkan...”

(There is no training from the center yet, but we are a *Sekolah Penggerak*, so we have been given material sharing through the workshop at the beginning of each academic year before we develop what to prepare teaching modules to prepare lesson plans. And as such, we usually hold workshops at school, which we already have)

As inferred by *Teacher L* above, it can be stated that the Ministry of Education and Culture has not held the direct training. However, as the *Sekolah Penggerak*, the school was given the shared material and it was delivered in the school workshop. The workshop holds at the beginning of each academic year before preparing the teaching modules. Then, *Teacher E* joined the independent training by non-government institution and it was stated in the interview:

“Ada juga yang pelatihan pelatihan mandiri yang di apa diselenggarakan oleh misalnya lembaga lembaga lain seperti itu yang tetap berhubungan dengan IKM”

(There are also independent training courses which are organized by, for example, other institutions like that which are in constant related to IKM)

In order to understand the implementation of *Merdeka Belajar* Curriculum, *Teacher E* willingly joined the training which was organized by the non-government institutions. The training is still related to the curriculum implementation. On the other hand, the other teachers utilized the application which is created by the Ministry of Education and Culture. For instance, like *Teacher B* who was utilized the application to learn about the curriculum and it was stated below:

“Kalau untuk pelatihan secara spesifik belum. Tapi saya belajar sendiri dari aplikasi atau platform yang pemerintah sudah buat yaitu Platform merdeka belajar disitu sudah ada semua jadi, pemerintah memberikan atau membuat motivasi untuk harus di baca atau di pelajari oleh guru guru, karena sudah ada semua. Mulai dari pelatihan materi, ataupun juga berbagi praktik baiklah , sehingga ketika kita sudah menyelesaikan beberapa modul akan ada terbit Sertifikat, di situlah pengganti dari pelatihan pelatihan yang sebelumnya, kurikulum sebelumnya kita tersendiri pelatihannya tapi di sini kita harus mandiri gitu , kita sendiri yang ingin belajar.”

(Not for specific training yet. But I learned myself from the application or platform that the government has created, namely the independent learning platform there, so it's all there, so the government provides or creates motivation to be read or studied by teachers, because it's all there. Starting from material training, or also sharing good practices, so that when we have completed several modules a Certificate will be issued, that is where the replacement for the previous training is, our previous curriculum had separate training but here we have to be independent, we want to learn ourselves)

Inferring to the statement by *Teacher B*, it can be said the teacher utilized the application that is created by the government or it is called Platform *Merdeka Mengajar* In the application, the teacher can learn many things like material training or to share the best practice. Then, after finishing the modules or materials, the teacher will obtain a certificate. Unlike previous curriculum which had separated training, in this curriculum the teacher have to be independent.

Teacher B also stated the training of *Merdeka Belajar* Curriculum must be based on the teacher willingness to gain the knowledge. *Teacher M*, *Teacher E*, and *Teacher L* have the similar experience in terms of training with *Teacher B*. The teachers tend to utilize the Platform *Merdeka Mengajar* to take a training and it was conveyed in the statement:

“Pelatihan yang secara offline itu belum pernah saya dapatkan, namun pelatihan secara online lewat platform Merdeka Belajar itu sudah saya lakukan dalam proses. Kalau bisa dikatakan satu pelatihan, ya, saya sudah melakukan pelatihan itu walaupun belum maksimal” Teacher M

(I have never received offline training, but online training through the Merdeka Learning platform I have done is in progress. If you can say one training, yes, I've done that training even though it's not maximal yet)

“...tentu saja PMM yang pertama kita gunakan sebagai guru” Teacher E

(...of course, the first PMM we use as a teacher)

“...Selain itu juga di PMM ini kan kita juga ada tuh pelatihan. Nah kita juga ngikutin” Teacher L

(...Apart from that, at PMM, we also have training. So, we will follow)

According to the interview above, it can be said the most teachers utilized the Platform *Merdeka Mengajar*. By using the platform, the teachers got the training for the curriculum implementation. However, to finish the training, most of the teachers got the constrain to upload the best practice because of times that collide with other schedules. As stated by *Teacher L*:

“Itu sudah hampir rampung, cuma saya masih terkendala di video praktik baik di situ saya belum bisa menyelesaikan karena kebetulan akhir akhir ini kan saya ngajar kelas 9 kelas sudah selesai kemudian banyak urusan urusan mengenai ujian anak gitu, jadi belum terselesaikan di bagian itu”

(It's almost finished, but I'm still having problems with the best practice video there. I haven't been able to finish it because it just so happened that lately I have been teaching 9th grade classes and then there are a lot of things to do about children's exams, so it hasn't been resolved in that part)

In this part, it can be concluded that the non-*Sekolah Penggerak* teachers have to utilize the training by themselves with the Platform *Merdeka Mengajar* which was developed by the government. Then, the teacher also has to find the non-government institution training to gain the knowledge. However, for the Program Sekolah Penggerak teachers, the material was given by the ministry and the workshop holds at the beginning of the semester to build the teaching module.

4.3.1.4 Teachers' Experiences on the *Merdeka* Curriculum

The teachers' perception on the *Merdeka* Curriculum is the other important part in this section. The researcher tried to interview the participants in order to know their perception on this curriculum. Every teacher has different point of view on it. *Teacher M's* showed the positive perspective for this curriculum. The statement of *Teacher M* point of view displayed in the interview below:

“Saya pikir kurikulum ini luar biasa. Dalam wacana awalnya seperti itu, karena kalau melihat dari prinsip dan teorinya sangat baik untuk dikembangkan terutama di dalam kelas. Kurikulum ini memberikan kebebasan dan keluasaan yang luar biasa untuk guru dan murid meningkatkan kompetensinya dan mencari kelemahan dan kekuatan dirinya masing masing. Saya rasa kalau diterapkan secara maksimal dan sudah menuju pada jalur yang benar hasilnya akan kita rasakan dalam waktu yang tidak terlalu lama, maksudnya pada peserta didik, peserta didik yang dihasilkan dari kurikulum merdeka ini mungkin akan lebih berkualitas dari sebelumnya. Saya rasa saya positif terhadap kurikulum Merdeka ini bu Laura”

(I think this curriculum is great. In the initial discourse it was like that, because if you look at the principles and theory it is very good to be developed, especially in the classroom. This curriculum provides extraordinary freedom and breadth for teachers and students to improve their competence and look for their own weaknesses and strengths. I think that if it is implemented optimally and is heading on the right track, the results will be felt in a not too long time, meaning that for students, the students produced from this independent curriculum will probably be of higher quality than before. I think I am positive about the Merdeka curriculum, Mrs. Laura)

As stated by *Teacher M* above, the teacher saw the principle and the theory of this curriculum was great to be developed in the classroom since this curriculum offered the freedom and discretion for the teacher. Then, based on the teacher's statement above, *Merdeka Curriculum* also build the awareness of teacher in teaching because the teacher can reflect their weakness and strength. The teacher also felt if the curriculum implemented optimally, it will give the positive impact to the students and it will produce higher quality students. Similarly, *Teacher E* also showed the positive view on the curriculum, as stated in the statement below:

“Menurut pendapat saya sejauh ini ya. Artinya kurikulum merdeka sangat mengakomodir. Kebutuhan atau berpihak kepada peserta didik di mana guru itu memberikan atau mencari strategi mana dalam proses pembelajaran yang bisa mengakomodasi semua kebutuhan siswanya dan memaksimalkan dan potensi siswa yang ada di dalam kelas itu yaitu tadi, salah satunya dengan pembelajaran berdiferensiasi. Sebelum kita memulai pembelajaran itu, kita juga harus melaksanakan asesmen diagnostik di mana dari situlah dari dari dari langkah itulah kita akan mengetahui peserta peserta didik kita itu butuhnya apa, bagaimana menteri nya, bagaimana melakukan proses pembelajarannya, di mana kita dari asesmen diagnostik itu bisa mendapatkan kesiapan siswa dalam belajar minatnya apa kemudian profil belajar. Sehingga otomatis ketika semua itu sudah tercover, materi pembelajaran itu akan lebih mudah dipahami oleh peserta didik kita.”

(In my opinion so far yes. This means that the independent curriculum is very accommodating. The need or siding with students where the teacher provides or looks for which strategies in the learning process can accommodate all the needs of their students and maximize the potential of students in the class, namely earlier, one of which is with differentiated learning. Before we start the lesson, we also have to carry out a diagnostic assessment where from that step we will find out what our students need, how the minister is, how to carry out the learning process, where from the diagnostic assessment can we get the readiness of students in learning what their interests are then the learning profile. So automatically when all of that is covered, the learning material will be more easily understood by our students)

Teacher E views the Merdeka Curriculum in a positive way since this curriculum is on the students' side where this curriculum provides the strategies in the learning process can accommodate all the needs of their students and maximize the potential of students in the class. This curriculum provides the teacher to teach sequentially like diagnostic assessment where to find out students' need, interest, or readiness of students and differentiated learning where the learning process is based on the students' need. The teacher views the learning which based on the students' need the learning will be more easily for students to understand. Moreover, *Teacher L* felt challenging about this curriculum. It was inferred in the interview below:

“Menurut saya menantang. Menantangnya gini kita yang biasanya guru sudah diberi pakem seperti ini. Ini harus selesai sekian lama materinya ini sudah tertata gitu sekarang dituntut untuk mengembangkan kreativitas kita untuk menyesuaikan dengan kondisi siswa kita gitu kan ya? Jadi sehingga kita memang betul betul selain harus menguasai materi, kita juga harus menguasai model pembelajaran kemudian mengenai karakteristik anak jadi kita lebih luas lagi cakupan kompetensi yang harus di buru gitu. Jadi saya rasa ini cukup menantang. Di satu sisi ini sangat sangat apa ya? Sangat menyenangkan kenapa? Karena tidak ada tuntutan tuntutan kurikulum harus tercapai, KKM harus melewati sampai target, kita juga dituntut untuk bekerja sedikit lebih keras. Itu kenapa? Karena kita harus memiliki inisiatif bagaimana menciptakan pembelajaran menyenangkan, bagaimana supaya anak tidak memiliki beban yang berat, belajar dengan kita gitu ya, karena semua anak memiliki minat yang sama ya kita. harus pandai pandailah.”

(I find it challenging. The challenge is like this, we, as teachers, are usually given a standard like this. This must be finished for a long time, the material has been arranged, so now we are required to develop our creativity to adapt to the conditions of our students, right? So, we have to master the material, we also have to master the learning model and then regarding the characteristics of the children, so we have a wider range of competencies that must be pursued. So I think it's quite a challenge. On the one hand, what is this, really? So much fun why? Because there are no demands for curriculum demands to be achieved, the KKM must pass until the target, we are also required to work a little harder. Why is that? Because we have to have initiatives on how to create fun learning, how to

make children not have a heavy burden, learn with us, right, because all children have the same interests, yes, we do. must be clever)

Inferring to *Teacher L's* statement above, the teacher felt challenging since unlike the previous curriculum where the material has been arranged. However, this curriculum required the teachers to develop their creativity to adapt on the certain conditions of students. *Teacher L* views, in this curriculum, the teacher have to master the material as well as the learning model which regarding to the students' characteristics, so the teacher has a wider competency to be pursued. On the other side, the teacher also felt fun for this curriculum since the teacher needs to be more initiate to look into about the procedures of the curriculum and to work a little harder to create fun learning in order to make students have less burden in studying. Moreover, in this curriculum, there is no demand to achieve the KKM for the students. On the other hand, *Teacher B* showed another perspective on this curriculum since at first the teacher has a difficulties, it was conveyed in the interview below:

"...kita setuju untuk menggunakan kurikulum merdeka baru tahu dari tahun pertama ini di awal memang agak agak kesulitan karena terus terang di Pendidikan guru penggerak yang saya ikuti tidak ada membahas masalah kurikulum. Jadi memang benar benar , banget bagi kita harus belajar banget kurikulum ini .Tapi kemudian setelah saya memahami itu, saya banyak belajar dari PMM juga. Terutama juga menanyakan kepada teman teman yang yang sebelumnya dari sekolah penggerak yang mereka sebelumnya sudah menggunakan kurikulum ini. Saya banyak memahami. Oh ternyata di Kurikulum merdeka ini kita dulu punya kebebasan untuk memilih untuk menentukan mana materi yang diajak yang sendeto bagi siswa yang akan kita ajarkan. Kebetulan kami memakai Kurikulum ini di kelas 7 jadi bedanya dengan kurikulum sebelumnya tentu sudah ada"

(...we agreed to use the independent curriculum, I just found out that from the first year, at the beginning, it was a bit difficult because frankly, the driving teacher education that I participated in did not discuss curriculum issues. So it's true, we really have to learn this curriculum. But then after I understood that, I learned a lot from PMM as well. Especially also asking friends who were previously from driving schools that they had previously

used this curriculum. I understand a lot. Oh, it turns out that in this independent curriculum, we used to have the freedom to choose to determine which material to invite to the students we are going to teach. Incidentally, we used this curriculum in grade 7, so there is a difference from the previous curriculum)

Teacher B perceives that the *Merdeka* Curriculum was a bit difficult since the Program *Guru Penggerak* did not discuss about the issues in this curriculum. The teacher had to learn this curriculum through Platform *Merdeka Mengajar* or asking the other fellow teacher in another school. Then, after understanding the curriculum, the teacher found out that this curriculum allowed the freedom in the teaching process. It allows to determine the material that suitable for the students. Overall, it can be said every teacher has their perception in terms of *Merdeka* Curriculum. Most of the teachers have positive views on this curriculum.

4.2.6 Teachers' View on the Implementation of *Merdeka Belajar* Curriculum

The second objective in this research is to find out how teachers view the implementation of learning process and assessment towards the *Merdeka* Curriculum. In order to gain the understanding towards the finding comprehensively, the researcher divided the second main theme into some sub-themes. To obtain the data the researcher through an interview with the participants. The finding of the second section is shown in the explanation below:

4.2.6.1 The Teachers' Paradigm on the Implementation of *Merdeka Belajar* Curriculum

The paradigm of the internal towards curriculum is essential in term implementing new curriculum. In this part, the researcher asked the question related to the teachers' paradigm on the implementation of this curriculum. Then, it turns out, every teacher has different perspective on it. For instance, *Teacher M*, the teacher stated the awareness of the teacher on the teaching and altering the

students' mindset on the process of learning. The statement by *Teacher M* above can be seen below:

“...Satu, bahwa kita sadari dulu bahwa bahasa Inggris ini adalah suatu skill, keterampilan, tidak melulu pada teori, dia bukan knowledge, jadi yang kita harapkan memang siswa kita mampu berkomunikasi dalam bahasa Inggris. Ini tidak hanya melulu mengejar nilai, tidak hanya melulu teorinya di dalam kelas, tetapi bagaimana mereka mampu nanti sebagai baik menggunakan bahasa Inggris ini di dalam dunia nyatanya. Maksudnya mindset seperti itu harus ditanamkan lebih mendalam dari semangat guru dan juga siswa kita. Karena kita sendiri kadang terjebak hanya mencari nilai, tanpa memikirkan kualitas kemampuan kompetensi kita sendiri. Saya rasa mindset seperti itu harus mulai dirobah secara bertahap”

(One, we first realized that English is a skill, not just theory, it is not knowledge, so what we hope for is that our students are able to communicate in English. This is not just about getting grades, not just about the theory in class, but how they will be able to use English as well as they can in the real world. It means that such a mindset must be instilled deeper than the spirit of our teachers and students. Because we ourselves are sometimes trapped just looking for value, without thinking about the quality of our own competence. I think that mindset should start to be broken down gradually)

Teacher M in the statement above focused on the mindset of English itself since it is not a theory or knowledge but it is a skill. The English skill is hoped to use by students in the communication. The teacher plays a role here to alter the students' mindset that learning English is not only to get the score, English learning is about the competence since essential to be used in the daily life. The spirit of teacher must be instilled so it will influence to the students. The *Teacher M* also stated that the teacher has to reflect on their quality of competence in English teaching. Therefore, the old unused mindset should start to be broken down. *Teacher B* also shared the experience of the mindset below:

“Pola pikir yang yang saya dapatkan saya memahami kurikulum merdeka ini bahwa siswa itu ternyata apa namanya berbeda beda gitu. Maksudnya dalam artian mereka tidak bisa disampaikan dalam satu konsep belajar gitu karena setelah saya membuat diagnosis awal tadi. Kemudian saya

tahu ini siswanya dikelompokkan di siswa yang memang di atas menengah dan bawah itu perlakuannya tidak boleh sama dengan dengan kita memperlakukan siswa yang di atas itu dalam dalam artian materi yang kita gunakan sama atau materi yang kita ajarkan sama tetapi saya membuat di sini saya mengaplikasikan pembelajaran berdiferensiasi yang saya dapat dari guru penggerak. Jadi saat saya melakukan pembelajaran bergeser kepada siswa dan dan hasilnya memang luar biasa...setelah di kelompokkan, ternyata mereka menjadi antusias untuk belajar gitu..."

(The mindset that I got when I understood this independent curriculum was that the students turned out to have different names. I mean in the sense that they can't be conveyed in one learning concept because after I made the initial diagnosis earlier. Then I know that the students are grouped into students who are indeed above the middle and lower classes. The treatment should not be the same as we treat students at the top, in the sense that the material we use is the same or the material we teach is the same, but I made it here. Applying the differentiated learning that I got from the driving teacher. So, when I shifted the learning to the students and the results were indeed extraordinary...after being grouped, it turned out that they became enthusiastic about learning)

After knowing the curriculum, *Teacher B* has altered the mindset that the students are different. The teacher has implemented the diagnostic assessment and turned out to know the students' capability in learning. Therefore, the teacher grouped the students based on their ability in the subject. The teacher gave the same material to the students but in different treatment, the students in the low level will get different treatment from the teacher. By changing the mindset that the students are heterogenous, the result of *Teacher B*'s teaching process becomes extraordinary. Similarly, *Teacher E* shared the similar point of view on the paradigm in the statement below:

"...tentu saja saya harus mengenal dulu peserta didik saya baru saya bisa memilih materi apa yang bisa mengakomodasi dan bisa memaksimalkan potensi peserta didik saya di dalam kelas nantinya"

(...of course I have to get to know my students first and then I can choose what material can accommodate and maximize the potential of my students in the classroom later)

Teacher E stated that the mindset of the teacher that has to do is to know the students. After knowing the students then the teacher can choose the suitable material that can accommodate and maximize the students' potential in the classroom. On the other hand, according to *Teacher L*, the teacher has to select the suitable material or way to teach the students. It was inferred by the *Teacher L* below:

“Kalo saya menurut saya itu tadi harus memilah milah lagi, menyeleksi lagi materi apa saja nih yang sesuai dengan kebutuhan anak tersebut gitu ya? Karena mungkin anak yang satu kebutuhannya belum sampai di sana. Dia mungkin masih memiliki nilai yang masih rendah, sementara ada beberapa anak lain yang sudah menguasai itu, mereka harus maju lagi seperti itu berarti saya harus pandai pandai untuk memilah atau menyesuaikan karena materi yang cocok untuk anak sesuai dengan karakteristiknya tersebut gitu. Kemudian tidak lupa juga karena kita di kurikulum merdeka ini kan penguatan karakter ya titik beratnya kan juga pada penguatan karakter siswa...”

(I think I have to sort it out again, select again what materials are suitable for the child's needs, right? Because maybe the child whose needs are not there yet. He may still have low grades, while there are several other children who have mastered it, they have to go further like that, meaning I have to be smart to sort or adjust because the material is suitable for children according to their characteristics. Then don't forget because we are in this independent curriculum, strengthening character, the emphasis is also on strengthening student character)

Based on *Teacher E*'s statement above, it can be said that in the *Merdeka Belajar* Curriculum, the teacher has to sort and select the material that suitable to the students' needs. The teacher also has to be master in the classroom in order to adjust with the students' ability and characteristics. Then, the most importantly, as the teacher, it is important to emphasize the students' character strengthen.

Overall, in this section, it found out that the teachers commonly changed the mindset that the students are different. So, the teacher implemented the learning process that based on the students' needs. By implementing the learning

based on the students' needs the learning process became easily implemented to the students. Then, in the *Merdeka Belajar* Curriculum, the teachers also have to instill the spirit and to strengthen students' characters.

4.2.6.2 The Implementation of *Merdeka Belajar* Curriculum

In this section, the researcher tried to find out the teacher experience in implementing *Merdeka Belajar* Curriculum. The implementation that the researcher gains in here is in term of the teaching process and the assessment. Firstly, the participants asked the years of this curriculum implementation and it turned out there are the differences between *Sekolah Penggerak* and non-*Sekolah Penggerak*. It can be seen in the interview with *Teacher L* below:

“Sudah berjalan 2 tahun, sekarang sudah kelas 8 kelas 7 sudah ada yang kemungkinan tahun depan ini ajaran baru besok kelas 9 nya juga sudah”

(it's been going on for 2 years, now it's already in grade 8, class 7 is there, maybe next year the new teaching will be in class 9 too)

Teacher L is a teacher in *Sekolah Penggerak* and it can be said in this program, the curriculum has been implementing for 2 years. It has been using for grade 7 and 8 in that school. So, for the next academic year, it will be implemented for grade 9 and it can be said the implementation for all the classes. On the other hand, it is different to the other school which stated by *Teacher B* and *Teacher E* in the interview session below:

“Yang menggunakan kurikulum merdeka itu hanya kelas 7, untuk kelas 8 dan kelas 9 kami masih menggunakan kurikulum 2013” Teacher E

(Only grade 7 uses the independent curriculum, for grades 8 and grade 9 we still use the 2013 curriculum)

“Oh berarti untuk tahun ajaran 2022 2023 ini, ini berarti tahun pertama menjalankan kurikulum merdeka begitu ya oke dan ibu mengajar di kelas 7 juga” Teacher L

(Oh, that means for the 2022/2023 school year, this means the first year of implementing the independent curriculum, that's okay, and you teach in grade 7 too)

Inferring to the statements above, some other schools are implementing the curriculum in academic year 2022/2023 and it can be said it is the first year of implementation. *Teacher B* and *Teacher E* are *Guru Penggerak* and they are not in the *Sekolah Penggerak*. So, it means it is the first year of implementation for non-*Sekolah Penggerak*. Then, on the implementation of the course, the teachers have their own way to make the learning process ran smoothly. *Teacher E* shared the experience in the process of learning and it can be seen as follows:

“...dalam proses pembelajaran saya mengimplementasikan pembelajaran berdiferensiasi...penilaian penilaian tadi saya lakukan saya di mana saya melakukan assesment dianostic dulu terlebih dahulu, baik ketika awal pembelajaran ataupun awal materi untuk mengetahui kesiapan belajar siswa saya seperti apa sehingga saya akan mudah kira kira saya akan memulai pembelajaran ini dari materi apa. Apabila saya sudah tepat atau artinya saya sudah sudah bisa menggunakan asesmen diagnostik ini, maka kan artinya siswa yang memang belum mampu untuk memahami materi inisiasi sudah tahu mana yang sudah sehingga saya bisa menyusun modul ajar yang nantinya akan digunakan dalam proses pembelajaran”

(in the learning process I implement differentiated learning.. I did the assessment earlier where I did a diagnostic assessment first, either at the beginning of learning or at the beginning of the material to find out what my students' learning readiness was like so it would be easy for me to think I would start this learning from what material. If I am correct or it means I can already use this diagnostic assessment, it means that students who are not yet able to understand the initiation material already know which ones are already so that I can compile teaching modules that will later be used in the learning process)

According to *Teacher E* statement above, the teacher implemented the differentiation learning. However, before implementing the learning differentiation, the teacher conducted the diagnostic assessment at the beginning of learning or at the beginning of materials. Diagnostic assessment aimed to know the students' readiness in learning and understanding in learning. Then, based on

the diagnostic, the teacher can compile the teaching module that appropriate to the students' level. Then, *Teacher M* also shared similar experiences to *Teacher E*, it was implied in the interview as follows:

“Seperti yang saya sebutkan sebelumnya, saya lebih meminginkan siswa saya itu mampu berkomunikasi namun tetap saja harus di dukung dengan kemampuan bahasa yang baik dengan tidak melupakan juga poin poin apa sih harus dikuasai seperti itu. Dalam pembelajaran misalnya, saya juga sebelumnya kan melakukan diagnostik awal dimana sejauh mana pemetaan siswa saya berada di mana sih level siswa saya dari situ saya bisa menentukan teknik atau pembelajaran yang tepat di dalam pulau saya lalu dalam penilaian di dalam hasil belajar, maksud saya dalam proses belajar juga saya amati untuk memperbaiki kualitas pembelajaran saya berikutnya, gimana kekurangan saya. Jadi saya merasa bahwa proses itu kadangkala lebih banyak dipokuskan untuk mengiring mereka mencapai hasil akhir yang maksimal seperti itu, tidak melulu itu tadi sebelumnya tidak hanya menekankan nilai tapi dalam penilaian saya proses yang terus menerus berkesinambungan untuk kemajuan siswa saya di dalam kelas lalu nanti masuk pada diagnostik tes formatif atau sumatif”

(As I mentioned earlier, I prefer my students to be able to communicate but still have to be supported with good language skills without forgetting what points must be mastered like that. In learning, for example, I also previously carried out an initial diagnostic where the extent of my student's mapping was at what level my students were from there I could determine the right technique or learning in my island and then in assessing the learning outcomes, I mean in the process I also observe learning to improve the quality of my next learning, what are my shortcomings. So, I feel that the process is sometimes more focused on accompanying them to achieve maximum results like that, not only that before it was not only value pressure but, in my judgment, it was a continuous process for the progress of my students in class and then later. enter on a formative or summative diagnostic test)

The statement of *Teacher M* showed that the teacher wanted the students to be able to communicate in a good skill of language. In the learning process of *Merdeka Belajar* Curriculum, firstly, the teacher carried out the diagnostic assessment in order to know how far the teacher teach and the students' level in learning. Through the diagnostic assessment, the teacher can decide the learning technique, learning materials, and assessment that appropriate to the students'

level. Not only for the students, the teacher also did the self-reflection in order to see the quality of teaching. Afterwards, the implementation of this curriculum made the learning process that focused on the assessment of students' learning process. Then, *Teacher L* showed the adaptation of *Merdeka Belajar* Curriculum to 2013 Curriculum in the interview below:

“Kelas 9 kan saya sebenarnya masih menggunakan kurikulum 2013 tapi ya mengadaptasi beberapa hal penting yang ada di merdeka. Tujuannya apa? Jadi saya nanti mengajar betul betul full body mereka sudah tahu beberapa hal penting yang mendaftar di dalam kurikulum merdeka tersebut. Misalnya seperti ini saya mengadaptasi atau modifikasi RPP menjadi modul ajar, jadi saya membuat seperti modul ajar. Kemudian susun segala macam ruang lingkup. Pada anak itu secara kooperatif terutama dalam pelajaran. Supaya mereka bisa bekerja sama, mereka menciptakan suatu produk atau melakukan proyek bersama sama. Jadi itu juga sampai membentuk karakter kita juga upaya yang lebih menonjol bisa membantu yang ada sedikit lemah seperti itu. Dalam menerapkan kurikulum merdeka yang saya adaptasikan ke dalam kurikulum 2013”

(In Grade 9, I'm actually still using the 2013 curriculum, but I'm adapting some of the important things in Merdeka. What's the goal? So I will teach really full body, they already know some of the important things that are listed in the independence curriculum. For example, like this, I adapted or modified the RPP into a teaching module, so I made it like a teaching module. Then lay out all sorts of scopes. The child is cooperative, especially in lessons. In order for them to work together, they create a product or do a project together. So that's also to shape our character as well as efforts that are more prominent can help those who are a little weak like that. In implementing the independent curriculum which I adapted into the 2013 curriculum)

As stated by the *Teacher L* above, the teacher tried to adapt the important things in *Merdeka Belajar* Curriculum in the 2013 Curriculum. The half curriculum implemented since the teach the students full body and the students know the importance things in this curriculum. The adaptations are the lesson plans become the teaching module, cooperative learning environment and project-based learning together. It is aimed to shape the students' characters and the prominent to help the other students who are a little weak. However, another point

of view was shared by *Teacher B*, *Teacher B* focused on the assessment and it can be seen below:

“...pembelajaran tentu tidak sama kelakuannya dengan yang seperti kita menyiapkan siswa secara heterogen siswa yang dibawah secara penilaian belum tentu berbeda dengan sesuai yang diajukan. Karena kenapa asesmen yang saya berikan tentu berbeda juga dengan yang saya berikan siswa yang di atas rata rata. Jadi ketika di kelas segmen yang saya berikan secara quantity dan secara kualitas juga berbeda. Jadi misalkan dari 3% persentase, saya kasih untuk siswa di atas rata rata mereka mengerjakan semua dan untuk siswa menengah mereka mengerjakan semua tetapi dengan 2 model yang berbeda atau dengan 2 modul yang berbeda. Kerja sama yang berbeda dan nyata. Mereka cukup mengerjakan 2, 2 saja seperti dengan dengan model soal yang berbeda. Dan yang di bawah rata – rata mereka cukup mengerjakan 2 tasks saja . Dari situ, seseorang dari asesmen penilaian saya bisa ambil”

(...certainly, learning is not the same as what we prepare students heterogeneously; students who are under assessment are not necessarily different from what was proposed. Because why is the assessment that I give different from what I give students who are above average. So, when it comes to the segment class, I give it in quantity and quality, it's also different. So for example, from a 3% percentage, I give the students above the average they do everything and for intermediate students they do everything but with 2 different models or with 2 different modules. Different and real cooperation. They only need to do 2, 2 just like with a different problem model. And those who are below average only need to do 2 tasks. From there, I can take from the assessment)

In terms of assessment, *Teacher B* focused on the students' ability in learning. The teacher divided the students into three segments which are for the higher level, middle level, and lower level. The differences of the assessment are in the quality and quantity. For instance, the teacher gave the higher-level students to do all of the tasks, the middle level students do the all of the tasks but in the different model or module, and the lower level students do two tasks. The students work differently and real cooperation. Through the assessment, the teacher assesses the students. The other way was also conveyed by the *Teacher L* below:

“...iya untuk penilaiannya karena di kurikulum Merdeka sebenarnya kan kita tidak dinilai lagi. Tetap saya ambil penilaian tapi sifatnya hanya

sebagai portofolio. Saya saja tidak termasuk ke dalam penilaian yang dimasukkan ke dalam rapor dan sebagai macamnya seperti itu”

(...yes, for the assessment because in the Merdeka curriculum we are actually not assessed anymore. I still take the assessment but its only as a portfolio. I just am not included in the assessment that is included in the report card and things like that)

Unlike the *Teacher B* which used the tasks in module to assess the students, *Teacher L* views that in this curriculum the teacher does not assess the students anymore but the teacher still assess the students but as the portfolio that would not be written in the students’ report.

In short, in average, most of the teachers just implemented this curriculum in the academic year 2022/2023. In the implementation, there are a lot of interesting experiences which was shared by the teachers. The implementation of this curriculum started from diagnostic assessment, creating teaching module, implementing differentiation learning, and assessing the students based on their level of learning. Then, the most interesting part is when the teacher adapting this curriculum into 2013 curriculum.

4.2.6.3 Students’ Reaction on the Implementation of *Merdeka Belajar* Curriculum

The students’ reaction is the most important thing to be considered on the implementation of curriculum. Therefore, in this section, the researcher tried to find out the reaction of the students for this curriculum implementation. According to the teachers, all of the teachers stated that this curriculum made the students became more active in the process of learning. *Teacher B* implied that the students enthusiastic for the learning session, it can be seen in the interview below:

“Saya excited sekali gitu. Jadi setelah saya lihat gaya belajar mereka yang berbeda beda, kemudian saya aktivasi aplikasikan juga pembelajaran berdiferensiasi, kemudian saya tahu mereka, oh, yang si senangnya gak ada gambar gambar yang sih dia senangnya ada video. Hanya ada gerakan dari gurunya atau mereka sendiri. Secara kinestetik mereka lebih antusias, mereka lebih lebih aktif, mereka lebih excited. Gitu ya jadi sehingga saat saat setelah selesai besok ada anak anak gitu, Mrs besok bikin lagi video lagi ya besok ya Ma’am ya. Dan juga saat mereka saya melihat mereka aktif ada kepuasan atau ada kebanggaan. Berhasil nih yang saya lakukan pada anak. Anak pun juga happy”

(I'm so excited like that. So after I saw their different learning styles, then I also activated the application of differentiation learning, then I knew they, oh, the ones who like there are no pictures, the ones who like videos. There is only movement from the teacher or themselves. Kinesthetically they are more enthusiastic, they are more active, they are more excited. That's how it is so that when it's finished tomorrow there will be students like that, Mrs. Tomorrow, make another video again, OK, tomorrow, Ma'am, OK? And also when I see them active there is satisfaction or there is pride. This is what I did with my student. The students are also happy)

Teacher B found the reaction of the students after the teacher saw the learning style of the students. After knowing it, then, the teacher applied the learning differentiation, so the students placed based on their learning style. For instance in learning kinesthetically, by using the method, the students felt intriguing for learning. Through that way, the teacher saw the students become more active and felt excited. Most importantly, on the implementation of this curriculum also gain the enthusiast of the students to learn with the teacher. The similar experience also shared by *Teacher E* in the statement below:

“Memang saya pernah mengaplikasikan implementasi kurikulum merdeka ini pada siswa kelas 9. Khususnya itu untuk saya melihat bahwa dikelas saya itu rata rata anaknya untuk gaya belajarnya itu adalah kinestetik sehingga saya menggunakan strategi yaitu dengan menggunakan game. Di akhir pembelajaran saya bertanya bagaimana memahami materi. Wah menyenangkan happy jadi artinya tidak terlalu serius seperti itu sehingga pembelajaran pun akan lebih mudah dipahami oleh siswa. Jadi saya kemarin itu menggunakan strategi pembelajaran game untuk mengakomodasi gaya belajar siswa saya yang kinestetik”

(Indeed, I once applied the implementation of this independent curriculum to grade 9 students. Especially for me, I saw that in my class the average of students for their learning style was kinesthetic, so I used a strategy, namely by using games. At the end of the lesson I asked how to understand the material. Wow, it's fun, happy, so that means it's not too serious like that so that learning will be easier for students to understand. So yesterday I used game learning strategies to accommodate the kinesthetic learning styles of my students)

Inferring to *Teacher E* statement above, the implementation of *Merdeka* Curriculum made the teacher know the average style of students' learning. Since most of the students are kinesthetic and the teacher implement the learning based on that. The game was implemented as the method to teach the students the material. Then, *Teacher E* found out the learning process became fine, enjoyable, and not too serious. Hence, the teacher assumed that the learning become easier to understand for the students. In line with the statement above, *Teacher M* also shared the enthusiastic of the students in learning by using this curriculum and it stated in the interview below:

“Yang oke sejauh yang sudah saya lakukan siswa saya antusias ketika saya menghargai. Dan mereka diberi ruang untuk meningkatkan kompetensi mereka sesuai dengan gaya belajar capaian mereka. Kesiapan mereka. Mereka merasa lebih seperti apa ya lebih terbuka, lebih merasa percaya diri. Untuk tidak takut berbicara atau ataupun mereka kan kita tidak tahu mereka tuh seperti tidak terbebani bertanya karena saya merasa saya menghargai mereka di dalam kelas bagi siswa saya...”

(Which is okay as far as I have done my students are enthusiastic when I appreciate. And they are given space to improve their competence according to their learning style. their readiness. They feel more like what, yes, more open, more confident. Not to be afraid to speak or them, we don't know them, it's like not burdened to ask because I feel I value them in the classroom for my students...)

Similar to *Teacher E*'s statement, *Teacher M* found the students more enthusiastic to learn with the teacher. It is because the students are given the space to improve their competence based on their learning style or their readiness in

learning. Thereupon, the students became more open and confidence to speak. They also feel less burden in classroom activity because of the appreciation from the teacher. On the other hand, *Teacher L* shared another experience related to the students' reaction and it is inferred in the statement below:

“...kalau siswa sudah disuruh apa ya belajar dengan kerja sama, kemudian ada media pembelajaran yang ditampilkan di depan kelas, kemudian ada tugas yang jelas kita berikan LKPD yang jelas kita berikan dibandingkan mengerjakan LK aja mereka jauh lebih responsif dan bertanggung jawab pada apa yang ditugaskan kepada mereka. Jadi saya rasa karena tidak ada tuntutan harus ini tercapai. Jadi mereka juga lebih ini lebih fleksibel dan menyenangkan seperti tidak memaksakan kalau dia mempunyai cuma segitu ya sudah...”

(...if students have been told what to do, study by working together, then there is learning media that is displayed in front of the class, then there are clear assignments that we give clear worksheets that we give instead of just doing worksheets they are much more responsive and responsible for what is assigned to them . So I guess because there is no demand this should be achieved. So they are also more flexible and more fun, like not imposing, if he can only do that much, that's it...)

As stated by *Teacher L* above, it can be said, the teacher created the learning for students by group study. The teacher displayed the learning media and gave the students LKPD (*Lembar Kerja Peserta Didik*) which is clearly explained by the teacher. Because of it, the students were more responsive and more responsible to do the assignment. The most importantly, the implementation of this curriculum made the students more flexible, more fun, less demand to be achieved since the students was told to do it as much as they can.

In short, the students showed positive attitude towards the implementation of English course since this curriculum allows the students to learn based on their learning style. Because of that, the learning process became more intriguing for the students.

4.2.6.4 Teachers' Experiences on the Implementation of *Merdeka Belajar* Curriculum

The teachers have been implemented the curriculum for a year or two years. The implementation of it made the teacher reflect on what have been done based on their experience in the classroom. Therefore, in this section, the teacher asked about the perspective on the implementation of this curriculum and this also as the event for the teacher to reflect to the past learning process. Then, the teachers mostly have different point of view towards the implementation of it. *Teacher M* realized the implementation of this curriculum still have the constrain and it can be seen in the interview session below:

“Saya menyadari masih banyak kekurangan dalam penerapan kurikulum ini. Salah satu kendalanya mungkin kami belum menemukan acuan text book walaupun sudah ada dalam PM yang tepat. Tapi sejauh ini prinsip prinsip belajar. Saran dalam kurikulum merdeka itu sudah kami terapkan dalam kelas. Intinya itu tadi. Dari mulai dari proses awal tes diagnostik, kesiapan, siswa sampai dalam proses. Pada saat Covid pelajar libur juga sehingga proyek proyeknya secara administratif tidak kami lakukan dalam kelas. Konsep konsep yang berpihak pada siswa dalam belajar bahasa Inggris terutama itu sudah sudah mulai kami terapkan memberikan ruang yang lebih luas kepada siswa. Menggunakan banyak teknik teknik pembelajaran. Gunakan media media yang sesuai dengan karakter siswa. Saya rasa sudah dalam dalam trek yang benar”

(I realize there are still many shortcomings in the implementation of this curriculum. One of the problems is maybe we haven't found a reference text book even though it's already in the right PM. But so far the principles of learning principles. We have implemented the suggestions in the independent curriculum in class. That's the point. Starting from the initial process of the diagnostic test, readiness, students arrive in the process. During Covid students were also on vacation so we did not carry out the projects administratively in class. We have started to apply the concepts that favor students in learning English especially to provide a wider space for students. Uses many learner techniques. Use media according to the character of students. I think it's on the right track)

According to the *Teacher M* statement above, the teacher realized that the implementation of this curriculum still has the constraint. The main problem is a reference book to teach English. Although the learning activities have been

implementing based on the curriculum, the teacher felt some missing steps like the delay of the project due to the Covid-19. However, the teacher started to apply the concepts of providing a wider space to the students, to use many teaching techniques, and to utilize the media that based on the students' needs. In line with the statement above, *Teacher B* also shared the point of view regarding to the implementation and it can be shown in the statement below:

“Dari sekolah yang karena tadi saya ceritakan bahwa sekolah saya baru tahun ini melaksanakan pkm. Tentu masih banyak kekurangan kekurangan yang harus perlu kami benahi. Terutama saya sebagai guru bahasa Inggris tentu masih banyak pula Ilmu ilmu yang harus saya saya gali lagi bagaimana metode atau bagaimana modul ajar yang memang lebih lebih namanya lebih cocok untuk siswa yang ini karena memang siswa kan tentu. Tiap tahun berubah ubah gitu kan? Jadi saya harus tetap belajar lagi...”

(From the school, because I told you earlier that my school has only implemented PKM this year. Of course there are still many shortcomings that we need to fix. Especially for me as an English teacher, of course there is still a lot of knowledge that I have to explore more about the methods or how the teaching modules are more suitable for these students because they are students, of course. Every year it changes, doesn't it? So I have to keep learning again...”

Teacher B stated that since it is the first year of implementation, the teacher found out some of shortcomings that need to be fixed. The teacher expressed that there are a lot of knowledge to explore about the method, modules that suitable for the students. The constraint encountered since the students change every year and it can be said the teaching mode also change, so the teacher have to keep learning continuously. Moreover, the *Teacher E* also shared the similar perspective on the curriculum and it can be seen in the data below:

“...kalau yang kelas 7 itu masih agak sedikit kesulitan untuk menyusun modul ajar project dan juga untuk mengimplementasikannya dan melaksanakannya dan juga nanti katanya juga mungkin masih masih kebingungan untuk penilaiannya. Jadi itu sih yang bisa kemarin

ditanyakan dengan beberapa orang teman yang mengajar di kelas 7. Kalau kami kan kelas 8 kelas 9 memang tidak terlalu terasa karena memang kami belum melaksanakan IKM, tetapi keluh kesah dari teman teman kelas 7 kemarin seperti itu lah orang mungkin untuk tatap mukanya mereka tidak terlalu mengalami kesulitan. Mereka bisa beradaptasi langsung karena tidak terlalu beda ya modul ajar yang di IKM dengan yang di K 13 sebelumnya. Tapi ketika untuk yang kegiatan project penguatan profil pelajar Pancasila memang teman teman agak sedikit mengalami kesulitan baik dalam menyusun modul ajar ataupun nantinya mengevaluasi”

(...for those in grade 7 it is still a little difficult to compile project teaching modules and also to implement and carry them out and also later he said he might still be confused about the assessment. So that's what I could ask yesterday with some friends who taught in grade 7. If we were in grade 8, grade 9, it didn't really matter because we haven't implemented IKM yet, but complaints from friends in grade 7 yesterday were like that, people might face to face they are not too difficult. They can adapt immediately because the teaching modules in IKM are not too different from those in the previous K 13. But when it comes to project activities to strengthen the profile of Pancasila students, friends have a little difficulty either in compiling teaching modules or later evaluating them)

Teacher E stated the implementation for the grade 7 teacher is still found the difficulty to compile the project teaching module, to carry our and implement the learning project based on *Merdeka Belajar* Curriculum. The teacher also shared the confusion also found in the compiling teaching module and conducting assessment. Beside that, the teacher also found the difficulty in the project activity to strengthen the Pancasila profile. However, the teacher does not find the difficulty on the face-to-face learning activity since it does not have a lot of differences from the previous curriculum.

“Kalau di sekolah kami saya rasa sudah cukup berjalan baik. Tapi ini udah tahun kedua ini. Di tahun pertama kami masih agak sedikit meraba, tapi di tahun yang kedua alhamdulillah sudah lumayan jauh berjalan baik. Kemudian diposisi mengajar mereka sudah mampu membuat modul ajar sendiri. Kami sudah melaksanakan itu proyek pelajaran, pembiayaan terutama integrasi beberapa mata pelajaran ya beberapa mata pelajaran kemudian membawa siswa untuk melakukan kunjungan ke Perajin batik. Nah itu macam guru yang terlibat ipa dan matematika ada guru bahasa Indonesia bagi 3 ya jadi kita mengembangkan proyeknya”

(In our school, I think it's going pretty well. But this is already the second year. In the first year we were still a bit groggy, but in the second year, alhamdulillah, it has gone quite well. Then in their teaching position they are able to make their own teaching modules. We have carried out the learning project, financing, especially the integration of several subjects, yes, several subjects then brought students to make visits to batik artisans. So that's the kind of teacher who is involved in science and mathematics, there is an Indonesian teacher for 3, so we are developing the project)

Teacher M stated the implementation of *Merdeka Belajar* Curriculum in the teacher school is going well since it is their second year of implementation. In this second year, the teacher felt the implementation is better than the previous year since the teacher can develop their own teaching module, can carry out the learning project, and integrate some subjects to visit the batik artisan. Based on that, it can be said, the teacher teaching implementation has been in the stable position.

4.3 Discussion

The results of this study were obtained through questionnaires and interviews. To explore Teachers' experiences of competency, Learning Method, Assessment Method, Teachers' attitude, Teacher commitment toward Merdeka Curriculum, researchers used a questionnaire to study this. The following are the results of explanations related to the findings in this study:

Table 4.3 Teachers' experiences in implementing Merdeka Curriculum

No	Indicator	Average Percentage	Category
1.	Teachers' experience of their practices in Merdeka Curriculum	81%	Always
2.	Learning Method	79%	Always

3.	Assessment Method	79%	Always
4.	Teachers' attitude towards Merdeka Curriculum	84%	Always
5.	Teacher commitment	54%	Medium

4.3.1 Teachers' experiences of their practices in Merdeka Curriculum

Teacher competence is very important in Merdeka Curriculum. This is because they are the main key in the education process. In the process they also have a significant role in directing, guiding and inspiring students in the learning process. This is important for teachers to master. Through good competence they can help students master their potential by implementing effective learning methods. Apart from that, according to the Minister of Education and Culture Number 14 of 2020 through the mastery of competencies in the independent curriculum, teachers can facilitate an active, interactive, collaborative, scientific learning process and encourage students' interest in learning.

According to Dausar (2019) through learning abilities in the curriculum teachers can keep up with the latest changes in the education system and the latest skills based on curriculum provisions. Apart from updating knowledge of the curriculum, teachers can face long-term challenges related to the learning process in the future. The results of this study reveal that teachers are aware of their competence in the Merdeka Curriculum. This is proven through research findings which reveal that teachers perceive that their ability or competence in Merdeka Curriculum is 81%. Which frequency is included in the sufficient category.

4.3.2 Teachers' experiences of learning method in Merdeka Curriculum

The importance of learning methods in the Merdeka curriculum is to facilitate effective, active, and relevant learning for students. Good learning methods can increase students' understanding, develop critical thinking skills, and encourage active participation in the learning process.

According to (Hattie, 2012). Good learning methods are the key to creating a learning environment that motivates students, facilitates deep understanding, and encourages active involvement in learning. These results prove that the teacher views the learning method as important in the independent curriculum. This is proven by the average percentage of teachers' perception of learning method, which shows that the percentage of 79% can be said to be sufficient.

So it can be concluded that based on teachers' perceptions of learning methods that learning methods are an important part of independent curriculum-based learning, and teachers are asked to understand these learning methods and apply them in the learning process.

4.3.3 Teachers' experiences of Assessment Method in Merdeka Curriculum

According to Ridwan (2014) the assessment method is a concept that has an important role in a learning process. In the Merdeka Curriculum concept, assessment focuses on several things such as student academic achievement, skills, attitudes and desired values. As explained by Widyoko (2014) that assessment functions as a thing that can provide useful feedback which can help provide constructive feedback related to student progress in the learning process.

This feedback can also assist teachers in directing and compiling learning that is more effective and in accordance with the needs of students in the future.

The results of this study reveal some of the perceptions of teachers regarding the implementation of the learning method in Merdeka Curriculum. From the results of the analysis in this study, the researchers found that the teachers had realized the importance of the assessment method in the Merdeka Curriculum concept. This is evidenced by the average percentage associated with the "Teachers' perception of assessment method in Merdeka Curriculum" sub-variable of 79%. This percentage can be categorized into a sufficient level. The categorization is obtained from the interval value guideline.

From these results, it is known that according to the teachers the level of their awareness toward the assessment method in Merdeka Curriculum is sufficient. This proves that the teachers are proficient and have mastered the knowledge about the assessment method. The assessment procedures carried out in Merdeka Curriculum include several things such as: assess students orally, assess students in writing, assess students' attitude, assess students' knowledge, assess students' practice, and assess students' project..

4.3.4 Teachers' attitude towards Merdeka Curriculum

The teacher's attitude towards the Independent Curriculum is very important in the implementation or implementation of the curriculum. According to Eliasa (2011) there are several reasons why teachers' attitude is very important for teachers to have. One of the reasons why the teachers' attitude is so important is because through this the teacher can adapt the philosophy and values contained

in the curriculum. The philosophical values consist of student-centered learning procedures, independence and empowerment.

In addition, through the attitude of the teachers can also maintain good communication with students. in other words they can create effective communication with students. so that teachers' attitude can also have an impact on the successful implementation of the curriculum in the school.

From the findings it is known that the teachers' attitude towards the Merdeka Curriculum is included in the very sufficient category. The categorization is obtained by looking at the average frequency value of the "Teachers' attitude toward Merdeka Curriculum" variable. Which is the average of this value is 84%. From the findings, most of teachers agree that having a specialized training and seminar for better teaching styles is important to enhance their attitude toward Merdeka Curriculum. Apart from that, they also argue that the student's progress is of utmost importance during the learning process.

4.3.5 Teachers' commitment towards Merdeka Curriculum

The commitment of teacher readiness in the Independent Curriculum has a very important role in improving the quality of education. As mentioned by Sudjana (2022), teachers who have a high commitment to the Independent Curriculum will be the main driving force in implementing a more innovative and inclusive learning approach. In addition, research conducted by Setiawan et al. (2021) found that teacher readiness commitment is also positively related to student learning effectiveness and achievement of better learning outcomes. Therefore, the presence of teachers who are committed and ready to face the

Independent Curriculum will play an important role in ensuring the successful implementation and development of the curriculum.

From the results of this research analysis, it shows that teachers are aware of their readiness to use the independent curriculum. This can be seen from the results of the teachers' commitment to the independent curriculum showing a value of 54% and the results are categorized as medium indicating that teachers must have a commitment to readiness in using the independent curriculum.

Based on the findings, the researcher found that there were 13 teachers who stated that they were ready to implement Merdeka Curriculum. Meanwhile, the rest are not too ready and confident to implement the curriculum during the learning process. Then in this readiness also need several sources of information related to the applied curriculum. For this reason, the results of this study prove that there were 17 teachers (68%) who often read some literature related to the implementation of the Merdeka Curriculum. Meanwhile the rest just find and wait for the information from the schools' socialization. Not only that, the researcher also reviewed information regarding the importance of using the learning platform in the Merdeka Curriculum. From the research results it was found that there were nineteen teachers (76%) explained that the Merdeka Mengajar Platform is important to enhance their teaching competency.

The participants of this research are mostly the English teachers who have been teaching for several years. The teachers have been through some of the alterations in the curriculum. *Merdeka Belajar* Curriculum is the recent curriculum in Indonesia which aimed to solve the education problems in Indonesia

that has been slow-down for almost 2 years. To implement this curriculum there are some way which are through *Sekolah Penggerak* Program and non-*Sekolah Penggerak* Program. While the non-*Sekolah Penggerak* teachers have to utilize the training by themselves with the Platform Merdeka Mengajar which was developed by the government. Then, the teacher also has to find the non-government institution training to gain the knowledge. However, for the Program *Sekolah Penggerak* teachers, the material was given by the ministry and the workshop holds at the beginning of the semester to build the teaching module.

This curriculum focused on developing the students' characters and it is commonly called as Students Pancasila Profile. Therefore, in learning process the teachers have to consider about the students' characteristics. In real implementation, to obtain the recognition of the students' characteristics, the teachers have done a number of methods. The majority of the teacher did the collaboration with the other teachers who knows about the students to discuss about cognitive or non-cognitive characteristics of students. Then, direct observation also was done by the teacher with the direct interaction. Afterwards, another way to recognize is by holding the diagnostic cognitive assessment and through that it can be shown the level of ability of the students. Then, to improve the students' characteristics and become the Students' Pancasila Profile, the teachers have their own ways to develop the students' habit. It could be creating the classroom agreement with the students, implementing peer-tutors, communicating in English, and giving the students' responsibility to give the reflection of the learning process.

By the implementation of this curriculum, the teachers commonly changed the mindset that the students are different. So, the teacher implemented the learning process that based on the students' needs. By implementing the learning based on the students' needs the learning process became easily implemented to the students. Then, in the Merdeka Belajar Curriculum, the teachers also have to instill the spirit and to strengthen students' characters. Moreover, the students showed positive attitude towards the implementation of English course since this curriculum allows the students to learn based on their learning style. Because of that, the learning process became more intriguing for the students.

According to the teachers' experience, in the implementation, there are a lot of interesting experiences which was shared by the teachers. The implementation of this curriculum started from diagnostic assessment, creating teaching module, implementing differentiation learning, and assessing the students based on their level of learning. Then, the most interesting part is when the teacher adapting this curriculum into 2013 curriculum.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The findings of this study show what Junior High School English teachers did to prepare for implementing the Merdeka Curriculum in the city of Jambi as well as their perceptions and points of view. In order to execute the Merdeka Curriculum in accordance with the national education standard, they generally want to change their attitude or mindset. As a result, it can be taken into account while deciding on a better implementation in the city of Jambi. Based on the study questions outlined in Chapter I, the researcher draws two key conclusions.

First, the researcher collected information on teachers' opinions, which are divided into five sub-themes: (1) teachers' program inclusion, (2) students' characteristics, (3) students' habit development, (4) teachers' training, and (5) teachers' perception on the curriculum. There are both Sekolah Penggerak Program and non-Sekolah Penggerak Program options for implementing this curriculum. The government-developed Platform Merdeka Mengajar must be used by non-Sekolah Penggerak teachers to take advantage of the training. The teacher will then need to find training at a non-governmental institution. For the Program Sekolah Penggerak instructors, on the other hand, the government provided the materials, and the workshop to create the teaching module was held at the start of the academic year.

Second, the researcher also found out that in Merdeka Curriculum, there is a program, known as Students Pancasila Profile, centered on helping students improve their character. As a result, during the teaching process, the teachers must

take the qualities of the students into account. In actual practice, teachers have used a variety of techniques to identify the qualities of the students. The majority of teachers collaborated with other educators who are familiar with students to talk about their cognitive or non-cognitive traits. The teacher then conducted direct observation in addition to direct contact. Following that, another method of identification involves conducting a diagnostic cognitive assessment, which reveals the students' level of aptitude. The teachers then have their own methods for developing the students' habit in order to enhance the students' traits and become the Students' Pancasila Profile. It might involve establishing a classroom agreement with the students, using peer tutors, speaking English, and assigning the students the duty of providing a reflection on the learning experience.

5.2 Suggestions

According on the study's findings, the researcher suggests the following areas for future study: (1) An experimental study can be done to find out how the Merdeka Curriculum is used in the classroom. Even though it is simple to learn about the Merdeka Curriculum's implementation from books or the internet, really putting that knowledge to use might be challenging. The adage "it is easy to say but difficult to do" is frequently used. (2) Additional study can use the same research strategy with various Jambi participants, such as students, principals, elementary or senior high school English teachers, or even elementary kids. (3) Other researchers may use the same research strategy to study various populations, such as math teachers, or other subjects. (4) If additional schools were included in regencies, it would be extremely difficult to conduct. (5) Additional study can use the same research methodology in other provinces.

Furthermore, it is a great idea when (1) there will be more workshops, training sessions, and MGMP to improve the theoretical and practical competencies of English teachers, (2) there should be a strict policy requiring English teachers to implement the Merdeka Curriculum correctly in accordance with the national education standard, and (3) there should be strict supervision to guarantee that English teachers implement the Merdeka Curriculum correctly.

Finally, it is advised that English teachers increase their commitment to using the Merdeka Curriculum and enhance their teaching style to specify the fundamentals of Merdeka Curriculum education.

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APPENDICES

Appendix 1 PILOT STUDY

Appendix of Validity:

Number of items	r_{count}	r_{table}	Sig.	Description
TP 1	0.878	0.879	0.05	VALID
TP 2	0.878	0.885	0.04	VALID
TP 3	0.878	0.888	0.03	VALID
TP 4	0.878	0.887	0.01	VALID
TP 5	0.878	0.884	0.02	VALID
TP 6	0.878	0.892	0.04	VALID
TP 7	0.878	0.878	0.05	VALID
TP 8	0.878	0.250	0.68	INVALID
TP 9	0.878	0.886	0.04	VALID
TP 10	0.878	0.879	0.03	VALID
TP 11	0.878	0.883	0.05	VALID
TP 12	0.878	0.893	0.05	VALID
TP 13	0.878	0.880	0.03	VALID
TP 14	0.878	0.804	0.01	VALID
TP 15	0.878	0.954	0.01	VALID
TP 16	0.878	0.884	0.02	VALID
TP 17	0.878	0.885	0.03	VALID
TP 18	0.878	0.896	0.00	VALID
TP 19	0.878	0.879	0.02	VALID
LM 1	0.878	0.883	0.04	VALID
LM 2	0.878	0.886	0.02	VALID
LM 3	0.878	0.961	0.01	VALID

LM 4	0.878	0.884	0.05	VALID
LM 5	0.878	0.911	0.02	VALID
LM 6	0.878	0.919	0.00	VALID
LM 7	0.878	0.960	0.00	VALID
AM 1	0.878	0.897	0.01	VALID
AM 2	0.878	0.880	0.04	VALID
AM 3	0.878	0.893	0.05	VALID
AM 4	0.878	0.886	0.03	VALID
AM 5	0.878	0.896	0.05	VALID
AM 6	0.878	0.883	0.05	VALID
AM 7	0.878	0.893	0.04	VALID
AM 8	0.878	0.940	0.00	VALID
AM 9	0.878	0.880	0.01	VALID
AM 10	0.878	0.890	0.01	VALID
TA 1	0.878	0.880	0.04	VALID
TA 2	0.878	0.893	0.03	VALID
TA 3	0.878	0.897	0.01	VALID
TA 4	0.878	0.881	0.05	VALID
TA5	0.878	0.891	0.03	VALID
TA 6	0.878	0.879	0.05	VALID
TCT 1	0.878	0.894	0.01	VALID
TCT 2	0.878	0.884	0.00	VALID
TCT 3	0.878	0.894	0.00	VALID
TCT 4	0.878	0.373	0.53	INVALID
TCT 5	0.878	0.875	0.06	INVALID

Appendix of Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded ^a	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

(Teacher competencies)

Cronbach's Alpha	N of Items
.637	19

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded ^a	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics (Learning Method)

Cronbach's Alpha	N of Items
.900	7

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded ^a	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics (Assessment Method)

Cronbach's Alpha	N of Items
.862	10

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded ^a	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics (Teacher Attitude)

Cronbach's Alpha	N of Items
600	6

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded ^a	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics (Teacher Commitment)

Cronbach's Alpha	N of Items
1.000	3

APPENDIX 2 QUANTITATIVE DATA

Timestamp	Name:	Gender:	Name of Institution:	Working Experience:	The Merdeka Curriculum training experiences:	The frequency of Merdeka Curriculum training:	The teaching experiences with the Merdeka Curriculum:
4.17.2023 21:37:44	Hidayati	Male	Smp 1 Jambi	6	Ever	5	2
4.18.2023 6:04:06	Marwiyah	Female	SMP 9 Kota Jambi	4	Ever	5	2
4.18.2023 7:24:57	Agusliana	Female	Dinas Pendidikan Kota	6	Ever	4	2
4.18.2023 7:42:50	Amril Afandi	Male	SMP N 9 kota Jambi	6	Never	2	1
4.18.2023 7:44:09	Kemas fajri fahmi	Male	Smp negeri 22 kota Jambi	3	Ever	3	2
4.18.2023 8:10:42	Mardiah	Female	SMPN 1 kota Jambi	4	Ever	2	2
4.18.2023 8:11:46	Irawidiarti	Female	SmpN 1 Kota Jambi	4	Ever	2	2
4.18.2023 8:20:02	Neni mulyani s.pd	Male	Smpn.15 kota Jambi	6	Ever	5	2
4.18.2023 8:30:49	Siti Maisyaroh, M. Pd	Female	SMP Negeri 2 Kota Jambi	3	Ever	5	2
4.18.2023 8:35:23	Wirdayati	Female	SMP N 15 kota Jambi	6	Ever	5	2
4.18.2023 8:44:10	NENI MULYANI S.PD	Female	SMPN.15 KOTA Jambi	6	Ever	5	2
4.18.2023 8:50:14	Rosmita S. Pd	Female	Rosmita Rosmita	5	Ever	5	2
4.18.2023 8:59:15	Lisma Mustika Sari, M. Pd	Female	SMP N 10 Kota Jambi	3	Ever	2	2
4.18.2023 9:08:20	Anisah	Female	SMP N 23	4	Never	1	2
4.18.2023 9:18:33	DAMARIS HUTAHAEAN, M.PD	Female	SMPN 21 KOTA Jambi	5	Ever	4	1
4.18.2023 11:08:43	Novrianti	Female	SMPN 20 kota Jambi	6	Ever	3	2
4.18.2023 11:32:50	Eli sabet	Female	SMP Negeri 20 Kota Jambi	1	Never	1	2

4.18.2023 11:58:57	Hidayati	Female	SMPN 24 kota Jambi	6	Ever	3	1
4.18.2023 12:08:33	Yustina Rusmilah, S.Pd	Female	SMP Xaverius 2 Jambi	6	Ever	3	2
4.18.2023 12:58:15	Cicilia Retnasari	Female	SMP Xaverius 1 Jambi	1	Ever	3	2
4.19.2023 13:05:32	Eka Hardiani	Female	SMP N 14 Kota Jambi	3	Ever	4	1
4.19.2023 13:15:10	Erni Valensia	Female	SMPN 14 kota Jambi	3	Ever	3	2
4.19.2023 22:46:18	Eva Susanti	Female	SMP N 9 Kota Jambi	4	Never	5	1
5.9.2023 17:21:51	Berry Afrianti Simanungkalit S.Pd	Female	SMP Negeri 25 Kota Jambi	3	Ever	1	2
5.10.2023 8:06:28	HARY ANSYAH. R	Male	SMPN 7 Kota Jambi	2	Ever	2	2

Level of Merdeka Curriculum Implementation:	TP 1	TP 2	TP 3	TP 4	TP 5	TP 6	TP 7	TP 8	TP 9	TP 10	TP 11	TP 12	TP 13	TP 14	TP 15	TP 16	TP 17	TP 18	TP TOTAL	LM 1	LM 2	LM 3	LM 4	LM 5	LM 6
3	3	3	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	56	3	3	3	3	3	3
3	3	3	3	2	2	3	3	3	3	4	4	3	3	3	3	3	3	3	54	3	3	2	3	3	3
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3	2	2	2	1	1	3	3	2	2	4	4	3	2	2	4	4	4	4	49	3	3	2	3	2	2
3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	36	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54	3	3	3	3	3	3
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3	4	3	4	3	3	3	4	3	2	4	4	4	4	3	4	4	4	4	64	4	4	3	3	3	3
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3	4	3	3	3	2	3	3	4	3	3	3	2	4	3	3	2	3	3	54	3	3	3	3	2	3
3	3	3	2	2	2	2	3	2	2	3	3	3	3	2	3	3	3	3	47	3	3	3	3	3	3
3	4	3	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	69	4	4	3	4	4	3
3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	70	4	4	4	3	2	4

LM 7	LM TOTAL	A M 1	A M 2	A M 3	A M 4	A M 5	A M 6	A M 7	A M 8	A M 9	A M 10	A M 11	AM TOTAL	T A 1	T A 2	T A 3	T A 4	T A 5	T A 6	TA TOTAL	TC T 1	TC T 2	TC T 3	TC T 4	TCT TOTAL
3	21	3	3	3	3	3	3	3	3	3	3	3	33	3	3	3	4	5	2	20	3	3	3	2	11
3	20	2	3	3	3	2	3	3	3	3	3	2	30	3	3	3	3	5	2	19	4	3	3	3	13
4	28	4	4	4	4	4	4	4	4	4	4	4	44	4	3	3	6	7	2	25	5	4	4	3	16
2	17	2	2	2	2	2	2	3	3	2	2	2	24	2	2	2	2	2	2	12	3	2	2	2	9
3	21	3	3	3	3	3	3	3	3	3	3	3	33	3	3	3	3	3	2	17	3	3	3	3	12
3	21	3	3	3	3	3	3	3	3	3	3	3	33	3	3	3	3	3	2	17	3	3	3	3	12
3	21	3	3	3	3	3	3	3	3	3	3	3	33	3	3	3	3	3	2	17	3	3	3	3	12
2	18	3	2	3	1	2	3	2	3	2	3	2	26	4	3	1	3	4	2	17	3	1	3	2	9
3	22	3	4	4	4	3	3	3	3	3	3	4	37	4	4	4	5	7	2	26	4	4	4	3	15
3	20	3	3	2	3	2	2	3	2	3	2	2	27	3	2	3	3	3	2	16	3	3	3	3	12
3	21	3	4	3	3	3	3	3	3	3	3	3	34	3	3	3	3	3	2	17	3	3	3	3	12
4	23	3	3	3	4	3	4	3	3	4	2	3	35	4	3	2	3	3	2	17	3	3	4	3	13
3	22	3	3	3	3	3	3	3	3	3	3	3	33	2	4	4	3	4	2	19	4	4	3	2	13
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3	25	3	3	3	3	3	3	3	3	3	3	3	33	4	4	4	5	6	2	25	5	3	3	2	13
2	21	4	3	4	3	3	2	2	4	2	2	4	33	2	3	4	4	5	2	20	1	3	3	3	10
4	23	3	4	3	3	3	3	3	3	3	3	3	34	3	2	3	5	7	2	22	3	3	3	2	11
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3	20	2	2	2	3	3	3	2	3	3	3	2	28	2	3	3	4	2	4	18	3	3	2	3	8
3	21	3	3	3	3	3	3	3	3	3	3	3	33	3	3	3	5	5	2	21	2	4	3	2	11
3	25	3	4	4	3	3	3	4	3	4	4	4	39	3	3	4	4	7	1	22	1	3	3	2	9
4	25	4	4	4	4	4	4	4	4	4	4	2	42	2	4	4	5	7	2	24	1	4	3	2	10

QUESTIONNAIRES

Adapted from Puspayanti, 2020

PART 1

1. Name:
2. Gender:
 - Male
 - Female
3. Working Experience
 - 1-5 years
 - 6-10 years
 - 11-15 years
 - 16-20 years
 - 21-25 years
 - 25+ years
4. The Merdeka Curriculum training experiences:
 - Never
 - Ever
 - No Answer
5. The frequency of Merdeka Curriculum training:
 - Never
 - Once
 - Twice
 - Three times
 - More than three times
 - No Answer
6. The teaching experiences with the Merdeka Curriculum:
 - Never
 - Ever
 - No Answer
7. Level of Merdeka Curriculum Implementation:
 - Highly ready
 - Ready
 - Not ready
 - Highly not ready

PART 2

8. Teacher's Practices:

1. Upgrade knowledge related to Merdeka Curriculum implementation:
 - Always
 - Often
 - Sometimes
 - Never

2. Ask students to imitate all expressions they hear:
 - Always
 - Often
 - Sometimes
 - Never
3. Make students speak English at school:
 - Always
 - Often
 - Sometimes
 - Never
4. Make students greet each other when meeting:
 - Always
 - Often
 - Sometimes
 - Never
5. Make students speak English at home:
 - Always
 - Often
 - Sometimes
 - Never
6. Ask students to practice a dialog in front of the class to train their speaking ability:
 - Always
 - Often
 - Sometimes
 - Never
7. Talk to students politely:
 - Always
 - Often
 - Sometimes
 - Never
8. Pay more attention to less intelligent students:
 - Always
 - Often
 - Sometimes
 - Never
9. Discuss with colleagues deal with instruction:
 - Always
 - Often
 - Sometimes
 - Never
10. Behave as teacher does:
 - Always
 - Often
 - Sometimes
 - Never

11. Behave politely to students:
- Always
 - Often
 - Sometimes
 - Never
12. Enter class on time when teaching:
- Always
 - Often
 - Sometimes
 - Never
13. Finish class on time:
- Always
 - Often
 - Sometimes
 - Never
14. Make students learn in line with the Merdeka Curriculum:
- Always
 - Often
 - Sometimes
 - Never
15. Communicate with students well:
- Always
 - Often
 - Sometimes
 - Never
16. Create good communication with students' parents:
- Always
 - Often
 - Sometimes
 - Never
17. Create good communication with all teachers:
- Always
 - Often
 - Sometimes
 - Never
18. Create good communication with all education staff:
- Always
 - Often
 - Sometimes
 - Never

PART 3

9. Learning Methods

19. Relate the English material concept with Dimensions Pelajar Pancasila:
- Always
 - Often
 - Sometimes
 - Never

20. Learning English in class doesn't focus on one skill only:
- Always
 - Often
 - Sometimes
 - Never
21. Apply a Project Based Learning in classroom:
- Always
 - Often
 - Sometimes
 - Never
22. Making different instructions to different students' ability in learning process:
- Always
 - Often
 - Sometimes
 - Never
23. Making interesting media (pictures, video, game, quizizz, etc) towards the material:
- Always
 - Often
 - Sometimes
 - Never
24. Make students practice their English ability anywhere:
- Always
 - Often
 - Sometimes
 - Never
25. Make the progress of learning for each student in the journal:
- Always
 - Often
 - Sometimes
 - Never

PART 4

10. Assessment Methods

26. Assess students orally:
- Always
 - Often
 - Sometimes
 - Never
27. Assess students in writing:
- Always
 - Often
 - Sometimes
 - Never

28. Students' attitude is scored:
- Always
 - Often
 - Sometimes
 - Never
29. Students' knowledge about English is scored:
- Always
 - Often
 - Sometimes
 - Never
30. Students' skill in English is scored:
- Always
 - Often
 - Sometimes
 - Never
31. The assessment of students' knowledge is done by giving a test:
- Always
 - Often
 - Sometimes
 - Never
32. The assessment of students' skill is done by practicing:
- Always
 - Often
 - Sometimes
 - Never
33. The assessment of students' skill is done by giving projects:
- Always
 - Often
 - Sometimes
 - Never
34. Making different Formative Assessment to different students' ability:
- Always
 - Often
 - Sometimes
 - Never
35. Making different Summative Assessment to different students' ability:
- Always
 - Often
 - Sometimes
 - Never

PART 5

11. Teacher's Attitude (<https://www.questionpro.com/blog/teacher-survey-questions/>)

36. How often did you have the freedom to try innovative methods for better learning?
- Very often
 - Sometimes
 - Rarely
 - Never
37. How important having a specialized training and seminar for better teaching styles:
- Very important
 - Important
 - Little important
 - Not at all important
38. How often have you received an appraisal for your work at school:
- Never
 - Less than once a year
 - Once every two years
 - Once per year
 - Twice per year
 - Three or more times in a year
39. What are the points considered during your appraisal?
- Student scores
 - The pass rate of your class
 - Other student learning outcomes
 - Feedback from students
 - Feedback from fellow teachers
 - Innovative methods used
 - Students discipline and behaviour
 - Other (Please specify)
40. Were you satisfied with the appraisal given to you?
- Yes
 - No
41. How important do you think the following are, in your opinion?
- Teachers and students should have a positive bond with each other
 - The student's progress is of utmost importance
 - Teachers should give positive feedback to students regularly
 - Teachers must provide individual attention to students with special needs
 - Teachers should have a say deciding the curriculum for students

PART 6

12. Teacher's Commitment

42. I am enthusiastic to teach English with the Merdeka Curriculum:
- Highly Ready
 - Ready
 - Not ready
 - Highly not ready

43. I often read literature relating to the Merdeka Curriculum to enhance my competency:

- Highly Ready
- Ready
- Not ready
- Highly not ready

44. I do Platform Merdeka Mengajar to enhance my competency:

- Finish
- On Process
- Not do yet

APPENDIX 3 QUALITATIVE DATA

INTERVIEW GUIDELINES

Pertanyaan yang akan diajukan:

1. Apakah sekolah Anda Sekolah Penggerak?
2. Apakah Anda seorang Guru Penggerak?
3. Bagaimana Anda mengenal karakteristik siswa Anda secara umum?
4. Pembiasaan seperti apa yang Anda terapkan pada siswa dalam proses belajar Bahasa Inggris?
5. Apakah Anda sudah mendapatkan pelatihan tentang Kurikulum Merdeka?
6. Bagaimana pendapat Anda tentang Kurikulum Merdeka?
7. Pola pikir yang seperti apa yang harus tertanam di benak Anda ketika akan melaksanakan pembelajaran Bahasa Inggris dengan Kurikulum Merdeka?
8. Bagaimana Anda mengimplementasikan Kurikulum Merdeka dalam proses pembelajaran dan penilaian di kelas Anda?
9. Bagaimana reaksi siswa Anda belajar Bahasa Inggris dengan penerapan kurikulum Merdeka?
10. Saya yakin sekolah Anda dan Anda sudah melaksanakan Kurikulum Merdeka. Bagaimana Anda melihat implementasi Kurikulum Merdeka dalam pembelajaran Bahasa Inggris sejauh ini?

The questions that will be asked:

1. Is your school a Penggerak School?
2. Are you a Penggerak teacher?
3. How do you know the characteristics of your students in general?
4. What kind of habits do you apply to students in the process of learning English?
5. Have you received training on the Independent Curriculum?
6. What do you think about the Independent Curriculum?
7. What kind of mindset should be embedded in your mind when you are going to carry out learning English with the Independent Curriculum?
8. How do you implement the Independent Curriculum in the learning and assessment process in your class?
9. How did your students react to learning English with the implementation of the Merdeka curriculum?
10. I believe your school and you have implemented the Independent Curriculum. How do you see the implementation of the Merdeka Curriculum in learning English so far?

INVITATION LETTER

Title: Junior High School English Teachers' Perception towards Merdeka Curriculum Implementation in Jambi City

Dear participants,

Dewi Laura Situmorang (P2A421031), a student at Jambi University's Master of English Education program, would like to investigate how junior high school English teachers in Jambi City feel about the implementation of the Merdeka Curriculum. The purpose of this study is to investigate the teachers' perception towards the Merdeka Curriculum Implementation and to discover how teachers view the implementation of the Merdeka Curriculum. Your opinions regarding your perspectives on the implementation of the Merdeka Curriculum will be sought by the researcher. I appreciate you agreeing to participate in the study. Your records will only be used for study, and the information will be kept private. I sincerely appreciate you taking part in my research.

I look forward to hearing from you.

Thank you very much.

Sincerely,

Dewi Laura Situmorang

Informed Consent Form

(Formulir Persetujuan)

SURAT PERNYATAAN

BERSEDIA MENJADI RESPONDEN PENELITIAN

Saya yang bertandatangan di bawah ini, menyatakan bersedia untuk turut berpartisipasi menjadi responden penelitian yang dilakukan oleh mahasiswa Magister Pendidikan Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Jambi, yaitu:

Nama : Dewi Laura Situmorang

NIM : P2A421031

Judul : Junior High School English Teachers' Perception towards Merdeka Curriculum Implementation in Jambi City

Saya telah menerima penjelasan dari peneliti terkait dengan segala sesuatu mengenai penelitian ini. Saya mengerti bahwa identitas saya akan dijaga kerahasiaannya oleh peneliti. Selain itu, jawaban yang saya berikan ini adalah jawaban sebenarnya sesuai dengan apa yang diketahui tanpa ada paksaan dari pihak lain.

Demikian surat pernyataan ini saya buat dengan sesungguhnya dan dapat digunakan sebagaimana mestinya.

Jambi, Mei 2023

(Name of Participant)

Interview Protocol

Research's Title : Junior High School English Teachers' Perception towards Merdeka Curriculum Implementation in Jambi City

Researcher : Dewi Laura Situmorang

Time of Interview : 00.00 - 17.18

Date of Interview : May 14, 2023

Interviewer : Dewi Laura Situmorang

Interviewee : Berry Afrianti Simanungkalit, S.Pd

This study aims to ascertain the teachers' perceptions towards the Merdeka Curriculum and to find out how teachers view the implementation of learning process and assessment towards the Merdeka Curriculum. The information will be gathered utilizing a mixed-method, quantitative study that combines qualitative interview research with survey research. There are no good or bad, desirable or undesirable, or right or incorrect responses. To safeguard the privacy of the interviewees, the data collected will only be used for study. You will be asked a number of questions about the Junior High School English Teachers' implementation of the Merdeka Curriculum during the interview. It will take around 30 minutes to complete this interview.

Interview Protocol

Research's Title : Junior High School English Teachers' Perception towards Merdeka Curriculum Implementation in Jambi City

Researcher : Dewi Laura Situmorang

Time of Interview : 00.12 – 14.02

Date of Interview : May 17, 2023

Interviewer : Dewi Laura Situmorang

Interviewee : Marwiyah, S.Pd

This study aims to ascertain the teachers' perceptions towards the Merdeka Curriculum and to find out how teachers view the implementation of learning process and assessment towards the Merdeka Curriculum. The information will be gathered utilizing a mixed-method, quantitative study that combines qualitative interview research with survey research. There are no good or bad, desirable or undesirable, or right or incorrect responses. To safeguard the privacy of the interviewees, the data collected will only be used for study. You will be asked a number of questions about the Junior High School English Teachers' implementation of the Merdeka Curriculum during the interview. It will take around 30 minutes to complete this interview.

Interview Protocol

Research's Title : Junior High School English Teachers' Perception towards Merdeka Curriculum Implementation in Jambi City

Researcher : Dewi Laura Situmorang

Time of Interview : 00.04 – 14.34

Date of Interview : May 19, 2023

Interviewer : Dewi Laura Situmorang

Interviewee : Eka Hardiani, M.Pd

This study aims to ascertain the teachers' perceptions towards the Merdeka Curriculum and to find out how teachers view the implementation of learning process and assessment towards the Merdeka Curriculum. The information will be gathered utilizing a mixed-method, quantitative study that combines qualitative interview research with survey research. There are no good or bad, desirable or undesirable, or right or incorrect responses. To safeguard the privacy of the interviewees, the data collected will only be used for study. You will be asked a number of questions about the Junior High School English Teachers' implementation of the Merdeka Curriculum during the interview. It will take around 30 minutes to complete this interview.

Interview Protocol

Research's Title : Junior High School English Teachers' Perception towards Merdeka Curriculum Implementation in Jambi City

Researcher : Dewi Laura Situmorang

Time of Interview : 00.09-15.53

Date of Interview : May 22, 2023

Interviewer : Dewi Laura Situmorang

Interviewee : Lisma Mustika Sari, M.Pd

This study aims to ascertain the teachers' perceptions towards the Merdeka Curriculum and to find out how teachers view the implementation of learning process and assessment towards the Merdeka Curriculum. The information will be gathered utilizing a mixed-method, quantitative study that combines qualitative interview research with survey research. There are no good or bad, desirable or undesirable, or right or incorrect responses. To safeguard the privacy of the interviewees, the data collected will only be used for study. You will be asked a number of questions about the Junior High School English Teachers' implementation of the Merdeka Curriculum during the interview. It will take around 30 minutes to complete this interview.

Interview Transcription with the Participants

Participant 1

00:00:00 Bu Laura
Sore ibu B*****

00:00:03 Bu B*****
Sore ibu Laura

00:00:06 Bu Laura

Nama saya Dewi Laura Situmorang, saya adalah mahasiswa magister pendidikan bahasa Inggris di universitas Unja. Ini adalah wawancara untuk melanjutkan kuesioner yang sudah saya berikan melalui Google form yang sudah ibu isi. Jadi melalui wawancara ini, ini menjadi supporting data untuk Tesis saya . Apakah ibu dari bersedia untuk diwawancarai?

00:00:34 Bu B*****
Bersedia

00:00:34 Bu Laura
Oke, Terima kasih ibu B*****.

00:00:37 Bu Laura
Ibu bisa menceritakan data diri ibu dari nama mengajar di SMP mana dan kelas sehingga saya nanti akan bisa menanyakan ya, beberapa hal yang terkait dengan kurikulum merdeka. Silahkan Ibu.

00:00:57 Bu B*****
Baik, terima kasih kesempatan yang diberikan ibu laura , perkenalkan nama saya B*****. Saya adalah guru bahasa Inggris dari instansi SMP Negeri 25 Kota Jambi dan saya sudah mengajar dari tahun 2010 saat ini di instansi yang sama dari awal dan saya adalah guru penggerak angkatan kedua.

00:01:25 Bu Laura
Ya terima kasih ibu.

00:01:27 Bu Laura
Saya mau bertanya bu, apakah sekolah ibu adalah merupakan sekolah penggerak?

00:01:34 Bu B*****
Belum.

00:01:35 Bu Laura
Tetapi ibu tadi mengatakan bahwa ibu adalah seorang guru penggerak.

00:01:41 Bu B*****
Betul.

00:01:42 Bu Laura
Angkatan berapa ibu?

00:01:44 Bu B****
Angkatan ke 2

00:01:45 Bu Laura
oke pertanyaan selanjutnya, bagaimana ibu mengenal karakteristik siswa ibu secara umum?

00:01:54 Bu B****
Ya baik terima kasih pertanyaannya Ibu Laura.

00:01:59 Bu Berry
Kalau bicara karakter karakteristik siswa berbeda beda.

00:02:04 Bu B****
Ada yang ada yang begini ada yang begitu. Tetapi ketika saya mau mengenal karakteristik mereka.

00:02:14 Bu B****
Saya melakukan dulu apa namanya?

00:02:20 Bu B****
Observasi ,Observasi di awal saya saya mengenal dulu bagaimana sifat mereka, bagaimana cara mereka merespon pelajaran yang saya berikan, kemudian berdasarkan dari materi materi yang saya ajarkan, mungkin dari segi. Adanya gambar atau metode yang berbeda satu sama lain di berbagai kelas, kemudian secara spesifiknya sebelum memulai materi atau Pembelajaran yaitu memberikan tes atau yang Namanya Diagnostik Kognitif di awal sehingga , saya tau ini anak berarti kemampuannya diatas , menengah dan di bawah. Selain tes diagnostik, saya juga bekerja sama dengan guru BK untuk mengenal karakteristik mereka yang guru BK itu mereka teks kognitif. Jadi di situ saya tahu gaya belajar mereka seperti apa. Ada yang visual, auditory ataupun Diagnostik.

00:03:29 Bu Laura
Oke ibu pembiasaan seperti apa yang ibu terapkan pada siswa dalam proses belajar bahasa Inggris?

00:03:36 Bu B****
Oke baik terima kasih pertanyaannya bu laura untuk pembiasaan dalam pelajaran bahasa Inggris tentunya dari saya sendiri. Dulu saya harus terbiasa untuk berbicara bahasa Inggris terus. saat memulai pelajaran, baik itu dari awal mengucapkan salam hingga akhir maupun Luring, ke kelas saya sebisa mungkin menggunakan Bahasa Inggris 80% sehingga saya berpikir anak anak akan lebih sering mendengar, makanya mereka akan mau mengucapkan kemudian untuk membiasakan yang saya lakukan kepada siswa saya. Saya meminta mereka untuk

berbicara bahasa Inggris. Mulai dari hal hal kecil seperti ini. Mengucapkan salam, kemudian permisi mau ke toilet atau kamar kecil atau mau ke luar izin. Mereka harus menggunakan bahasa Inggris atau ada pertanyaan pertanyaan yang mereka mau ajukan ke saya, saya meminta mereka untuk berbahasa Inggris itu kebiasaan kebiasaan yang salah.

00:04:43 Bu Laura

Terima kasih ibu atas jawabannya, apakah ibu sudah mendapatkan pelatihan tentang kurikulum merdeka?

00:04:51 Bu B****

Kalau untuk pelatihan secara spesifik belum. Tapi saya belajar sendiri dari aplikasi atau platform yang pemerintah sudah buat yaitu Platform merdeka belajar disitu sudah ada semua jadi, pemerintah memberikan atau membuat motivasi untuk harus di baca atau di pelajarin oleh guru guru, karena sudah ada semua . Mulai dari pelatihan materi, ataupun juga berbagi praktik baiklah , sehingga ketika kita sudah menyelesaikan beberapa modul akan ada terbit Sertifikat, di situlah pengganti dari pelatihan pelatihan yang sebelumnya , kurikulum sebelumnya kita tersendiri pelatihannya tapi di sini kita harus mandiri gitu , kita sendiri yang ingin belajar .

00:00:55 Bu Laura

Sudah menyelesaikan semua modul nya Bu yang PMMnya ?

00:00:57 Bu B****

Sedang proses. Ya, karna Harus ada setelah menyelesaikan modul modul, tentu harus ada aksi nyata yang kita buat naik kan masih proses.

00:01:10 Bu Laura

Oke baik terima kasih bu, Lalu pertanyaan selanjutnya, bagaimana pendapat ibu tentang kurikulum merdeka itu sendiri?

00:01:16 Bu B****

Baik terima kasih Bu laura , di awal karena memang sekolah saya masih dari tahun ini memakai atau menggunakan atau kita Apa namanya, kita setuju untuk menggunakan kurikulum merdeka baru tahu dari tahun pertama ini di awal memang agak agak kesulitan karena terus terang di Pendidikan guru penggerak yang saya ikuti tidak ada membahas masalah kurikulum. Jadi memang benar benar, banget bagi kita harus belajar banget kurikulum ini .

00:01:53 Bu B****

Tapi kemudian setelah saya memahami itu, saya banyak belajar dari PMM juga. Terutama juga menanyakan kepada teman teman yang yang sebelumnya dari sekolah penggerak yang mereka sebelumnya sudah menggunakan kurikulum ini.

Saya banyak memahami. Oh ternyata di Kurikulum merdeka ini kita dulu punya kebebasan untuk memilih untuk menentukan mana materi yang diajarkan. Kebetulan kami memakai Kurikulum ini di kelas 7 jadi bedanya dengan kurikulum sebelumnya tentu sudah ada

00:02:28 Bu B****

Apa namanya?

00:02:30 Bu B****

Kalau kalau di foto itu kompetensi dasar yang harus kita penuhi itu pas lagi. Ini kasus 7 8 9 ini tetapi kurikulum merdeka ini kita sendiri yang menentukan. Nah ini sisa cocoknya belajarnya materi yang mana dan kita juga kalau kita merasa sesuai dengan kebutuhan siswa tentunya. Dan ketika kita sudah tahu siswa ini ternyata bisa mempelajari materi yang mungkin di kelas 8 sebelumnya kita ajarkan mereka bisa belajar di kelas 7.

00:03:00 Bu B****

Jadi di kurikulum merdeka inilah kita belajar bahwa ini loh kebutuhan siswanya ternyata seperti itu, jadi kita belajar dan menentukan materi yang akan kita ajarkan sesuai dengan kebutuhan siswa.

00:03:18 Bu Laura

Oh berarti untuk tahun ajaran 2022 2023 ini, ini berarti tahun pertama menjalankan kurikulum merdeka begitu ya oke dan ibu mengajar di kelas 7 juga.

00:03:32 Bu Laura

Lalu pertanyaan selanjutnya bu pola pikir yang seperti apa yang harus tertanam di benak ibu ketika akan melaksanakan pembelajaran bahasa Inggris dengan kurikulum merdeka ini?

00:03:46 Bu B****

Pola pikir yang yang saya dapatkan saya memahami kurikulum merdeka ini bahwa siswa itu ternyata apa namanya berbeda beda gitu. Maksudnya dalam artian mereka tidak bisa disampaikan dalam satu konsep belajar gitu karena setelah saya membuat diagnosis awal tadi. Kemudian saya tahu ini siswanya dikelompokkan di siswa yang memang di atas menengah dan bawah itu perlakuannya tidak boleh sama dengan dengan kita memperlakukan siswa yang di atas itu dalam dalam artian materi yang kita gunakan sama atau materi yang kita ajarkan sama tetapi saya membuat di sini saya mengaplikasikan pembelajaran berdiferensiasi yang saya dapat dari guru penggerak. Jadi saat saya melakukan pembelajaran bergeser kepada siswa dan dan hasilnya memang luar biasa. Di luar yang saya bayangkan gitu. ketika saya memberikan pembelajaran berdeferensiasi yang siswa , yang menengah tidak sama dengan soal yang saya berikan dengan yang lain yang dia atas dengan siswa yang di bawah , dan Ketika

pembelajaran selesai di lakukan dengan disensiasi proses siswa yang dibawah setelah di kelompokkan , ternyata mereka menjadi antusias untuk belajar gitu , karena dulu itu kurikulum sebelumnya saya mengelompokkan siswa itu secara heterogen jadi cenderung siswa yang kurang , itu hanya vakum saja yang mengandalkan temannya yang bisa dan temannya yang bisa pun. Mengajarkan ya karena udah jadi cepet gitu. Jadi saya selesaikan. Ternyata setelah saya saat saya mengaplikasikan pembelajaran diferensiasi proses ini, saya melihat siswa siswa yang di bawah rata rata itu malah lebih aktif belajarnya. Malah lebih senang karena mereka oh ini. Karena mereka mungkin berpikir kita sama sama nih enggak tahu ya ayo kita ini ayo kita ini malah saya lihat. Wah ternyata memang inilah tujuannya pembelajaran berdiferensiasi itu harus dilakukan. Kami terapkan di kelas. aditu hal yang pertama saya. Saya konsepkan ke anak anak bahwa atau ke saat saya mengajar pembelajaran yang sangat banyak manfaatnya.

00:01:29 Bu Laura

Sebenarnya kayaknya jawaban ibu ini dari di apa pertanyaan saya yang ke 8 dan 9 ini. Ya tapi nggak apa nanti kita ulang sedikit lagi ya? Bagaimana ibu mengimplementasikan kurikulum merdeka dalam proses pembelajaran dan penilaian di kelas ibu?

00:01:46 Bu B****

Oke nah, seperti yang saya bilang tadi pembelajaran tentu tidak sama kelakuannya dengan yang seperti kita menyiapkan siswa secara heterogen siswa yang dibawah secara penilaian belum tentu berbeda dengan sesuai yang diajukan. Karena kenapa asesmen yang saya berikan tentu berbeda juga dengan yang saya berikan siswa yang di atas rata rata. Jadi ketika di kelas segmen yang saya berikan secara quantity dan secara kualitas juga berbeda. Jadi misalkan dari 3% persentase, saya kasih untuk siswa di atas rata rata mereka mengerjakan semua dan untuk siswa menengah mereka mengerjakan semua tetapi dengan 2 model yang berbeda atau dengan 2 modul yang berbeda. Kerja sama yang berbeda dan nyata. Mereka cukup mengerjakan 2, 2 saja seperti dengan dengan model soal yang berbeda. Dan yang di bawah rata – rata mereka cukup mengerjakan 2 tasks saja . Dari situ Seseorang dari asesmen penilaian saya bisa ambil.

00:03:03 Bu Laura

Oke. Lalu bagaimana reaksi siswa ibu belajar bahasa Inggris dengan penerapan kurikulum Merdeka?

00:03:14 Bu B****

Saya excited sekali gitu. Jadi setelah saya lihat gaya belajar mereka yang berbeda beda, kemudian saya aktivasi aplikasikan juga pembelajaran berdiferensiasi, kemudian saya tahu mereka, oh, yang si senangnya gak ada gambar gambar yang sih dia senangnya ada video. Hanya ada gerakan dari gurunya atau mereka sendiri. Secara kinestetik mereka lebih antusias, mereka lebih lebih aktif, mereka lebih excited. Gitu ya jadi sehingga saat saat setelah selesai besok ada anak anak

gitu , Mrs besok bikin lagi video lagi ya besok ya Ma'am ya. Dan juga saat mereka saya melihat mereka aktif ada kepuasan atau ada kebanggaan. Berhasil nih yang saya lakukan pada anak. Anak pun juga happy.

00:00:15 Bu Laura

Begitu senang kalau anak antusias belajar kita juga jadi semangat ya.

00:00:22 Bu B*****

Kemudian suasana di kelas juga lebih happy gitu. Iya betul.

00:00:33 Bu Laura

Oke ibu.

Ini pertanyaan terakhir bu.

00:00:35 Bu Laura

Saya yakin ibu juga dari cerita ibu juga sudah menceritakan bahwa sekolah ibu dan ibu juga sudah melaksanakan kurikulum merdeka ini. Bagaimana ibu melihat implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris sejauh ini?

00:00:53 Bu B*****

Dari sekolah yang karena tadi saya ceritakan bahwa sekolah saya baru tahun ini melaksanakan pkm. Tentu masih banyak kekurangan kekurangan yang harus perlu kami benahi. Terutama saya sebagai guru bahasa Inggris tentu masih banyak pula Ilmu ilmu yang harus saya saya gali lagi bagaimana metode atau bagaimana modul ajar yang memang lebih lebih namanya lebih cocok untuk siswa yang ini karena memang siswa kan tentu. Tiap tahun berubah ubah gitu kan? Jadi saya harus tetap belajar lagi dan juga sekolah kami sejauh ini. Bisa mengikuti kalau saya lihat bisa mengikuti, karena terbukti juga dengan kami memberikan atau kami sudah melaksanakan 3 proyek karena mereka kan tentu harus ada proyek ini proyek 5 jadi kami sudah melaksanakan itu dan memang benar benar kami laksanakan bukan abal abal tangannya di atas tempat saja atau foto foto saja, dan di situ kami lihat perubahan karakter siswa yang memang di kurikulum merdeka. Profil pelajar Pancasila ini memang memang ada perubahan.

00:02:27 Bu Laura

Ya terima kasih ibu karena sudah menjawab pertanyaan- pertanyaan sudah saya berikan terkait tentang kurikulum merdeka.

Participant 2

[00:00:11.760] - Bu Laura
Selamat siang, Bu M*****

[00:00:14.290] - Bu M*****

Selamat siang.

[00:00:15.510] - Bu Laura
Terima kasih sudah mau menjadi partisipan saya sebagai pewawancara. Saya akan wawancara Ibu dalam questionnaire yang pernah saya bagikan ke Ibu dan ini adalah wawancara untuk supporting data saya untuk tesis saya. Terima kasih sebelumnya Bu mau bersedia untuk menjawab nanti pertanyaan yang akan saya ajukan. Bagaimana kabarnya Bu?

[00:00:44.580] - Bu M*****

Baik Alhamdulillah Bu Laura.

[00:00:51.810] - Bu Laura
Boleh Ibu memperkenalkan diri. Untuk namanya lalu mengajar di mana instansinya.

[00:01:05.010] - Bu M*****

Baik, Assalamualaikum warahmatullahi wabarakatuh, selamat siang. Saya Ibu M*****, bertugas di SMP Negeri Sembilan, Kota Jambi.

[00:01:15.380] - Bu Laura
Ngajar kelas berapa, Bu?

[00:01:17.350] - Bu M*****
Saya mengajar di kelas 9 dan di kelas 7. Kebetulan ada 3 kelas yang saya ajar, yaitu di kelas 7.

[00:01:25.600] - Bu Laura
Oke, ya. Pertanyaan saya, Bu, apakah sekolah Ibu adalah sekolah penggerak?

[00:01:33.080] - Bu M*****
Tidak. Sekolah kami bukan sekolah penggerak.

[00:01:35.750] - Bu Laura
Apakah Ibu seorang guru penggerak?

[00:01:38.920] - Bu M*****
Ya, angkatan 2.

[00:01:41.270] - Bu Laura
Ibu guru penggerak, angkatan 2, ya, Bu, ya. Oke, lalu bagaimana Ibu mengenal karakteristik siswa Ibu secara umum?

[00:01:54.920] - Bu M*****

Biasanya saya langsung melakukan komunikasi dan pengamatan terhadap sikap siswa atau karakter siswa dalam pembelajaran, namun biasanya lebih terperinci dalam administrasi berupa test non cognitive yang saya lakukan di awal pembelajaran. Dari situ saya dapat gambaran gaya belajar siswa saya, juga saya dapat dari situ. Dari karakter siswa saya juga dapat dari situ. Kemudian kesiapan juga saya dapat dari situ. Formatnya mungkin bisa dalam bentuk target, secara langsung bisa jadi saya lakukan. Itu saja yang saya lakukan untuk sementara ini.

[00:02:32.290] - Bu Laura

Oke, terima kasih Ibu. Lalu pembiasaan seperti apa yang Ibu terapkan pada siswa dalam proses belajar bahasa Inggris?

[00:02:40.630] - Bu M*****

Untuk di kelas tujuh ya, Bu? Ya. Secara umum, kesepakatan, budaya positif. Saya ajarkan kepada siswa saya, salah satu contohnya tentang kesepakatan kelas. Misalnya, ketika di awal pelajaran, saya berempuk dulu dengan siswa saya untuk mencoba pembelajaran yang seperti apa yang diinginkan oleh siswa saya. Setelah didapatkan kesepakatan, nanti dituangkan dalam bentuk tertulis kalau perlu di dalam kelas dan catatan kesepakatan sebegitu menjadi hasil keputusan bersama bukan dari saya sebagai seorang guru namun dari siswa saya. Konsekuensinya ketika mereka menyepakati tersebut mereka sadar wah ini saya sudah sepakat ini dari awal. Pembiasaan yang positif tersebut saya rasa berakibat positif juga kepada kegiatan pembelajaran siswa saya di dalam kelas.

[00:03:42.400] - Bu Laura

Oke, ya terima kasih Ibu. Jadi untuk di kelas 7 sudah menggunakan Kurikulum Merdeka, Ibu?

[00:03:50.500] - Bu M*****

Benar, sudah menggunakan kurikulum Merdeka.

[00:03:54.070] - Bu Laura

Pertanyaan selanjutnya, Bu, apakah Ibu sudah mendapatkan pelatihan tentang kurikulum merdeka?

[00:03:57.580] - Bu M*****

Pelatihan yang secara offline itu belum pernah saya dapatkan, namun pelatihan secara online lewat platform Merdeka Belajar itu sudah saya lakukan dalam proses. Kalau bisa dikatakan satu pelatihan, ya, saya sudah melakukan pelatihan itu walaupun belum maksimal.

[00:04:27.490] - Bu Laura

Dari beberapa topiknya itu, Bu, apakah sudah semua topic yang sudah dikerjakan?

[00:04:34.240] - Bu M*****

Platform Merdeka Mengajar? Hampir sebagian besar, saya terganjal dengan aksi nyata, mungkin ini satu kesalahan juga atau karena kalau saya lakukan lagi suatu topik tersebut karena kadang kala berkaitan dengan aksi nyatanya itu harus express juga kan pemahaman saya, untuk sementara itu jawabannya.

[00:04:56.170] - Bu Laura

Oke, terima kasih ibu. Bagaimana pendapat ibu tentang kurikulum merdeka ini bu ?

[00:05:03.500] - Bu M*****

Saya pikir kurikulum ini luar biasa. Dalam wacana awalnya seperti itu, karena kalau melihat dari prinsip dan teritorinya sangat baik untuk dikembangkan terutama di dalam perasaan. Kurikulum ini memberikan kebebasan dan keluasaan yang luar biasa untuk guru dan murid meningkatkan kompetensinya dan mencari kelemahan dan kekuatan dirinya masing masing. Saya rasa kalau diterapkan secara maksimal dan sudah menuju pada jalur yang benar hasilnya akan kita rasakan dalam waktu yang tidak terlalu lama, maksudnya pada persertan didik, persertan didik yang dihasilkan dari kurikulum merdeka ini mungkin akan lebih berkualitas dari sebelumnya. Saya rasa saya positif terhadap kurikulum Merdeka ini bu laura ?

[00:05:57.020] - Bu Laura

Oke, ya terima kasih Ibu. Lalu, pola pikir yang seperti apa yang harus ditanamkan di benak Ibu ketika akan melaksanakan pembelajaran bahasa Inggris dengan menggunakan kurikulum Merdeka ini?

[00:06:09.570] - Bu M*****

Oh iya, kalau menurut saya, mengajarkan bahasa Inggris, pola pikir seperti apa yang harus kita terapkan? Satu, bahwa kita sadari dulu bahwa bahasa Inggris ini adalah suatu skill, keterampilan, tidak melulu pada teori, dia bukan knowledge, jadi yang kita harapkan memang siswa kita mampu berkomunikasi dalam bahasa Inggris. Ini tidak hanya melulu mengejar nilai, tidak hanya melulu teorinya di dalam kelas, tetapi bagaimana mereka mampu nanti sebagus baik menggunakan bahasa Inggris ini di dalam dunia nyatanya. Maksudnya mindset seperti itu harus ditanamkan lebih mendalam dari semangat guru dan juga siswa kita. Karena kita sendiri kadang terjebak hanya mencari nilai, tanpa memikirkan kualitas kemampuan kompetensi kita sendiri. Saya rasa mindset seperti itu harus mulai diroboh secara bertahap .

[00:07:15.160] - Bu Laura

Baik ibu pertanyaan selanjutnya bagaimana mereka mengimplementasikan Kurikulum merdeka ini dalam pembelajaran dan juga penilaian di kelas ibu ?

[00:07:16.260] - Bu M*****

Seperti yang saya sebutkan sebelumnya, saya lebih meminginkan siswa saya itu mampu berkomunikasi namun tetap saja harus di dukung dengan kemampuan bahasa yang baik dengan tidak melupakan juga poin poin apa sih harus dikuasai seperti itu. Dalam pembelajaran misalnya, saya juga sebelumnya kan melakukan diagnostik awal dimana sejauh mana pemetaan siswa saya berada di mana sih level siswa saya dari situ saya bisa menentukan teknik atau pembelajaran yang tepat di dalam pulau saya lalu dalam penilaian di dalam hasil belajar, maksud saya dalam proses belajar juga saya amati untuk memperbaiki kualitas pembelajaran saya berikutnya, gimana kekurangan saya. Jadi saya merasa bahwa proses itu kadangkala lebih banyak dipokuskan untuk mengiring mereka mencapai hasil akhir yang maksimal seperti itu, tidak melulu itu tadi sebelumnya tidak hanya

menekankan nilai tapi dalam penilaian saya proses yang terus menerus berkesinambungan untuk kemajuan siswa saya di dalam kelas lalu nanti masuk pada diagnostik tes formatif atau sumatif.

[00:09:10.190] - Bu Laura

Pertanyaan ke sembilan, bagaimana reaksi siswa ibu belajar bahasa Inggris dengan penerapan kurikulum merdeka ini?

Bu M*****

Yang oke sejauh yang sudah saya lakukan siswa saya antusias ketika saya menghargai.

Bu M*****

Dan mereka diberi ruang untuk meningkatkan kompetensi mereka sesuai dengan gaya belajar capaian mereka. Kesiapan mereka. Mereka merasa lebih seperti apa ya lebih terbuka, lebih merasa percaya diri.

Untuk tidak takut berbicara atau ataupun mereka kan kita tidak tahu mereka tuh seperti tidak terbebani bertanya karena saya merasa saya menghargai mereka di dalam kelas bagi siswa saya. Semua prioritas ada pada diri mereka. Mereka berhak menemukan cara belajar mereka sendiri. Kekuatan mereka sendiri. Jadi saya rasa luar biasa di dalam. Itu membuat kita merasa. Saya seperti ada kekuatan, ketika mereka belajar dengan teman teman.

Bu Laura

Oke ibu ini pertanyaan terakhir bu ya tadi dari ungkapan ibu bahwa saya yakin sekolah ibu dan juga ibu juga sudah melaksanakan kurikulum merdeka ini terutama di kelas 7 iya.

Bu M*****

Sejauh ini penerapan di sekolah kami lebih kurang satu tahun sudah perjalanan 1 tahun. Mungkin dalam beberapa sisi harus benar kita tentang mereka ini bukan berarti kita merdeka, Merdeka yang punya arah seperti itu harus tetap ada acuan dalam menerapkan kurikulum ini. Intinya adalah peningkatan karakter prosesnya yang lebih ditekankan di dalam peningkatan karakter siswa juga lebih lebih ditekankan selain. Akademik mereka, saya merasa bahwa ke depannya kami juga harus banyak mengukur, menyempurnakan dari sisi sebelum kami dalam perasaan di sekolah.

Bu Laura

Tadi sebenarnya pertanyaannya tadi belum belum sampai ibu ya jadi wacananya tadi memang saya yakin sekolah ibu dengan ibu juga sudah melaksanakan kurikulum merdeka. Dan ini pertanyaannya, bagaimana ibu melihat Implementasi Kurikulum merdeka dalam pembelajaran bahasa Inggris sejauh ini.

Bu M*****

Saya menyadari masih banyak kekurangan dalam penerapan kurikulum ini. Salah satu kendalanya mungkin kami belum menemukan acuan text book walaupun sudah ada dalam PM yang tepat. Tapi sejauh ini prinsip prinsip belajar. Saran dalam kurikulum merdeka itu sudah kami terapkan dalam kelas. Intinya itu tadi. Dari mulai dari proses awal tes diagnostik, kesiapan, siswa sampai dalam proses. Covid pelajar kecilan juga proyek proyeknya secara administratif tidak kami lakukan dalam kelas. Konsep konsep yang berpihak pada siswa dalam belajar bahasa Inggris terutama itu sudah sudah mulai kami terapkan memberikan ruang yang lebih luas kepada siswa. Menggunakan banyak teknik teknik pembelajaran. Gunakan media media yang sesuai dengan karakter siswa. Saya rasa sudah dalam dalam trek yang benar.

Bu Laura

Ya terima kasih ibu atas jawaban jawabannya.

Participant 3

00:00:04 Bu Laura
Selamat pagi bu E**.

00:00:06 Bu E**
Iya selamat pagi bu.

00:00:10 Bu Laura
Perkenalkan nama saya Dewi Laura Situmorang saya adalah mahasiswa magister pendidikan bahasa Inggris di universitas UNJA dan terima kasih ibu eka bersedia sebagai narasumber saya untuk di wawancarai terkait dengan kuesioner yang sudah saya bagikan. Ibu, wawancara ini adalah supporting data untuk tesis saya. Terima kasih ibu sudah mau ikut ambil bagian dalam wawancara ini.

00:00:43 Bu Laura
Silahkan ibu memperkenalkan diri, nama sekolah, kelas berapa yang diajar?

00:00:51 Bu E**
Oke terima kasih bu Laura nama saya E** saat ini saya bertugas di sebagai guru di SMP Negeri 14 Kota Jambi di mana saya mengampu kelas 9 untuk mata pelajaran bahasa Inggris.

00:01:07 Bu Laura
Oke terima kasih ibu apakah sekolah ibu adalah sekolah penggerak?

00:01:14 Bu E**
Tidak bukan.

00:01:15 Bu Laura
Bukan ya? Lalu apakah ibu seorang guru penggerak?

00:01:19 Bu E**
Iya.

00:01:21 Bu Laura
Kalau boleh tahu ibu angkatan keberapa?

00:01:24 Bu E**
Angkatan kedua bu.

00:01:29 Bu Laura
Pertanyaan selanjutnya, bagaimana ibu mengenal karakteristik siswa ibu secara umum?

00:01:37 Bu E**
Saya mengenal karakteristik siswa saya secara umum bisa dengan interaksi dengan siswa secara langsung dalam proses pembelajaran dan apabila ada

memang siswa yang memang membutuhkan perhatian khusus. Mungkin saya akan mendalaminya lebih dalam lagi dan juga mungkin saya akan bekerja sama. Tentu saja dengan guru bimbingan konselinya untuk mengetahui bagaimana karakteristik siswa tersebut lebih jauh lagi.

00:02:11 Bu Laura

Lalu pembiasaan seperti apa yang ibu terapkan pada siswa dalam proses belajar bahasa Inggris?

00:02:19 Bu E**

Ada beberapa pembiasaan yang saya lakukan, yaitu yang pertama ketika dalam pembelajaran bahasa Inggris, saya memaksimalkan dan meminta siswa untuk selalu menggunakan bahasa Inggris, baik untuk komunikasi maupun dalam tulisannya. Baik dia berkomunikasi dengan saya ataupun dengan temannya kemudian yang juga yang kedua itu. Biasanya di akhir pembelajaran saya akan memberikan semacam tugas sebenarnya bukan tugas sih, tapi artinya tanggung jawab. Misalnya satu dalam pembelajaran 2 jam pembelajaran ini apa saja mereka dapat artinya refleksinya apa, tetapi mereka menulisnya dalam bahasa Inggris, kemudian yang ketiga, misalnya ketika mereka saya meminta setelah selesai koreksi bersama, misalnya proses evaluasi.

Itu ketika mereka menyebutkan nilainya itu harus dengan bahasa Inggris. Mereka sudah paham sekali untuk hal tersebut.

00:03:20 Bu Laura

Oke ibu .

00:03:23 Bu E**

Ini juga jadi ibu biasanya dalam proses pembelajaran khususnya bahasa Inggris itu ada tempat duduk sendiri. Jadi untuk pembiasaan jadi saya mengaplikasikan tutor sebaya. Jadi saya dudukkan siswa yang memang memiliki kemampuan yang high Biasanya saya pasang dengan yang menengah low kebawah sehingga mereka bisa membantu siswa yang dari yang tidak tahu menjadi tahu seperti itu. Jadi ketika pembelajaran bahasa Inggris mereka juga punya tempat duduk sendiri.

00:03:53 Bu Laura

Oke ibu lalu saya mau tanya di kelas 9 ini ibu menggunakan kurikulum apa ya bu?

00:03:59 Bu E**

Yang menggunakan kurikulum merdeka itu hanya kelas 7, untuk kelas 8 dan kelas 9 kami masih menggunakan kurikulum 2013.

00:04:10 Bu Laura

Apakah dalam kelas 9 ini ibu juga ada menyertakan sedikit tentang kurikulum merdeka?

00:04:18 Bu E**

Iya, saya mengaplikasikan pembelajaran berdiferensiasi di mana saya terlebih dahulu mengenal karakteristik siswa. Kemudian saya, ya namanya

mengaplikasikan mengimplementasikan strategi pembelajaran yang sesuai dengan karakteristik siswa yang ada dalam kelas. Misalnya, materi apa yang mereka sukai, minat apa yang mereka sukai, kemudian toh mereka sukai, sehingga misalnya dalam pembelajaran teks mati apa tema apa yang mereka sukai itu yang mereka ambil sebagai topik mereka, misalnya dalam menulis atau dalam berdialog seperti itu.

00:04:58 Bu Laura

Oke ibu, apakah ibu sudah mendapatkan pelatihan tentang merdeka ini?

00:05:03 Bu Laura

Sudah ya dari sekolah atau bagaimana bu?

00:05:07 Bu E**

Dari sekolah maupun dari secara mandiri yaitu saya mengikuti secara online.

00:05:14 Bu Laura

Online ya berarti pakai platform merdeka mengajar ya bu ya.

00:05:20 Bu E**

Itu salah satunya pelatihan mandiri di sana. Ada juga yang pelatihan mandiri yang di apa diselenggarakan oleh misalnya lembaga lembaga lain seperti itu yang tetap berhubungan dengan IKM. Tapi tentu saja PMM yang pertama kita gunakan sebagai guru.

00:05:38 Bu Laura

Oke ibu lalu bagaimana pendapat ibu tentang kurikulum merdeka itu sendiri?

00:05:44 Bu E**

Menurut pendapat saya sejauh ini ya. Artinya kurikulum merdeka sangat mengakomodir. Kebutuhan atau berpihak kepada peserta didik di mana guru itu memberikan atau mencari strategi mana dalam proses pembelajaran yang bisa mengakomodasi semua kebutuhan siswanya dan memaksimalkan dan potensi siswa yang ada di dalam kelas itu yaitu tadi, salah satunya dengan pembelajaran berdiferensiasi. Sebelum kita memulai pembelajaran itu, kita juga harus melaksanakan asesmen diagnostik di mana dari situlah dari dari langkah itulah kita akan mengetahui peserta didik kita itu butuhnya apa, bagaimana menterinya, bagaimana melakukan proses pembelajarannya, di mana kita dari asesmen diagnostik itu bisa mendapatkan kesiapan siswa dalam belajar minatnya apa kemudian profil belajar. Sehingga otomatis ketika semua itu sudah tercover, materi pembelajaran itu akan lebih mudah dipahami oleh peserta didik kita.

00:01:07 Bu Laura

Terima kasih bu, lalu pola pikir seperti apa yang harus tertanam di benak ibu ketika akan melaksanakan pembelajaran bahasa Inggris dengan menggunakan kurikulum merdeka ini.

00:01:18 Bu E**

Artinya ya? Tentu saja saya harus mengenal dulu peserta didik saya baru saya bisa memilih materi apa yang bisa mengakomodasi dan bisa memaksimalkan potensi peserta didik saya di dalam kelas nantinya.

00:01:38 Bu Laura

Ibu lalu pertanyaan selanjutnya, bagaimana ibu mengimplementasikan kurikulum mereka itu dalam proses pembelajaran dan penilaian di kelas anda? Jadi walaupun tadi sebagian, apa sudah ibu singgung ya dalam proses pembelajarannya ini pertanyaan yang menekankan bagaimana implementasi ibu dalam proses pembelajaran dan penilaian di kelas ibu.

00:02:02 Bu E**

Ya tadi seperti saya singgung tadi bahwa dalam proses pembelajaran saya mengimplementasikan pembelajaran berdiferensiasi sementara untuk yang tadi, penilaian penilaian tadi saya lakukan saya di mana saya melakukan assesment dianostic dulu terlebih dahulu, baik ketika awal pembelajaran ataupun awal materi untuk mengetahui kesiapan belajar siswa saya seperti apa sehingga saya akan mudah kira kira saya akan memulai pembelajaran ini dari materi apa. Apabila saya sudah tepat atau artinya saya sudah sudah bisa menggunakan asesmen diagnostik ini, maka kan artinya siswa yang memang belum mampu untuk memahami materi inisiasi sudah tahu mana yang sudah sehingga saya bisa menyusun modul ajar yang nantinya akan digunakan dalam proses pembelajaran.

00:02:50 Bu Laura

Baik ibu. Lalu bagaimana reaksi siswa ibu belajar bahasa Inggris dengan penerapan kurikulum merdeka ini?

00:03:00 Bu E**

Memang saya pernah mengaplikasikan implementasi kurikulum merdeka ini pada siswa kelas 9. Khususnya itu untuk saya melihat bahwa dikelas saya itu rata rata anaknya untuk gaya belajarnya itu adalah kinestetik sehingga saya menggunakan strategi yaitu dengan menggunakan game. Di akhir pembelajaran saya bertanya bagaimana memahami materi. Wah menyenangkan happy jadi artinya tidak terlalu serius seperti itu sehingga pembelajaran pun akan lebih mudah dipahami oleh siswa. Jadi saya kemarin itu menggunakan strategi pembelajaran game untuk mengakomodasi gaya belajar siswa saya yang kinestetik.

00:03:50 Bu Laura

Jadi lebih fun ya bu ya dalam mengajar ya.

00:03:54 Bu E**

Sama gurunya juga siswa peserta didiknya juga.

00:03:57 Bu Laura

Tadi dengan penjelasan ibu tadi ini pertanyaan kita yang terakhir itu ya penjelasan ibu tadi bahwa ibu sudah melaksanakan kurikulum merdeka di dalam

pembelajaran ibu. Lalu bagaimana ibu melihat implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris sejauh ini?

00:00:00 Bu E**

Iya sudah artinya walaupun kami kan kebetulan saya ini ya mengajar kelas 9. Memang kami tidak mengimplementasikan kurikulum merdeka, tetapi kami mengambil artinya apa yang bisa kami aplikasikan seperti pembelajaran diferensiasi.

00:00:19 Bu E**

Walaupun memang kalau yang kita lihat dari ini ya mungkin bisa ya bu laura dari mungkin dari keluh kesah yang teman kelas 7.

00:00:28 Bu Laura

Boleh, boleh ibu

00:00:30 Bu E**

Jadi kalau dalam untuk yang tatap muka untuk yang tatap muka rata rata teman teman bisa mengaplikasikannya. Artinya kan? Kalau dalam Kurikulum Merdeka ini ada tatap muka ada yang untuk project ya, jadi teman-teman katakana kalau yang kelas 7 itu masih agak sedikit kesulitan untuk menyusun modul ajar project dan juga untuk mengimplementasikannya dan melaksanakannya dan juga nanti katanya juga mungkin masih kebingungan untuk penilaiannya. Jadi itu sih yang bisa kemarin ditanyakan dengan beberapa orang teman yang mengajar di kelas 7. Kalau kami kan kelas 8 kelas 9 memang tidak terlalu terasa karena memang kami belum melaksanakan IKM, tetapi keluh kesah dari teman teman kelas 7 kemarin seperti itu lah orang mungkin untuk tatap mukanya mereka tidak terlalu mengalami kesulitan. Mereka bisa beradaptasi langsung karena tidak terlalu beda ya modul ajar yang di IKM dengan yang di K 13 sebelumnya. Tapi ketika untuk yang kegiatan project penguatan profil pelajar Pancasila memang teman teman agak sedikit mengalami kesulitan baik dalam menyusun modul ajar ataupun nantinya mengevaluasi.

00:01:56 Bu Laura

Ibu, berarti tahun pelajaran 2022 2023 ini kelas 7 yang sudah melaksanakan IKM ya bu?

00:02:05 Bu E**

Iya Bu

00:02:06 Bu Laura

Oke untuk proyeknya udah berapa bu dalam satu tahun ajaran ini bu yang sudah dilaksanakan.

00:02:12 Bu E**

Kemarin kami berdiskusi dulu dengan ibu pengawas di Dinas ibu sofia. Jadi karena kami bukan sekolah penggerak dan kami masih memilih opsi belajar Mandiri belajar sehingga kami tidak di ditekankan ataupun tidak diminta untuk

mengimplementasikannya.

00:02:36 Bu E**

Secara keseluruhan. Jadi kalau kata beliau alangkah lebih baik walaupun kan sebenarnya kan? Kalau untuk tingkat CP itu proyek itu 2 sampai 3, 3 sampai 4 proyek ya satu tahun, tetapi untuk nantinya pas tahun ajaran ini sehingga kami terbiasa untuk proyek satu saja sudah cukup. Jadi kemarin kami baru melaksanakan satu proyek di mana kami mengambil tema itu, gaya hidup berkelanjutan di mana kami memilih topik tentang si darling siswa sadar lingkungan. Oh iya di tentang sampah. Sesuai dengan sesuai dengan kondisi sekolah yang banyak sampah, baik sampah, sampah plastik ataupun sampah dari daun daun Pohon pohonya. Ya karena SMP14 kan memang rindang jadi sampah itulah yang kami olah menjadi kompos terus yang untuk yang organik dan organik itu yang plastik itu menjadi seperti hiasan.

00:03:43 Bu Laura

Iya oke ibu.

00:03:45 Bu Laura

Sepertinya sudah selesai pertanyaan kita bu, terima kasih sudah mau menjawab hal hal yang terkait dengan kurikulum merdeka. Semoga di sekolah ibu juga pelaksanaan IKM dapat berjalan dengan baik dan juga nantinya untuk ke depannya kita bisa lebih baik lagi dalam melaksanakan IKM ini.

00:04:09 Bu E**

Iya.

Participant 4

00:00:07 Bu Laura

Oke selamat siang Bu L****.

00:00:12 Bu L****

Oke selamat siang ibu dewi laura.

00:00:15 Bu Laura

Terima kasih sudah mau ikut ambil bagian dalam wawancara karena memang kemarin sudah mengisi kuesioner untuk data saya dan sekarang adalah wawancara untuk supporting data di tesis saya. Terima kasih sudah mau meluangkan waktu untuk bisa menjawab pertanyaan pertanyaan yang akan saya ajukan, ibu.

00:00:41 Bu Laura

Boleh diperkenalkan diri ibu ke ke kita supaya kita tahu. Nama ibu, mengajar di mana lalu kelas berapa yang diajar seperti itu. Silahkan ibu.

00:00:54 Bu L****

Iya baik perkenalkan nama saya L**** saya mengajar di SMP Negeri 10 Kota Jambi dan untuk tahun ajaran 2022/2023 ini saya mengajar di kelas 9.

00:01:08 Bu Laura

Oke Bu.

00:01:10 Bu Laura

Pertanyaan ini langsung ke pertanyaannya bu ya, apakah sekolah ibu itu adalah sekolah penggerak?

00:01:17 Bu L****

Iya betul SMP 10 adalah sekolah penggerak angkatan pertama di kota Jambi.

00:01:22 Bu Laura

Lalu apakah ibu seorang guru penggerak?

00:01:28 Bu L****

Untuk saat ini belum.

00:01:30 Bu Laura

Belum menjadi guru penggerak.

00:01:33 Bu L****

Belum.

00:01:33 Bu Laura

Ya pertanyaan yang ketiga, bagaimana ibu mengenal karakteristik siswa ibu secara umum?

00:01:41 Bu L****

Biasanya saya bertanya di awal tahun ajaran ya. Biasanya saya bertanya kepada rekan rekan guru yang mengajar siswa tersebut. Di tahun sebelumnya saya biasanya mencari tahu siapa anak bermasalah, siapa anak yang menunjukkan progres yang baik dalam belajar kemudian. Mungkin ada hal hal tertentu terkait dengan anak. Saya biasanya tanya dulu ke guru yang mengajar atau wali kelas si anak sebelumnya, atau saya juga biasanya ngobrol juga sih dengan anak anak gitu ya, mengenai apa pelajaran mereka suka, apa kegemaran mereka dan juga saya biasanya sepiintas juga bertanya ke guru BK mau tahu ada anak anak ini yang memiliki masalah tertentu? Entah masalah keluarga, masalah dengan lingkungan dan sebagainya.

00:02:31 Bu Laura

Lalu pembiasaan seperti apa yang ibu terapkan pada siswa dalam proses belajar bahasa Inggris?

00:02:38 Bu L****

Kalau saya dari dulu setiap awal tahun ajaran baru atau setiap pertama kali masuk kelas, saya bikin komitmen dulu dengan siswa. Komitmen adalah siswa wajib membawa kamus setiap jam pelajaran bahasa Inggris karena memang dirasakan ya ini terputus bagi siswa saya di SMP 10 bahasa Inggris itu adalah mata pelajaran salah satu mata pelajaran yang mereka anggap sangat sulit karena mereka berasal dari latar belakang keluarga yang sangat sederhana. Pelajaran di luar dari jam sekolah mereka tidak ada yang les, mereka tidak ada yang ikut kursus dan sebagainya. Jadi memang begitulah yang ada sekolah saja. Sumbernya itu yang pertama, kemudian yang kedua, saya juga biasanya meminta siswa untuk mencatat setiap kosa kata baru yang mereka temukan di setiap pertemuan itu menjadi apa sebagai kamus saku mereka.

00:03:47 Bu Laura

Ya lalu pertanyaan selanjutnya bu, apakah ibu sudah mendapatkan pelatihan tentang kurikulum merdeka ini?

00:03:57 Bu L****

Pelatihan dari pusat belum, tetapi kami sekolah penggerak, jadi kami sudah diberikan sharing materi melalui workshop itu di setiap awal tahun ajaran sebelum kita menyusun apa menyusun modul ajar menyusun RPP. Dan sebagai macamnya itu biasanya kami mengadakan workshop di sekolah itu sudah kami dapatkan. Selain itu juga di PMM ini kan kita juga ada tuh pelatihan. Nah kita juga ngikuti.

00:04:41 Bu Laura

Mau tanya bu yang kalau PMM itu sudah ibu selesaikankah? Sudah berapa topik, Bu?.

00:04:49 Bu L****

Itu sudah hampir rampung, cuma saya masih terkendala di video praktik baik di

situ saya belum bisa menyelesaikan karena kebetulan akhir akhir ini kan saya ngajar kelas 9 kelas sudah selesai kemudian banyak urusan urusan mengenai ujian anak gitu, jadi belum terselesaikan di bagian itu.

00:05:29 Bu Laura

Sudah berapa tahun pelaksanaan kurikulum Merdekanya, bu?

00:05:31 Bu L****

Sudah berjalan 2 tahun, sekarang sudah kelas 8 kelas 7 sudah ada yang kemungkinan tahun depan ini ajaran baru besok kelas 9 nya juga sudah.

00:05:40 Bu Laura

Oh iya oke baik bu lalu pertanyaan selanjutnya mengenai kurikulum merdeka, bagaimana pendapat ibu tentang kurikulum merdeka ini?

00:05:51 Bu L****

Menurut saya menantang. Menantangnya gini kita yang biasanya guru sudah diberi pakem seperti ini. Ini harus selesai sekian lama materinya ini sudah tertata gitu sekarang dituntut untuk mengembangkan kreativitas kita untuk menyesuaikan dengan kondisi siswa kita gitu kan ya? Jadi sehingga kita memang betul betul selain harus menguasai materi, kita juga harus menguasai model pembelajaran kemudian mengenai karakteristik anak jadi kita lebih luas lagi cakupan kompetensi yang harus di buru gitu. Jadi saya rasa ini cukup menantang. Di satu sisi ini sangat sangat apa ya? Sangat menyenangkan kenapa? Karena tidak ada tuntutan tuntutan kurikulum harus tercapai, KKM harus melewati sampai target, kita juga dituntut untuk bekerja sedikit lebih keras. Itu kenapa? Karena kita harus memiliki inisiatif bagaimana menciptakan pembelajaran menyenangkan, bagaimana supaya anak tidak memiliki beban yang berat, belajar dengan kita gitu ya, karena semua anak memiliki minat yang sama ya kita. harus pandai pandailah.

00:00:25 Bu Laura

Oke ya terima kasih ibu lalu pola pikir yang seperti apa yang harus tertanam di benak ibu ketika akan mau memasuki pembelajaran nih. Mau melaksanakan pembelajaran bahasa Inggris dengan kurikulum merdeka ini.

00:00:40 Bu L****

Kalo saya menurut saya itu tadi harus memilah milah lagi, menyeleksi lagi materi apa saja nih yang sesuai dengan kebutuhan anak tersebut gitu ya? Karena mungkin anak yang satu kebutuhannya belum sampai di sana. Dia mungkin masih memiliki nilai yang masih rendah, sementara ada beberapa anak lain yang sudah menguasai itu, mereka harus maju lagi seperti itu berarti saya harus pandai pandai untuk memilah atau menyesuaikan karena materi yang cocok untuk anak sesuai dengan karakteristiknya tersebut gitu. Kemudian tidak lupa juga karena kita di kurikulum merdeka ini kan penguatan karakter ya titik beratnya kan juga pada penguatan karakter siswa. Jadi memang harus ada sedikit banyaknya melibatkan siswa ke dalam suatu project. Nah, terutama proyek yang ada unsur nilai Profil pancasilanya seperti Inggris. Nah ini kan bisa misalnya seperti ini di materi kelas

9 itu ada prosedur. Nah di prosedur teks itu kan anak nanti bisa untuk bekerja sama untuk apa? Misalnya presenting, demonstrating-menampilkan, mendemonstrasikan cara membuat sesuatu seperti itu. Kita kerja sama berbagi juga, kemudian disesuaikan juga dengan kemampuan si anak. Ada anak yang memang hobinya berbicara itu diberi porsi yang lebih untuk dia yang mengungkapkan atau mendemonstrasikan secara apapun ya literally apa bahasanya gitu misalnya. Sementara mungkin anak yang agak sedikit pemalu segala macam mungkin dia lah yang nanti akan mempraktekkan menuangnya atau meletakkan alat alat segala macamnya. Bisa satu sama lain bekerja sama dengan baik dengan porsi kemampuan mereka masing masing. Nah yang mereka tahu seperti itu melalui apa? Melalui ya itu tadi.

Apa namanya diskusi bersama kemudian bermufakat bermusyawarah dan bermufakat untuk menentukan apa yang terbaik yang bisa mereka lakukan dalam kelompok mereka.

00:02:53 Bu Laura

Oke ya ibu makasih bu. Lalu bagaimana tadi mungkin sedikit sudah ibu singgung ya bagaimana ibu mengimplementasikan kurikulum merdeka dalam proses pembelajaran dan juga penilaian di kelas ibu?

00:03:14 Bu L****

Kelas 9 kan saya sebenarnya masih menggunakan kurikulum 2013 tapi ya mengadaptasi beberapa hal penting yang ada di merdeka. Tujuannya apa? Jadi saya nanti mengajar betul betul full body mereka sudah tahu beberapa hal penting yang mendaftar di dalam kurikulum merdeka tersebut. Misalnya seperti ini saya mengadaptasi atau modifikasi RPP menjadi modul ajar, jadi saya membuat seperti modul ajar. Kemudian susun segala macam ruang lingkup. Pada anak itu secara kooperatif terutama dalam pelajaran. Supaya mereka bisa bekerja sama, mereka menciptakan suatu produk atau melakukan proyek bersama sama. Jadi itu juga sampai membentuk karakter kita juga upaya yang lebih menonjol bisa membantu yang ada sedikit lemah seperti itu. Dalam menerapkan kurikulum merdeka yang saya adaptasikan ke dalam kurikulum 2013.

00:04:53 Bu Laura

Untuk penilaiannya bu.

00:04:55 Bu L****

Oh iya untuk penilaiannya karena di kurikulum Merdeka sebenarnya kan kita tidak dinilai lagi. Tetap saya ambil penilaian tapi sifatnya hanya sebagai portofolio. Saya saja tidak termasuk ke dalam penilaian yang dimasukkan ke dalam rapor dan sebagai macamnya seperti itu.

00:05:21 Bu Laura

Oke ibu lalu yang pertanyaan yang 9 ini bagaimana reaksi siswa ibu ketika belajar bahasa Inggris dengan penerapan kurikulum merdeka ini, Bu?

00:05:30 Bu L****

Nah kebetulan siswa saya enggak tahu ya hampir rata rata semua kelas yang saya ajar itu kalau siswa sudah disuruh apa ya belajar dengan kerja sama, kemudian ada media pembelajaran yang ditampilkan di depan kelas, kemudian ada tugas yang jelas kita berikan KPD yang jelas kita berikan dibandingkan mengerjakan LK aja mereka jauh lebih responsif dan bertanggung jawab pada apa yang ditugaskan kepada mereka. Jadi saya rasa karena tidak ada tuntutan harus ini tercapai. Jadi mereka juga lebih ini lebih fleksibel dan menyenangkan seperti tidak memaksakan kalau dia mampunya cuma segitu ya sudah enggak apa apa mungkin dia dibidang lain mampunya seperti itu, jadi mereka juga senang tidak terbebani seperti itu.

00:06:27 Bu Laura

Iya, terima kasih ibu yang terakhir ini bu pertanyaannya kan tadi ibu bilang kalau sekolah itu adalah sekolah penggerak dan ibu juga. Walaupun ini masih adalah sedikit menggunakan kurikulum merdeka ya dalam pembelajaran. Lalu bagaimana ibu melihat implementasi merdeka dalam pembelajaran bahasa Inggris sejauh ini, Bu?

00:06:48 Bu L****

Kalau di sekolah kami saya rasa sudah cukup berjalan baik. Tapi ini udah tahun kedua ini . Di tahun pertama kami masih agak sedikit meraba, tapi di tahun yang kedua alhamdulillah sudah lumayan jauh berjalan baik. Kemudian diposisi mengajar mereka sudah mampu membuat modul ajar sendiri. Kami sudah melaksanakan itu proyek pelajaran, pembiayaan terutama integrasi beberapa mata pelajaran ya beberapa mata pelajaran kemudian membawa siswa untuk melakukan kunjungan ke Perajin batik. Nah itu macam guru yang terlibat ipa dan matematika ada guru bahasa Indonesia bagi 3 ya jadi kita mengembangkan proyeknya.

00:01:38 Bu Laura

Tahun 2022/ 2023 ini, sudah berapa proyek yang berjalan, Bu?

00:01:43 Bu L****

Ini sudah berjalan 2. Ya lupa 2 apa 3 ya? Antara itu lah 2 atau 3.

00:01:56 Bu Laura

Ya jadi sepertinya itu saja bu pertanyaan pertanyaan saya yang mengenai kurikulum Merdeka ini. Terima kasih untuk ibu yang telah menjawab pertanyaan pertanyaan saya.