

**THE IMPLEMENTATION OF *MERDEKA* CURRICULUM IN ENGLISH  
TEACHING LEARNING AT THE SEVENTH GRADE OF SMPIT INSAN  
MULIA SURAKARTA IN THE ACADEMIC YEAR 2022/2023**

**THESIS**

Submitted as A Partial Requirements for the Undergraduate degree



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*Assalamu'alaikum Wr. Wb.*

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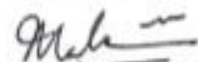
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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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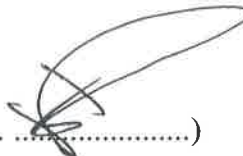


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## RATIFICATION

This is to certify the *Sarjana* thesis entitled “*The Implementation of Merdeka Curriculum in English Teaching Learning at the Seventh Grade of SMPIT Insan Mulia Surakarta in the Academic Year 2022/2023*” by Arum Ambar Sari has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in the English Language Education.

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## **DEDICATION**

1. My beloved parents (Mr. Loso (Alm) and Mrs. Suryani) who always pray, support and motivate me so that I can reach this level.
2. My lovely siblings who always support me.
3. My Almamater UIN Surakarta.

## **MOTTO**

Allah does not charge a soul except [with that within] its capacity.

(Al-Baqarah: 286)

Surely, there is ease after hardship.

(Al-Insyirah: 6)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*The Implementation of Merdeka Curriculum in English Teaching Learning at the Seventh Grade of SMPIT Insan Mulia Surakarta in the Academic Year 2022/2023*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 12 April 2023

Stated by,



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## ACKNOWLEDGEMENT

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The researcher is sure that this thesis would not be complete without help, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular the readers in general.

Surakarta, 8 May 2023

The Researcher

Arum Ambar Sari



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## ABSTRACT

Arum Ambar Sari, 2023. *The Implementation of Merdeka Curriculum in English Teaching Learning at the Seventh Grade of SMPIT Insan Mulia Surakarta in the Academic Year 2022/2023*. Thesis. English Language Education, Faculty of Cultures and Languages.

Advisor : Nor Laili Fatmawati, M.Pd.

Key Words : Implementation, Merdeka Curriculum, Teacher's Problem

The objectives of this research was to describe the implementation of the *Merdeka* Curriculum in English teaching learning and to find the teacher's problems during the implementation of the *Merdeka* Curriculum in English teaching learning at the seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023.

In this study, researcher apply a qualitative descriptive method. Researcher collect data through observation, interview, and documentation. The data were obtained from two class observations from seventh grade and interview with English teacher. The researcher uses data analysis techniques from Miles and Huberman which has three stages: (1) Data Reduction, (2) Data Display, (3) Drawing conclusion and Verification. For the validity of the data, researcher used the Triangulation Methodology.

The results of the study show that the *Merdeka* Curriculum has been implemented in English teaching learning. The teacher makes *Alur Tujuan Pembelajaran* and *Modul Ajar* based on *Merdeka* Curriculum that is adapted to the characteristics of the educational unit. The teacher has also implemented a learning cycle and conducted an assessment based on the *Merdeka* Curriculum. Learning components in the form of objectives, materials, methods, media and evaluation have been fulfilled in English teaching learning. The problem faced by the teacher are the limited time to design differentiated learning based on the individual needs of students and the teacher cannot maintain student enthusiasm until the end of the lesson.



## CHAPTER I

### INTRODUCTION

This chapter presents the Background of the Study, Identification of the Study, Limitation of the Study, Statement of the Problem, Objectives of the Study, Benefit of the Study, and Definition of Key Terms.

#### A. Background of the Study

In education, the curriculum is one of the important things because it is an overall plan or design for a course and how the content of a course is transformed into a general picture for teaching and learning that allows the desired learning outcomes to be achieved (Richards, 2013). In Indonesia, the implementation of the curriculum has undergone various changes and improvements, at least 10 curriculum changes have affected learning styles since the beginning of independence. Starting from the 1947 Curriculum to the recently hotly discussed “*Merdeka Belajar*”.

*Merdeka Belajar* launched by the Ministry of Education and Culture under the instructions of Nadiem Makarim adds to the fact that in less than 10 years, Indonesia has made curriculum updates 3 times (Sugiri & Priatmoko, 2020). These changes are response to the challenges and changes in Indonesia from time to time that are all sophisticated to make Indonesian education better, both in terms of learning objectives, models, strategies that are in accordance with the implementation of learning. With these changes, Indonesia hopes to prepare students who have good potential in both academic and non-academic.

The shift from the 2013 Curriculum to the *Merdeka* Curriculum has resulted in many changes at the stages of planning, implementing and evaluating learning. One of them is the existence of new terms such as *Alur Tujuan Pembelajaran (ATP)*, *Modul Ajar (MA)*, *Capaian Pembelajaran (CP)*, *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)*, *Profil Pelajar Pancasila*, diagnostic assessments, student reflections and teacher reflections, all of which aim to strengthen the competence of both students and teachers (Hardanie, 2022). This change indeed encourages teachers to continue learning and adapting to effectively implement the new learning paradigm of the *Merdeka* Curriculum.

Minister Nadiem mentioned several advantages in implementing of the *Merdeka* Curriculum. One of them is simpler and more in-depth because this curriculum will focus on essential materials and the gradual development of student competencies. The teacher will teach according to the stages of student achievement and development. In the *Merdeka* Curriculum, a learning approach that refers to the level of achievement or ability of students is called Teaching at the Right Level (TaRL). Teaching at the right level (TaRL) does not refer to the class level, but refers to the student's ability level (Kemendikbud, 2022b).

In the *Merdeka* Curriculum there is *Kurikulum Operasional Satuan Pendidikan (KOSP)* which contains all plans for the learning process to be held in educational units. *KOSP* is used as a guideline for all implementation of learning in educational units and is developed according to the needs of

students and educational units so that they become more meaningful. The school has the authority to develop and manage curriculum and learning in accordance with the characteristics of the education unit and students (Kemendikbud, 2022a).

The *Merdeka* Curriculum is expected to be able to respond to the rapid globalization that has entered the 21<sup>st</sup> century. So that the demands of the times encourage an educational institution to always be adaptive and solution to the curriculum. Contextually, many things affect change, including changes in the national curriculum. So far, community needs are uncertain and even tend to be difficult to predict. The need for education is no exception, including English subjects which are the needs of the community, especially students.

The implementation of *Merdeka* Curriculum in teaching English requires a lot of processes, time, and readiness which causes some changes in the learning system. The implementation of *Merdeka* Curriculum is carried out as comfortably as possible in order to facilitate the process of interaction between teachers and students. This is in accordance with the *Merdeka* Curriculum where the attainment of at least six English language skills refers to the Common European Framework of Reference for Languages: Learning, Teaching Assessment (CEFR). CEFR reflects the visible specifications of the student's ability to maintain interaction and convey something desired.

In implementing the *Merdeka* curriculum, teachers must understand the *Alur Tujuan Pembelajaran (ATP)*, *Modul Ajar (MA)*, Project Modules, to evaluating student progress (Nurhidayat et al., 2022). This shows that a teacher

has a strategic role in realizing national education goals in terms of teaching and educating, so it needs to be focused on developing the potential of the teacher as a profession that is moral, obeys rules, upholds professionalism and competent. Other parties that have influence to support the implementation of the *Merdeka* Curriculum are educational institutions, or more precisely the school principals. In the *Merdeka* Curriculum, students serve as learning centers or are called Student Centers. Students are considered as the essence of education so that they become the main target when the learning process must have a facilitator to develop their talents, interests and potential in the field of English. Facilitators are teachers, principals and staff.

Various relevant studies that have been conducted related to the *Merdeka* curriculum. As research Aini Qolbiyah et al. (2022), discusses the implementation of the Independent Learning Curriculum at the driving school. In this study it was explained that infrastructure and facilities are crucial for the successful implementation of the Independent Curriculum in driving schools. Furthermore, research conducted by Susilowati (2022), regarding the implementation of the *Merdeka* Curriculum in the formation of student character in Islamic Religious Education subjects. However, all of the relevant research does not focus on the implementation of the *Merdeka* Curriculum in learning English which is a novelty form this research.

In this study, the school chosen SMPIT Insan Mulia Surakarta. Based on information obtained from <https://smpit.insanmulia.sch.id/profil-sekolah/>, SMPIT Insan Mulia is one of the new institutions that has been recognized by

the general public, both in terms of quality and quantity, as evidenced by the number of students who have fulfilled it. This school has three grades. The grades are seventh grade, eighth grade and ninth grade. Each class consists of 3 classes. At this time, SMPIT Insan Mulia Surakarta uses *Merdeka* Curriculum and K13. The implementation of the two curricula is because schools make gradual adjustments. For the *Merdeka* Curriculum, it is applied in grade 7, for grades 8 and 9 it is still using K13. Therefore, the researcher will conduct research in seventh grade.

Based on the results of pre-research conducted by Researcher in October 2022, the researcher got information from interview with Mrs. VZM as an English teacher at SMPIT Insan Mulia Surakarta, she said that she was still confused in understanding the *Merdeka* Curriculum and felt that she was not appropriate in carrying out learning according to the *Merdeka* Curriculum. However, the researcher also saw directly the teaching and learning activities at SMPIT Insan Mulia Surakarta, in learning English in the classroom the researcher saw the teacher doing a pretest. Then, the teacher formed groups based on the results of the pretest. This shows that teacher at SMPIT Insan Mulia have a strong will to carry out teaching and learning activities based on *Merdeka* Curriculum where learning is adapted to the needs of students. As evidenced by the existence of group division based on the results of the pretest, namely based on student readiness, collaborating and also mapping the material.

Based on the explanation above, the researcher interested in doing research entitle **THE IMPLEMENTATION OF *MERDEKA* CURRICULUM IN ENGLISH TEACHING LEARNING AT THE SEVENTH GRADE OF SMPIT INSAN MULIA SURAKARTA IN THE ACADEMIC YEAR 2022/2023.**

### **B. Identification of the Problem**

Based on the background of the study, the researcher identified some problem follows:

1. The *Merdeka* Curriculum provides flexibility for educators to create materials based on student needs.
2. The *Merdeka* Curriculum provides a wide and free space for students to maximize their potential.
3. To improve the quality of education, the curriculum must be perfected.

### **C. Limitation of the Problem**

To avoid misinterpretation in this study, it is necessary for researcher to limit the problem. The researcher limits the study in analyzing the implementation of *Merdeka* Curriculum and the problems of teacher in implementing it in English teaching learning at the seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023.

Researcher limit the object of research to class VII B and VII C because researcher only allowed to conduct research in female classes, so that only these two classes can be research objects. In this study, Researcher will only

focus on the subject matter of “My Schedule” in the second semester. The researcher chose this material because based on the *Modul Ajar* from the teacher, the material was very interesting for students.

#### **D. Statement of the Problem**

Based on the background of the study, the researcher identifies the problem, as follow:

1. How is the implementation *Merdeka* Curriculum in English teaching learning at the seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023?
2. What teacher’s problems are encountered during the implementation of the *Merdeka* Curriculum in English teaching learning at the seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023?

#### **E. Objectives of the Study**

Based on the statement of the problem above, the objectives of this study are:

1. To describe the implementation of the *Merdeka* Curriculum in English teaching learning at the seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023.
2. To find the teacher’s problems during the implementation of the *Merdeka* Curriculum in English teaching learning at the seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023.

## F. Benefit of the Study

Based on the objectives of the study above, this study are benefits both theoretically and practically.

### 1. Theoretical benefits

Theoretically, the benefits of the study are follows:

- a. The findings of this study are expected to increase knowledge about the implementation of *Merdeka* Curriculum in English teaching learning.
- b. The findings of this study are expected to be used as a reference by other Researcher who want to conduct research on the implementation of *Merdeka* Curriculum in English teaching learning.

### 2. Practical benefits

Practically, the benefits of the study are follows:

- a. For the English teachers

The findings of this study are expected to provide an overview to English teachers in implementing *Merdeka* Curriculum in teaching English. In addition, it is also a motivation to improve the professionalism to teachers and add experience on how to teach based on *Merdeka* Curriculum. So that it can be used to develop knowledge as well as its ability to organize teaching and learning activities.

- b. For school principal

The findings of this study are expected to be a source of information and evaluation to determine the stages of planning and



implementing teacher learning in accordance with the *Merdeka* Curriculum.

c. For the other researcher

The findings of this study are expected to be used as a reference for other Researcher who will conduct studies on the *Merdeka* Curriculum and give some considerations about the feasibility of replication or further research on different research design and inspire other research on other related issues.

d. For the researcher

The findings of this study are expected to provide new understanding and direct experience to researcher. So that it can increase knowledge and become a more concrete reference if later the researcher is involved in the world of education, especially in implementing *Merdeka* Curriculum in teaching English at Junior High School.

## **G. Definition of Key Terms**

Definitions of key terms need to be provided to avoid misunderstanding and misinterpreting the research. In this study, researcher would like to convey some words related to research, namely:

### **1. Curriculum**

Richards (2013) claims that the term curriculum is used to refer to the overall plan or design for a course and how the course content is transformed into an overview for teaching and learning that enables the

achievement of desired learning outcomes. In other words, the curriculum is a reference or direction used as guide by an educator in carrying out learning activities to achieve certain goals. With the curriculum the teaching and learning process has a direction in educating students.

## 2. *Merdeka* Curriculum

According to BSNP or the National Education Standards Agency, the definition of *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 the teacher has the freedom to choose a variety of teaching tools so that learning can tailored to the learning needs and interests of students. The curriculum or *Merdeka Belajar* program was launched by the Minister of Education, Culture, Research, and Technology (Mendikbud Ristek) Nadiem Makarim as a form of evaluation for improving the 2013 curriculum. Previously, this curriculum was also referred to as the Prototype Curriculum which is one part of the government's efforts to produce the next generation more competent in various fields.

## 3. Implementation

According to (Mesnadi, 2018), implementation is an act of a plan that has been prepared carefully and in detail. Implementation is an action or application as an evaluation. Implementation is usually done after the planning.

#### 4. Teaching

According to (Bennions, 2015), teaching is a process of training through the formation of habits, acquiring knowledge, cultivating ideals and establishing permanent interests. Teaching is guiding and facilitating learning, enabling learners to learn, setting for learning. Teaching is an activity carried out by teachers in the learning process. This activity involves several students and a teacher as a leader in the class.

#### 5. Learning

According to (Ambrose et al., 2010), Learning is a process that leads to change, which occurs as a result of experience and increases the potential for future performance improvement. Changes in students can occur at the level of knowledge, attitude or behavior.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

In this chapter the researcher presents about theoretical description, previous study, rationale, and hypothesis.

#### **A. Theoretical Description**

##### **1. Definition of Curriculum**

Hamalik (2014) states that the notion of curriculum is taken from the Latin “Curriculae” which means the range that must be taken by runners. Then, Hamalik also defines that the curriculum is a period of time education that must be taken by students in order to obtain an education certificate. Another definition put forward by Caswell and Campbell as quoted by Sukiman (2015) that curriculum is all experiences that children have under the guidance of teachers.

Furthermore, as quoted by Hilda Taba in Fadlilah's book (2014), Hilda Taba said that the curriculum is a learning plan; therefore, what is known about the learning process and individual development has an effect on shaping the curriculum. So, it is explained that the curriculum is a learning plan that includes various learning guidelines and learning outcomes. In conclusion, the curriculum is the core of education that is used as a reference for educational elements to achieve educational goals

Marsh (2004) also explains that the curriculum is (a) all planned learning that is the responsibility of the school, (b) all experiences that

students have under the guidance of the school, (c) the totality of learning experiences provided to students so that they can acquire general skills and knowledge in various places of learning, and (d) all experiences that students have during their life. From this definition, it can be concluded that the curriculum is a plan consisting of learning experiences given to students, so that they can achieve their learning goal in terms of skills and knowledge.

Based on some of the definitions above, it can be concluded that the curriculum is an educational program or device that contains teaching materials and learning experiences that are programmed, planned and systematically designed on the basis of applicable norms and used as guidelines in the learning process for education staff and students to achieve maximum educational goals.

## **2. Definition of *Merdeka* Curriculum**

The *Merdeka* Curriculum according to the National Education Standards Agency (BSNP) 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.

The *Merdeka* Curriculum was launched by the Minister of Education, Culture, Research, and Technology Nadiem Makarim as a form

of evaluation of the 2013 Curriculum improvement. Previously, this curriculum was also referred to as the Prototype Curriculum which is one part of the government's efforts to produce a more competent next generation in various fields.

*Merdeka Belajar* is one of the programs initiated by the Minister of Education and Culture Mr. Nadiem Makarim who wants to create a fun learning atmosphere. According to Syukri in Saleh (2020), *Merdeka Belajar* means an educational process that must create a pleasant atmosphere for students, teachers, parents, and everyone. The purpose of *Merdeka Belajar* is to explore the greatest potential of teachers and students, and improve the quality of learning by giving teachers the freedom to choose how to deliver the curriculum or teaching methods that are in accordance with the competencies of their students (Kemendikbud, 2019a).

According to Hariawan Birawa in Saleh (2020), *Merdeka Belajar* depends on the desire that educational outcomes provide better quality and produce students who are not only good at memorizing, but also have sharp analytical thinking skills and a comprehensive understanding of learning to improve themselves. The concept of *Merdeka Belajar* is to return education to the essence of the law to give schools independence to understand the basic competencies of the curriculum as their assessment (Kusmaryono, 2020).

According to Hamdani (2022), the *Merdeka* Curriculum is a curriculum with diverse learning. The *Merdeka* Curriculum is applied to practice independence in thinking. The concept is determined by each individual in it. Baderan & Indrajit (2020), state that the concept of the *Merdeka* Curriculum is a form of freedom for school, teachers, and students to think and innovate in independent, creative, and responsible learning in a pleasant atmosphere.

According to the Ministry of Education and Culture in Sintia (2021), *Merdeka Belajar* is to give freedom and autonomy to educational institutions and be free from bureaucratization. The core of *Merdeka Belajar* is that schools, teachers and students have the freedom to innovate, freedom to learn independently and creatively (Kemendikbud, 2019b). *Merdeka Belajar* focuses on the freedom to learn independently and creatively. Teachers are also expected to be the driving force to take actions that lead to the best for students.

Currently, the learning system is still based on teachers, so it often causes boredom. In addition, the Indonesian education system which still relies on ranking which creates a gap between smart students and regular students. It doesn't stop there, sometimes parents also feel burdened if their child doesn't get a ranking. This is very bad if applied to the world of education, because children actually have their own intelligence or what is called multiple intelligence.

Multiple intelligence is a theory developed by Dr. Howard Gardner is a psychologist of modern technology at Harvard University, where according to Gardner intelligence is defined as the capacity to solve problems and create products in a conducive and natural environment. The potential possessed by children must be appreciated, many children experience obstacles or difficulties in learning but if their intelligence is appreciated and continues to be developed, children will excel in their fields. So that later it will form a competent person and have a character that is embedded in him (Baro'ah, 2020).

### **3. Basic Implementation of the *Merdeka* Curriculum**

The basis for implementing the *Merdeka* Curriculum refers to Decree of the Minister of Education, Culture, Research and Technology Number 56 of 2022 concerning guidelines for the implementation of curriculum in the context of learning recovery (*Merdeka* Curriculum) as a complement to the previous curriculum. This Ministerial Decree stipulates 16 decisions, namely as follows:

- a. Education units need to develop a curriculum with the principle of diversification in accordance with the conditions of the education unit, regional potential, and students.
- b. Curriculum development refers to the 2013 Curriculum, the simplified/revised 2013 Curriculum, and the *Merdeka* Curriculum.



- c. The curriculum refers to the National Education Standards to realize the goals of national education.
- d. Curriculum 2013 is implemented according to legislation
- e. The simplified 2013 Curriculum is determined by the head of the main unit in charge of curriculum, assessment, and bookkeeping.
- f. The *Merdeka* Curriculum is regulated in the attachment to the Decree of the *Mendikbudristek*.
- g. Fulfilling the workload and structuring the linearity of certified teachers in the implementation of the 2013 Curriculum and the simplified 2013 Curriculum are carried out in accordance with statutory regulations.
- h. Fulfillment of the workload and structuring the linearity of certified teachers in the implementation of the *Merdeka* Curriculum is regulated in Appendix II of this decree.
- i. Participants of the *Penggerak* School program and the SMK Pusat Keunggulan program use the *Merdeka* Curriculum and fulfill the workload and linearity according to the two attachment to this decree.
- j. The simplified 2013 Curriculum can be applied from class I to class XII.
- k. The *Merdeka* Curriculum is implemented in stages with the following provisions.
  - l. 1<sup>st</sup> year: Age 5 & 6 years (grade 1, 4, 7, and 10)
  - m. 2<sup>nd</sup> year: Age 4-6 years (grade 1, 2, 4, 5, 7, 8, 10, and 11)
  - n. 3<sup>rd</sup> year: Age 3-6 years (grade 1-12)

- o. The implementation of the curriculum uses the main text book set by the Book Center.
- p. The *Merdeka* Curriculum will take effect in the 2022/2023 academic year.

This decisions revokes the following 2 rules.

- a. Decree of the *Mendikbud* Number 719/P/2020 concerning guidelines for implementing the curriculum in an education under special conditions.
- b. Curriculum provisions as well as workload and linearity in the *Penggerak* School program and the SMK Pusat Keunggulan program (Kepmendikbudristek Number 56 of 2022).

#### **4. The Objective of the *Merdeka* Curriculum**

According to Decree of the Minister of Education, Culture, Research and Technology (Number 56 of 2022), during the Covid-19 era, education in Indonesia was backward and left behind. The *Merdeka* Curriculum policy is a solution to the backwardness of education in Indonesia. The objective of the *Merdeka* Curriculum is to answer the problems of previous education. The existence of this curriculum will direct in developing the potential and competence of students. This curriculum serves to develop potential, one of which is the learning process that is designed to be relevant and interactive. This learning will make students more interested and able to develop issues in the environment.

Based on the *Merdeka Belajar* program, all Indonesian people who are affiliated with education strive to have independence in thinking. Independence in thinking in achieving better educational goals and improving the culture and character of the nation. The objectives in the *Merdeka Belajar* program are prioritized in order to obtain an education system that is beneficial for the life of the nation and state (Asfiati, 2020).

*Merdeka Belajar* certainly aims to improve the learning process. *Merdeka Belajar* is starting to become a good momentum for the world of education in achieving goals and expectations that are able to support welfare between ratios and creativity in the teaching and learning process (Christianna, 2019). The *Merdeka Belajar* program is an alternative to develop creative thinking and a free creative process through a variety of activities.

According to Asfiati (2020), the goal of *Merdeka Curriculum* is to create a fun learning and enjoyable learning atmosphere without being burdened with certain values and achievement targets. The learning system is designed in such a way as to form the character of intelligent students with multiple intelligence and multiple talents.

## **5. Advantages of the *Merdeka Curriculum***

The advantages of the *Merdeka Curriculum* according to Hamdani (2022) are as follows:

a. Simpler and deeper

The essential material is the focus of the *Merdeka* Curriculum. Simple and deep learning without haste will be more absorbed by students. Deep learning with a fun design will make students more focused and interested in learning.

b. More independent

The *Merdeka* Curriculum is a benchmark in designing learning. The concept of independence that is given gives freedom to the teacher in designing the learning process according to the needs and learning outcomes.

c. More relevant and interactive

Learning process activities that are more relevant and interactive will have a good impact when applied in the learning process. Interactive learning will make students more interested and able to develop their competencies.

## **6. Implementation of *Merdeka* Curriculum Development in SMP**

### **a. *Merdeka* Curriculum Structure in SMP**

Basically, the *Merdeka* Curriculum refers to the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 13 of 2022 which states that the structure of the junior high school curriculum consist of intra-curricular

learning, projects to strengthen the profile of Pancasila students, and extracurricular.

The allocation of lesson hours in the curriculum structure is written in total in one year and is equipped with suggestion for allocation of lesson hours if delivered on a regular/weekly basis. There is no change in total lesson hours, only lesson hours for each subject is allocated for two learning activities, namely intra-curricular learning and the P5 (co-curricular). For intra-curricular learning as much as 75% and 25% co-curricular.

Exams to assess student competence can be carried out in the form of written test or other more comprehensive forms of assessment such as portfolios and assignments (group assignments, written works, and so on). Teachers and schools are more independent in assessing student learning outcomes (Parmono et al., 2021).

Learning according to the stage of student achievement is one of the passions in *Merdeka Belajar*. Teaching to students is adjusted to their level of achievement and initial ability. First, the teacher conducts an assessment of the learning level of students, students are then grouped based on the level of achievement and similar abilities. Furthermore, the teacher provides teaching interventions and various learning activities according to the learning level. The teacher teaches

the basic skills that students need and tracks their progress (Hamdani, 2022).

Rahayu & Indrajit (2020), stated that the Minister of Education and Culture urges all teachers to start moving in changing the way of learning in their respective classes, as follows:

- 1) Invite discussion, not just listen;
- 2) Provide opportunities for students to teach in class;
- 3) Initiate a project involving the whole class;
- 4) Find a talent in students who lack self-confidence;
- 5) Offer help to teachers who are having difficulties.

**b. Stages of Implementation of the *Merdeka* Curriculum in SMP**

**1) Orientation or Need**

According to Hamdani (2022) implementation of curriculum development has an orientation the needs. Implementation that is oriented to needs will make it easier for teachers to see problems from different perspective. The implementation that is carried out only focuses on the basic things and considered important in the teaching and learning process. Among these are the following:

- a) Information technology in education

In the world of education, technology considered important to support all processes. The current educational

process cannot be separated from communication media such as computers, internet, and so on.

b) Character education

Today, character education needed not only at school, but at home and in the social environment. Even now, character education participants are no longer young learners to teenagers, but also adults (Omeri, 2015). The benchmark for educational success is not only measured by grades, but strong character is also a benchmark.

**2) Initiation**

Good initiation will minimize misunderstanding of curriculum development. Moreover, in the world of education we can know that the previous curricula also had the same obstacle, namely not all teachers understood the applicable (Safitri & Oktaviana, 2017). The initiation stage focuses on accepting the curriculum development that has been designed together, in practice, curriculum development certainly has many problems. For example, adjustments that require a lot of time, inadequate human resources to keep up with these developments. The initiation stage have a role to answer these problems (Hamdani, 2022).

### 3) Implementation

According to Hamdani (2022), the implementation of *Merdeka* Curriculum at the Junior High School level has a wider scope. This is related to the achievements that must be obtained at this level of education. The implementation activities consist of the following:

#### a) Provision of teaching tools

Existing curriculum development can be included in teaching tools used in education. The results of curriculum development can be in the form of *Modul Ajar*, projects to strengthen the profile of Pancasila students, digital platforms that are oriented towards *Merdeka Belajar*, and similar innovations that support the development of the curriculum. The material in the *Merdeka* Curriculum development is more flexible and adapts to the needs of students and teachers.

#### b) Training and provision of learning resources

The following are some things that can be done so that teacher can understand the method of applying the curriculum.

- Micro learning training in digital applications oriented to the development of the *Merdeka* Curriculum;
- Provide various resource persons in the *Merdeka* Curriculum training;



- Using learning resources in the form of videos, e-books, and similar instruments for teachers related to curriculum development;
- Form a community to maximize the implementation of the *Merdeka Curriculum*.

c) Guaranteed teaching hours

All teachers adjust learning to the specified hours. In addition, the learning carried out also prioritizes the practice of theory.

#### **4) Institutionalization or Sustainability**

Sustainability basically involves all parties related to curriculum development. In another sense, the curriculum that is made is not immediately carried out and abandoned without giving a meaningful mark to the existing world of education. Sustainability of the curriculum created must be done. Thus sustainability can be realized with high consistency of every part involved in it. Consistency with students will also provide a better understanding of the topic being discussed (Suwandi, 2020).

#### **5) Maintenance**

Implementation of curriculum development is not immediately carried out and left alone, maintenance of the curriculum is the main thing that needs to be done. The

implementation of the development of the *Merdeka* Curriculum at the Junior High School level is certainly different from the scope of the elementary school. At this time, students are still looking for their identity so they will try new things. In addition, students also need to make adjustments to the changes that are starting to arise (Hastutiningtyas & Maemunah, 2021).

This is also in line with the opinion of Indriana & Salam (2022), they explained that Junior High School students basically still have unstable characteristics because they enter the first puberty period. They tend to try all things, even bad things that are less commendable because of their sense of high curiosity.

## **7. The Differences between the 2013 Curriculum and the *Merdeka* Curriculum**

The *Merdeka* Curriculum has special characteristic, including the process of learning activities based on projects to develop the potential of students' special skills while prioritizing students' personal characters such as: faith, piety, mutual cooperation, global, creative and critical. Another character of this curriculum is that it focuses more on the essence of each learning material so that the competency values in the literacy and numeracy fields are fulfilled. In addition, teachers as educators are more flexible in terms of adjusting local content according to the capacity of their students.

Based on Nisa' (2022), the following is a comparison of the 2013 Curriculum and the 2022 *Merdeka* Curriculum:

Table 2.1

Differences between the 2013 Curriculum and the *Merdeka* Curriculum

No	Component	2013 Curriculum	<i>Merdeka</i>
1	Basic framework	Based on the objectives of the national education system and national education standards	Based on the objectives of the national education system and national education standards and develop the <i>Profil Pelajar Pancasila</i> .
2	Targeted competence	<i>Kompetensi Inti (KI)</i> and <i>Kompetensi Dasar (KD)</i>	Learning outcomes are compiled for each phase (KI and KD are integrated) and there is <i>Alur Tujuan Pembelajaran</i>
3	Curriculum structure	Allocation of lesson hour is set every	The allocation of lesson hour is

		<p>week and has been systemized.</p> <p>Still focused on intra-curricular learning.</p>	<p>regulated every year according to the conditions of the education unit.</p> <p>The first two lessons, namely intra-curricular and co-curricular.</p>
4	Learning	<p>Learning uses a scientific approach for all subjects.</p>	<p>Strengthening differentiated learning according to the stage of student achievement.</p>
5	Assessment	<p>a. Formative and summative assessment to detect the need for continuous improvement of student learning outcomes.</p>	<p>a. Strengthening the formative assessment to design learning according to the stage of student achievement.</p> <p>b. Authentic assessment,</p>

		<p>b. Authentic assessment of each lesson.</p> <p>c. Assessment of 3 domains, namely attitude, social, and spiritual.</p>	<p>especially the P5</p> <p>c. There is no separation of attitude, social, and spiritual assessment.</p>
6	Teaching tools provided by the government.	Textbooks and non-text books.	<p>Textbooks and non-text books.</p> <p>Examples of <i>Modul Ajar</i>, <i>Alur Tujuan Pembelajaran</i>, examples of P5, examples of the operational curriculum of education units.</p>

## 8. English Learning Achievement in the *Merdeka* Curriculum

### a. The Rational of English Subjects

According to the educational curriculum and assessment standards agency in the *Merdeka Mengajar* platform, English is one of

the dominant languages used globally in the aspects of education, business, trade, science, law, tourism, international relations, health, and technology (Kemendikbud, 2021). Studying English gives students the opportunity to communicate with citizens of the world from different cultural backgrounds. By mastering English, students will have a greater opportunity to interact using various texts. From these interactions they gain knowledge, learn various skills, and human behavior needed to be able to live in a diverse world culture.

In the *Merdeka Mengajar* platform, it is explained that learning English at the secondary schools in the national curriculum provides opportunities for students to open up insight related to themselves, social relations, culture, and job opportunities that are available globally (Kemendikbud, 2021). Learning English gives students the ability to gain access to the outside world and understand different ways of thinking. Their understanding of this socio-cultural and intercultural knowledge can improve their critical thinking skills. By understanding other cultures and their interactions with Indonesian culture, they develop a deep understanding of Indonesian culture, strengthen their identity, and respect differences.

Based on *Merdeka Belajar* platform, English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner in various types of texts. The

minimum learning achievement of six English skills refers to the Common European Framework of Reference for Languages: Learning, Teaching Assessment (CEFR). CEFR reflects a specification that can be seen from the ability of students to maintain interaction and convey something desired, in various contexts with clear articulation; express the main ideas to be conveyed comprehensively; and maintain communication even though sometimes there are still gaps (Kemendikbud, 2021).

English learning in secondary schools is expected to help students succeed in achieving the ability to communicate in English as part of life skills. The approach used in learning English is a genre-based approach, namely learning is focused on text in various modes, both oral, written, visual, audio, and multimodal. This is in accordance with the statement by Halliday & Matthiessen (2014) that “when people speak or write, they produce text, and text is what listeners and readers engage with and interpret.” According to Emilia (2011), there are four stages in the genre-based approach and these four stages are carried out in a discussion on the same topic.

1. Building Knowledge of the Fields (BKOF): The teacher builds knowledge or background knowledge of students on the topic to be written or discussed. At this stage, the teacher also builds the cultural context of the text being taught.

2. Modelling of the Text (MOT): The teacher provides a model or example of a text as a reference for students in producing works, both orally and in writing.
3. Joint Construction of the Text (JCOT): The teacher guides the students and jointly produce the text.
4. Independent Construction of the text (ICOT): Students produce spoken and written texts independently.

English learning in the national curriculum helps students to prepare themselves to become lifelong learners who have a profile of Pancasila students such as faith and noble character, independent, critical, creative, mutual cooperation, and global diversity. This profile can be developed in learning English because the learning is dynamic and fluid, which provides opportunities for students to be involved in the selection of texts or types of learning activities. English language learning has the opportunity to achieve the profile of Pancasila Students through written, visual, oral text, and activities developed in the teaching and learning process.

#### **b. English Course Objectives**

Based on (Kemendikbud, 2021), English subjects aim to ensure that students can do the following:

1. Develop communicative competence in English with various multimodal texts (oral, written, visual, and audiovisual).



2. Develop intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.
3. Develop confidence to express yourself as an independent and responsible individual.
4. Develop critical and creative reasoning skills.

**c. Characteristics of English Subjects**

Below are the characteristic of English subject based on the (Kemendikbud, 2021):

1. There are various types of texts taught in English, such as narratives, descriptions, special texts (short messages, advertisements), and authentic texts. These various texts are presented not only in the form of written texts, but also spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts containing verbal, visual, and audio aspects), both authentic and written texts for teaching purposes, produced on both paper and screen. This is attempted to facilitate students to be skilled in using technology (technology literacy) so that they can improve their ability to navigate digital information.
2. The teacher can determine the type of text to be taught according to the conditions in the class. Learning can start from the type of text that contains topic that are already known to student to help them understand the content of the text they read and then be able to

produce that type of text in oral and written form. Furthermore, the teacher can introduce students to the type of text that has just been known by students. Teachers can help them build an understanding of the new type of text, so that students are able to produce work in that type of text, both oral and written. The selection of the type of text can also be adapted to the conditions often experienced by students both in the school context, and the context at home so that students have the opportunity to study and practice the text in real life.

3. The learning process focuses on students (learner-centered), namely that the learning process must be focused on efforts to change the behavior of students (which comes from being unable to being able), in using English in six language skills in various types of texts.
4. English learning is focused on students' language skills according to the stages of language development. English language learning includes elements of receptive skills (listening, reading, and viewing) as well as productive skills (speaking, writing, and presenting).

The following are the elements of the subject and their descriptions (Kemendikbud, 2021):

Table 2.2

## The elements of the subject and their descriptions

Element	Description
Listening	The ability to understand information, give appreciation to the interlocutor, and understand the information heard, so that it can convey relevant and contextual responses. The process that occurs in listening includes activities such as listening, identifying, understanding, interpreting the sounds of language then understanding the meaning. Listening skills are also nonverbal communication skills that include how well a person captures the meaning (implied and expressed) in an oral presentation and understands the main and supporting ideas in the information content and context that underlies the presentation.
Reading	The ability to understand, use, and reflect on texts according to the goals and interests to develop one's knowledge and potential so that he can participate in society.
Viewing	The ability to understand, use, and reflect on visual texts according to their goals and interest.

Speaking	The ability to convey ideas, thoughts, and feelings verbally in social interactions.
Writing	The ability to convey, communicate ideas, express creativity and create in various genres of written texts in an effective and understandable way and interest to readers with the right organizational structure and linguistic elements.
Presenting	The ability to present ideas fluently, accurately, accountable in a communicative way through various media (visual, digital, and audio-visual) and can be understood by listeners. Delivery in speaking and presenting needs to be compiled and developed according to the needs or characteristics of the listener.

#### **d. Learning Achievement of English Subjects in the Junior High School Phase**

According to Kemendikbudristek (2021), at the end of the phase, learners use spoken, written and visual texts in English to interact and communicate in a wider variety of contexts in formal and informal situations. Students can use various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements) and authentic texts to be the main references in learning English in this phase. Students use English to discuss and

convey their desires, feelings and understanding of written texts and inference skills begin to appear when understanding implied information. They produce written and visual texts in structured English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual text in English.

The following table shows the achievement of learning English based on the Ministry of Education and Culture (Kemendikbud, 2021):

Table 2.3

Achievements of Learning English Subjects

Listening element – Speaking element
By the end of phase, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topic. They engage in discussions such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.
Reading element – Viewing element
By the end of phase, students independently read and respond to familiar and unfamiliar texts containing predictable structures and

familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

#### Writing element – Presenting element

By the end of phase, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structure. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a positions. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

## 9. Implementation of Learning in the *Merdeka* Curriculum

Based on the guidelines for the stages of implementation of the *Merdeka* Curriculum in education units issued by the BSKAP of the

Ministry of Education and Culture, in curriculum implementation there is planning, implementation, and evaluation, namely as follows:

### 1. Planning

The planning stage, namely setting written goals in the vision and mission of the educational unit. There are several stages such as designing the *Alur Tujuan Pembelajaran*, *Modul Ajar* and utilization and development of teaching devices.

### 2. Implementation

The implementation stage is to make planning a part involved in the implementation with various directions and motivation so that each involved can carry out activities optimally according to their respective roles, duties and responsibilities. There are several special provisions such as the application of Pancasila student profiles, the application of learning that focuses on students, the integration of assessments in learning, and learning according to student learning stages.

### 3. Evaluation

The evaluation stage is the process of evaluating something based on certain criteria that will produce the required data or information set (Aisyah, 2022).

Learning in the *Merdeka* Curriculum indicates the importance of developing learning strategies in accordance with the learning achievement stages of students or also known as teaching at the right level (TaRL)

(Kemendikbud, 2022b). This learning is done by providing learning materials that vary according to the understanding of students. The purpose of this differentiation is so that every student can achieve the expected learning goals.

According to Kemendikbud (2022c), the following is an illustration of the learning implementation cycle:

- Educators carry out assessments at the beginning of learning to assess the readiness of each individual student to learn the material that has been designed.
- Based on the results of the assessment, educators modify plans they make or make adjustments for some students.
- Carry out learning using various formative assessment methods to monitor learning progress.
- Carry out an assessment at the end of learning to determine the achievement of learning objectives. This assessment can be used as an initial assessment in the next lesson.

## **10. Teacher's Problem in Teaching Learning**

In the regulation of Minister of National Education Number 36 of 2018, teaching problems are related to internal and external conditions. Internal conditions include teachers, materials, interaction patterns, media and technology, learning situations and systems. While external conditions



include the environment where the teaching and learning process takes place.

Based on Kemendikbud (2022c), in implementing an independent curriculum, educators need to work on adjusting learning strategies to suit the learning needs of students. However, for some educators conducting differentiation learning is not a simple thing to do. Some educators experience problems due to limited time to design different lessons based on the individual needs of students. Another problem is the difficulty of educators in grouping students based on readiness due to the large number of students and limited classrooms.

Meanwhile, Hamalik (2014) states that teaching problems have two dimensions, namely component dimensions and interactions between components. The components here are learning, objectives, teacher, lesson plans, learning media, learning strategies, and learning evaluation. Interaction between components means whether these components are synergistic or dynamic. Example problem relates to the interaction process, namely the teacher's explanation is not clear, the media is not appropriate, students are not active, students are afraid to ask questions, students' vocabulary is lacking and assessments are not precise. Generally, the teacher problems in the teaching are material, method and media (Hamalik, 2014).

## B. Previous Study

During the research, the Researcher did not find many theses or journals especially those related to the implementation of the *Merdeka* Curriculum in English teaching learning. Although there are previous studies, but these studies tend to describe the general outline have not been in depth and have not discussed specifically and systematically so that there are still difficulties in understanding the study of the implementation of the *Merdeka* Curriculum in teaching English. It is justifiable that research on the implementation of *Merdeka* Curriculum has been carried out, but that is only in other areas. For this reason, the researcher conducted this research in order to get a clear and directed picture of the implementation of *Merdeka* Curriculum in English teaching learning at seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023. Based on the literature study that the researcher has done, it was found several research titles related to the titles raised by the researcher.

The first related study was conducted by Fieka Nurul Arifa (2022) with the title "*Implementation of Independent Curriculum and its Challenges*". This study aims to determine the implementation and difficulties in implementing the Independent Curriculum. The research findings show that the Independent Curriculum is implemented as an additional option in the recovery of education after the COVID-19 pandemic, all stakeholders must work together to have a meaningful impact. The readiness of competencies, skills, mindset of educators as education implementers, and the readiness of facilities and infrastructure are

some of the problem associated with the implementation of the Independent Curriculum.

The second related study was conducted by Aini Qolbiyah et al. (2022) with the title *“Implementation of the Independent Learning Curriculum at the Driving School”*. The purpose of this study is to talk about how the Independent Curriculum was implemented at the driving school. This study is a literature review, which means that it used a qualitative approach to gather information from library resources. In this instance, the researcher uses the subsequent stages to examine a variety of data, including both primary and secondary data: reading and thoroughly examining primary sources, such as books, journals, and articles pertaining to the Independent Curriculum debate, according to the study’s findings, infrastructure and facilities are crucial for the successful implementation of Independent Curriculum in driving schools.

The third related study was conducted by Kasman & Lubis (2022) with the title *“Teachers’ Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum”*. The goal of this study is to provide a tool for measuring how well teachers implement the new learning paradigm of the *Merdeka* Curriculum. A qualitative methodology combined with a literature study method is used in this study. The Miles and Huberman interactive model was used to examine the data, which includes data reduction, data display, and drawing conclusion/verification. The research findings indicate that the planning, implementation, and evaluation of teacher learning are taken into account in

the design of teacher performance evaluation tools for the new learning paradigm of the *Merdeka* Curriculum. The completeness of the components contained in the *Modul Ajar* made by a teacher is used to evaluate lesson planning.

The last take from Susilowati (2022) with the title “*Implementasi Kurikulum Merdeka Belajar dalam Pembentukan Karakter Siswa pada Mata Pelajaran Pendidikan Agama Islam*”. This study aims to examine the implementation of the *Merdeka* Curriculum in building student character in Islamic religious education subjects. The main problem of this research is how is the *Merdeka* Curriculum realized in elementary schools? This research is a qualitative research with observation, interview and documentation methods. The results of the study show that the implementation of the *Merdeka* Curriculum in schools has been running but there are several obstacles faced by teachers in implementing it.

Table 2.4

Table of similarities and differences of research

No	Title	Similarities	Differences
1	<i>“Implementation of Independent Curriculum and its Challenges”</i>	Analyse implementation of <i>Merdeka</i> Curriculum	Implementation in English teaching learning

2	<i>“Implementation of the Independent Learning Curriculum at the Driving School”</i>	Analyse implementation of <i>Merdeka</i> Curriculum	Implementation at junior high school
3	<i>“Teachers’ Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum”</i> .	Talk about teachers implement the <i>Merdeka</i> Curriculum	Analyse the implementation of <i>Merdeka</i> Curriculum
4	<i>“Implementasi Kurikulum Merdeka Belajar dalam Pembentukan Karakter Siswa pada Mata Pelajaran Pendidikan Agama Islam”</i>	Implementation of <i>Merdeka</i> Curriculum	Analyse the implementation of <i>Merdeka</i> Curriculum in English subject

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher presents about the research design, research setting, research subject and informant, data and source of the data, techniques of collecting the data, research instrument, trustworthiness of the data, and techniques of analyzing the data.

#### A. Research Design

The research design is used as a framework to identify solutions to research problems. In this study, the researcher used a descriptive qualitative approach. This type is used by researcher because it is the right method to describe research findings. According to Creswell (2014), a qualitative approach is “a process of inquiry to understand a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and carried out in a natural setting”. In other words, qualitative methods involve the study of social phenomena in which the environment, circumstances, and problems are naturally based on what is happening. The purpose of qualitative research is to describe the phenomenon thoroughly, deeply, and accurately. Therefore, the researcher uses qualitative techniques to analyze the implementation and problems of teacher in implementing the *Merdeka Curriculum*.

## B. Research Setting

### 1. Place of the Research

The setting of this research is at SMPIT Insan Mulia Surakarta in the academic year 2022/2023. SMPIT Insan Mulia is located at Manggis IV RT 04 RW 06, Jajar, Laweyan, Surakarta City, Central Java. SMPIT Insan Mulia is a school that has implemented the *Merdeka* Curriculum.

### 2. Time of the Research

Researcher conducted this research in September 2022 – January 2023. Starting from pre-research, finding some data, to drawing conclusions. To shorten the research time, the researcher wrote into the table as follows:

Table 3.1

Table of Research Time

No	Schedule	Sept	Oct	Nov	Des	Jan	Feb	Mar	Apr	Mei
1	Pre-research									
2	Make a Proposal									
3	Proposal Seminar									
4	Do an Observation									

5	Conducting Deep Interview									
6	Analysing the Data									
7	Draw the Finding and Conclusion									
8	Munaqosyah									

### C. Research Subject and Informant

The subject of this research is a teacher who teaches class seventh grade students of SMPIT Insan Mulia Surakarta named Mrs. VZM, S.Pd. The researcher focused on the teaching and learning process of seventh grade students of SMPIT Insan Mulia Surakarta. There are three classes in class VII including VII A, VII B, and VII C. There are 30 male students in class VII A, 18 female students in class VII B and 18 female students in class VII C. The researcher took class VII to make observations because the class has implemented the Independent Curriculum. Researcher limit research in class VII B and VII C because Researcher are only allowed to enter the female class.



## **D. Data and Source of the Data**

### **1. Data**

The data of the research are observation, interview, and documentation. In this study, the observation data is in the form of the implementation *Merdeka* Curriculum in the teaching and learning process by English teachers in class VII B and VII C. Researcher write field note based on observation. Researcher made observations regarding the implementation of the *Merdeka* Curriculum such as the way teachers teach, student activities, media and methods used by teachers in the teaching and learning process. Interview also used as data for this study. The researcher wrote down the results of interview with English teacher at SMPIT Insan Mulia Surakarta in the form of words from the results of the explanation. Researcher also took data from documentation that can support this research.

### **2. Source of Data**

The data sources of this study is the teaching and learning process and notes on observations made in class VII B and VII C. Besides that, the researcher also used documentation in the *Alur Tujuan Pembelajaran (ATP)*, *Modul Ajar (MA)*, and student worksheets for data sources.

## **E. Techniques of Collecting the Data**

Researcher used several techniques to collect data for this study. The technique used is observation, interview, and documentation.

## 1. Observation

In this study, data were collected by observing in class. Creswell (2012) explains the notion of observation is the process of gathering information by observing people at the research site. In addition, Arikunto (2012) states that observation is an effort to conduct research to obtain the information needed. In this observation, the researcher acts as a passive participation. Passive participation means that research is present at the place of action but does not interact or participate (Sugiyono, 2015). By observing, researcher get reflections systematically on interactions and events in the classroom.

This method was determined as a data collection method to obtain all information on the implementation of the *Merdeka* Curriculum in teaching and learning process. The researcher observed the teacher's methods and processes in the teaching and learning process, student activities, and observed the teacher's media and methods used in implementing *Merdeka* Curriculum. The researcher did not interact with the teacher. The researcher only observed about the implementation of the *Merdeka* Curriculum by the English teacher. Researcher collect data using notes.

## 2. Interview

Researcher also use interviews as a data collection technique. Frankael & Wallen (2009) stated that the interview is asking relevant

questions by the researcher to check the accuracy. The success of an interview depends on how the interviewer can interpret the information from the informant and the creativity of the interviewer to get more data. In addition, Moleong (2009) states that interview is conversation carried out by two people as interviewer and those who are interviewed with a specific purpose.

In this interview, the researcher interviewed the seventh grade English teacher at SMPIT Insan Mulia Surakarta. The researcher conducted structured interview. Structured interview is an interview that is based on a system or list predetermined question (Sugiyono, 2009). The researcher asked the teacher's problems in implementing the *Merdeka* Curriculum in the teaching and learning process which was used to answer the problem formulation. To collect data from interviews, the researcher used the following procedure:

- a) The researcher prepares the concept of questions that will be asked to the English teacher. The researcher also prepared a recorder to record the respondent's answers.
- b) The researcher asked and spoke in a friendly manner, recording the concept of questions that had been prepared based on the interview guide. The recording technique is recording conversations with recording media. In this case the authors interviewed teachers to find out the problem faced by teachers in implementing *Merdeka* Curriculum.
- c) Researcher write interview transcripts based on the recordings.

Table 3.2

Interview's guide based on Nisa' (2022)

Aspect	Indicator	Question
Basic Framework	Based on the objectives of the national education system and national education standards and develop the <i>Profil Pelajar Pancasila</i> .	1. Is the implementation of the <i>Merdeka</i> curriculum based on the goals of the national education system and national education standards? 2. How is the application of Pancasila student profiles in learning?
Targeted Competence	Learning outcomes are compiled for each phase and there is a <i>Alur Tujuan Pembelajaran</i>	3. Why are learning outcomes arranged per phase? 4. Is there <i>Alur Tujuan Pembelajaran</i> in the <i>Merdeka</i> curriculum?
Curriculum Structure	The allocation of lesson hours is regulated every year according to the conditions of the education unit.	5. How much is the allocation of lesson hours for the <i>Merdeka</i> curriculum?

Learning	Strengthening differentiated learning according to the stage of student achievement.	6. How is the process of differentiated learning in the <i>Merdeka</i> Curriculum?
Assessment	a. Strengthening the formative assessment to design learning according to the stage of student achievement. b. There is no separation of attitude, social, and spiritual assessment.	7. Does assessment in the <i>Merdeka</i> curriculum strengthen formative assessment? 8. Is there an attitude, social and spiritual assessment?
Teaching tools	Textbooks and non-text books. Examples of <i>Modul Ajar</i>	9. What is learning using textbooks? 10. What is learning using <i>Modul Ajar</i>

### 3. Documentation

One way to determine the implementation of *Merdeka* Curriculum is documentation. Herdiansyah (2010) states that documentation is a method of collecting qualitative data by viewing or analyzing documents made by

research subjects or by other people on the subject. In addition, Creswell (2012) states that documents are a good source as text data for qualitative research that is ready to be analyzed without the necessary transcription required by observation and interview. Researchers use this technique because the document is a source of research which is suitable, rich and supportive as evidence of a test and natural. In this study researchers need documents such as the *Alur Tujuan Pembelajaran (ATP)*, *Modul Ajar (MA)*, and student worksheets.

#### **F. Research Instrument**

The tool needed to get information is an instrument. Sugiyono (2008) states that in qualitative research the instrument is the researcher himself. Therefore, researchers must be self-validated about their ability to conduct research. Researchers used mobile phones to record teaching and learning activities during observation and interview.

#### **G. Trustworthiness of the Data**

In qualitative research, it is important to state the trustworthiness of the data. This is done to find out whether the data can be trusted or not. In this case, the researcher uses triangulation to test the validity of the data. According to Moleong (2009), triangulation is a technique of checking the validity of data that utilizes something other than data for checking purposes or as data comparisons. According to Flick (2009) triangulation means that researchers take different perspectives on a problem under study or more generally speak

in answering research questions. This perspective can be proven by using several methods or in several theoretical approaches.

In this study, researcher used trustworthiness data, namely methodological triangulation. According to Denzin in Fusch et al. (2018), methodological triangulation is the use of multi-methods to study a single topic/single case. Methodological triangulation using more than one research method or data collection technique. As mentioned earlier the methods used to collect data are observation, interviews, and documentation.

## **H. Techniques of Analyzing the Data**

Analyzing the data is the most complex process because in this section the researcher must integrate data collection from various sources into a description of what the researcher has observed and found. Sugiyono (2013) states that data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so they can be understood easily and the findings can inform others.

In this study, researcher used data analysis Miles and Huberman. According to Miles and Huberman (2014) data analysis consists of three activities carried out simultaneously:

### **1. Data Reduction**

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in the observation sheet or written transcription. In this case, the researcher reduce the data that has

been taken from interview transcript and observation sheets. The researcher selects and discards information from interview transcripts and observation sheets based on the research problem.

## 2. Data Display

A display is an organized collection of information that allow drawing conclusions and actions. In this step, the data selection process is simply in the form of words, sentences, and narratives so that the collected data is controlled by the researcher as a basis for drawing the right conclusions. In this study, data display consists of information about the implementation and problems of teachers in implementing the *Merdeka* Curriculum in learning English. In presenting the data, the researcher compiled the data systematically to get conclusions as research findings.

## 3. Drawing Conclusion and Verification

The conclusion is the process of drawing the contents of the data collected in the form of a good statement and having clear data. Conclusion can reveal the implementation and problems of teachers in implementing *Merdeka* Curriculum in learning English at SMPIT Insan Mulia Surakarta. Verification means testing the validity of temporary conclusions which show that after getting the data, it is analyzed continuously and its validity is verified.



In this research, the researcher used four numbers of coding to indicate which kind of data sources in the research finding. For examples:

**I/17-1-23/M/P/VZM**

**I:** Interview

**O:** Observation

**D:** Documentation

**17-1-23:** Date of collection

**M:** Implementation of Merdeka Curriculum in English teaching learning

**P:** Teacher Problems during the implementation of Merdeka Curriculum

**VZM:** English teacher

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher presents about the research findings and discussions used to answer the problem statements in the first chapter, which have been collected from the observation, interview and document. The focused part of this chapter is to describe the implementation of *Merdeka* Curriculum in English teaching learning and to find the teacher problems during the implementation *Merdeka* Curriculum.

#### A. Research Finding

In this section, the researcher presented the research finding. The research finding consist of the description of the data found. The purpose is to answer the research problem in the first chapter. The researcher collected the data through observation, interview, and documentation with an English teacher in SMPIT Insan Mulia Surakarta.

#### 1. The Implementation of *Merdeka* Curriculum in English Teaching Learning at SMPIT Insan Mulia Surakarta

From the results of interviews and direct observation, it can be seen that the implementation of the *Merdeka* Curriculum at the seventh grade of SMPIT Insan Mulia Surakarta. The following are the results of interviews with informant obtained by researcher:

Based on the guidelines for the stages of implementation of the *Merdeka* Curriculum in education units issued by the BSKAP of the

Ministry of Education and Culture, in curriculum implementation there is planning, implementation, and assessment.

a. Planning

The planning stages in the *Merdeka* curriculum include designing the *Alur Tujuan Pembelajaran*, *Modul Ajar*, and the use and development of teaching tools. The planning stages contains teacher preparation in preparing the learning process including *Alur Tujuan Pembelajaran* and *Modul Ajar*. As an interview with Mrs. VZM as an English teacher said that:

“For *Alur Tujuan Pembelajaran* and *Modul Ajar*, teachers make their own according to the format in the school because there are competency standards for graduates from integrated Islamic schools which are special characteristics. Even though the government has provided *Modul Ajar* that are ready for use, we still use *Modul Ajar* independently in the format provided by the school and in accordance with the characteristics and needs of students”. (I/17-1-23/M/VZM)

Based on the teacher's answer, the English teacher at SMPIT Insan Mulia Surakarta made *Alur Tujuan Pembelajaran* and *Modul Ajar* from a school format that conforms to an Integrated Islamic School. So that, teacher do not directly use all the teaching tools provided by the government, but adopt and develop them according to the conditions of students.

b. Implementation

The implementation stages in the *Merdeka* curriculum include the application of learning that focuses on students, and learning that is appropriate to student learning stages. The implementation stages contains how the process of implementing the *Merdeka* Curriculum at SMPIT Insan Mulia Surakarta. One of the educational curricula implemented at SMPIT Insan Mulia Surakarta is the *Merdeka* Curriculum. The implementation of this curriculum is the first year since it was announced by the government. As the results of the interview with Mrs. VZM as an English teacher said that:

“The *Merdeka* Curriculum begin to be implemented at SMPIT Insan Mulia in the academic year 2022/2023 in grade 7 while grades 8 and 9 continue to use the 2013 curriculum”. (I/17-1-23/M/VZM)

From the results of the interview above, it can be concluded that in the implementation of the *Merdeka* Curriculum in SMPIT Insan Mulia Surakarta it is applied to grade 7 while grades 8 and 9 still use the 2013 curriculum. Besides that, *Merdeka* Curriculum is a complement to the 2013 curriculum and is a message from the government, so the teacher tries as much as possible to implement it in learning. It is the following statement from Mrs. VZM:

“This *Merdeka* Curriculum is a form of refinement of the 2013 curriculum, so I implement the curriculum as

much as possible because it is a mandate from the government.” (I/17-1-23/M/VZM)

Based on the results of the interview above, it can be concluded that the *Merdeka* Curriculum complements the 2013 curriculum and a mandate from the government. So, the teacher tries as much as possible to implement the curriculum in learning.

The basic framework for implementing *Merdeka* Curriculum based on national education standards. As the results of the interview with Mrs. VZM as an English teacher said that:

“The implementation of this curriculum certainly refers to national education standards, starting from process to assessment. This is of course in order to realize the goals of national education.” (I/17-1-23/M/VZM)

From the interview above it can be concluded that the implementation of the *Merdeka* Curriculum is based on national education standards to achieve national education goals.

In the implementation of learning, researcher saw many differences with the implementation of the previous curriculum. Based on the results of observation, the learning process that is now implemented is more in line with students' understanding and learning readiness. Mrs VZM said that:

“This curriculum emphasizes differentiated learning, So that learning materials are more varied according to students' understanding”. (I/17-1-23/M/VZM)

Based on the results of the interviews and observations above, it can be concluded that the *Merdeka* Curriculum places more emphasis on differentiation learning. So that learning is adapted to the knowledge and readiness of student learning.

Not only differentiated learning, in the *Merdeka* Curriculum it also emphasizes character that fits the profile of Pancasila students. It certainly also applied in the learning process. It is the following statement from Mrs. VZM:

“That is actually already included in the learning of the Integrated Islamic School because we are integrated so one of the things emphasized there is faith and piety, that's insya Allah, every time we discuss new material, we will link it with the Qur'an...” (I/17-1-2023/M/VZM)

Based on the results of observations, researcher also saw the teacher connecting learning material with the Qur'an as the results of the interview above. The researcher also saw the students working together in groups. It is also one form of implementing the Pancasila student profile, namely mutual cooperation. Researcher also saw the implementation of learning with interactive media and based on students' finding. So that several points can also be achieved from the Pancasila student profile, namely creative and critical reasoning.

From the results of the interview and observation above, it can be concluded that the cultivation of characters that are in

accordance with the profile of Pancasila students in the *Merdeka* Curriculum is also applied by teacher in teaching learning. It is like having faith and piety, mutual cooperation, critical reasoning, and creativity.

Based on the results of observations, Researcher saw that the learning process was also applied with various methods that were already known by the teacher. The researcher also saw that in the learning process the teacher had used IT in their delivery, both in the form of videos and PowerPoints that had been prepared by the teacher so that learning was not boring. It proved by the statement of the English teacher as follows:

“Sometimes I use PowerPoint, sometimes videos. Students feel happy when watching videos in learning English. Even though they are still processing it because of a different language. Then, they were asked to retell even though they have to be stimulated first, the main thing is that the media has to be interactive when learning English, especially videos and PowerPoint so they don't get bored...” (I/17-1-23/M/VZM)

According to the results of the observations and interviews, the researcher can conclude that the English teacher has provided variations in teaching by utilizing technology as a medium of education and learning according to the demands of the *Merdeka* Curriculum. With varied and interactive learning media, the

teaching and learning process becomes fun for students, so that students can easily absorb the material being taught.

Although in learning the teacher utilizes various technologies, SMPIT Insan Mulia also continue to use textbooks for the process of teaching and learning English. It is the following statement from Mrs. VZM:

“We have textbooks that are used as learning resources and media which are very important to help students understand new material. But in the delivery of the material using a more varied media. Apart from that, if the material in the textbook is felt to be incomplete, I usually take it from various sources, especially now that some are already provided by the government.”  
(I/17-1-23/M/VZM)

Based on the results of the interview above, it can be concluded that learning English at SMPIT Insan Mulia also utilizes textbooks as learning media. Then, the teacher conveys learning material using a variety of media. Besides that, the teacher also looks for material from various sources if the textbook is incomplete.

In the *Merdeka* Curriculum, learning outcomes are arranged per phase so that students have time to master competencies. It is the following statement from Mrs. VZM:

“Learning Outcomes per phase is a simplification effort so that students can have adequate time to master the competency. Thus providing opportunities for students to learn according to their level of



achievement, needs, speed, and learning style.” (I/17-1-23/M/VZM)

Based on the results of the interviews above it can be concluded that learning outcomes are arranged per phase. So that teachers can adjust learning in harmony with the conditions and characteristics of students.

In the *Merdeka* Curriculum structure, the allocation of lesson hours is written in total in one year and is supplemented with suggestions for the allocation of study hours if delivered regularly/weekly. It proved by the statement of the English teacher as follows:

“The allocation of lesson hours in the *Merdeka* Curriculum is set annually, but it also returns to adjust to the situation in the education unit.” (I/17-1-23/M/VZM)

From the interview above, it can also be concluded that the allocation of lesson hours in the *Merdeka* Curriculum is regulated annually and educational units can manage and add flexibly according to needs and characteristics.

To know about the implementation of the *Merdeka* Curriculum in English teaching learning at SMPIT Insan Mulia Surakarta, the researcher conducted class observations of the English teacher using observation sheets. This research was conducted four times starting from 17, 18, 24 and 25 January 2023.

The learning implementation stage consists of opening activities, main activities, and closing activities.

1) Implementation of teaching learning in class VII B (meeting 1)

a) Opening activities

In opening activities, the teacher gave greetings to the students. Before starting the lesson, the teacher invites students to pray together. After praying, the teacher checked the attendance of the students. The teacher asks questions to students about matters related to the lesson being carried out. The teacher delivered the material they would learn and relate it to students' experiences and said that students would be divided into several groups. The teacher provides an overview of the benefits of lessons for everyday life. The teacher convey the mechanism of learning steps from the beginning to the end.

Table 4.1

Opening Activity in VII B at Meeting 1

Activity	Description of Activity	Does	Doesn't
Opening	Salam	✓	
	Pray before starting learning.	✓	
	Checked the attendance	✓	
	Deliver learning scenarios	✓	

	Teacher asks a trigger question	✓	
	Guide students to discuss the material to be studied	✓	
	Convey the learning objectives and activities to be carried out	✓	

#### b) Main Activity

In the main activity, the teacher conveys to students that based on the results of the pre-test that has been carried out, two groups will be formed in learning. Then the teacher immediately gives information on the names of students who are members of group one and group two. After that, the teacher conveys material about daily activities and their use in sentences through interactive videos. The teacher carries out learning by using formative assessment methods. The teacher makes adjustments in learning with differentiation of student learning readiness. The teacher provides easier material for students who are less ready to learn and provides more complex material for students who are very ready to learn.

Table 4.2

Main Activity in VII B Class at Meeting 1

Activity	Description of Activity	Does	Doesn't
Main Activity	Problem orientation		
	- Students watch the video	✓	
	- The teacher ask questions about the video	✓	
	Organizing students		
	- Students are divided into several groups	✓	
	- Students observe the video in groups	✓	
	Guiding individual or group investigations		
	- Students write down the vocabulary found in the video	✓	
	- Students categorize the activities they usually do and they don't do.	✓	
	Develop and present the work		
	- Students come to the front of the class to read the results of the worksheet	✓	

	Analyze and evaluate the problem solving process		
	- Students are guided by the teacher to discuss the sentences used to provide information on daily activities	✓	

### c) Closing Activity

In closing activities, the teacher asks students about the conclusions of the material that has been studied. The teacher conveys the activities to be carried out in the next meeting and gives advice to study hard. Finally, the teacher closed the lesson by greeting.

Table 4.3

#### Closing Activity in VII B Class at Meeting 1

Activity	Description of Activity	Does	Doesn't
Closing	The teacher guides students about the importance of respecting time because there are guidelines in the Al-Qur'an and Hadith.	✓	

	The teacher informs the next meeting and asks students to study them at home first	✓	
	Salam	✓	

## 2) Implementation of teaching learning in class VII B (meeting 2)

### a) Opening Activity

In opening activity, the teacher gave greeting to the students. The teacher does not check student attendance. The teacher invites students to pray together. Then, the teacher linking material to student experiences. The teacher asks questions to students about matters related to the lesson being carried out. The teacher gives an overview of the benefits of lessons for everyday life. After that the teacher conveys the material to be studied but does not convey the mechanism of learning steps from the beginning until the end.

Table 4.4

### Opening Activity in VII B Class at Meeting 2

Activity	Description of Activity	Does	Doesn't
Opening	Salam	✓	

	Pray before starting learning.	✓	
	Checked the attendance		✓
	Deliver learning scenarios		✓
	Teacher asks a trigger question	✓	
	Guide students to discuss the material to be studied	✓	
	Convey the learning objectives and activities to be carried out	✓	

#### b) Main Activity

In the main activity, the teacher delivered the material through an interactive video. The teacher carries out learning using scientific learning models and formative assessment methods. The teacher displays videos and students watch videos of daily activities. With the teacher's guidance, students ask for vocabulary for daily activities in English. Students work on work sheet which contains daily activities, arrange daily activity schedules, and make presentations in English.

Table 4.5

Main Activity in VII B Class at Meeting 2

Activity	Description of Activity	Does	Doesn't
Main Activity	Observing		
	- Students watch videos of daily activities.	✓	
	- Students follow the vocabulary of daily activities.	✓	
	- With the guidance and direction of the teacher, students identify differences in daily activities and their time	✓	
	Questioning		
	- With the guidance and direction of the teacher, students ask the vocabulary for daily activities in English, and the differences with those in Indonesian.	✓	
	Experimenting		
	- Students work on worksheet which contains daily activities.	✓	
	Associating		



	- Students arrange a schedule of daily activities based on habits and time.	✓	
Communicating			
	- Students present a schedule of daily activities in English, and apply it inside and outside the classroom.	✓	
	- Students write down problems in using English to mention the schedule of daily activities in their study journals.		✓

### c) Closing Activity

During the closing activity, the teacher asks the students on the findings of the information covered. The teacher explains the assignments for the upcoming class and encourages diligent study. The teacher concluded the course by extending a greeting.

Table 4.6

Closing Activity in VII B Class at Meeting 2

Activity	Description of Activity	Does	Doesn't
Closing	The teacher guides students about the importance of respecting time because there are guidelines in the Al-Qur'an and Hadith.	✓	
	The teacher informs the next meeting about objects around and asks students to study them at home first	✓	
	Salam	✓	

### 3) Implementation of teaching learning in class VII C (meeting 1)

#### a) Opening Activity

In opening activities, the teacher gave greeting to the students. Before starting the lesson, the teacher invites students to pray together. After praying, the teacher checked the attendance of the students. The teacher asks questions to students about matters related to the lesson being carried out. The teacher delivered the material they would learn and relates it to students' experiences and said that students would be divided into several groups. The teacher does not provide an overview of the benefits of

lessons for everyday life and does not convey the mechanism of learning steps from the beginning until the end.

Table 4.7

## Opening Activity in VII C Class at Meeting 1

Activity	Description of Activity	Does	Doesn't
Opening	Salam	✓	
	Pray before starting learning.	✓	
	Checked the attendance	✓	
	Deliver learning scenarios		✓
	Teacher asks a trigger question	✓	
	Guide students to discuss the material to be studied	✓	
	Convey the learning objectives and activities to be carried out		✓

## b) Main Activity

In the core activities, the teacher carries out learning using problem-based learning models and formative assessment methods. The teacher displays videos and students watch videos of daily activities. The teacher uses interactive videos so that questions and answers occur

between the teacher and students through the video that is displayed. From the videos that have been observed students are asked to work on worksheets and present the results in front of the class.

Table 4.8

## Main Activity in VII C Class at Meeting 1

Activity	Description of Activity	Does	Doesn't
Main Activity	Problem orientation		
	- Students watch the video	✓	
	- The teacher ask questions about the video	✓	
	Organizing students		
	- Students are divided into several groups	✓	
	- Students observe the video in groups	✓	
	Guiding individual or group investigations		
	- Students write down the vocabulary found in the video	✓	

	- Students categorize the activities they usually do and they don't do.	✓	
	Develop and present the work		
	- Students come to the front of the class to read the results of the LKPD	✓	
	Analyze and evaluate the problem solving process		
	- Students are guided by the teacher to discuss the sentences used to provide information on daily activities	✓	

### c) Closing Activity

At the end of the lesson the teacher connects the material with the Qur'an. The teacher also informs about activities in the next lesson. The lesson ends by greeting.

Table 4.9

Closing Activity in VII C Class at Meeting 1

Activity	Description of Activity	Does	Doesn't
Closing	The teacher guides students about the importance of respecting time because there are guidelines in the Al-Qur'an and Hadith.	✓	
	The teacher informs the next meeting and asks students to study them at home first	✓	
	Salam	✓	

#### 4) Implementation of teaching learning in class VII C (meeting 2)

##### a) Opening Activity

In the opening activity the teacher greets and leads the prayer. Then the teacher checks attendance and conveys the learning scenario. The teacher asks trigger questions and guides students to discuss the material to be studied and conveys the learning objectives and activities to be carried out.

Table 4.10

Opening Activity in VII C Class at Meeting 2

Activity	Description of Activity	Does	Doesn't
Opening	Salam	✓	
	Pray before starting learning.	✓	
	Checked the attendance	✓	
	Deliver learning scenarios	✓	
	Teacher asks a trigger question	✓	
	Guide students to discuss the material to be studied	✓	
	Convey the learning objectives and activities to be carried out	✓	

#### b) Main Activity

The teacher use interactive videos to present content during the main activity. Teacher use formative assessment techniques and scientific learning to facilitate learning. Students see videos of daily activities that the teacher presents. Students ask the teacher vocabulary related to daily activity in English. Students complete worksheets that list daily activities, set daily schedules, and make presentations in English.

Table 4.11

Main Activity in VII C Class at Meeting 2

Activity	Description of Activity	Does	Doesn't
Main Activity	Observing		
	- Students watch videos of daily activities.	✓	
	- Students follow the vocabulary of daily activities.	✓	
	- With the guidance and direction of the teacher, students identify differences in daily activities and their time	✓	
	Questioning		
	- With the guidance and direction of the teacher, students ask the vocabulary for daily activities in English, and the differences with those in Indonesian.	✓	
	Experimenting		
	- Students work on LKPD which contains daily activities.	✓	
	Associating		



	- Students arrange a schedule of daily activities based on habits and time.	✓	
	Communicating		
	- Students present a schedule of daily activities in English, and apply it inside and outside the classroom.	✓	
	- Students write down problems in using English to mention the schedule of daily activities in their study journals.		✓

### c) Closing Activity

The teacher makes a connection between the content and the Qur'an at the end of the class. The teacher also discusses the activities for the upcoming lesson. The class end with a greeting.

Table 4.12

Closing Activities in VII C Class at Meeting 2

Activity	Description of Activity	Does	Doesn't
Closing	The teacher guides students about the importance of respecting time because there are guidelines in the Al-Qur'an and Hadith.	✓	
	The teacher informs the next meeting about objects around and asks students to study them at home first	✓	
	Salam	✓	

Apart from the steps above, the teacher also makes adjustments in learning by differentiating student learning readiness. Teachers provide easier material for students who are less ready to learn and provide more complex material for students who are very ready to learn.

Table 4.13

The Learning Implementation cycle

Activity	Description of Activity	Does	Doesn't
Main Activity	The teacher conducts an assessment at the beginning of learning	✓	
	The teacher modifies the plan or makes adjustments for some students.	✓	
	The teacher carries out learning by using formative assessment methods	✓	
	The teacher conducts an assessment at the end of the lesson	✓	

### c. Evaluation

In the evaluation stage contains how the assessment process is carried out by the teacher based on what has been set in the *Merdeka* curriculum. Based on interviews conducted with Mrs. VZM as an English teacher explained:

“For the assessment process there is a formative and summative assessment. So, if it is formative we do an assessment at the beginning of learning and during the learning process. Then for summative, we do an assessment at the end of learning”. (I/17-1-23/M/VZM)

Based on the results of these interviews, the *Merdeka* Curriculum uses formative and summative assessments. Based on the results of observations in the implementation of learning, Researcher also see that teachers always carry out formative assessments in learning. So that the teacher can monitor student learning progress during the learning process.

In addition to monitoring student progress, formative assessment is also emphasized to design learning according to student stages. It is the following statement from Mrs. VZM:

“Here the emphasis is on formative assessment. So that the teacher can design learning according to the stage of the learner. This assessment can improve, change, or modify the learning process to make it more effective.” (I/17-1-23/M/VZM)

From the results of the interviews above, we can conclude that formative assessment is emphasized to design learning according to student stages. So that, this assessment is carried out at the beginning of learning to determine the readiness of students to learn teaching material and achieve the planned learning objectives.

Unlike the 2013 curriculum, in the *Merdeka* Curriculum the assessment of attitudes, knowledge and skills is carried out thoroughly. Based on interviews conducted with Mrs. VZM as an English teacher explained:

“In the *Merdeka* Curriculum, we carry out a thorough assessment. There is no separate assessment of attitudes, knowledge, skills as in the 2013 curriculum. So in the end these assessment will unite into one assessment.” (I/17-1-23/M/VZM)

Based on the interview above, it can be concluded that the assessment in the *Merdeka* Curriculum is carried out holistically. If the 2013 curriculum assesses social attitudes, knowledge, and skills separately. The *Merdeka* Curriculum is carried out in an integrated manner.

## **2. The Teacher’s Problem during the Implementation of *Merdeka* Curriculum**

Teacher problems are something that cannot be separated from an educational program or activity. In this context, the implementation of *Merdeka* Curriculum for English subjects at SMPIT Insan Mulia Surakarta. Based on interviews conducted with Mrs. VZM as an English teacher explained:

“Because the learning is differentiated, so we have to make the material not just one, meaning the material is the same but the type is different based on student learning readiness. And to make it certainly also takes time.” (I/17-1-23/P/VZM)

Based on the results of the interviews above, we can see that one of the teacher's problems in implementing this *Merdeka* Curriculum is in making the material. With differentiated learning, the teacher does not only

make one type of material, but several materials according to student readiness. So that, the teacher need more time to design materials according to student needs.

Another problem in implementing the independent curriculum in English subjects is the teachers cannot maintain the enthusiasm of students.

It is the following statement from Mrs. VZM:

“For English there are 3 hours of lessons every week. And 3 hours of lessons is a block system. So that at the end of learning sometimes it makes students bored because it's been too long.” (I/17-1-23/P/VZM)

From the results of interviews, the lesson hours with a block system is one of the teacher's problems in implementing the independent curriculum. Learning that is too long makes it difficult for teachers to maintain student enthusiasm.

Based on the explanation above, the researcher conclude that the teacher's problem in implementing the *Merdeka* Curriculum is the limited time to design materials and the teachers cannot maintain the enthusiasm of students.

## **B. Discussion**

In this section, the researcher presented the interpretation and discussion related to the theories in the previous chapter. Below are the discussion after analyzing the result of the data.

## 1. The Implementation of *Merdeka* Curriculum in English Teaching Learning at SMPIT Insan Mulia Surakarta

According to the BSKAP of the Ministry of Education and Culture's instructions for the *Merdeka* Curriculum's implementation in educational units, there are three stages to implementing a curriculum: planning, implementation, and assessment.

### a. Planning

Based on the decision of the head of BSKAP number 044/H/KR/2022, there are three options for implementing the *Merdeka* Curriculum that can be applied, namely *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagi*. In implementing the *Merdeka* Curriculum, SMPIT Insan Mulia chooses *Mandiri Berbagi* so that there is flexibility for educational units in implementing the *Merdeka* Curriculum by developing their own various teaching tools in educational units.

In the planning stage, the teacher prepares *Alur Tujuan Pembelajaran* and *Modul Ajar*. Based on the findings described above, the teacher makes *Alur Tujuan Pembelajaran* and *Modul Ajar* based on the templates in the school. This is in accordance with the concept of *Modul Ajar* that education units can use various teaching tools, including *Modul Ajar* or lesson plan, with various components and formats according to the characteristics and needs of students (Kemendikbud, 2021).

## b. Implementation

According to decree of the Minister of Education, Culture, Research and Technology Number 56 of 2022, the implementation of the *Merdeka* Curriculum is carried out in the context of learning recovery and as a complement to the previous curriculum. The *Merdeka* Curriculum is implemented in stages with provisions for the first year, namely ages 5 & 6, grades 1, 4, 7 and 10. Based on the findings above, SMPIT Insan Mulia Surakarta implements the *Merdeka* Curriculum in the academic year 2022/2023, namely in the first year by implementing it in seventh grade.

The implementation of the *Merdeka* Curriculum in teaching and learning has been implemented by the teacher in every stage, starting from the opening stage, the implementation stage, and the closing stage. From the findings that have been presented, the teacher always gives trigger questions to students in the opening stage, which is a trigger question that is also one of the characteristics in the implementation of the *Merdeka* Curriculum. Trigger questions serve to increase student participation and allow students to immediately enter into the topic being discussed. In addition to providing trigger questions, the implementation of the independent curriculum in teaching and learning is also carried out with differentiation learning.



Learning in the *Merdeka* Curriculum strengthen differentiated learning according to the stage of student achievement (Nisa', 2022). Differentiated learning is learning that accommodates students' learning needs (Astuti, 2020). The teacher facilitates students according to their needs, because each student has different characteristics, so teacher cannot be given the same treatment. As the result found before that the teacher has implemented the *Merdeka* Curriculum in teaching learning English. This is evidenced by the provision of learning materials that vary according to the understanding of students. Where the teacher makes adjustments in learning with differentiation based on student learning readiness. The teacher provides simpler content for students who are less ready to learn and provides more complex material for students who are very ready to learn. The purpose of differentiated learning in this independent curriculum is to be able to achieve the expected learning goals for each student (Kemendikbud, 2022b).

Based on research findings, teachers have also implemented learning implementation cycles in the *Merdeka* Curriculum. The teacher conducts pre-tests before learning. Conducting an assessment at the beginning of learning aims to assess the readiness of each individual student to learn the material that has been designed (Kemendikbud, 2022b). The teacher also makes adjustments for students based on the result assessment. Then, the teacher carries out

learning with formative assessment methods. Implementation of learning using formative assessment methods are used to monitor learning progress (Kemendikbud, 2022b). In the end of the lesson, the teacher conducts post-tests. Carrying out an assessment at the end of learning is carried out to determine the achievement of learning objectives (Kemendikbud, 2022b).

In addition to differentiated learning, the *Merdeka* Curriculum also emphasizes the character of Pancasila students. This is in accordance with the basic framework of the *Merdeka* Curriculum which is based on the goals of the National education system and national education standards and develops the Pancasila Student Profile (Nisa', 2022). The character of the Pancasila student profile is a number of characters and competencies that are expected to be achieved by students based on the noble values of Pancasila. According to the (Kemendikbud, 2021), the profile of Pancasila students is built in everyday life in every students through school culture, intra-curricular, co-curricular and extra-curricular learning.

Based on the findings above, Pancasila student profiles have been implemented in learning English. As for them, such as the teacher connecting each material with the Qur'an, it is hoped can be achieved one of the elements of the Pancasila student profile, namely faith and piety. Besides that the teacher also carries out learning in groups which is a form of mutual cooperation in the Pancasila student profile. There

is also the application of learning from the teacher which is interactive and based on student findings, so as to make students more creative and reason critically according to the profile of Pancasila students.

Based on the findings that have been presented, in accordance with the Nisa' (2022), that learning outcomes in the *Merdeka* Curriculum are arranged per phase. This is done as a simplification effort so that students have time to master the competency. It can provide opportunities for students to learn according to their level of achievement, needs, speed, and learning style. So that, teachers can adjust learning in harmony with the conditions and characteristics of students. On the other hand, the allocation of lesson hours in the *Merdeka* Curriculum is written in total in one year according to the circumstances, needs and characteristics of the education unit (Nisa', 2022).

*Merdeka Belajar* can be an indicator of learning innovation in the era of technological development through the use of technology in the learning process. The use of technology can add to the attractiveness of presenting material, there by spurring teachers to be more media literate. Based on the findings above, even though SMPIT Insan Mulia has textbooks as learning resources, teachers always make use of interactive media such as PowerPoint and videos as learning media. Interactive learning will make students more interested and able to develop their competence and create a fun learning atmosphere.

c. Evaluation

In the evaluation stage contains how the teacher conducts an assessment according to the *Merdeka* Curriculum. Based on the findings above, the English teacher at SMPIT conducts appropriate assessments in the *Merdeka* Curriculum including formative assessments and summative assessments. Formative assessment is carried out at the beginning of learning and during the learning process. The existence of reinforcement in formative assessment in the *Merdeka* Curriculum is used to design learning according to the stage of student achievement (Nisa', 2022). So, the teacher can group students based on the level of readiness. While the assessment carried out during the learning process aims to monitor student learning progress during the learning process takes place. On the one hand, a summative assessment is carried out at the end of the lesson. It is intended as a process of evaluating the achievement of learning objectives.

Based on the findings described above, it can be seen that in the *Merdeka* Curriculum a thorough evaluation is carried out on the assessment of attitudes, knowledge, and skills. This is in accordance with (Nisa', 2022) that there is no separation of attitude, social, and spiritual assessments. These assessments still exist as in the 2013 curriculum, but there are not assessed separately. However, it carried out in an integrated manner into one assessment. This is one of the

characteristics of the *Merdeka* Curriculum assessment, namely a holistic and simple assessment. Therefore, the teacher will be more free or flexible and the administrative burden will be reduced.

## **2. The Teacher's Problem during the Implementation of *Merdeka* Curriculum**

When the teacher implemented the *Merdeka* Curriculum was not run smoothly, but the teacher also face some problems. The teacher considered that with differentiated learning in the *Merdeka* Curriculum, the teacher does not only make one material. However, the teacher must make material of various types according to the variations. Based on the results of observations, the teacher divides the differentiation based on learning readiness. So, the teacher bring two different materials in learning. This is in accordance with Kemendikbud (2022c), which states that differentiated learning is not a simple thing for a teacher to do, due to limited time to design different lessons based on the individual needs of students.

Based on the findings described above, the teacher also found problems in the form of the teachers cannot maintain the enthusiasm of students. SMPIT Insan Mulia implements lesson hours with a block system. So, the duration of learning at one time is very long. It makes difficult for teacher to maintain student enthusiasm. This becomes a problem in the dimension components including teachers, learning media

and learning strategies (Hamalik, 2014). The meaning of the teacher in this dimension component is that in the learning process the teacher is required to be able to create situations and conditions so that students are always ready to learn and motivated to learn. Certainly, the teacher in teaching requires good learning strategies and learning media to stimulate students' attention so that they can encourage the teaching and learning process.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After describing and analyzing the data, the researcher draws a conclusion which answers the problem statement based on the results of the research related to the implementation of the *Merdeka* Curriculum in English teaching and learning at seventh grade students of SMPIT Insan Mulia Surakarta in the academic year 2022/2023. Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

Based on the results of the study, researcher can conclude that *Merdeka* Curriculum has implemented in English teaching learning. At the planning stage the teacher makes *Alur Tujuan Pembelajaran* and *Modul Ajar* which are adapted to the format and characteristics of the education unit. Not only teaching tools, the allocation of lesson hours is also regulated according to the conditions of the educational unit per year. While, learning outcomes in the *Merdeka* curriculum are arranged per phase. At the stage of Implementation of the *Merdeka* Curriculum in the teaching and learning process has three activities, namely: opening activities, main activities, and closing activities. The teacher has also implemented a learning cycle based on the *Merdeka* Curriculum. According to the *Merdeka* Curriculum, in the learning process the teacher has implemented differentiation learning based on the knowledge and readiness of student learning. In addition, the teacher also implements

Pancasila student profile values in learning. In delivering the material, the teacher uses several media such as PowerPoint and videos. The teacher conducts an assessment based on *Merdeka* Curriculum, namely by using formative and summative assessments. At the assessment stage there is no separation of attitudinal, social, and spiritual assessments but it carried out holistically into one assessment.

In Implementing the *Merdeka* Curriculum there are several problems faced by teacher. First, there is differentiated learning which requires the teacher to make material that varies or in accordance with the readiness of students. So, it takes a lot of time in the process of making the material. Second, the block system in lesson hours makes the teacher unable to maintain student enthusiasm until the end of learning because it takes a very long time

## **B. Suggestions**

Based on the results above, the significant suggestions are delivered by the researcher as follows:

### 1. For Teacher

The teacher must be creative and innovative in implementing *Merdeka* Curriculum in English teaching learning, so that the teacher can maintain student enthusiasm until the end of learnings and students are interested in learning. The teacher must also be good at managing time both in learning and in designing learning materials.



2. For students

Students must study English diligently in order to achieve the expected learning objectives.

3. For future Researcher

For future Researcher, it is hoped that they can develop or expand research by determining other variables and can improve the quality of instruments in research so that the data information to be presented can reflect conditions more accurately.

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# APPENDICES

## Appendix 1. Alur Tujuan Pembelajaran

Nama Sekolah : SMPIT Insan Mulia Surakarta  
 Mata Pelajaran : Bahasa Inggris  
 Fase : D  
 Kelas : VII  
 Tahun Ajaran : 2022/2023  
 Penyusun : Vivvy Zuny Mandasari, S.Pd. Gr.

### ALUR TUJUAN PEMBELAJARAN

#### Capaian Pembelajaran Fase D (Kelas VII, VIII, dan IX)

<p>Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan perniisa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>	
Elemen	CP Elemen
Menyimak – Berbicara	<p>Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>
Membaca – Menitrsa	<p>Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>
Menulis – Mempresentasikan	<p>Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.</p>



No	Materi Pokok	Tujuan Pembelajaran	Profil Pembelajaran Pancasila	JP	Indikator Penilaian
2	My <i>Schedule</i>	<p>7.1 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>Schedule</i> yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.</p> <p>7.2 Menjelaskan konteks, gagasan utama, dan informasi terperinci dari teks <i>Schedule</i> yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.</p> <p>7.3 Mengemukakan ide dari berbagai ragam teks <i>Schedule</i> yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.</p> <p>7.4 Menggunakan struktur teks <i>Schedule</i> berupa pemberian salam, berterima kasih, dan meminta maaf dan unsur kebahasaan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.</p> <p>7.5 Menganalisa struktur teks <i>Schedule</i> yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.</p> <p>7.6 Mengaplikasikan struktur teks dan unsur kebahasaan dari teks <i>Schedule</i> yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.</p> <p>7.7 Merancang teks <i>Schedule</i> lisan/tulisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.</p> <p>7.8 Memproduksi teks <i>Schedule</i> sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.</p>	<ul style="list-style-type: none"> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Berpikir kritis</li> </ul>	<p>10 x 40 JP</p>	<p>7.1 Disajikan bentuk multimoda, peserta didik mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>Schedule</i> dalam lingkup keluarga dan kelas.</p> <p>7.2 Disajikan bentuk multimoda, peserta didik menjelaskan konteks, gagasan utama, dan informasi terperinci dari teks interaksional lisan/tulisan sederhana berupa <i>Schedule</i> dalam lingkup keluarga dan kelas.</p> <p>7.3 Disajikan bentuk multimoda, peserta didik mengemukakan ide dari berbagai ragam teks <i>Schedule</i> dalam lingkup keluarga dan kelas.</p> <p>7.4 Disajikan bentuk multimoda, peserta didik menggunakan struktur teks <i>Schedule</i> dan unsur kebahasaan dalam lingkup keluarga dan kelas.</p> <p>7.5 Disajikan bentuk multimoda, peserta didik menganalisa struktur teks <i>Schedule</i>, unsur kebahasaan dan konteks dari ragam teks pada konteks yang berbeda dalam lingkup keluarga dan kelas.</p> <p>7.6 Disajikan bentuk multimoda, peserta didik mengaplikasikan struktur teks dan unsur kebahasaan dari <i>Schedule</i> pada konteks yang berbeda dalam lingkup keluarga dan kelas.</p> <p>7.7 Disajikan bentuk multimoda, peserta didik merancang teks <i>Schedule</i> sederhana berupa tulisan maupun lisan sederhana dalam lingkup keluarga dan kelas.</p> <p>7.8 Disajikan bentuk multimoda, peserta didik memproduksi teks <i>Schedule</i> dalam lingkup keluarga dan kelas.</p>

## Appendix 2. Modul Ajar

# MODUL AJAR BERDIFERENSIASI

Nama Penulis Modul Ajar: Vivy Zuny Mandasari



Fase	Kelas	Jumlah siswa	Model Pembelajaran	Alokasi waktu
D	VII	18	Tatap muka	6 x 40 menit
Identitas Sekolah: SMPIT Insan Mulia				
Nama Mata Pelajaran: Bahasa Inggris				
<b>CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE D</b>				
<p>Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>				
Tema / Materi Pembelajaran: Daily Activity				
Tujuan Pembelajaran	Profil Pelajar Pancasila	SKL IT		
<p>Peserta didik diharapkan mampu:</p> <ol style="list-style-type: none"> <li>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan menerima informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya.</li> <li>Menyusun teks interaksi transaksional lisan dan tulis</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, berakhlak mulia</b></li> <li><input type="checkbox"/> Berkebhinnekaan global</li> <li><input type="checkbox"/> <b>Gotong royong</b></li> <li><input type="checkbox"/> <b>Bernalar kritis</b></li> <li><input type="checkbox"/> <b>Mandiri</b></li> <li><input type="checkbox"/> <b>Kreatif</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Memiliki Akidah yang Lurus</b></li> <li><input type="checkbox"/> Melakukan Ibadah yang Benar</li> <li><input type="checkbox"/> <b>Berkepribadian Matang &amp; Berakhlak Mulia</b></li> <li><input type="checkbox"/> <b>Menjadi Pribadi yang Bersungguh-sungguh, disiplin &amp; mampu mengendalikan</b></li> </ul>		

<p>sangat pendek dan sederhana yang melibatkan tindakan memberi dan menerima informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p><b>diri</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Memiliki Kemampuan Membaca, Menghafal, dan Memahami Al Qur'an</li> <li><input type="checkbox"/> <b>Memiliki Wawasan yang Luas</b></li> <li><input type="checkbox"/> <b>Memiliki Keterampilan Hidup</b></li> </ul>
<b>Penguatan Nilai Islam</b>		
<p>Demi Masa. Sungguh, manusia berada dalam kerugian, kecuali orang-orang yang beriman dan berbuat kebaikan serta saling menasehati untuk kebenaran dan saling menasehati untuk kesabaran. (Q.S. Al Ashr: 1-3)</p>		
<b>Alat, Bahan dan Media</b>		
Laptop 2 buah, LCD Proyektor, Speaker, Video, PowerPoint, LKPD		
<b>Deskripsi Singkat Konten Belajar</b>		
<p>Peserta didik dalam kelompok diferensiasi berdasarkan tingkat pemahaman, kesiapan dan gaya <i>Belajar</i> mengidentifikasi kosakata kegiatan sehari-hari melalui video (auditori), PPT (visual) dan LKPD.</p>		
<b>Metode Pembelajaran</b>		
Diskusi berkelompok		
<b>Model Pembelajaran</b>		
<ul style="list-style-type: none"> <li>• Model pembelajaran pertemuan pertama: <b><i>Problem Based Learning</i></b></li> <li>• Model pembelajaran pertemuan kedua: <b><i>Scientific Learning</i></b></li> </ul>		
<b>Langkah-langkah Pembelajaran</b>		
<p>Pertemuan 1</p>	<p><b>Pendahuluan:</b></p> <ol style="list-style-type: none"> <li>1. Salam</li> <li>2. Berdoa sebelum pembelajaran</li> <li>3. Mengecek kehadiran siswa</li> <li>4. Menyampaikan skenario pembelajaran</li> <li>5. Pertanyaan pemantik <ul style="list-style-type: none"> <li>• Bagaimana aktivitas kegiatan <i>Belajar</i> ananda selama seminggu terakhir?</li> <li>• Apakah ananda sudah siap untuk mengikuti pembelajaran hari ini?</li> </ul> </li> <li>6. Guru membimbing siswa untuk berdiskusi tentang materi yang akan dipelajari</li> <li>7. Guru menyampaikan tujuan pembelajaran dan kegiatan yang akan dilaksanakan</li> </ol> <p><b>Kegiatan Inti:</b></p> <ol style="list-style-type: none"> <li>1. Orientasi pada masalah</li> </ol>	

	<ol style="list-style-type: none"> <li>a. Peserta didik menonton video yang disajikan oleh guru pada power point yang ditayangkan melalui presentasi.</li> <li>b. Peserta didik bersama guru melakukan tanya jawab terkait video.</li> </ol> <ol style="list-style-type: none"> <li>2. Mengorganisasikan peserta didik untuk <i>Belajar</i> <ol style="list-style-type: none"> <li>a. Peserta didik dibagi ke dalam beberapa kelompok</li> <li>b. Peserta didik mengamati tayangan video</li> </ol> </li> <li>3. Membimbing penyelidikan individu atau kelompok <ol style="list-style-type: none"> <li>a. Setelah menonton tayangan video, peserta didik dalam kelompok dipandu guru menuliskan beberapa kosa kata yang ditemukan dalam video</li> <li>b. Peserta didik mengkategorikan kegiatan-kegiatan yang biasa mereka lakukan dan tidak mereka lakukan.</li> </ol> </li> <li>4. Menghasilkan dan menyajikan hasil karya <ol style="list-style-type: none"> <li>a. Perwakilan tiap kelompok maju ke depan kelas untuk membacakan hasil LKPD mereka.</li> </ol> </li> <li>5. Menganalisis dan mengevaluasi proses pemecahan masalah <ol style="list-style-type: none"> <li>a. Peserta didik dipandu guru membicarakan kalimat-kalimat yang digunakan untuk memberikan informasi kegiatan sehari-hari.</li> </ol> </li> </ol> <p><b>Penutup:</b></p> <ol style="list-style-type: none"> <li>1. Guru membimbing siswa mengenai pentingnya menghargai waktu karena ada tuntunannya dalam Al-Qur'an dan Hadits.</li> <li>2. Guru menginformasikan materi pertemuan berikutnya dan meminta siswa mempelajarinya di rumah terlebih dahulu</li> <li>3. Salam</li> </ol>
Pertemuan 2	<p><b>Pendahuluan:</b></p> <ol style="list-style-type: none"> <li>1. Salam</li> <li>2. Berdoa sebelum pembelajaran</li> <li>3. Mengecek kehadiran siswa</li> <li>4. Menyampaikan skenario pembelajaran</li> <li>5. Pertanyaan pemantik <ul style="list-style-type: none"> <li>• <i>What time do you usually wake up?</i></li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• <i>What is the first thing you do after waking up?</i></li> </ul> <ol style="list-style-type: none"> <li>6. Guru membimbing siswa untuk berdiskusi tentang materi yang akan dipelajari</li> <li>7. Guru menyampaikan tujuan pembelajaran dan kegiatan yang akan dilaksanakan</li> </ol> <p><b>Kegiatan Inti:</b></p> <ol style="list-style-type: none"> <li>1. Mengamati       <ol style="list-style-type: none"> <li>a. Peserta didik menonton video kegiatan sehari-hari.</li> <li>b. Peserta didik mengikuti kosa kata kegiatan sehari-hari.</li> <li>c. Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi perbedaan kegiatan sehari-hari sesuai waktunya</li> </ol> </li> <li>2. Menanya       <ol style="list-style-type: none"> <li>a. Dengan bimbingan dan arahan guru, peserta didik menanya kosa kata kegiatan sehari-hari dalam bahasa Inggris, dan perbedaan dengan yang ada dalam bahasa Indonesia.</li> </ol> </li> <li>3. Mengeksplorasi       <ol style="list-style-type: none"> <li>a. Peserta didik mengerjakan LKPD yang berisi mengenai kegiatan sehari-hari.</li> </ol> </li> <li>4. Mengasosiasi       <ol style="list-style-type: none"> <li>a. Peserta didik menyusun jadwal kegiatan sehari-hari berdasarkan kebiasaan sesuai waktunya.</li> </ol> </li> <li>5. Mengomunikasikan       <ol style="list-style-type: none"> <li>a. Peserta didik menunjukkan jadwal kegiatan sehari-hari dengan bahasa Inggris, dan menerapkannya di dalam dan di luar kelas.</li> <li>b. Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyebutkan jadwal kegiatan sehari-hari dalam jurnal pembelajarannya</li> </ol> </li> </ol> <p><b>Penutup:</b></p> <ol style="list-style-type: none"> <li>1. Guru membimbing siswa mengenai pentingnya menghargai waktu karena ada tuntunannya dalam Al-Qur'an dan Hadits.</li> <li>2. Guru menginformasikan pertemuan berikutnya mengenai benda disekitar dan</li> </ol>
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	meminta siswa mempelajarinya di rumah terlebih dahulu	
	3. Salam	
<b>Pengayaan</b>		
Kegiatan pengayaan diberikan kepada peserta didik yang sudah memenuhi KKM. Kegiatan pengayaan dapat berupa pendalaman materi dengan melakukan aktivitas pengayaan dan literasi yang terdapat pada buku siswa.		
<b>Remedial</b>		
Kesempatan perbaikan nilai diberikan kepada peserta didik yang belum memenuhi KKTP dengan cara meminta mereka mengulang materi yang dirasa sulit terlebih dahulu, lalu mencoba memberikan penilaian kembali.		
<b>Refleksi Guru</b>		
Pelaksanaan dan Hikmah	Apakah pemBelajaran berjalan sesuai rencana? Apakah peserta didik dapat melaksanakan aktifitas secara efektif? Apakah pemBelajaran diferensiasi dapat terwujud? Apakah tujuan pemBelajaran tercapai? Apakah guru dan murid senang dalam pemBelajaran ini? Apa hikmah pemBelajaran ini bagi guru?	
Rencana tindak lanjut	Apa yang akan dilakukan guru untuk memperbaiki proses perencanaan, proses, dan hasil pemBelajaran	
<b>Refleksi Siswa</b>		
Hikmah	Murid mengambil hikmah dari pemBelajaran ini dibimbing oleh guru	
Rencana tindak lanjut	Murid merencanakan kegiatan yang akan dilakukan di rumah sebagai tindak lanjut dari kegiatan ini	
<b>Rencana Assessment</b>		
<b>Assessment diagnostic</b>	<b>Afl</b>	<b>Aol</b>
Tes kemampuan awal	Penilaian LKPD	Penilaian Formatif

Mengetahui

Kepala SMPIT Insan Mulia Surakarta

Guru Bahasa Inggris

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NIK. 19861125 201304 1 013

Vivy Zuny Mandasari, S.Pd., Gr.  
NIK. -

Lampiran 1. LKPD

**LEMBAR KERJA PESERTA DIDIK  
BAHASA INGGRIS  
KELAS VII SEMESTER 2**

**KELOMPOK 1**



NAME	:	_____
CLASS	:	_____
SCHOOL	:	_____

**Petunjuk Pengisian LKPD sebagai berikut :**

1. Kerjakanlah soal di bawah ini secara mandiri kemudian bersama anggota kelompok saling memeriksa pekerjaan masing-masing melalui diskusi .
2. Semua anggota kelompok dibebaskan menentukan dan memilih produk hasil kerja LKPD (tulisan, video, maupun rekaman audio/presentasi).
3. Berdoalah sebelum *Belajar*, semoga kita mendapatkan ilmu yang bermanfaat.

**Setelah menyelesaikan proses pembelajaran diharapkan siswa dapat :**

1. Menyebutkan kegiatan sehari-hari.
2. Membuat jadwal kegiatan mingguan dan harian.
3. Mempresentasikan kegiatan mingguan dan harian.

Observing and Questioning

**Activity 1**

**Let's Observe!**



Let's watch the video and pay

From the video, I learn ... .

.....  
.....

Collecting Information

**Activity 2**

**Let's find out!**

Find the activities in the previous video!

List of Activities		

Associating

**Activity 3**

**Let's Complete!**

Complete the crossword below according to the name of daily activities!





Experimenting

### Activity 4

#### Let's Make a List!

Watch the video carefully then fill in the table with the **girl's activities** and the correct time.

No.	Time	List of Activities
	Example: 04.30 am	pray subuh

<b>Weekend Activities:</b>		

Communicating

**Activity 5**

**Let's Create!**

Create your own weekly schedule then present in front of the class!

No.	Time	List of Activities
	Example : 03.00 am	Monday : English Course, Tuesday and Thursday: Math Course, Wednesday : Play with friends, Friday : Recite Qur'an in TPA
<b>Weekend Activities:</b>		

# LEMBAR KERJA PESERTA DIDIK BAHASA INGGRIS KELAS VII SEMESTER 2

KELOMPOK 2



NAME :	_____
CLASS :	_____
SCHOOL :	_____

### Petunjuk Pengisian LKPD sebagai berikut :

1. Kerjakanlah soal di bawah ini secara mandiri kemudian bersama anggota kelompok saling memeriksa pekerjaan masing-masing melalui diskusi .
2. Semua anggota kelompok dibebaskan menentukan dan memilih produk hasil kerja LKPD (tulisan, video, maupun rekaman audio/presentasi).
3. Berdoalah sebelum *Belajar*, semoga kita mendapatkan ilmu yang bermanfaat.

Setelah menyelesaikan proses pembelajaran diharapkan siswa dapat :

4. Menyebutkan kegiatan sehari-hari.
5. Menyusun huruf acak menjadi nama kegiatan sehari-hari.
6. Mengkomunikasikan kegiatan sehari-hari dan mingguan berdasarkan video.

Observing and Questioning

**Activity 1**

**Let's Observe!**



Let's watch the video and pay attention!

From the video, I learn ...

.....

.....

Collecting Information

**Activity 2**

**Let's find out!**

Find the list of activities in the word search below!

- |                 |               |                |                |
|-----------------|---------------|----------------|----------------|
| 1.wake up       | 5.brush teeth | 8.go home      | 11.get dressed |
| 2.eat breakfast | 6.wash        | 9.do homework  | 12.eat lunch   |
| 3.go to school  | 7.go to sleep | 10.take a bath | 13.eat dinner  |
| 4.brush hair    |               |                |                |

G	D	O	H	O	M	E	W	O	R	K	S	U	O
F	H	O	B	R	U	S	H	T	E	E	T	H	E
K	O	S	D	W	H	T	O	H	E	E	H	L	E
S	E	R	O	A	E	B	T	R	U	R	T	O	A
O	E	T	D	S	O	A	U	G	G	I	M	O	T
G	E	H	D	H	B	P	K	E	H	A	E	H	B
P	U	E	K	A	W	E	I	T	C	H	A	C	R
L	O	S	E	R	H	E	E	D	N	H	T	S	E
E	E	K	S	S	E	L	M	R	U	S	D	O	A
O	A	O	G	N	E	S	O	E	L	U	I	T	K
T	S	T	A	A	D	O	H	S	T	R	N	O	F
T	E	D	S	L	U	T	O	S	A	B	N	G	A
R	E	H	H	O	O	G	E	E	A	E	S	S	
H	E	E	L	H	U	G	A	D	A	R	R	G	T

Associating

**Activity 3**

**Let's Arrange!**

Arrange the jumbled letters into the correct name of daily activities!

1. waek up	_____
2. tea kbfraaest	_____
3. og ot oohcls	_____
4. srbuh arih	_____
5. surhb eetth	_____
6. haws	_____
7. dyust ennlio	_____
8. og mheo	_____
9. od homkerwo	_____
10. ktae a tahb	_____
11. get ssreedd	_____
12. eat lucnh	_____
13. tea inrden	_____
14. og to selpe	_____

Experimenting and Communicating

**Activity 4**

**Let's Create Lists!**

Watch the video carefully then fill in the table with **the boy and the girl's activities** and the correct time then present in front of the class!

Boy's Activity			Girl's Activity	
No.	Time	List of Activities	Time	List of Activities
Example: 04.30 am			pray subuh	

<b>Weekend Activities</b>				

## Lampiran 2. Referensi materi

Sleep	Go to school	Play football
Wake up	Learn/study	Do homework
Take a bath / Shower	Pray	Clean the bedroom
Get dressed	Breakfast	Lunch
Make the bed	Dinner	Watch TV

### Julia's daily routine.

Hello. I am Julia. I **get up** early, at 7. I **get dressed** in the bedroom – my favourite green sweater. I **have breakfast** in the kitchen, I like orange juice and a sandwich for breakfast. I **brush my teeth** in the bathroom. My teeth are white! I **go to school** at 8. At school I **have lunch** – rice and tomatoes and some chicken or fish. After school I **go to the park** and **play** with my friends – Kate and Mary. I **have dinner** at 7. I eat salad. I **go to bed** at 8.



### Sophie's Daily Routine

Sophie is eleven years old and she lives in Brighton, England. She usually gets up at a quarter to eight, she has a shower and gets dressed. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth because she likes them white and healthy!

Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch. They usually eat rice, soup, salad and meat

After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit.

At half past seven it is time for dinner. She eats a sandwich with strawberry juice. Then she usually reads a book or chats with her parents for a while. Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth.



### Lampiran 3. Diagnostic Assessment

What does Sita do at 4.p.m? She usually ....

- A. takes a bath
- B. cleans the house
- C. waters the garden
- D. cooks for breakfast



What do you do at 6.p.m? I ....

- A. listen to radio
- B. play game
- C. watch TV
- D. study



Dina's Daily Activities	
05.00 a.m.	Wake up and pray
05.15 - 06.00. a.m.	Clean the house
06.00 - 07.00. a.m.	Take a bath and get dressed
07.00 - 07.30. a.m.	Have breakfast with her family
07.30 - 08.00. a.m.	Prepare for studying
08.00 - 11.00. a.m.	Study online
11.00 - 12.00. a.m.	Have some break and snack
12.00 - 01.00. p.m.	Have lunch with her mom
01.00 - 02.00. p.m.	Play games
02.00 - 04.00. p.m.	Take a nap
04.00 - 05.00. p.m.	Wake up and take a bath
05.00 - 06.00. p.m.	Chat with her family
06.00 - 07.00. p.m.	Have dinner with her family
07.00 - 08.00. p.m.	Study for tomorrow's lesson
08.00 - 09.00. p.m.	Watch TV and go to bed

What does Dina do after hse takes a nap? She ....

- A. has lunch with her mom
- B. wakes up and takes a bath
- C. watches TV and go to bed
- D. has some break and plays game

What does Dina do before she prepares for her study? She ....

- A. takes a nap
- B. studies with the teacher
- C. has breakfast with her family
- D. studies for tomorrow's lesson

How long does she usually study in the evening? She usually studies for ....

- A. one hour
- B. two hours
- C. three hours
- D. four hours



#### Lampiran 4. Instrumen refleksi

##### a. Refleksi bagi guru

No	Uraian	Ya	Tidak	Keterangan
1	Apakah pemBelajaran sesuai dengan rencana?			
2	Apakah peserta didik dapat melakukan aktivitas secara efektif?			
3	Apakah pemBelajaran berdiferensiasi terlaksana secara efektif?			
4	Apakah tujuan pemBelajaran tercapai?			
5	Apakah guru dan murid merasa senang?			
6	Hikmah yang bisa diambil guru dari pemBelajaran ini			

##### b. Refleksi bagi murid

No	Pertanyaan	Keterangan
1	Bagaimana perasaanmu selama mengikuti pembelajaran ini?	
2	Apa hikmah yang dapat kamu ambil dari pemBelajaran ini?	
3	Apa yang akan kamu lakukan sebagai tindak lanjut dari pemBelajaran ini?	

### Appendix 3. Interview guide

Aspect	Indicator	Question
Basic Framework	Based on the objectives of the national education system and national education standards and develop the <i>Profil Pelajar Pancasila</i> .	1. Is the implementation of the <i>Merdeka</i> curriculum based on the goals of the national education system and national education standards? 2. How is the application of Pancasila student profiles in learning?
Targeted Competence	Learning outcomes are compiled for each phase and there is a <i>Alur Tujuan Pembelajaran</i>	3. Why are learning outcomes arranged per phase? 4. Is there <i>Alur Tujuan Pembelajaran</i> in the <i>Merdeka</i> curriculum?
Curriculum Structure	The allocation of lesson hours is regulated every year according to the conditions of the education unit.	5. How much is the allocation of lesson hours for the <i>Merdeka</i> curriculum?
Learning	Strengthening differentiated learning according to the stage of student achievement.	6. How is the process of differentiated learning in the <i>Merdeka</i> Curriculum?

Assessment	<p>c. Strengthening the formative assessment to design learning according to the stage of student achievement.</p> <p>d. There is no separation of attitude, social, and spiritual assessment.</p>	<p>7. Does assessment in the <i>Merdeka</i> curriculum strengthen formative assessment?</p> <p>8. Is there an attitude, social and spiritual assessment?</p>
Teaching tools	<p>Textbooks and non-text books.</p> <p>Examples of <i>Modul Ajar</i></p>	<p>9. What is learning using textbooks?</p> <p>10. What is learning using <i>Modul Ajar</i></p>

#### **Appendix 4. Result interview**

English teacher : Mrs. VZM, S.Pd., Gr.

Day, Date : Tuesday, 17 January 2023

#### **Result interview with English teacher**

R: Apakah pelaksanaan kurikulum Merdeka sudah sesuai dengan tujuan sistem pendidikan nasional dan standar nasional pendidikan?

VZM: Penerapan kurikulum ini tentunya mengacu pada standar nasional pendidikan, mulai dari proses hingga penilaian. Hal ini tentunya dalam rangka mewujudkan tujuan pendidikan nasional. Kurikulum Merdeka ini kan bentuk penyempurnaan dari kurikulum 2013, maka kurikulum ini saya laksanakan semaksimal mungkin karena merupakan istilahnya amanah dari pemerintah di tahun ini. Jadi, kurikulum Merdeka sendiri mulai diterapkan di SMPIT Insan Mulia pada tahun pelajaran 2022/2023 di kelas 7 sedangkan kelas 8 dan 9 tetap menggunakan kurikulum 2013.

R: Dalam kurikulum Merdeka ini kan salah satunya menekankan karakter yang sesuai dengan profil pelajar pancasila nggih ust, penerapan profil pelajar pancasila dalam pembelajaran itu sendiri seperti apa ust?

VZM: Itu sebenarnya sudah termasuk dalam pembelajaran di SIT karena kita terintegrasi jadi salah satu yang ditekankan adalah iman dan taqwa, itu insya Allah setiap kita membahas materi baru, kita akan menghubungkannya dengan Al-Qur'an. Kemudian dari pelaksanaannya bahasa Inggris sendiri karena berbagai

metode pembelajaran yang membuat mereka lebih kreatif dan bernalar kritis, seperti itu misalnya dalam profil pelajar pancasila seperti itu.

R: Selain adanya penekanan karakter pelajar pancasila, dalam kurikulum Merdeka itu kan juga menekankan pada pembelajaran berdiferensiasi nggih ust. Kemudian, bagaimana proses pembelajaran berdiferensiasi dalam Kurikulum Merdeka ini ust?

VZM: Ya, jadi kurikulum ini menekankan pembelajaran yang berdiferensiasi, jadi materi pembelajarannya lebih bervariasi sesuai dengan pemahaman siswa. Kalau saya ini ambilnya yang kesiapan belajar. Jadi, diferensiasi berdasarkan kesiapan belajar. Jadi, sudah di pre-test anak-anak kira-kira yang sudah sangat siap belajar mana, yang masih kurang siap mana. Sebenarnya indikatornya ATP-nya itu sama tapi ketika pembelajaran itu ada perbedaan di tujuannya. Tujuannya itu ada yang berbeda. Jadi, istilahnya lebih diringankan yang tadi kurang siap *Belajar*. Untuk yang disini tadi lebih kompleks yang sudah sangat siap *Belajar*.

R: Untuk mendukung pembelajaran yang berdiferensiasi itu sendiri biasanya menggunakan media apa ust?

VZM: Kadang saya menggunakan PowerPoint, kadang video. Anak-anak itu senang ketika diputar video dalam belajar bahasa Inggris. Meskipun mereka masih memprosesnya karena bahasa yang berbeda. Kemudian mereka diminta untuk menceritakan kembali walaupun harus dipancing dulu, yang penting media harus interaktif ketika belajar bahasa Inggris terutama video dan powerpoint agar tidak bosan. Terus kemarin mereka juga Alhamdulillah di sekolah ini juga ada scrabble. Jadi, itu media penambah vocab kosakata siswa. Jadi, mereka terkadang

kalaupun misalkan ada waktu luang kayak gitu saya minta mereka buat main scrabble. Jadi, tidak hanya permainan yang biasalah intinya permainan untuk meningkatkan vocabulary mereka.

R: Selain menggunakan media tersebut apakah pembelajaran juga tetap dengan menggunakan buku teks seperti itu juga ust?

VZM: Kita punya buku teks yang memang digunakan sebagai sumber belajar dan itu media yang sangat penting yang membantu siswa untuk memahami materi baru. Tapi kalo dalam penyampaian materi, saya lebih menggunakan media yang variatif. Selain itu, jika materi di buku ajar dirasa kurang lengkap, biasanya saya ambil dari berbagai sumber, apalagi sekarang sudah ada yang disediakan oleh pemerintah. Misalkan bukunya nggak ada ya udah saya cari sendiri, materi saya kembangkan sendiri kayak gitu. Atau mungkin dari platform Merdeka Mengajar itu juga ada. Jadi, ya istilahnya ambil banyak sumber lah. Jadi, apa yang kurang di buku itu biasanya ya saya tambahkan sendiri. Misalkan mereka butuhnya ini ya saya kasih ini. Maksudnya sesuai kebutuhan anak-anak.

R: Kemudian dalam kurikulum Merdeka ini kan istilah silabus sendiri berubah menjadi Alur Tujuan Pembelajaran nggih ust, apakah Alur Tujuan Pembelajaran tersebut juga sudah diimplementasikan ust?

VZM: Untuk Alur Tujuan Pembelajaran, kemudian ada juga Modul Ajar, karena saat ini RPP juga penyebutannya kan Modul Ajar gitu ya mbak, jadi guru membuat sendiri sesuai format di sekolah karena ada standar kompetensi lulusan SIT yang menjadi ciri khusus.

R: Berarti untuk Modul Ajar juga tidak menggunakan Modul Ajar yang disediakan dari pemerintah nggih ust?

VZM: Iya, meskipun pemerintah sudah menyediakan Modul Ajar yang siap pakai, kita tetap menggunakan Modul Ajar secara mandiri dengan format yang disediakan sekolah dan sesuai dengan karakteristik dan kebutuhan siswa.

R: Selanjutnya, dalam kurikulum Merdeka itu kan ada capaian pembelajaran yang disusun per fase. Mengapa capaian pembelajaran dalam kurikulum Merdeka disusun per fase ust?

VZM: Hasil belajar per fase itu upaya penyederhanaan agar siswa memiliki waktu yang cukup untuk menguasai kompetensi. Jadi, itu nanti akan memberikan kesempatan kepada siswa untuk belajar sesuai dengan tingkat pencapaian, kebutuhan, kecepatan, dan gaya belajarnya, seperti itu.

R: Kemudian, untuk alokasi jam pelajaran dalam kurikulum Merdeka sendiri bagaimana ust, apakah terdapat perubahan juga?

VZM: Alokasi jam pelajaran dalam Kurikulum Merdeka itu ditetapkan setiap tahun, tapi juga kembali menyesuaikan dengan keadaan di satuan pendidikan sih mbak.

R: Kalau dalam penilaian, apakah penilaian dalam kurikulum Merdeka itu memperkuat penilaian formatif ust?

VZM: Untuk proses penilaian dalam kurikulum Merdeka itu ada penilaian formatif dan sumatif. Jadi kalau formatif kita melakukan penilaian di awal pembelajaran dan selama proses pembelajaran. Kemudian untuk sumatif, kita melakukan penilaian di

akhir. Di sini penekanannya adalah pada penilaian formatif maksudnya agar guru dapat merancang pembelajaran sesuai dengan tahapan peserta didik, untuk pembelajaran yang berdiferensiasi tadi. Jadi, penilaian ini dapat memperbaiki, mengubah, atau memodifikasi proses pembelajaran agar lebih efektif.

R: Kemudian, apakah ada penilaian sikap, spiritual, seperti itu juga ust?

VZM: Dalam Kurikulum Merdeka, kita melakukan penilaian itu secara menyeluruh mbak. Tidak ada penilaian tersendiri terhadap sikap, pengetahuan, keterampilan seperti pada kurikulum 2013. Sehingga pada akhirnya penilaian tersebut akan menyatu menjadi satu penilaian.

R: Selanjutnya, selama pengimplementasian kurikulum Merdeka, mulai dari perencanaan, proses pembelajarannya di kelas, sampai penilaian gitu sejauh ini apakah ada permasalahan yang panjenengan sendiri rasakan begitu ust?

VZM: Kalo itu pastinya ada sih mbak. Karena pembelajarannya diferensiasi itu ya, jadi kita harus membuat materinya itu tidak hanya satu, artinya materinya sama tetapi jenisnya berbeda berdasarkan kesiapan belajar siswa. Dan untuk membuatnya tentu juga membutuhkan waktu. Selain itu, disini untuk bahasa Inggris ada 3 jam pelajaran setiap minggunya. Dan 3 jam pelajaran itu sistemnya blok. Sehingga pada akhir pembelajaran kadang siswa itu terlihat bosan karena terlalu lama.



## **Appendix 5. Result Observation**

### **FIELD NOTE**

#### **OBSERVATION IN THE SEVENTH GRADE STUDENTS OF SMPIT**

#### **INSAN MULIA SURAKARTA IN ACADEMIC YEAR 2022/2023**

##### **A. Field Note 1**

Topic : Daily Activity  
Teacher : Mrs. VZM, S.Pd., Gr.  
Class : B Class  
Day : Tuesday, 17 January 2023  
Time : 10.55-13.25  
Code : O/17-1-23/M/VZM

First, the teacher opened the lesson by saying "salam" and greetings in English, then students answered "salam" and greetings in English. Before starting the lesson, the teacher invites students to pray together. After that, the teacher checks the student attendance list and asks questions to students about matters related to the lesson being carried out. The teacher conveys the material they will learn and relates it to student experiences and conveys that students will be divided into several groups. The teacher gives an overview of the benefits of lessons for everyday life. The teacher conveys the mechanism of learning steps from beginning to end.

In the main activities, the teacher explained the material first. Sometimes she spoken to the students using English but sometimes she used Indonesian. It was aimed the student know the content of the material.

**Orientation to the problem:** In this activity, students watch videos presented by the teacher in power points that are shown through presentations. Then, students and the teacher conduct questions and answers related to the video.

**Organizing students to learn:** In this activity, students are divided into several groups. After that, students watched the video.

**Guiding individuals and groups:** In this activity, students in groups are guided by the teacher to write down some of the vocabulary found in the video. Here, students categorize the activities they usually do and they don't do.

**Producing and presenting their work:** In this activity, representatives from each group come to the front of the class to read their LKPD results.

**Analyzing and evaluating the problem-solving process:** In this activity, student are guided by the teacher to discuss the sentences used to provide information on daily activities.

The last activity is closing. Before close the lesson, the teacher reviewed or concluded the material. The teacher and the students closed their lesson by saying "Hamdalah" together. The teacher say greetings then leave the class.

## **B. Field Note 2**

Topic : Daily Activity  
Teacher : Mrs. VZM, S.Pd., Gr.  
Class : C Class  
Day : Wednesday, 18 January 2023  
Time : 12.45-14.45  
Code : O/18-1-23/M/VZM

The learning begins with the teacher greeting the class with "salam" and greetings in English, to which the students respond. The teacher asks the class to pray together before starting the learning. The teacher monitor students' attendance. The teacher then asks them questions regarding the topic that is being taught. The teacher explains what the students will study, connects it to their own experiences, and lets them know that they will be split up into different groups. The teacher provides a summary of how learning might assist daily living. The teacher does not describe the benefits of learning in everyday life and does not explain the learning process from start to finish.

The teacher explains the learning material in the main activities. The teacher spoke to the students in English on occasion, but sometimes in Indonesian. The goal was for the student to comprehend the subject.

**Orientation to the problem:** The teacher shows videos to the class using presentations that are displayed as power points in this exercise. The teacher and students will next engage in a video-related Q&A session.

**Organizing students to learn:** In this activity students are divided into small groups. The students then watched the video.

**Guiding individuals and group:** In this activity students write some vocabularies found in the video. Here the students put the activities they often do and don't do.

**Producing and presenting their work:** In this activity representatives from each group first come to the front of the class to read their LKPD results.

**Analyzing and evaluating the problem solving process:** In this activity the students are guided by the teacher to discuss sentences that provide knowledge about daily activities.

The last activity is closing. Before closing the lesson the teacher evaluates the lesson. Teacher and student close the lesson by saying "Hamdalah" together. Then the teacher says greetings and leaves the room.

### C. Field Note 3

Topic : Daily Activity  
Teacher : Mrs. VZM, S.Pd., Gr.  
Class : B Class  
Day : Tuesday, 24 January 2023  
Time : 10.55-13.35  
Code : O/24-1-23/M/VZM

The learning begins with the teacher greeting the class with "salam" and greetings in English, to which the students respond. The teacher asks the class to pray together before starting the learning. The teacher doesn't monitor students' attendance. The teacher then asks them questions regarding the topic that is being taught. The teacher explains what the students will study, connects it to their own experiences, and lets them know that they will be split up into different groups. The teacher provides a summary of how learning might assist daily living. The teacher does not explain the process of learning in steps from start to finish.

The teacher explains in the main activity. Teachers sometimes speak to students in English and sometimes in Indonesian. The goal of the students is to understand the subject.

**Observing:** In this activity, students watch videos of daily activities. Then, students follow the vocabulary of daily activities. With the teacher's

guidance and direction, students identify differences in daily activities and their time.

**Questioning:** In this activity, students ask about vocabulary for daily activities in English.

**Experimenting:** In this activity, students work on worksheets containing daily activities.

**Associating:** In this activity, students arrange a schedule of daily activities based on habits and time.

**Communicating:** In this activity, students present a schedule of daily activities in English and apply them inside and outside the classroom. Then, students write down problems in using English by mentioning the schedule of daily activities in their study journals.

The teacher connects the material that has been studied with the Qur'an, by guiding students about the importance of respecting time because there are guidelines in the Qur'an and Hadith through surah Al-Asr. Then, the teacher asks students to study the material at the next meeting about the objects around us. After that, the teacher closed the lesson by greeting.

#### **D. Field Note 4**

Topic : Daily Activity  
Teacher : Mrs. VZM, S.Pd., Gr.  
Class : C Class  
Day : Wednesday, 25 January 2023  
Time : 12.45-14.45  
Code : O/25-1-23/M/VZM

The teacher opens the learning activity by greeting. Then the teacher invites students to pray before starting learning. After that, the teacher checks the students' attendance. Then, the teacher conveys the learning scenario and asks trigger questions. Teacher guiding students to discuss the material to be studied and conveying learning objectives and activities to be carried out.

The teacher explains the material in the main activity. The teachers speak to the students sometimes in English and sometimes in Indonesian. It is aim to facilitate students to understand the topic.

**Observing:** In this activity students watch videos of their daily activities. Students then follow the vocabulary for daily activities. Students recognize the difference between daily activities and time by following the teacher's guidance and instructions.

**Questioning:** In this activity students were asked about vocabulary about daily activities in English.

**Experimenting:** In this activity students will work on a worksheet containing their daily activities.

**Associating:** In this activity students organize their daily activities according to habit and time of day.

**Communicating:** In this activity students present a daily activity plan in English and apply it at school and outside. Students then present in the English by writing journal activities in their learning journals.

The teacher relates the material with the Quran. The teacher guides the students on the importance of respecting time as the Quran and Hadith through Surah Al-Asr. Then the teacher asks the students to read about the things around us which will be discussed in the next meeting. After that, the teacher greets and concludes the lesson.



## Appendix 6. Photography of research activities

