

**ANALYSIS OF TEACHER BARRIERS IN IMPLEMENTING
KURIKULUM MERDEKA TO TEACH ENGLISH OF TENTH GRADE AT
SMA AL-AZHAR SYIFA BUDI SOLO IN THE ACADEMIC YEAR OF
2022/2023**

THESIS

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Education Study Program



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Thank you for the attention

Wassalamu'alaikum wa rahmatullahi wa barakatuh

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DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to people who have always loved and supported me at all times. This thesis is dedicated to:

1. My beloved parents (Mr. Surip Somodiharjo and Mrs. Paiyem)
2. My beloved brother and his wife (Mr. Hairul Amin and Mrs. Putri Kris)
3. All my beloved families who always pray and support me.
4. My beloved almamater, UIN Raden Mas Said Surakarta.

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not burden any human being with more than he/she is well able to bear

(Al-Baqarah, 286)

Family is not always there for you, but their love will always be there for you.

(Hello Ghost)

People talk behind your back because you are always ahead of them. Great minds discuss ideas, average minds discuss events, small minds discuss people.

(Alpha Girl)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**Analysis Of Teacher Barriers in Implementing *Kurikulum Merdeka* to Teach English of Tenth Grade at SMA Al-Azhar Syifa Budi Solo in The Academic Year of 2022/2023**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to 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.

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The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, June 19th 2023

The researcher

A handwritten signature in black ink, appearing to be 'Holip Viya', written in a cursive style.

Holip Viya

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ABSTRACT

Viya Holip. 2023. *Analysis of Teacher Barriers in Implementing Kurikulum Merdeka to Teach English of Tenth Grade at SMA Al-Azhar Syifa Budi Solo in The Academic Year of 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

Advisor : Prof. Dr. Imroatus Solikhah, M.Pd., M.E.

This research describes teacher barriers in implementing *Kurikulum Merdeka* to teach English of tenth grade at SMA Al-Azhar Syifa Budi Solo. The objectives of this research were to know the implementation of *Kurikulum Merdeka* in learning English and the barriers faced by English teacher of tenth grade at SMA Al-Azhar Syifa Budi Solo in the academic year 2022/2023.

In doing this research, the researcher used qualitative approach with case study. This research was conducted at SMA Al-Azhar Syifa Budi Solo located on R.M. Said street No. 232, Mangkubumen, Kec. Banjarsari, Surakarta City, Central Java. The informant of the research was one English teacher who taught tenth grade at SMA Al-Azhar Syifa Budi Solo. The collecting of the data used observation, interview and document analysis. The techniques of analyzing the data used data condensation, data display, and drawing conclusions. The methodological triangulation used to check the validity of the data.

The results of this research were: (1) the implementation of *Kurikulum Merdeka* in learning English by carrying out the learning process in three meetings of the tenth grade English regular program. There are three stages to learning process: opening, main *activity*, and closing. Teaching activity include diagnostic assesments, lecturing, discussions, and project-based learning. (2) the barriers faced by English teacher are divided into two categories: barriers to effective curriculum implementation and the three top barriers teachers face: environmental context barriers, skill barriers, and knowledge barriers.

Key words : Barriers, Implementing *Kurikulum Merdeka*, Teach English

CHAPTER I

INTRODUCTION

A. Background of the Study

One dimension that cannot be separated from the development of national education in the future is curriculum policy. Curriculum is the heart of education (Novitasari et al., 2020). The curriculum is a set of plans and arrangements regarding objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve national education goals (UU No.20 Tahun 2003). Since the time of Indonesia's independence, the curriculum has changed according to the times. The last change was the 2013 Curriculum, which changed to *Kurikulum Merdeka*. Things that need to be done in curriculum changes include a thorough evaluation of the previous curriculum and analysis of needs against the challenges of the times, preparation of curriculum tools, and optimal outreach (Novitasari et al., 2020).

The 2013 curriculum is a simplification and thematic-integrative effort prepared to produce a generation that is ready to face the future. The learning objectives in the 2013 curriculum include developing the realms of attitudes, knowledge, and skills, which are elaborated for each educational unit (Permendikbud Nomor 54 tahun 2013). The 2013 curriculum places an emphasis on the teacher's ability to implement an authentic, challenging,

and meaningful learning process for students so that, in this way, the potential of students can develop according to what is expected by the goals of national education (Kurniaman et al., 2013).

The newest curriculum to replace K-13, namely *Kurikulum Merdeka* launched by the Minister of Education, Nadiem Makarim, has the aim of returning the authority to manage education to schools and local governments. The responsibility for regulating education is manifested in providing flexibility to schools and local governments in designing, implementing, and evaluating educational programs implemented in schools with reference to the principles of the central government's policy on freedom of learning to achieve national education goals (Nurbani et al., 2020). Freedom Learning is carried out to accelerate the achievement of national education goals by increasing the quality of Indonesian human resources, who have advantages and are more competitive than those in other countries. Superior and competitive-quality human resources are manifested in students who have noble character and have a high level of reasoning, especially in literacy and numeracy. The freedom learning policy expects that students can be more actively involved in every teaching and learning process so that they can train and create outputs that can think critically, creatively, collaboratively, innovatively, and participatively (Adisya Gressyela Saputri & Trihantoyo, 2022).

The other elements involved in implementing *Kurikulum Merdeka*, besides the local government, are schools. Schools have the authority and

responsibility to develop curricula according to the needs and context of each school. Factors that influence student learning outcomes at school are internal and external (Chaniago et al., 2022). The implementation of *Kurikulum Merdeka* is based on factor schools that have good facilities and factor schools located in urban areas. Geographically, SMA Al-Azhar Syifa Budi Solo is located in the middle of Solo City, which is a city of culture, tourism, and industry with business actors in the tourism or industry sectors where the majority of students come from the middle to upper economic classes. This school is a senior high school with Islamic characteristics and learning methods that aim to develop multiple intelligences.

Teachers have barriers to implementing *Kurikulum Merdeka* in the learning process (Nurcahyono & Putra, 2022). Barriers is a factors that inhibit or prevent people from participating in activities (Pia, 2015). Suyedi & Inrus (2019:124) explain that obstacles mean disruption of an activity in its implementation. Teacher obstacles are things that become an obstacle in the learning process so that it results in not achieving learning goals effectively (Nita, 2021). It can be caused by teachers have obstacles due to changes in the new curriculum. Aini (2019) explains teachers' barriers to curriculum are: lack of teacher competence and skills in curriculum development, teachers reported that the new curriculum expectations for various subjects, curriculum document is unclear about expectation for physical activity, good facilities the use for classrooms. Barriers to teaching and learning English in implementing curriculum refer to any factors, there

are factors internal or external to the learner (Zwane & Malale, 2018). Top barriers to teachers yakni environment context barriers, skill barriers, and knowledge barriers (Zucker et al., 2021).

Arianto (2018) stated teachers are having difficulty implementing the 2013 curriculum due to frequent curriculum changes. The barriers faced by teachers when implementing the K–13 curriculum include lesson planning, learning implementation, and assessment. Lesson Plan (making the syllabus, making learning implementation plans, as well as the methods or media to be used), Implementation of learning (in facilities and infrastructure that are not supportive, both in the form of learning media and teacher and student handbooks that are not yet available), Assessment (assessment in the 2013 curriculum is very complicated, starting with the assessment of knowledge, skills, and attitudes, which are further divided into sub-assessments and must be authentic). Currently, teachers also have obstacles to implementing *Kurikulum Merdeka*. Barriers experienced by teachers in planning, implementing, and evaluating learning. Based on research (Nurchayono & Putra, 2022) entitled "Teachers' Barriers to Implementing Mathematics in *Kurikulum Merdeka* at Elementary Schools". Barriers to lesson planning include a lack of understanding of how to reduce CP to learning objectives, a lack of references to differentiated learning models, limited facilities and infrastructure in schools, and limited initial knowledge and subject matter. Barriers to the implementation of learning include limitations in understanding subject matter with other relevant

knowledge, limitations in students' psychological understanding, and limitations in translating knowledge into a language that is easy to understand. Obstacles to the evaluation of learning include limitations in identifying the learning process and understanding formative assessment. Apart from these three factors, there are other barriers to implementing a *Kurikulum Merdeka*. Neva Lionitha Ibrahim (2022) related to "identification of the inhibiting factors for the implementation of the freedom learning curriculum at SMAN 1 Telaga Biru and SMAN 3 Gorontalo" indicates that there are internal and external factors that become obstacles to the implementation of the freedom learning curriculum at the high school level. Internal inhibiting factors such as students who are not focused when receiving material due to freedom learning-based learning styles that free students more. The external inhibiting factor is that there are obstacles in preparing learning content that varies according to the learning styles of students, and there are limited facilities, teaching aids, and also reference books.

SMA Al-Azhar Syifa Budi Solo is one of penggerak schools in Solo. This school has implemented the latest curriculum since 2021. Class X (phase E) and class XI (phase F) have implemented the regulation. Phases E and F have differences, namely that students in phase F can choose elective subjects according to their interests and talents, as is the case at Al-Azhar Syifa Budi Solo High School, which has specialization programs for MIPA, Social Sciences, and Tahfidzul Qur'an. Students in tenth grade

(phase E) are required to be able to recognize their potential and talents before entering a higher grade level (Nur Azmi Rohimajaya et al., 2022). In phase E, the classes are X Regular 1, X Regular 2, X Tahfidz with two learning programs, namely regular English program and English program conversation. Researchers focus on conducting research in the regular English program. This year is the second year of implementing the change from K-13 to *Kurikulum Merdeka*. The key to curriculum success is influenced by teachers' perceptions of obstacles and support for curriculum implementation (Novitasari et al., 2020). Al-Azhar High School English teacher Syifa Budi Solo, apart from guiding and educating, must also recognize students' interests and talents according to their needs. Unlike the previous curriculum, teachers are supported by ongoing training held by the government. However, in the new curriculum, teachers must study independently through the Freedom Teaching Platform provided by the government (Ibrahim, 2022).

Based on the problem above, researchers are interested in analyzing a research entitled “ANALYSIS OF TEACHER BARRIES IN IMPLEMENTING *KURIKULUM MERDEKA* TO TEACH ENGLISH OF TENTH GRADE AT SMA AL-AZHAR SYIFA BUDI SOLO IN ACADEMIC YEAR 2022/2023”.

B. Identification of the Problems

Based on the background study above, the researcher identified some problems such as:

1. The English class of X Regular 1, X Regular 2, and X Tahfidz has two learning programs, namely the regular English program and the English conversation program.
2. Teaching English at SMA Al-Azhar Syifa Budi Solo applies two curricula, namely the 2013 curriculum and *Kurikulum Merdeka*.
3. The English teacher has barriers when implementing *Kurikulum Merdeka*.

C. Limitation of the Problem

Various problems raised in problem identification, the researcher has the limitation. Researcher limit research only to regular English program in classes X Regular 1, X Regular 2, X Tahfidz. This research focused on teacher barriers faced in implementing *Kurikulum Merdeka* by an English teacher of tenth grade at SMA Al-Azhar Syifa Budi Solo in the Academic Year of 2022/2023. The researcher focused in the second semester on the topic of learning narrative text. The implementation of *Kurikulum Merdeka* by English teachers discussed in this study can be categorized into three aspects: Opening, main activity and closing activity.

In this study, opening means prepare students both psychologically and physically so they can follow the learning process properly. The main activity is a learning process so that the learning objectives can be achieved.

The closing activity involves the teacher and students making conclusions and reflections during learning. The study also identified these three implementation barriers as a result of the study.

D. Formulation of the Research Question

Based on the research background, the identification of the problems:

1. How is the implementation of *Kurikulum Merdeka* in learning English of tenth grade at SMA Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023?
2. What are the barriers faced by English teacher of tenth grade at SMA Al-Azhar Syifa Budi Solo in implementing *Kurikulum Merdeka* in the Academic Year 2022/2023?

E. Objectives of the Study

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

1. To describe the implementation of *Kurikulum Merdeka* in learning English of tenth grade at SMA Al-Azhar Syifa Budi Solo in Academic Year 2022/2023.
2. To describe the barriers faced by English teacher of tenth grade at SMA Al-Azhar Syifa Budi Solo in implementing *Kurikulum Merdeka* in Academic Year 2022/2023.

F. Benefits of the Study

The benefits of the research are:

1. Theoretical Benefits:

The results of this study is can be references for *Kurikulum Merdeka* about the barriers faced by English teachers in the teaching and learning process.

2. Practical Benefits

a. For the English Teachers:

Contributes to teachers' roles in the implementation of *Kurikulum Merdeka* in the English process by making suggestions. Another advantage is that it allows teachers to reflect on their work in achieving *Kurikulum Merdeka* aim, particularly in the English subject.

b. For students:

This research increases students' knowledge about the barriers teachers face in implementing *Kurikulum Merdeka*, so it can motivate them to become active students by learning English.

c. For the other reasearcher:

The study can be used as a reference for other researchers who desire to do a study on curriculum in language learning.

G. Definitions of Key Terms

The researchers wants to explain the main terms in the title to avoid ambiguity and different interpretations by different readers:

1. *Kurikulum Merdeka*

According to Prof. Dr. S. Nasution's book Curriculum and Teaching, the curriculum is a collection of strategies designed to aid the teaching and learning process. The plans created are the responsibility of the educational institutions and their professors. *Kurikulum Merdeka* Pocket Book explains the curriculum with diverse intra-curricular learning, where learning content was more optimal so that students have enough time to strengthen competencies. Freedom learning can be understood as the application of a curriculum that prioritizes a pleasant situation in the learning process, as well as an increase in innovative teacher thinking (Fathan, 2020). The curriculum emphasizes diverse in-curricular learning and optimizes content to give students time to explore concepts and strengthen their competencies.

2. Teaching English of High School

The educational background of teachers in Senior High School is another area that impacts their teaching practice. Teachers tend to teach in the same way they were taught at school as a student. However, they develop their own teaching style through learning from their experiences and observing others' teaching practices (Nishino, 2011) and therefore in-service training is very important. English Teacher of

Senior High schools must have ability to make the study more interactive and interesting. So that the students will join the study well.

3. *Kurikulum Merdeka* Implementation

Kurikulum Merdeka is a curriculum created by our Minister of Education, Nadiem Makarim that gives students the freedom to express their abilities and interests. By using an freedom curriculum, changes are felt in schools; teachers are more flexible to be creative in teaching as much as possible and know more about the interests, talents, needs, and abilities of students. The process of learning the freedom curriculum in driving schools refers to the profile of Pancasila students, which aims to produce graduates who are competent and uphold character values. In implementing the freedom curriculum, there were many obstacles to overcome, especially instilling interest in school members to want to move forward with change. The principal as a school leader must be able to move, direct, and inspire teachers to want to change towards better education. In addition, good cooperation is needed between teachers, school principals, agencies, parents, and related parties so that the implementation of the freedom curriculum in schools can be realized optimally (Rahayu et al., 2022).

4. Teacher Barrier's of Curriculum Implementation

Implementation is the actualization or implementation of the written curriculum (Sukiman, 2015:163). According Mulyasa in Sukiman (2015:164) state that the process of applying ideas, concepts and

curriculum policies in a learning activity so that students master a certain set of competencies, as a result of interaction with the environment.

CHAPTER II

LITERATUR REVIEW

A. Theoretical Review

1. The Nature of Curriculum Theory

a. Curriculum Definition

Curriculum derives its name from the words "currir" which means runner, and "currere" which means a place to race (Barlian et al., 2022). So, the curriculum is the distance that the runner must cover from start to finish. Several statements have been obtained as a result of collecting curricular materials. According to Saylor, Alexander, dan Lewis (1974), the curriculum is the sum total of school's efforts to influence learning, whether in the classroom, on the playground or out of school. It is not just about the world of schools, but it also has an influence on the students' daily lives. The curriculum is defined as a total effort from the school to bring the desired results inside and outside the school environment or a series of potential experiences provided at school with the aim of disciplining students in ways of thinking and acting (Taba, 1962). Based on UU No 20 th 2003 PP No 19 th 2005, curriculum is a set of plan and adjustment about the goal, content, and materials of the lesson including the way which is used as guidance in the organizing

a learning process to achieve particular educational goal. Thus, the curriculum must develop a commitment to learning as it encourages and stimulates the highest progress and achievements for students.

Ralph W. Tyler (1975) presents four steps of curriculum development (the four-step model), which are presented in the form of basic questions about curriculum development as well as learning (instruction), namely objectives, instructional strategy and content, organizing learning experiences, assessment, and evaluation. The curriculum development process starts with the formulation of objectives, followed by the determination or selection of learning materials, teaching and learning processes, and assessment tools (Nasution, 1987). The implementation of curriculum development can at least take two steps: First, formulate a clear vision and mission. Second, based on the vision and mission, standard competencies are described that can accommodate various needs in various dimensions of society, both present and future, without forgetting past needs (Arlee, 2015).

Based on the description above, it is possible to infer that a curriculum is a programme of instruction that is developed and implemented in order to fulfil a variety of educational goals.

b. Curriculum Component

There are several main components of the curriculum that can be examined using the definition of Zais (1976) referred to these

aspects as the anatomy of the curriculum, which consists of components of objectives: goals, content, learning activities, and evaluation. In this description, it is clear that the curriculum contains four major components: objectives, materials, procedures, and evaluation. All components are very important in curriculum development and influence each other.

1) Goal

The aim is the first thing that must be defined when developing the programme. *Kurikulum Merdeka* was created with the goal of making education in Indonesia more like that of developed countries, where students are given the freedom to choose what they want to learn. Educational objectives can be classified into 4, namely:

a) National Education Goals

The national education is the ultimate goal that must be used as a guideline by every educational effort, meaning that every educational institution and provider must be able to form human beings in accordance with the formulation, including both education organised by formal, informal, and non-formal educational institutions. In the perspective of national education, the goals of national education originating from the Pancasila value system are formulated in Law No. 20 of 2003, the purpose of national education is to "educate the life of a

nation, aiming to develop its potential to become a good human being," having faith and piety to God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a functional and responsible citizen..

b) Institutional Goals

Institutional objectives are goals that must be achieved by every educational institution, as a qualification that must be possessed by every student after taking or completing a program at a certain educational institution. Institutional objectives are also a reflection of the expected competency standards for graduates from each level of educational units.

c) Curricular Goals

Curricular goals are goals that must be achieved by each field of study or subject, as a qualification that students must have after completing a certain field of study at an educational institution.

d) Instructional Objectives

Instructional objectives or learning objectives are the abilities that students must have after studying certain material in a certain field of study in one meeting.

2) Material

Curriculum material refers to anything supplied to children in teaching and learning activities to help them reach their goals.

The curriculum's content covers the sorts of fields of study taught as well as the program's contents from each of these fields of study, meaning the field learning is adapted to the type, level, and current education channel.

3) Method

The method component includes plans, methods, and tools planned to achieve certain goals. The formulation of methods or strategies for carrying out the curriculum that has been made must be in accordance with the material to be provided and the objectives to be achieved. In *Kurikulum Merdeka*, several processes that embody this method start with the process of thinking, discussing, investigating, and then creating something.

4) Evaluation

Evaluation is a systematic and continuous process for collecting, describing, interpreting, and presenting information about a programme to be used as a basis for making decisions, formulating policies, and preparing subsequent program development (Widoyoko, 2012). In the learning process, evaluation is a process of determining the value of performance and student learning outcomes based on information obtained through assessment. Assessment is an ongoing assessment process that involves collecting and interpreting evidence about student learning outcomes with a view to determining the extent

to which they have achieved learning outcomes, in which areas they need to continue, and how best to achieve them.

c. Syllabus

The syllabus is the principle of learning activity, as it is used as a reference for the creation and development of classroom learning implementation plans. The terminology in teacher education and its relation to *Kurikulum Merdeka* is *Alur Tujuan Pembelajaran (ATP)*. According to Aisah (2011), a syllabus is a lesson plan for a subject or group of subjects with a common theme that includes competency standards, core competencies, learning content, learning activities, assessment performance indicators, assessment, time allocation, and learning. However, a syllabus can also be viewed as a "summary of what the learner is exposed to" (Yalden, 1987). The syllabus is the focal point of the learning activity, as it is used as a reference for creating and developing a learning delivery plan. From these definitions, we can say that the syllabus outlines the goals and objectives of the course, the prerequisites, the marking system, the materials used (textbooks, software), the topics covered, the timetable, and the references. Each of these components defines the nature of the learning experience.

d. Lesson Plan

Every learning activity certainly requires lesson plans. The lesson plan in this curriculum is called the lesson design because it

was easier for educators to deliver material. With a lesson plan, the learning objectives was maximised and the results was easier to achieve. According to Mulyasa (2014), the lesson plan is a plan to describe the curriculum, describing the procedures and management of learning to achieve one or more basic competencies specified in a content standard. From that perspective, a good learning plan includes all the materials, methods, and assessments to be taught and can be summed up.

Regarding the preparation of lesson plans, the Ministry of Education and Culture issued Circular Number 14 of 2019 concerning the simplification of learning implementation plans. In its latest policy, it is explained that the RPP consists of three components: learning objectives, learning activities, and learning assessments. This lesson plan can be in the form of a lesson plan to *Modul Ajar*. The Teaching Module (*Modul Ajar*) is a teaching tool used to plan learning. Teaching modules are the same as lesson plans, but teaching modules have more complete components. If educators use teaching modules, then there is no need to make lesson plans. This is because the components in the teaching module include the components in the lesson plan or are more complete than the lesson plan.

2. *Kurikulum Merdeka*

a. *Kurikulum Merdeka Definition*

Curriculum Freedom is a new curriculum that began in. The curriculum was formerly known as the Prototype Curriculum for Penggerak Schools. "Freedom Learning" is described by the Minister of Education and Culture as freedom of ideas and freedom of creativity. *Kurikulum Merdeka* was developed as a more adaptive curriculum framework as part of a learning reform initiative, with a focus on essential materials and developing students' character and skills (Kemendikbud, 2022). Freedom learning has the goal that teachers and students can be independent in thinking so that this can be implemented in teacher innovation in conveying material to students. The freedom learning curriculum aims to develop teacher pedagogical competence in five ways: humanizing relationships, understanding concepts, building sustainability, choosing challenges, and empowering context (Amalia, 2022). Students are also facilitated in freedom learning because they are facilitated in innovation and creativity in learning (Hutabarat et al., 2022). According to Mulyasa (2021), freedom learning may be viewed as an active and enjoyable learning environment. Students are free to study from a variety of sources and are not under any obligation to do so. The concept of freedom learning is not only about the learning process that is carried out in the classroom; freedom learning has

lofty ideals in realizing the hopes of the nation without going beyond the boundaries of the world (Marisa, 2021).

b. Implementation of *Kurikulum Merdeka*

The implementation of *Kurikulum Merdeka* applies a process of ideas to students that involves interactions between students and educators, with the aim of producing graduates who are competent according to their respective characteristics and abilities. In implementing the curriculum, the main step is to determine the strategy for implementing the curriculum. The implementation of the curriculum is carried out by teachers, both principals and teachers, and education supervisors in accordance with the guidelines and designs in the curriculum documents (Widaningsih, 2014:160). The development of the Freedom learning Curriculum is carried out on the principles of student conditions, holistic, lifelong learning, sustainability, and relevance.

c. *Kurikulum Merdeka* of English Lesson

Students use English to convey activities when discussing topics that are close to their daily lives. Students produce more diverse written and visual texts. The achievements of the elements in the English lesson include:

1. Listening-Speaking

Students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They

use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

2. Reading-Viewing

Students read and respond to a variety of texts. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied informant from the texts.

3. Writing-Presenting

Students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/ daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit

different audiences and to achieve different purposes, in print and digital forms.

d. Principles of *Kurikulum Merdeka*

Kurikulum Merdeka establishes a curriculum structure that is more flexible and focuses on essential material so as to provide flexibility for teachers to teach according to the needs and characteristics of students. *Kurikulum Merdeka* must pay attention to the principles contained in the Decree of the Minister of Education, Culture, Research, and Technology, Number 56/M/2022, Concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery.

- 1) Education is based on helping students improve their characteristics and growth so that learning is meaningful and enjoyable.
- 2) Education is being developed and implemented to increase future learner capacity.
- 3) The learning process promotes holistic development of students' knowledge and skills.
- 4) Relevant education is education that is designed to empower individuals and communities by being tailored to the learner's context, environment, and culture.
- 5) Learning is future-oriented.

e. Legal foundation of *Kurikulum Merdeka*

Good curriculum development is based on a number of foundations, namely philosophical, sociological, psychological, conceptual-theoretical, historical, and juridical foundations (Daga, 2021). The philosophical foundation is based on Pancasila for its educational philosophy. The values contained aim to create Indonesian people who are spiritually, intellectually, and personally intelligent. The freedom learning policy is at least based on philosophical, sociological, psychological, conceptual-theoretical, historical, and juridical foundations (Muslikh, 2020).

- 1) The philosophical foundation of *Kurikulum Merdeka*, Pancasila as the ideology of the State of Indonesia, is the basic guideline for the Free Learning Curriculum policy to achieve goals and human development based on ancestral, academic, and community values.
- 2) Sociologically, education is rooted in the nation's culture to build the present and future lives of the nation. It is hoped that education can produce a generation of quality both from an academic and non-academic perspective.
- 3) Psychological basis by paying attention to the needs of educators who can provide opportunities for students to fulfill the potential contained in them so that they become superior, while still paying

attention to the development of spiritual, social, emotional, and intellectual intelligence in a balanced manner.

- 4) The theoretical and conceptual foundation of a good curriculum refers to standards (standard-based education) that are outcome-based education and an outcome-based curriculum. In the Freedom learning Curriculum itself, it applies national standards as minimum quality, which is the standard for graduates (graduate learning achievements), content, process, assessment, educators, educational staff, infrastructure, management, and education financing.
- 5) The historical foundation of curriculum development refers to the experience of using the previous curriculum, which influences the developed curriculum in order to provide a clear and complete understanding of the curriculum used, thereby avoiding mistakes that have been made for future evaluation capital.
- 6) The juridical basis for curriculum development must refer to a number of established regulations; curriculum development must take into account established laws and decisions. In this case, there are several juridical foundations of the free learning curriculum, including, namely:
 - a) According to the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 56 of 2022 Implementation of the Curriculum in the

context of learning recovery (Independence Curriculum) as a guideline for implementing the new Curriculum in *Sekolah Non Peserta Program Sekolah Penggerak*.

b) According to Law No. 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve educational goals..

c) According to the 2020-2025 National Medium-Term Development Plan, presidential regulation No. 18 of 2020 explains that the substance of the action program in the 2020-2024 RPJMN education sector includes increasing equity in quality education services through improving the quality of teaching and learning and increasing productivity and capacity competitiveness through education and training.

d) According to the decision of the head of the standard, curriculum, and educational assessment body of the Ministry of Education, Culture, Research, and Technology Number 033/H/KR/2022 concerning learning outcomes in early childhood education, basic education level, and secondary education level in the freedom curriculum.

f. The Characteristics of *Kurikulum Merdeka*

Kurikulum Merdeka is designed with the following characteristics:

- 1) Project-based learning for the development of soft skills and character in accordance with the Pancasila Student Profile
- 2) Focus on important material to allow for sufficient time for in-depth learning of basic competencies such as literacy and numeracy
- 3) Independence for teachers to carry out differentiated learning based on students' abilities.

g. Element of Revisions in *Kurikulum Merdeka*

In the freedom curriculum, there were several elements of revision, including elements of revised *Ujian Nasional* (UN), *ujian Sekolah Berstandar Nasional* (USBN), *Modul Ajar* (Lesson Plan), and *Penerimaan peserta didik baru* (PPDB) (Mulyono 2020; Sularto 2020). Element revision:

- 1) *Ujian Nasional* (UN)

The curriculum is currently in accordance with the Ministry of Education and Culture's policy in 2021 regarding the abolishment of the national exam and its replacement with a minimum competency assessment (ASM) and character survey. In the past, national exams had very dense exam material that burdened students and teachers. In addition, UN is an indicator of student success in completing their education level. The UN changes liberate and unburden all parties. The

free meaning in question is that teachers can create assessments for fun learning and improve students' abilities to become better, smarter, and better-characterized individuals toward a better and more advanced nation and country (Asfiati, 2020)

Students are expected to have literacy and numerical abilities during the independence learning process. The purpose of this AKM is to create students who are able to think critically by using their cognitive abilities. The character survey aims to determine the extent to which students have knowledge, understanding, and application of Pancasila principles in interacting with each other at school (Sibagariang et al., 2021). According to Nadiem Makarin, a character survey is very important to do in schools to find out how students are in terms of safety and tolerance, which are implemented in mutual cooperation and mutual respect for one another. The schedule for carrying out the assessment is also different from the National Exam, which is scheduled at the end of the educational level. The assessment was carried out at the IV, VIII, and XII levels. It is hoped that this change in the school's final assessment system can improve the learning process before students complete their education as well as provide input for schools to improve the quality of learning even more.

2) *Ujian Nasional Berstandar Nasional (USBN)*

Implementation of a national standardized school exam is one of the tests to determine students' graduation. The policy in the latest

curriculum turns USBN into a school assessment. This exam is carried out at the end of the level, namely classes VI, IX, and XII. The implementation of this school assessment is left entirely to the respective schools. According to the Ministry of Education and Culture, schools are given flexibility in determining assessments, be it through the process of portfolios, papers, or other forms of assignments. Assessment is carried out in a more comprehensive manner, not only at the end of the school year. The school assessment aims to make teachers more independent in providing assessments of student learning outcomes. Both students and teachers have many opportunities to demonstrate competence.

3) *Modul Ajar* (Lesson Plan)

The implementation of effective, efficient, and student-centered learning implementation plans (*Modul Ajar*) is the next freedom learning policy. The implementation of this RPP simplification can free teachers to choose, make, use, and develop lesson plan formats that are in accordance with the learning materials that have been determined. Nadiem Makarim said it is enough to make an RPP on one page without having to have hundreds of pages. Not only that, it is hoped that educators was able to transfer learning activities to improve competence.

4) *Penerimaan peserta didik baru (PPDB)*

Penerimaan peserta didik baru (PPDB) is currently implemented using a broader and more flexible zoning system. This zoning policy aims to increase equity in access and the quality of several existing areas. Equality in the quality of education is expected to equalize education in all regions of Indonesia with the aim of increasing the quality of human resources capable of managing existing natural resources. This regulation is contained in Permendikbud No. 44 of 2019, which states that the zoning system encourages students to go to school in the neighborhood where they live. In the process of admitting students, it is also possible to go through affirmation, achievement, and special reasons such as moving domicile. The implementation of this system is carried out so that students do not have to travel long distances to the school. In addition to saving on travel costs, it also saves time allocation so that there are fewer students who are late for school.

h. Teachers' Role in *Kurikulum Merdeka*

The freedom curriculum applies the pattern of teacher education under the name of Guru Penggerak in freedom learning. Nadiem Makariem, Minister of Education and Culture of the Republic of Indonesia, emphasized that the penggerak teacher is the spearhead of the transformation of freedom learning education. The role of the teacher in the freedom learning policy, according to

Temple Grandin in Munjid (2020), is a model of thinking, inspiration, motivation, appreciation, and trust. The *penggerak* teacher does not only follow the specified curriculum but also tries to change all learning activities to achieve or maintain the Pancasila Student Profile standards. According to Thomas E. Curtis and Wilma W. Bidwell in Zein (2016), the teacher's role becomes more specific in the learning process in the classroom. A teacher who is a driving force for learning must be able to keep up with the demands of the times in the modern era in terms of character education as a basis so that students are able to face the challenges of an ever-evolving era and have critical power. *Penggerak* teachers are teachers who encourage other teachers in freedom learning to develop students' potential holistically. Furthermore, they must be able to manage learning effectively, but they must also be able to create good relationships with students in the school community by using existing technology to improve the quality of learning, and they must constantly reflect and evaluate (Sibagariang et al., 2021).

Gary Flewelling and William Higginson in Kirom (2017) said that the role of the teacher in the learning process based on freedom learning is:

- 1) Provide stimulation to students through the provision of well-designed enrichment tasks to enhance intellectual, emotional, spiritual, and social development.

- 2) Interact with students to inspire courage, challenge them, discuss, share, explain, affirm, reflect, and evaluate their development, growth, and success.
- 3) Demonstrate the benefits gained from studying learning materials.
- 4) Contributes to students' curiosity, enthusiasm, and willingness to take or accept risks by assisting, directing, providing affirmation, and inspiring them

The role of the teacher in the freedom learning program is in line with the contemporary role of the teacher in implementing the curriculum. In Sumarsono's view in Tokan (2016), the role of contemporary teachers includes teachers as directors, conductors, artists, moderators, facilitators, and teachers as hidden curriculum. As a director, the teacher becomes the manager and leader of the learning process. As the conductor, the teacher manages harmony in the class. As artists, creative teachers set a happy atmosphere during learning. As a moderator, the teacher regulates the process of interaction between students and between students and teachers. As an intellectual, the teacher manages knowledge and develops it in class. As a facilitator, the teacher makes it easy for students to learn. Teachers consider educational goals and an educational classroom atmosphere to be part of the hidden curriculum (Agustinus Tangga Daga, 2022).

i. Teacher competence in *Kurikulum Merdeka*

Teachers are educators, and they play a critical role in shaping the nation's next generation. According to RI Regulation Motivating Number 19 of 2005 concerning National Education Standards, the quality of education is defined as the learning process in educational units being interactive, inspirational, fun, and challenging. The students should achieve actively and be provided sufficient space for such qualities as initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development. The Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, regulated in the Regulation of the Minister of National Education Number 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competence, states that there are four competencies that must be possessed by teachers: pedagogic competence, personal competence, social competence, and professional competence (Annisa Alfath et al., 2022). The following are four competencies that must be owned by a teacher:

1. Pedagogic competence

Pedagogic competence is the teacher's ability to process learning and control the class properly, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students. The following

subcompetencies are important indicators of educational competence; Understanding educational insights, understanding of students, development of curriculum/syllabus, the design of learning, the implementation of educational learning, evaluation of learning outcomes, the development of students to actualize their various potentials.

2. Personal competence

Personality competence is related to the appearance of a teacher figure as someone who has discipline, looks good, is responsible, has commitment, and is a role model. The personality possessed by the teacher is the main foundation for self-realization as an effective teacher, both in carrying out his professional duties in the educational environment and in society.

3. Social competence

Social competence is related to the teacher's ability as a social being to interact with others. A strong reason why social competence must be owned by a teacher, especially during the implementation of the freedom learning curriculum, is because, in essence, humans are social beings who need each other to carry out the wheel of life. In addition, the teacher also has the task of being a coach, figure, role model, officer, and agent of social change in society. It is hoped that the teacher will play an important role in school-community relations activities.

4. Professional competence

Professional competence relates to mastery of learning materials broadly and in depth, which includes mastery of subject curriculum materials in schools and mastery of scientific structures and methodologies. Based on Law Number 20 of 2003 concerning the National Education System, educators are professionals whose job is to design and carry out learning processes, assess learning outcomes, conduct coaching and training, and conduct research and community service for educators in college.

j. Diferensiasi approach

Diferensiasi approach is an effort or process to adapt the learning system in the classroom to the learning needs and abilities of each student, which are different. The theoretical basis for differentiated learning is that all students can succeed according to their capacities. John Hattie (2012) explains that expert teachers are teachers who believe that students' intelligence can be changed. This means that teachers not only value each student's uniqueness but also show enthusiasm that all students can succeed. On the other hand, successful experiences experienced by students can encourage them to increase their self-confidence so that they can accept themselves, know that they are capable of learning, and have the motivation to try to be better. Hattie also emphasized that differentiation has more

to do with dealing with the different learning stages of students. Beginning with beginners and progressing to advanced students. In differentiation class, the teacher will pay attention to three important elements of differentiation learning in class:

1) Content (input)

Content relates to what students will know, understand, and learn. In this case, the teacher will modify how each student will learn a learning topic. For example, the teacher will teach mathematics, where the objective is for students to be able to tell time. Of the students in the class, maybe the teacher will find children who don't understand the concept of numbers. There are also those who don't understand the concept of time, and maybe some of the students in their class already understand and can read time well. For children whose level of readiness is ready and who understand the content they are going to learn, this does not make it a problem for students to learn the same things according to the content that has been determined. For the level of readiness that does not understand the content, the teacher needs to make modifications and adaptations based on the level of readiness of the student.

2) Process

The process is how students obtain information or learn. In another sense, it is student activity in gaining knowledge, understanding, and skills based on the content to be studied.

Activities was effective if they are based on the level of knowledge, understanding, and skills of students. Students was able to do it by themselves and be useful to themselves.

3) Product (output)

Their products are proof of what they have learned and understood. Students will demonstrate or apply what they already understand. The product will change students from "consumers of knowledge to producers of knowledge".

The three elements mentioned above was modified and adapted based on the assessment carried out according to the level of student readiness, interest, and learning profile (Suwartiningsih, 2021).

k. Learning Model in *Kurikulum Merdeka*

Effective learning is learning that gives meaning or value to students. In order to lead to effective learning, so need a good and efektifive learning model. According to Sagala in Fathurrohman (2015:194) Learning models are conceptual frameworks that are used as guidelines in conducting activities.

Kurikulum Merdeka gives freedom to teachers to determine the format of material and how to teach students according to their potential. Teachers must be able to create and develop innovative, interactive, and effective learning models and utilize information and communication technology. There are three learning models in

the freedom curriculum, such as blended learning and project-based learning.

1) Blended Learning

Etymologically, the term "blended learning" is divided into two words, namely "blended," which comes from the English word "blend," which means mixture, and "learning," which also comes from the same language as the meaning of "learning," so blended learning contains meaning as a learning pattern that contains elements of mixing or combining one pattern with other patterns in learning. The blended learning method is believed to be very effective for increasing efficiency in classroom learning and enabling increased discussion (Fahlevi, 2022). Another meaning of blended learning is a virtual meeting between educators and students who are not in the same place but can give feedback, ask questions, or answer each other's questions, all of which are done in real time (Mustafa et al., 2021). It is believed that the blended learning model in the future was more applied in learning than it is now, or in other words, face-to-face learning will no longer be as dominant as before.

2) Project Based Learning

Project Based Learning is a learning model that involves a project in the learning process, a project undertaken by students can be individuals or group projects and carried out within a

certain period of time, collaboratively producing a product whose result are then displayed or presented (Fathurrohman, 2015:227). This model is a learning strategy that focuses on students in problem solving activities.

I. Assesement in *Kurikulum Merdeka*

Assessment is an activity that becomes a unit in the learning process. Assessments are carried out to look for evidence or basic considerations about the achievement of learning objectives. Educators are advised to carry out the following assessments:

1) Formative Assessment

Assessment, which aims to provide information or feedback for educators and students to improve the learning process, Assessment at the beginning of learning is carried out to determine the readiness of students to learn the teaching material and achieve the planned learning objectives. This assessment is included in the formative assessment category because it is intended for the needs of teachers in designing learning, not for the purposes of assessing student learning outcomes that are reported in report cards. Assessment in the learning process is carried out during the learning process to find out the progress of students and at the same time provide quick feedback. Usually this assessment is carried out during or in the middle of the learning activity or step, but it can also be done at the end of the

learning step. This assessment is also included in the category of formative assessment.

2) Summative Assessment

Assessment is carried out to ensure the overall achievement of learning objectives. This assessment is carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives, in accordance with the considerations of educators and education unit policies. In contrast to formative assessments, summative assessments are part of the assessment calculations at the end of the semester, the end of the school year, and/or the end of the level. the use of assessment techniques and instruments, determining the criteria for achieving learning objectives, and processing the results of the assessment. Included in this discretion are decisions about midterm assessments. Educators and educational units have the authority to decide whether or not it is necessary to carry out this assessment.

J. Barriers of the Teacher

English in *Kurikulum Merdeka* is project-based learning for the development of soft skills and character according to the Pancasila Student Profile. The definition of curriculum in the Industrial Revolution 4.0 era was faced with more complicated challenges. Therefore, the curriculum must be defined as an

evolving document or documents that are constantly changing. In this approach the curriculum itself develops through the dynamic interaction of action and reflection. The program refers to teachers teaching and monitoring using specific resources provided in the curriculum. Curriculum planning often provides instructional guides, scripts, lesson plans and assessment options linked to a specific objective. These strategies emphasize consistency to help teachers implement and manage curriculum design to achieve a variety of goals. Teaching practices and the use of programs among teachers of the same grade level and vertical structure as similarities in teaching practices of program implementation between the previous and the next grade level. Curricular alignment between one grade and previous grade level provides consistency in supporting learning goals and expectations designed to promote student readiness and growth (Nevenkosky, 2018).

In formal education, the instructor is a key player in facilitating the learning process. In this project, the teacher planned, coordinated, and directed how the teaching and learning process depends on the instructors' capacity to manage linked courses by fostering a controlled classroom environment. Therefore, it's important to manage the classroom effectively to foster an enjoyable environment for learning activities. Teachers that encounter impediments and obstacles while doing their jobs as individual

teachers are not uncommon. There were several potential causes of the barriers and hurdles. Examples of variables that affect teachers when engaging in teaching and learning activities include those that come from the instructor themselves or are a result of external influences (Nita, 2021).

Zucker et al., (2021) states have top barriers to teacher's implementation. Contrary to expectations, the dominant barrier was environmental context and priorities for instructional time. As expected, teacher knowledge and skills were a primary barrier.

1. Environmental Context Barriers

Teachers had difficulty adding to the existing core curriculum and district requirements. Most coaches felt school leaders did not provide adequate classroom time or teacher preparation time for teachers to effectively deliver the supplemental program. Teachers are overwhelmed with many district initiatives that are being closely monitored by the district and administration. Many teachers struggled with merging the new supplemental academic language curricula with the themes or topics in their core curriculum.

Najri (2020) stated that the role of teacher associations that are members of *musyawarah guru mata pelajaran* (MGMP) should be pursued for regular guidance and monitoring through policies that take sides for educational advancement. The

training activities that have been provided need continuous assistance so that the teacher can achieve the expected results.

2. Skill Barriers

Teachers lacked the skills to facilitate multiple-turn conversations with students. The teachers relied too heavily on the scripted scaffolding prompts or seemed unable to go off-script to respond appropriately to a child's verbalization in conversations beyond the curriculum. Teachers lacked the classroom management skills required to deliver these lessons. Specifically, teachers often lacked the skill to manage small groups while other children were supposed to work independently at centers. Teachers must have at least four teacher competencies, each with their own functions and roles, in order to participate in the Freedom Learning Curriculum Program. The competencies that must be mastered by teachers include pedagogic competence, personality competence, social competence, and professional competence.

3. Knowledge Barriers

The first barrier was teachers' limited knowledge about how to be a responsive conversation partner to support children's language development. Teacher barrier was lack of procedural knowledge about how to use the curriculum supplement. Particularly in the earlier stages of

intervention, coaches reported spending large amounts of time on how to properly prepare for lessons or navigate lesson materials.

3. 2013 Curriculum

a. Definition 2013 curriculum

2013 curriculum is a new curriculum that was implemented in 2013/2014. This Curriculum is a development of existing curricula, both the competency – based curriculum which was initiated in 2004 and the Education Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) in 2006. In addition, learning is more thematic in all thus, it can be understood that the 2013 curriculum is a developed to improve and balance the ability of soft skills and hard skills in the form of attitude skills and knowledge (Fadlillah 2014:16). Theoretically, the 2013 curriculum is an enhanced Tylerian Model as a competency based curriculum. Competence in that context is as learning outcomes or achievements learning, namely the results of students that reflect masteryo attitudes, knowledge, and skills.

b. Implementation of 2013 curriculum

Based on PERMENDIKBUD 103 tahun 2013 and Laelatul Muslihan (2020) state about learning process, a series of teaching and learning process in curriculum 2013 should consist of the following steps:

1) Opening Activity

In this opening activity in curriculum 2013 which applying in the learning process there are many steps to do this section by the teacher.

2) Main Activity

Main activity in the learning process in the curriculum 2013 using a scientific approach that is adjusted to characteristics of the subjects and learners. Teachers facilitate learners to make the process of observing, questioning, experimenting, associating and communicating along teaching and learning process in the classroom Kegiatan penutup.

3) Closing Activity

The activities of teacher and learners to summary or concluding lesson. Reflect on the activities that have been implemented.

c. Principles of 2013 curriculum

2013 curriculum was developed on a competency based curriculum. Education based on a competency based curriculum was designed to provide a learning experience for students in develop the ability to be, knowledgeable, skilled and the 2013 curriculum adheres to the following principles:

- 1) Learning puts the process first. Specifically, in the form of academic, social, and cultural learning activities.

- 2) The learning experience is conducted in line with the student's background, personality, and early limitations.
- 3) The curriculum's outcomes are all students' learning outcomes.

d. Legal foundation of 2013 Curriculum

According to Fadlillah (2014), 2013 curriculum is developed based on three aspects namely; philosophic, judicial, and conceptual. Landasan-landasan tersebut antara lain sebagai berikut:

- 1) The Juridical Foundation of the 2013 Curriculum:
 - a) UUD 1945.
 - b) Law Number 20 of 2003 concerning the National Education System.
 - c) Government Regulation Number 19 of 2005 concerning National Education Standards.
 - d) *Rencana Pembangunan Jangka Menengah Nasional (RPJMN)* 2010-2014 education sector regarding changes to learning methodologies and curriculum structuring.
 - e) INPRES Number 1 of 2010, regarding the acceleration of the implementation of national development priorities, improvement of the curriculum and active learning methods based on the nation's cultural values to shape the nation's competitiveness and character.
- 2) The Philosophical Foundation of the 2013 Curriculum was developed with a philosophical foundation that provides the

basis for all potential development of students so that they become quality human beings in accordance with national education goals. Based on this, the 2013 curriculum was developed using the following philosophy:

- a) Education is rooted in the nation's culture to build the nation's life in the present and in the future.
 - b) Education aims to develop intellectual intelligence and academic brilliance through educational disciplines.
 - c) Education to build a present and future life that is better than the past with various intellectual abilities, communication skills, social attitudes, caring, and participation to build a better life for society and the nation.
- 3) Theoretical Basis the 2013 Curriculum was developed on the basis of the theories of "education based on standards", and "competence-based curriculum." Standard-based education stipulates the existence of national standards, which are broken down into content standards, process standards, graduate competency standards, education and educational staff standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. Meanwhile, the competency-based curriculum is designed to provide the widest possible learning experience for students to develop attitudes, knowledge, and skills.

e. The Characteristics of 2013 curriculum

2013 curriculum is designed with the characteristics of developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community. Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between subjects and education level.

f. Element of Revisions in 2013 curriculum

The 2013 curriculum includes several revised elements of final competencies: subject positioning (content), approach (content), curriculum structure (subjects and time allocation), content, learning processes, and assessment of learning outcomes. There were changes and additions to the curriculum (Septian Umiquiriyah, 2020).

g. Teachers' Role in 2013 Curriculum

In the previous curriculum the learning model was a teacher center model now it becomes a student centered model. 2013 curriculum, teachers must be able to inject students with enthusiasm to keep going forward and never become bored with the learning process. The teacher must become a role model for students in good

behavior and thinking when dealing with problems that arise in everyday life. Teachers must provide learning strategies and methods that are appropriate to the learning material that was given to students (Septian Umiquiriyah, 2020).

h. Scientific approach

The 2013 curriculum defines a scientific approach to learning and the essence of a scientific approach to learning. Academic learning is student-centered learning, and students must decide on their subject matter (Fathurrohman, 2015). Kemendikbud (2013:164) states that the scientific approach is a learning process that can stimulate students to acquire the ability to: observe, question, associate, experiment, and network.

i. Learning Model in 2013 Curriculum

The Ministry of Education and Culture emphasizes the 2013 curriculum. The scientific approach was obvious when it is used in certain models of learning, such as project-based learning, problem-based learning, and discovery learning.

1) Problem Based Learning

Problem Based Learning is a learning model that involves students to solve a problem through the stages of the scientific method. It allows students to learn knowledge related to the problem and at the same time have the skills to solve problem (Fathurrohman, 2015).

2) Project Based Learning

Project-based learning is a learning strategy that focuses on engaging students in problem-solving activities. It involves students collaboratively producing a product, whose results are then displayed or presented. A project undertaken by students can be an individual or group project that is carried out within a certain period of time.

3) Discovery learning

Discovery learning is when the materials are not given in final form, so the students are stimulated to identify what they want to know. In this model of learning students must search information related with the material and then construct it to ordered information. Discovery learning is good to make the students be more active in the process of learning and it also can build students' creative thinking.

j. Assesement in 2013 Curriculum

According Regulation of the Minister of Education and Culture Number. 66 of 2013(Peraturan Menteri Pendidikan dan Kebudayaan Nomor 66 Tahun 2013). The principles of assessment in the 2013 curriculum are as follows: The three components of an assessment are: objective, integrated, and economical, where the

assessment is based on standards and is not influenced by the subject of the assessment.

Tabel 2 1 Differences Terms of 2013 Curriculum Vs Kurikulum Merdeka

2013 Curriculum	Kurikulum Merdeka
Syllabus	ATP (<i>Alur Tujuan Pembelajaran</i>)
KI (<i>Kompetensi Inti</i>)	CP (<i>Capaian pembelajaran</i>)
KD (<i>Kompetensi Dasar</i>)	TP (<i>Tujuan Pembelajaran</i>)
RPP (<i>Rencana Pelaksanaan Pembelajaran</i>)	Modul Ajar
KKM (<i>Kriteria Ketuntasan Minimal</i>)	KKTP (<i>Kriteria Ketercapaian Tujuan Pembelajaran</i>)
<i>Lecturing, Discovery learning</i>	Discussions, lecturing, discovery learning, Projek Based Learning (PJBL), problem based learning (PBL), dan Inquiry Learning
Tematik approach	Diferensiasi approach
Assessment of attitudes, knowledge, and skills	Diagnostic, Sumatif, Formatif

B. Previous Study

Some previous researchs almost have the same idea with this research:

- 1) Novi Andri Nurcahyono and Jaya Dwi Putra (2022) a research entitled “Teachers Barriers for Implementing Mathematics in *Kurikulum Merdeka* at Elementary Schools”. The results focused on the teachers experience obstacles in implementing *Kurikulum Merdeka* in learning Mathematics. Obstacles experienced by teachers in planning, implementing, and evaluating learning. Obstacles to learning planning include (1) lack of understanding of how to reduce/translate CP into learning objectives; (2) heterogeneity of students in the classroom; (3) lack of reference for differentiated learning models; (4) limited facilities and infrastructure in schools; (5) limited initial knowledge and subject matter. Obstacles to the implementation of learning include (1) limited understanding of the subject matter with other relevant knowledge; (2) limitation of accommodating opening questions; (3) the limitations of students' psychological understanding; (4) the limitations of translating knowledge into easily understood language. Obstacles to learning evaluation include; (1) an inappropriate preliminary assessment paradigm; (2) the limitations of identifying the learning process; (3) limited understanding of formative assessment.
- 2) Restu Rahayu, Rita Rosita, Yuyu Sri Rahayuningsih, Asep Herry Hernawan, Prihantini (2022) in journal entitled “Implementation of the Learning *Kurikulum Merdeka* in Penggerak Schools”. This study explains

and provides an overview of the implementation of the freedom curriculum in the driving schools. The results of this study indicate that the implementation of the curriculum in the driving school has been carried out optimally and is ongoing, although in practice there are still many drawbacks and obstacles. The key to the success of implementing the curriculum in driving schools is that principals and teachers must have the will to make changes. The principal as a leader must be able to change the mindset of the Human Resources in the school to want to make changes so that the freedom curriculum can be applied.

- 3) Septian Umiquoiriyah (2020) of her thesis entitled “Analysis Of Teachers’ Barriers In Implementing 2013 Curriculum to Teach ENGLISH At SMP N 5 KARANGANYAR In Academic Year 2019/2020”. This research is about the barriers teacher in implementation of 2013 Curriculum in seventh grade student of SMP N 5 Karanganyar in the academic year of 2019/2020. The result of this study shows that; (1) The implementation 2013 curriculum in SMP N 5 Karanganyar in accordance method scientific approach is very helpful for teachers in activities, (2) Barriers in implementation 2013 curriculum are teachers in understanding SKL, teachers accept many perceptions, teacher perceptions in the implementation of learning are they feel more practical and efficient in delivering material because of the student center learning, however the classroom teachers still have difficulty in implementation because the students aren’t always active in class.

- 4) Neva Lionitha Ibrahim (2022) in journal entitled “Identification of Barriers Faced to the Implementation of the Freedom learning Curriculum at the High School Level”. This study aims to identify the inhibiting factors for the implementation of the Freedom to Learn curriculum at SMAN 1 Telaga Biru and SMAN 3 Gorontalo. Research using descriptive research methods with a qualitative approach. The focus (indicators) of the research are 1) Internal Factors: Student Motivation, Attitudes and Interests and 2) External Factors: Parental Support, Principal Leadership, School Facilities, Learning Systems, Learning Materials, Teacher Competence. Data obtained by using the method of interviews with 4 (four) respondents. 2 (two) respondents came from SMAN 1 Telaga Biru and 2 (two) respondents came from SMAN 3 Gorontalo. The results showed that the inhibiting factors identified included internal inhibiting factors which were divided into: 1) Students' motivation was still low because SMAN 1 Telaga Biru had not implemented an assessment system to determine students' interests and talents and there was no management and grouping of classes based on interests and talents . 2) In both schools, there are students who are not focused when receiving material because learning styles based on freedom learning tend to be more free, there is a lazy effect of studying in class after studying at home during a pandemic and the lack of interest in class management by teaching teachers, 3) there is a discrepancy between the results of the student talent assessment tests carried out by the school with the hope of students causing conflict at SMAN 3 Gorontalo. Meanwhile, the external inhibiting factors

were 1) there were parents of students who did not support the results of the interest and talent assessment carried out by SMAN 3 Gorontalo, 2) In both schools, there was a shortage of learning facilities in class such as LCD projectors and several teaching aids and laboratory equipment, 3) there are obstacles in preparing learning content that varies according to the learning styles of students at SMAN 1 Telaga Biru, 4) there is no guideline for implementing the freedom learning curriculum so it takes quite a long time to be able to learn and understand the curriculum, 5) lack of time allocation according to lesson planning, 6) there are limited facilities, teaching aids and also reference books at SMAN 1 Telaga Biru, 7) the learning process in class is still not optimal because teachers are still adapting to curriculum changes at SMAN 1 Telaga Biru, and 8) teachers do not know the ins and outs of the freedom learning curriculum and have not maximized it yet in developing an freedom learning curriculum because there are no teaching achievement guidelines or learning guidelines so that the teaching process becomes less than optimal. The results of this study also show that the inhibiting factors for the implementation of the freedom learning curriculum in each school vary according to the climate and conditions at school. The benefits of identifying inhibiting factors resulted in several recommendations to the Ministry of Education and Culture as a regulator and to policy makers in senior high schools.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a descriptive qualitative approach with a case study research design to collect data and present the research. A case study is a qualitative research approach used to understand an issue or problem by using a case (Creswell, 2007:73). A case can be an event, process, activity, program, or one or several people. According to Bogan and Bikien (1982) case study is a detailed examination of one setting, one subject, one document repository, or one particular event. As Lincoln and Guba argue (Sayekti Pujosuwarno, 1992:34), a qualitative approach with case studies can be carried out in depth and detail about everything related to the research subject. A case study is an approach that focuses on one case intensively and in detail. This qualitative research is specifically directed at using the case study method. Research with this type of case study aims to find out something in depth. So in this study, researchers will use the case study method to reveal about the implementation of *Kurikulum Merdeka* in English learning and the barriers that the teachers found in its implementation. There are several methods in case research, namely observations interviews, and document. In general, in case research, in-depth interviews are a method that is often used to obtain in-depth data quality on a particular phenomenon (Robert & Taylor, 2002).

In this qualitative research, the object of *Kurikulum Merdeka* research is certain and likely to change in the future. Because if the implementation of *Kurikulum Merdeka* is considered a failure, it was replaced with a better curriculum than before. The phenomenon that becomes apparent in this research is the obstacle faced by the English teacher in implementing *Kurikulum Merdeka*. This research aims to look at the barriers faced by English teachers in the latest curriculum.

B. Research Setting

1. Place of Research

The setting of this research will take at the SMA Al-Azhar Syifa Budi Solo 2022/2023 academic year. SMA Al-Azhar Syifa Budi Solo is one of the penggerak schools for implementing *Kurikulum Merdeka*. It is located in Jl. R. M. Said No.232, Mangkubumen, Kec. Banjarsari, Kota Surakarta, Jawa Tengah 57139. This school is one of the religious-based public high schools in Solo. SMA Al-Azhar Syifa Budi Solo has accreditation A, based on certificate 047/BANSM-JTG/SK/XII/2018. This is the reason why the the researcher chose SMA Al-Azhar Syifa Budi Solo.

2. Time of Research

The research was conducted during English teaching and learning process in the academic year 2022/2023. The research was carried from January 2023 to June 2023, the schedule of the research can be seen in the table below:

Table 3. 1 Time of Research

Activity	Month					
	January	February	March	April	May	June
Pre-Research & Writing Proposal						
Consultation and Guidance						
Proposal Seminar						
Conduct the research						
Arrange Thesis						
Munaqasah						

C. Research Subject

The subject of this research was focus on the one teacher's barriers face in implementing *Kurikulum Merdeka*. On the implementation *Kurikulum Merdeka* in teaching learning, process and evaluation by English teachers at the fase E/tenth grade of SMA Al-Azhar Syifa Budi Solo the name is Mrs. SM M.Pd. The reseacher only made one observation, at the time of learning observation with the material about narrative text.

D. Data and Source of the Data

1. Data

Data is something that is used for analysis. The data in this research are the barriers of English teachers when implementing *Kurikulum Merdeka* in teaching and learning process for tenth grade students of SMA Al-Azhar Syifa Budi Solo in academic year 2022/2023. The data in this study are primary and secondary. Primary data were obtained directly from the one English teacher using observation, interviews, and documentation. Secondary data is considered supporting data obtained from the teacher, and this data is the most important data to complement the primary data like material, attendance list.

2. Source of Data

The source of data is the source of data that is used in research. Data source in qualitative can be human or informant, event, place, things and various picture and record, archives and document, from Sutopo (2002). The source of data in this research is informant, event and document analysis.

An informant is someone who provides information or data about a particular topic. The informant in this study was an English teacher who provides information or data about the barriers faced by English teachers when implementing *Kurikulum Merdeka* in the teaching and learning process for tenth grade students of SMA Al-Azhar Syifa Budi Solo in the academic year 2022-2023. The learning process is carried out in classes X Regular 1, X Regular 2, X Tahfidz on regular English program. Data or

information can also be obtained through observing events or activities related to research problems. Events as a source of data here are teaching and learning process activities in English classes. In this study, documents are *modul ajar* and attendance.

E. Research Instruments

Moleong (2009) says that in collecting data, "natural seekers" (researchers) depend more on themselves as tools. He said that may be caused by the difficulty of specifying precisely what was studied. In line with that, Nasution (1996:55) said, "Humans as the main instrument in qualitative research are seen as more compatible." In this study, the researcher acts as the main instrument in capturing the necessary data and information. To collect data and information, it required observation guide, interview guide, and documentation analysis guide. To complement the instruments used, field notes were also made, namely written notes about what was heard, seen, experienced, and thought during the data collection and reflection process (Bogdan and Biklen, 2007: 107).

1. Observation Guideline

According to Mariampolski (2001), observation guideline is the map of anticipated behaviors that was observed by researcher to respondent during research project. The implementation of learning is an activity of the teaching and learning process as a core element of the learning activity, which in its implementation is adjusted to the guidelines that have been arranged in the previous plan (Majid, 2014:129). *Kurikulum Merdeka*

emphasizes development in accordance with *capaian pembelajaran* (CP) of students, namely teaching at the right level (TaRL). According to Tiara Diah Ayu Nisa (2023) describe the implementation of *Kurikulum Merdeka* in learning English, which includes: 1) Opening, 2) Main Activity, and 3) Closing Activity.

Table 3. 2 Observation's guideline

No	Indicator Components	Meet		
		I	II	III
	Opening			
1.	The teacher coordinates students to follow the learning process, such as praying, attending class, and preparing textbooks.			
2.	Ask trigger questions.			
3.	Explain the learning objectives or basic competencies to be achieved.			
4.	Providing the scope of the material as well as an explanation of the description of learning activities.			
5.	Explain the assessment that students will get.			
	Content			
6.	Building knowledge of the field (BKoF).			
7.	Modelling of the Text (MoT).			
8.	Join Construction of the Text (JCoT)			
	Closing			

No	Indicator Components	Meet		
		I	II	III
9.	Provide feedback on the learning process.			
10.	Summarize what was learned today.			
11.	Present the agenda for the next meeting.			

2. Interview Guideline

According to Cassell & Symon (2004), interview guide is list topics used by interviews during interviews to get greater details from participants. The interview guide was used to obtain data about teacher implementation and barriers in the freedom curriculum. Researcher makes interview guide based on the theory strategy barriers to teacher implementation curriculum from Zucker et al., (2021).

Table 3. 3 Interview's Guide

No	Content	Indicator	Activity	Explain
	Barriers to effective curriculum implementation based on Nevenglosky (2018)			
1.	Investigation of the teachers' experiences and practices with the	What concerns, success, and barriers have teachers reported during the		

No	Content	Indicator	Activity	Explain
	implementation of the new curriculum	implementation of the new curriculum?		
		What resources do teachers believe are necessary to achieve a more successful implementation of the new curriculum?		
		What types of support have been provided by school during the implementation of the new curriculum?		
		What components are changed from the previous curriculum?		
	Top barriers to English teachers' implementation the new curriculum to teach English based on Zucker et al., (2021)			
1.	Environmental Context Barriers	What are the obstacles in the environment experienced by English teachers in		

No	Content	Indicator	Activity	Explain
		implementing the latest curriculum?		
		What is the factors from environment that influence English teachers' barriers in the learning process?		
2.	Skill Barriers	What are the barriers faced by English teachers in learning skills when implementing the new curriculum?		
		How do English teachers lack classroom management skills when implementing the new curriculum?		
3.	Knowledge Barriers	What background knowledge must English teachers understand when implementing the latest curriculum?		
		What kinds of knowledge support do English teachers		

No	Content	Indicator	Activity	Explain
		need in implementing the latest curriculum?		

3. Document Guideline

The guideline document is a means of assisting researchers in collecting data or information by analyzing the teaching materials used by the teacher. The way to analyze the contents of a document is to systematically examine the documents and the forms of communication that are written in the form of documents objectively (Nilamsari, 2014). According to Magdalena et al., (2020) the content of teaching materials must contain the following criteria:

No	Content	Indicator
1.	Teaching modules must be relevant to competency standards and basic competencies.	
2.	Teaching modules must have knowledge aspects, namely facts, concepts, principles and procedures.	
3.	The teaching module has skills material.	
4.	Teaching modules must have the principle of consistency.	
5.	Teaching modules must provide motivation for students to learn further.	

6.	The teaching module must be related to the previous material.	
7.	Teaching modules must be arranged systematically from the simple to the complex.	
8.	Practical.	
9.	Teaching modules must be in accordance with the times.	
10.	Evaluation.	

F. Techniques of Collecting the Data

The technique of collecting data is the way to collect data used by the researcher. In this research, the data was collected through observations, interviews and documentation with Miss SM, an English teacher in the 10th grade:

1. Observation

Observation is a data collection technique that requires researchers to go into the field to observe things related to space, place, actors, activities, objects, time, events, goals, and feelings. Observation is a way to monitor the behavior of research subjects regarding their behavior in a certain environment or space, time, and circumstance (Jalanidhi, 2017). In this study, researchers conducted observations on implementation *Kurikulum Merdeka* during the teaching and learning process in the classroom. Observations was made in regular classes X Regular 1, X Regular 2, X Tahfidz in learning English. Each class has two English learning programs, namely the regular program and the English conversation program. This

observation is used by researchers to obtain data in the form of teacher barriers when learning takes place. In each English learning program, observations were made three times in each class.

2. Interview

The data was collected by conducting interviews to get data related to the implementation of *Kurikulum Merdeka* and teachers' barriers to the implementation of *Kurikulum Merdeka*. As stated by Busetto, Wick, & Gumbinger (2020), interview is a way that researchers use to get the views based on person's subjective experience, their opinions. In this research, interviews was conducted with the English teacher, namely Ms. SM as the main informant.

3. Documentation

Data collection methods using documents involve the collection and analysis of documents, including written, visual, and electronic documents. The documents obtained were then analyzed, compared, and synthesized to form a systematic, integrated, and complete study. Document study is not only able to collect and transcribe excerpts from documents but also involves in-depth analysis of these documents. The research results reported are the results of the analysis that has been carried out on these documents (Nilamsari, 2014). In this study, the documents used were lesson plans.

G. Coding Technique

Coding is the term used for the process of generating code (Priharsari & Indah, 2021). Coding is needed for researchers to be able to

see answers to their research questions from interview data, which is usually very large in terms of the number of words. Coding is needed to show the relationship between the data obtained and the resulting analysis. A code is defined as a word or short phrase that describes the meaning of a group of data (Saldana, 2009). Saldana described a code that must be categorized first and arranged so as to produce a theory or a phenomenon.

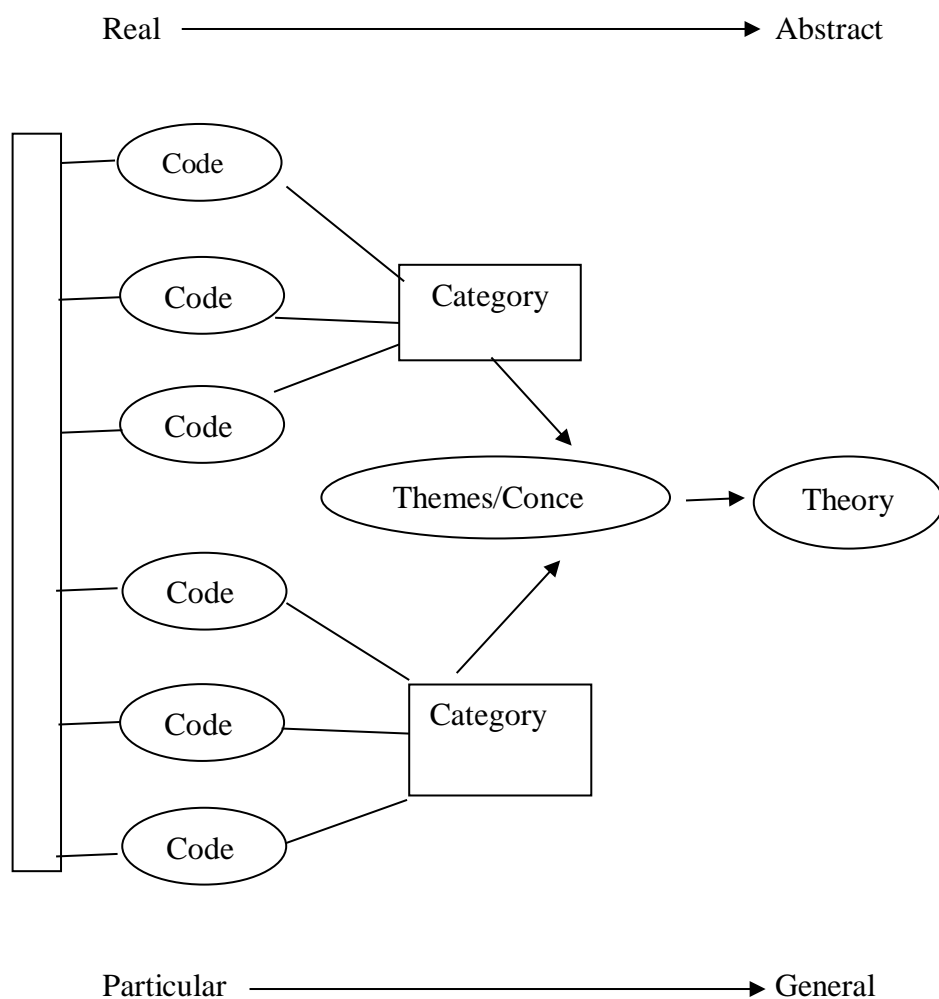


Figure 3. 1 The coding model path leads to theory building for the qualitative inquiry process (Saldana, 2009, p. 12)

1. Data preparation

Before coding is done, the researcher must prepare the data in text form. For example, if the data is in the form of an interview, then the interview recording, which is still in the form of audio, must first be converted into a transcript. Slightly different from interview data, which can be more easily converted into text form, visual data transcription can be more complex. According to Saldana, the transcription or interpretation of visual data must be rich in description.

2. Pre-coding the sign

Pre-coding is done by marking sentences or data that are very strong, interesting, or strongly suspected of helping research and are likely to be able to answer research questions. This will facilitate coding because important parts have been marked, so researchers will pay attention to the parts that have been marked.

3. Determine the general coding scheme

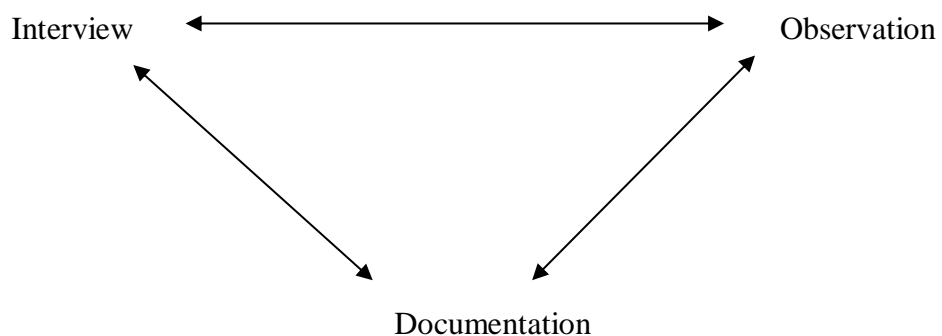
The next step that must be determined by the researcher is whether the coding was carried out by one person or by several people in a special team, whether the coding was carried out based on theory (literature-driven) or freely based on emerging data (data-driven), or whether to combine these strategies (hybrid).

H. Trustworthiness of the Data

Before analyzed the data, the researcher tested the validity of the data. To determine the validity of the data required techniques of investigation. Implementation of investigation techniques is based on certain criteria. There are four criteria used, those are credibility, transferability, dependability, and confirmability (Moleong, 2009:324).

The techniques to test the credibility of the data in the qualitative research include doing longer observation, increasing diligence in research, triangulation, peers discussion, negative case analysis, and member check. Sugiyono (2013:121) in this case, the researchers used triangulation for testing the validity of the data. Triangulation is a data validity investigation technique that takes the advantage from something else besides the data for the purpose to check or as a comparison of the data. Triangulation used in this researcher was the triangulation of technique. The data was checked based on the data collection techniques that used, those were observation, interview, and documentation.

Figure 3. 2 triangulation with three data collection techniques (Sugiyono, 2013).

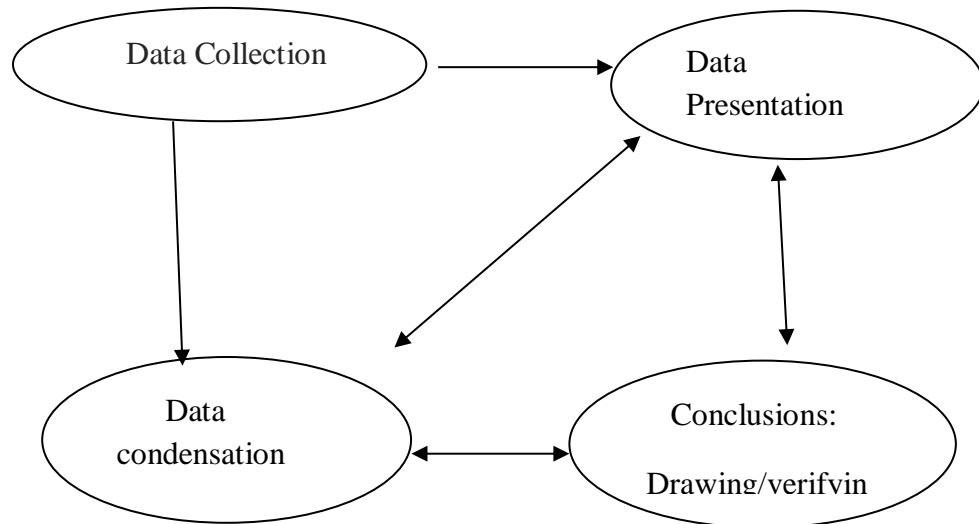


Triangulation becomes the best way to eliminate the differences in the construction of reality in the context of a study when collecting data. In other words, with triangulation, the researcher can recheck the finding by comparing the data that obtained from multiple techniques Moleong (2009:332).

I. Techniques of Analyzing the Data

A qualitative data analysis according to bodgan as cited by Sugiyono (2012:332) is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Data analysis involves several steps, such as data collection, data condensation, and conclusion. In this research used interactive analysis model, as stated by the Miles, Huberman, and Saldana data analysis model (2014) there are two model of qualitative data analysis, they are flow analysis model and interactive analysis model. The data reduction and data presentation are processed along with data collection in interactive analysis model.

Figure 3. 3 Components of Interactive Analysis Models



Components of Interactive Analysis Models (Rachman, 1999: 121)

1. Data Collection

This is the procedure for gathering all of the information required for this research. The researcher uses some techniques, as mentioned before, namely observation and interview. The method was adequate for gathering all the data required to carry out this research.

2. Data Condensation

Data condensation, according to Miles, Huberman, and Saldana (2014), is the process of selecting, focusing, simplifying, abstracting, or altering the data that has been acquired through field notes, papers, interview transcripts, and other empirical materials. Selection, paraphrasing, summarizing, and other methods can alter the findings of qualitative research. Following data collection, the researcher compiles data that is pertinent to the primary issue with reference to the implementation of *Kurikulum Merdeka* in the English

learning process and some categories of teachers' barriers to the implementation of *Kurikulum Merdeka* at SMA Al-Azhar Syifa Budi Solo in the academic year 2022/2023.

3. Data Presentation

According to Miles, Huberman, and Saldana (2014) the data presentation is an organized, compressed, assembly of information that permit conclusion drawing and action. The most frequent form of display of qualitative data in the past has been extended text. The presentation of data in this research was in the form of narration, which consists of the implementation of *Kurikulum Merdeka* in the English learning process and some categories of teachers' barriers to the implementation of *Kurikulum Merdeka* at SMA Al-Azhar Syifa Budi Solo in the academic year 2022/2023.

In this research, the researcher used coding technique to indicate which kind of data source in the research finding.

For Example: O/M1/03-04-05.04/XR1.XR2.XT/T

O: Data Source

3-04-22: the date of collection

T: Subject

O: Observation data

I: Interview

D: Documentation analysis

XR1.M1.DT: X Regular 1, Meeting 1, Diagnostic Test

XR1.M2.NT: X Regular 1, Meeting 2, Narrative Text

XR1.M3.PP: X Regular 1, Meeting 3, Project Poster

XR2.M1.DT: X Regular 2, Meeting 1, Diagnostic Test

XR2.M2.NT: X Regular 2, Meeting 2, Narrative Text

XR2.M3.PP: X Regular 2, Meeting 3, Project Poster

XR3.M1.DT: X Regular 3, Meeting 1, Diagnostic Test

XR3.M2.NT: X Regular 3, Meeting 2, Narrative Text

XR3.M3.PP: X Regular 3, Meeting 3, Project Poster

4. Drawing Conclusion

Drawing conclusions, which serves as the research's final stage, occurs after the data display. If the findings are backed up by reliable and consistent evidence, they are credible. It provided a reflection of the research's findings related to the implementation of *Kurikulum Merdeka* in the English learning process and some categories of teachers' barriers to the implementation of *Kurikulum Merdeka* at SMA Al-Azhar Syifa Budi Solo in the academic year 2022/2023.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the results of the research. This chapter is divided into two main sections consisting of findings and discussion. The first part is the results of data analysis to answer the problem formulation mentioned in chapter one, namely: (1) The implementation of *Kurikulum Merdeka* in learning English of tenth grade at SMA Al-Azhar Syifa Budi Solo in the academic year 2022/2023, (2) The barriers faced by English teacher of tenth grade at SMA Al-Azhar Syifa Budi Solo in implementing *Kurikulum Merdeka* in the academic year 2022/2023. The findings present the results of the analysis of data obtained through observations, interviews and document analysis. The findings of this study are interpreted through discussion in the research. In this study, the researcher took Mrs. SM as the English teacher as a research subject. This teacher teaches tenth grade at SMA Al-Azhar Syifa Budi Solo in the academic year 2022/2023.

A. Findings

The findings in this study present the results of data analysis obtained through observations, interviews, and document analysis. The observations were made three meeting in three classes with this sit where the researcher only observed the English teacher in the process implementing *Kurikulum Merdeka* in teaching English of tenth grade at SMA Al-Azhar Syifa Budi Solo and the interviews were conducted in a semi-structured manner based on guidelines drawn up in the form of a blueprint where the researcher only

interviewed teacher regarding the barriers faced by English teacher in implementing *Kurikulum Merdeka* at SMA Al-Azhar Syifa Budi Solo in the academic year 2022/2023.

1. The implementation of *Kurikulum Merdeka* in learning English in tenth grade at SMA Al-Azhar Syifa Budi Solo in academic year 2022/2023

To answer the first formulation problem, the researcher made observation three meetings from April 3rd, 2023 until May 5th, 2023. The subject of this research was one English teacher at SMA Al-Azhar Syifa Budi Solo, who taught in regular English program at X Regular 1, X Regular 2, and X Tahfidz. The researcher has made observations about the implementation of *Kurikulum Merdeka* in learning English. Data was collected using the theory from Tiara Diah Ayu Nisa (2023), which describes the implementation of *Kurikulum Merdeka* in learning English, which includes: 1) Opening, 2) Main Activity, and 3) Closing Activity:

1. First Meeting

The observation from the first meeting was doing by researcher on April 3rd, 2023 until May 5th, 2023 in classes X regular 1 on Monday at 13.00-14.30, X regular 2 on Tuesday at 13.00-14.30 and X tahfidz on Wednesday at 08.10-09.30. The material of this meeting is about narrative text. Namun pada pertemuan pertama ini guru memberikan assesmen diagnostic kepada siswa.

a) Opening

Code:O/M1/03-04-05.04/XR1.XR2.XT/DT/T

T: "Before we start our meeting today, let's pray together with reciting basmallah together"

T: "Assalamualaikum warahmatullahi wabarakatuh. Good Morning Students, how are you?"

T: "Before we start the learning process, checking attendance and don't forget to raise your hand when I called you and say present."

In the opening class, the teacher greeted the students and asked about the students condition, and who were absent at that day to someone in the classroom. Start from saying "Greetings", asked the students' condition, answered to the students question and command the students to does something. The teacher prepared the students psychologically and physically to follow the learning process with greet, engage learners and their appearance class tidied up, and check for the presence of the learners.

b) Main Activity

Code:O/M1/03-04-05.04/XR1.XR2.XT/DT/T

T: "Well students, sebelum kita memasuki materi baru tentang narrative text. I give you some question disini (menunjuk kertas yang dibawa), kalian dapat menjawab sebisa kalian dan dikerjakan secara individu"

In the main activity, there were many activities that the teacher should do main activity include; 1) Building Knowledge of the Field (BKoF), 2) Modelling of the Text (MoT), 3) Join Construction of the Text (JCoT), 4)

Independent Construction of the Text (ICoT). The core activity in this first meeting is that students are given a diagnostic assessment (before learning), which is carried out at the beginning of new material. The teacher gives directions to students to work on written assessment questions according to their initial knowledge.

T: "Jika sudah selesai bias dikumpulkan ke depan."

T: "Dikerjakan sebisa kalian tanpa melihat tugas temannya, kalau benar-benar tidak bisa dikosongi saja tidak apa-apa"

The teacher hands over question sheets and answers to students to answer questions related to the material to be studied. Questions related to information that supports learning materials regarding text types, functions, and linguistic elements. After students complete the questions given, the teacher gives them instruction on how to collect the answers. Students who have difficulty answering one of the questions are given the freedom to leave the answer blank. Because this assessment is only an introduction to learning, teachers must understand students' initial knowledge.

c) Closing Activity

Code:O/M1/03-04-05.04/XR1.XR2.XT/DT/T

T: "Thanks for your attention."

T: "Next week, we are study about narrative text. So, please study at your home and will discuss together."

In closing of the learning process in the classroom. The teacher conveys the agenda for the next meeting. As well as giving directions to students to study the material to be studied next week.

2. Second Meeting

a) Opening

Code: O/M2/XR1.XR2.XT/10-11-12.04/NT/T

T: "Before we start our meeting today, let's pray together with reciting basmallah together"

T: "Before we start the learning process, checking attendance and don't forget to raise your hand when I called you and say present."

T: "Today lesson, we had discussed about narrative text. The purpose of learning this time is for you to be able to compose narrative texts and be able to analyze the structure of the text and its linguistic elements."

In the opening class, the teacher greeted the students and asked about the students condition, and who were absent at that day to someone in the classroom. Start from saying "Greetings", asked the students' condition, answered to the students question and command the students to do something. The teacher prepared the students psychologically and physically to follow the learning process with greet, engage learners and their appearance class tidied up, and check for the presence of the learners. On the analysis of the second observation of the implementing *Kurikulum Merdeka* to teach English learning. The teacher explains the learning objectives or

competencies to be achieved. In addition, the teacher also conveys the scope of the material and descriptions of learning activities.

b) Main Activity

Code: O/M2/XR1.XR2.XT/10-11-12.04/NT/T

T: "This is a picture that we can make into narrative text."

T: "It is an imaginative story to entertain people. Social function of narrative text is to amuse or entertain the reader/listener."

T: "The structure of narrative text is orientation, complication, resolution, and reorientation."

In the main activity, there were many activities that the teacher should do main activity include; 1) Building Knowledge of the Field (BKoF), 2) Modelling of the Text (MoT), 3) Join Construction of the Text (JCoT), 4) Independent Construction of the Text (ICoT). First of all, the teacher shows several pictures related to story-telling to the students. They were given an explanation regarding the function of the text, its general structure, and the linguistic elements in it.

Code: O/M2/XR1.XR2.XT/10-11-12.04/NT/T

T: "The characteristics of narrative text are using past simple tense, using adverbs of time and using direct/indirect speech."

T: "In the last semester we discussed the past tenses, so you won't have any difficulties in making sentences with past tenses. So now i want to ask, an example of any adverb of time?"

T: ““Okey, the example of direct speech is “Snow white said I am so sad” while the indirect speech “Snow white said that she was sad”. So we can make sentences directly and indirectly.””

Furthermore, the teacher explains in more depth the structure of each section of the narrative text. The teacher also gives an explanation of the characteristics contained in the text. But not only does the teacher explain, she also invites student discussion related to the students' understanding of English.

Code: O/M2/XR1.XR2.XT/10-11-12.04/NT/T

T: “I give you practice to making narrative text based on the pictures here. You tell the pieces of the picture into a paragraph.”

T: “You can literally can overview and translating in English. Don’t forget you have to write with past tense.”

T: “Nanti, apa yang ditulis siswa satu dengan yang lain. The story will be different. Mungkin situasinya akan sama namun kata dari cerita akan berbeda.”

T: “Please do it thirty minutes from now and than dikumpulkan ke depan.”

After providing material and discussing it with students, the teacher gives exercises to students with the cut pictures shown at the beginning of the lesson. Pieces of several pictures must be arranged into a paragraph and then made into a narrative text. Each student can discuss with other friends but may not use the same title. Then students collect their writing at the end of the lesson.

c) Closing Activity

Code: O/M2/XR1.XR2.XT/10-11-12.04/NT/T

T: "Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson?"

T: "Your task next week is to make a narrative text in the form of a poster and you can create it in an interesting way."

T: "Is there any question or want to say something?"

In closing of the learning process in the classroom. Teacher and learners made a summary of the material already learned at this meeting. Teacher gave assignments to learners to collect duties on the upcoming meetings. The teacher explained the plan further learning and teachers close the lesson by giving greetings.

3. Third Meeting

a) Opening

Code: O/M3/X.R.1-X.R.2-X.T/01-02-03.05/PP/T

T: "Okay, before we start the lesson today. Let's say Basmallah together. Bismillahirrohmanirrokhim."

T: "Before we start the learning process, checking attendance and don't forget to raise your hand when I called you and say present."

T: "Prepare for your poster task that Bunda Suci instructed at yesterday's meeting. For groups that will come forward, Bunda will call them to come to the front of class."

In the opening class, the teacher greeted the students and asked about the students condition, and who were absent at that day to someone in the classroom. Start from saying "Greetings", asked the students' condition, answered to the students question and command the students to does something. The teacher prepared the students psychologically and physically to follow the learning process with greet, engage learners and their appearance class tidied up, and check for the presence of the learners. The teacher gives directions at the beginning of learning by reviewing last week's meeting. The teacher also gave instructions for students to collect narrative text projects in the form of posters and present them in front of the class.

b) Main Activity

In the main activity, there were many activities that the teacher should do main activity include; 1) Building Knowledge of the Field (BKoF), 2) Modelling of the Text (MoT), 3) Join Construction of the Text (JCoT), 4) Independent Construction of the Text (ICoT).

Code: O/M3/X.R.1-X.R.2-X.T/01-02-03.05/PP/T

T: "Well, collect posters from the narrative text that you have made."

Code: O/M3/X.R.2/02.05/T

T: "Darrel group, why don't you do your task?"

T: "Tomorrow kalian harus kumpulkan di kantornya Bunda."

The teacher calls each group to collect the results of the project for making narrative text in the form of posters. But in class X regular 1, there

is one group that does not collect, and in class X regular 2, there are two groups that do not collect. In class X Tahfidz, students collect completely according to their group.

Code: O/M3/X.T/03.05/PP/T

T: "The first group to advance is the Syiham group. Please come forward with your poster task and then explain to your friends about the story you have made."

Students who do not submit according to schedule are given leeway to collect tomorrow morning at the teacher's office. However, this is still followed up properly by the teacher. Because there are students who are constrained by making posters digitally and the process of printing the appropriate posters. The learning activity is continued with the teacher calling each group to come forward and explain the results of their assignment.

Code: O/M3/XR1.XR2.XT/22-23-24.05/PP/T

T: "Okey, good job guys"

T: "Based on your presentation today, score one to ten. What percentage of your preparation before going to the front of class?"

T: "What do you think is lacking in your presentation?"

When students make presentations related to stories in narrative text in the form of story telling and explain the structure of the text, linguistic elements, and moral messages in the story. The teacher carries out formative

assessments by providing support, observing, and asking questions of students.

Code: O/M3/XR1.XR2.XT/22-23-24.05/PP/T

T: "What do you think about your presentation today? From 1 to 10, what's the score to prepare for your performance today?"

T: "Your presentation sudah cukup bagus. It's even better to prepare for the reading part."

The teacher asks questions related to preparation before the end of the presentation. The teacher asks students to assess their own appearance when making presentations. The question was about what shortcomings they felt when explaining the story in front of the class.

c) Closing Activity

Code: O/M3/XR1.XR2.XT/22-23-24.05/PP/T

T: "Because time is up, we will continue the presentation next week."

T: ""You have done a very good job today. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?"

In closing of the learning process in the classroom. Teacher and learners made a summary of the material already learned at this meeting. Teacher gave assignments to learners to collect duties on the upcoming meetings. The teacher explained the plan further learning and teachers close the lesson by giving greetings.

2. The barriers of the teacher in implementation *Kurikulum Merdeka* in tenth grade at SMA Al-Azhar Syifa Budi Solo in academic year 2022/2023

To answer the second problem statement, the researcher used observation, interview, and documentation to collect the data. The researcher used theory about barriers to effective curriculum implemented based on (Nevenglosky, 2018) and the theory about top barriers to English the teacher implementation the new curriculum to teach English based on (Zucker et al., 2021). The subject of this research was one English teacher at SMA Al-Azhar, Syifa Budi Solo, who taught in regular English program at X Regular 1, X Regular 2, and X Tahfidz. The observation data collection was conducted from April 3th, 2023 until May 5th, 2023. The researcher has made three observations in each class. Interview were conducted on May 8th, 2023 until May 9th, 2023 in SMA Al-Azhar Syifa Budi Solo.

a. Barriers to effective curriculum implementation based on (Nevenglosky, 2018).

Code: I/09-05-23/TB

T: *“Beberapa siswa masih cenderung pasif dalam pembelajaran di dalam penerapan kurikulum baru.”*

T: *“Adanya refleksi di setiap akhir pembelajaran membuat siswa lebih terbuka terhadap kesulitan maupun keberhasilan selama KBM.”*

Code: O/10-05-23/T

T: *“Silahkan memberikan questions kepada teman kalian yang didepan ini (tidak ada yang bertanya)”*.

T: *“For today's meeting, do students have difficulty understanding about the material?”*

Code: I/9-05-23/TB

T: *“Untuk mencapai implementasi Kurikulum Merdeka yg lebih berhasil, diperlukan pendidik yg mengerti dan paham terhadap kurikulum tersebut.”*

T: *“Sekolah memberi dukungan dan motivasi terhadap guru dan siswa dalam pengimplementasiannya, misalnya guru selalu diberi semangat dalam mengikuti seminar2, diklat, dll yg berkenaan dg kurikulum baru sehingga wawasan segala hal ttg kurikulum tersebut semakin luas.”*

Based on interviews and observations regarding the obstacles to implementing an effective curriculum in the freedom curriculum for learning English, there are several obstacles experienced by teachers during the learning process. The data from the interviews stated that many students tended to be passive when teaching and learning in the current curriculum. This makes it an obstacle for teachers to implement the freedom curriculum. Like the observation data obtained by the research teacher, the teacher must ask the child to ask questions to his friends, but students still do not respond to questions. This is done by the teacher to encourage students to develop questioning skills and build

their curiosity. Another obstacle experienced by the teacher is that she must understand the freedom curriculum as a whole so that the curriculum implementation process can be successful according to learning objectives. Due to the lack of time management experience and limited references experienced by the teacher, the teacher must fully understand the implementation of the latest curriculum at this time.

b. Top barriers to English teachers' implementation the new curriculum to teach English based on (Zucker et al., 2021).

1. Environmental context barriers

Code: I/9-05-23/TB

T: *"Kendalanya yaitu proses adaptasi dari kurikulum lama ke kurikulum baru membutuhkan waktu. Serta proses tugas-tugas administrative guru dalam Kurikulum Merdeka belum terlalu menguasai. Tuntutan paling banyak lebih pada bagian administrasi dalam hal menyusun serta melaksanakan program pembelajaran."*

T: *"Perlunya support dari pihak sekolah serta stakeholder yang bersangkutan"*

T: *"Siswa masih memiliki kesulitan dalam proses pemahaman adaptasi Kurikulum Merdeka."*

Code: O/M1/ XR2 /03-04-23/T

T: *"Kurang efektif karena siswa cenderung bosan jika dibaca didepan kelas dan kurang memperhatikan guru."*

T: *"Faris duduk didepan saja kalau ngobrol terus."*

Based on the results of the interviews and observations, the researchers found that the teacher has obstacles in the environmental context. Obstacles in the process of adapting the latest curriculum in terms of administrative and ineffective classroom situations where students tend to get bored quickly. Observation data shows that teachers face obstacles when delivering because students do not give full attention during the learning process. There are students who play games and talk with their friends when the teacher gives instructions.

2. Skill barriers

Code: I/9-05-23/TB

T: *“Kurangnya pemahaman guru terhadap proses adaptasi dari kurikulum lama ke kurikulum baru.”*

T: *“Guru kurang memiliki keterampilan mengelola kelas hal itu akan menghambat kesuksesan implementasi kurikulum baru, atau bisa tidak maksimal dalam penerapannya.”*

T: *“Kurangnya motivasi pembelajaran juga mempengaruhi teaching and learning process.”*

Code: O/M3/X.R.1 /01-05-23/T

T: *“pay attention to your friends who are presenting.”*

T: *“next presentation is Audry group.”*

Based on the data above, the researcher found that the barriers to teacher skills are the teacher's lack of understanding of the freedom curriculum and the teacher's lack of skills in managing the

class. The lack of teacher skills in adjusting teaching styles to children's learning styles is still not optimal. Based on the results of observations, teachers lack assertive skills in the learning process. The teacher lacks motivation to implement *Kurikulum Merdeka*. During the learning process, students who do not follow the directions according to the teacher's instructions. Therefore, the teacher is not enthusiastic about the learning process.

3. Knowledge barriers

Code: I/9-05-23/TB

T: *“Tujuan dari implementasi kurikulum tersebut guru masih harus memahaminya lebih dalam. Serta penerapan terdiferensiasi secara mendalam”*

T: *“Keikutsertaan seminar2 dan diklat terkait dengan kurikulum baru dapat menunjang keberhasilan.”*

T: *“Metode pembelajaran yang masih kurang variatif bagi peserta didik.”*

Code: O/M2/ X.R.2/11-04-23/T

T: *“Narrative text is a type of text that tells a story about a series of events chronologically and connected to each other. Language features, generic Structures of Narrative Text is....”*

T: *“The structure of narrative text is orientation, complication, resolution, and reorientation.”*

Based on interviews and observations, the researchers found that teachers have knowledge barriers in terms of deeper objectives related to the implementation of the latest curriculum. Teachers still use a lot of basic learning, like in the previous curriculum, where the focus of learning must be student-centered learning. Observational data shows that teachers are still focused on teacher-centered learning, in which women are in full control during learning as well as being the main information provider. The lack of a variety of learning methods for students makes it an obstacle for teachers when the teaching and learning process.

B. Discussions

After the research findings were displayed, the researcher discussed in more detail about it. The formulation of the problem in this research was “How is the implementation of *Kurikulum Merdeka* in learning English at the tenth grade level of SMA Al-Azhar Syifa Budi Solo in Academic Year 2022/2023?” and “What are the barriers faced by the English teacher in tenth grade at SMA Al-Azhar Syifa Budi Solo in implementing *Kurikulum Merdeka* in the academic year 2022-2023?”.

1. The implementation of *Kurikulum Merdeka* in learning English in tenth grade at SMA Al-Azhar Syifa Budi Solo in academic year 2022/2023

To answer the first formulation problems, the researcher used the theory from Tiara Diah Ayu Nisa (2023) and presented data related to

the process of implementing English learning in *Kurikulum Merdeka*. Based on the data findings, the researcher found that it aims to describe the implementation of *Kurikulum Merdeka* in learning English, which includes: 1) Opening, 2) Main Activity, and 3) Closing Activity.

a) Opening

Activities carried out by the teacher create an interesting class attitude and atmosphere, check student attendance, create student learning readiness, create a democratic atmosphere, ask questions about teaching materials that have been presented previously, show the benefits of the subject matter being studied, and ask students to express related experiences with the material discussed. This is in accordance with the initial activities of teaching English learning in the tenth grade class at SMA Al-Azhar Syifa Budi Solo by greeting and praying together, the teacher ensures students are ready to carry out learning by taking attendance and ensuring students are active in class learning, then the teacher conveys the learning objectives that are taught in class learning.

b) Main Activity

In the main activity, there were many activities that the teacher should do main activity include; 1) Building Knowledge of the Field (BKoF), 2) Modelling of the Text (MoT), 3) Join Construction of the Text (JCoT), 4) Independent Construction of the Text (ICoT). The stages of the core activity contain activities for

conveying learning material that is delivered in accordance with the learning outcomes contained in the freedom learning Curriculum. Teachers also condition the class wisely so that the learning process can feel effective and efficient. Projects made for learning English also train students to hone their interests and talents by giving them the freedom to explore projects that are done by practicing individually or in groups. In the core learning activities the teacher also emphasizes formative assessment. This assessment is carried out with the aim of monitoring and improving the learning process, as well as evaluating the achievement of learning objectives (Rohimajaya et al., 2022).

c) Closing

In this assessment or follow-up stage, the teacher, before ending the lesson, gives assignments to students to study the next chapter, provides motivation to students to be enthusiastic about learning, and closes learning with greetings. Based on the data findings, closing activities in each class have the same implementation, namely that the teacher as a facilitator triggers students to review and provide closing statements in each meeting.

2. The barriers of the teacher in implementation *Kurikulum Merdeka* in tenth grade at SMA Al-Azhar Syifa Budi Solo in academic year 2022/2023.

To answer the second formulation of problems, the researcher used the theory from Nevenglosky (2018) about barriers to effective curriculum implementation and theory from Zucker et al. (2021) about top barriers to English teachers' implementation the new curriculum to teach English that consists of environmental context barriers, skill barriers and knowledge barriers. Based on the data findings, the researcher found the teacher barriers to implementing *Kurikulum Merdeka* to teach English.

a. Barriers to effective curriculum implementation

Curriculum changes need to have proven benefits to improve curriculum accuracy. Understanding the barriers involved will require determining the teacher's experiences when dealing with new innovations or changes. Understanding the obstacles that can hinder teachers when they have to implement new curriculum changes (Nevenglosky, 2018). The researcher found that the constraints experienced by teachers were due to ineffective implementation of the curriculum, namely that students tended to be passive in the teaching and learning process. So that communication between teachers and students becomes less effective. According to Widya, to reach a discussion about the need for communication in

learning, communication between the two is needed, which combines two activities, namely teaching activities (teachers) and learning activities (students). In the freedom curriculum learning process, the SCL (student-centered learning) method is applied. Teachers' limitations in understanding student psychology and critical habits make them unable to understand how to encourage students to ask questions. Researchers also found a need for educators who are more capable and have a deeper understanding of the freedom curriculum. Teachers' limitations in understanding material and accessing student information make it difficult for teachers to relate subject matter to other relevant knowledge. According to Yusuf & Arfiansyah (2021), the concept of an freedom learning policy is that the teacher, as an educator, is able to create a comfortable learning atmosphere and is able to generate enthusiasm for learning so that students don't feel burdened by the material served by the teacher.

b. Top barriers to English teacher' implementation the new curriculum to teach English

Based on the theory Zucker et al. (2021) researcher menemukan tiga top barriers to English teacher implementation which include; 1) environmental context barriers, 2) skills barriers, 3) knowledge barriers. The researcher was described the data below;

1. Environmental context barriers

Teachers are overwhelmed with many district initiatives that are being closely monitored by the district and administration (Zucker et al., 2021). The researchers found that the teacher has two main obstacles in the learning context, namely learning administrative difficulties and the conditions of students in class. The learning administration process regulates the teaching and learning process in order to achieve a curriculum goal (Carolus Borromeus Mulyatno, 2022). Because English teacher at SMA Al-Azhar Syifa Budi Solo has only one teaching staff, she has problems because her assignments are done alone. The teacher's obstacle in other environments is the condition of students in class who have not been able to adapt to the freedom curriculum. This disrupts the learning process. Less innovative learning conditions also cause students to get bored.

2. Skill barriers

Teachers lacked the skills to facilitate multiple-turn conversations with students. The researcher found that teachers lack skills for managing classes. The competencies that must be mastered by teachers include pedagogic competence, personality competence, social competence, and professional competence. Professional teachers must master effective ways of communicating and also know the psychology and conditions of

their students (Ibrahim, 2022). The teacher's lack of ability to build an interesting atmosphere in the classroom determines the quality of the students. This can make it difficult to be creative and critical (Zulhafizh dan Silvia, 2020).

The researcher found that teachers face obstacles in managing the level of student discipline. The teacher's assertiveness in the teaching and learning process is still lacking. Many students do not pay attention to the teacher during the teaching and learning process. There are also students who play games or even fall asleep during learning. Therefore, the importance of skills in the assertiveness of a teacher in taking a stand to shape the character of students. The teacher acts as a facilitator, inspirer, and true learner who always motivates students (Novitasari et al., 2020). Based on the data, the teacher also has obstacles in motivational skills in the teaching and learning process. Teacher motivation is a force that comes from a person who encourages him to do something that is his goal. However, for the success of learning objectives, if the teacher's motivation does not reach the students, then this will not be achieved. The condition of students who are difficult to manage is a factor in which teachers lack motivation to teach. Because it affects the level of student achievement in learning.

3. Knowledge barriers

The teacher barrier was a lack of procedural knowledge about how to use the curriculum supplement (Zucker et al., 2021). Based on the researcher data, it was found that the teacher's lack of knowledge about the purpose of implementing the curriculum was more in-depth. Such as the focus of learning that is not too focused on students (student-centered learning). The application of the differentiation learning process has difficulties finding various kinds of reference sources for these learning examples. Furthermore, the teacher does not provide a variety of learning methods for students. Teachers find it difficult to determine the learning model according to the needs of students. Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in class (Alsubaie, 2016). The challenge of teacher knowledge in implementing the freedom curriculum in driving schools is that the teacher must take the time to prepare creative, innovative, and challenging learning every day.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In the first chapter of this research, there are two research objectives that we already know. They are to describe the implementation of *Kurikulum Merdeka* in learning English and the barriers faced by English teacher of tenth grade at SMA Al-Azhar Syifa Budi Solo in implementing *Kurikulum Merdeka* in academic year 2022/2023. The conclusions in this study can be presented as follows:

1. The implementation of *Kurikulum Merdeka* in learning English of tenth grade at SMA Al-Azhar Syifa Budi Solo in academic year 2022/2023.

Based on the results of observation, interview and document analysis. It can be concluded that that the teacher has implemented with opening, main activity and closing activity. SMA Al-Azhar Syifa Budi Solo has developed learning objectives in teaching modules that are arranged according to the phases or stages of student development. As well as focusing on essential material by using project-based learning as a learning method to achieve attitude, knowledge, and skill competencies. Assessment of the achievement of student learning outcomes is carried out by

comparing the achievement of student learning outcomes with the criteria for achieving learning objectives.

2. The barriers of the teacher in implementation *Kurikulum Merdeka* in tenth grade at SMA Al-Azhar Syifa Budi Solo in academic year 2022/2023

Based on the results of observation, interview and document analysis. The results of this research revealed teacher barriers to effective curriculum implementation. The researchers found that the obstacles experienced by teachers were due to the ineffective implementation of the curriculum, namely that students tended to be passive in the teaching and learning process. The teacher's limitations in understanding student psychology and critical habituation make the teacher unable to understand how to encourage students to ask questions. The researcher also found a need for educators who are more capable and understand more deeply about the freedom curriculum. The teacher's limitations in understanding the material and accessing student information make it difficult for the teacher to relate the subject matter to other relevant knowledge.

From the three top barriers to English teachers' implementation of the new curriculum to teach English are environmental context barriers, skill barriers, and knowledge barriers. The teacher faced more obstacles in other environments and skills barriers. Barriers from the environment related to the teacher's

work in educational administration tasks. As well as support from the school, which lacks appreciation in terms of training facilities for the teacher. The second-highest barrier for English teachers is skills. The teacher lacks skills in managing the class so that it can present a difficult attitude to be creative and critical. In addition, the lack of enthusiasm for teacher motivation during the learning process is the highest obstacle.

B. Suggestions

Based on the conclusions and the implications, some suggestions were proposed to somebody as follows:

1. For the English teacher:

The teacher must be motivational for students continuously and consistently so that students are always motivated in every teaching and learning activity. It is known that students are at an unstable age and need guidance and direction from teachers. The teacher must often provide assistance to students who still have difficulties learning English with the new curriculum. Besides that, it is better if the teacher can attend the training of teachers (TOT), national or international seminars, and workshops related to the implementation of freedom curricula.

2. For the school

The research adds that the school provides support to teachers in the form of online or offline training. The school gives permission for teachers to participate in training, or MGMP, according to the school area. In addition, the school principal provides motivation and enthusiasm for teachers to develop according to the current curriculum.

3. For the Other Researcher

The suggestion is that it is hoped that this research can make other researchers interested in researching the same thing, which is related to barriers faced by English teachers implementing *Kurikulum Merdeka*.

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APPENDIX 1

OBSERVATION

CHECKLIST &

FIELD NOTE

No	Indicator Components	Meet		
		I	II	III
	Opening			
1.	The teacher coordinates students to follow the learning process, such as praying, attending class, and preparing textbooks.	✓	✓	✓
2.	Ask trigger questions.	✓	✓	✓
3.	Explain the learning objectives or basic competencies to be achieved.	✓	✓	✓
4.	Providing the scope of the material as well as an explanation of the description of learning activities.	✓	✓	✓
5.	Explain the assessment that students will get.	✓	✓	✓
	Content			
6.	Building knowledge of the field (BKoF).		✓	✓
7.	Modelling of the Text (MoT).		✓	✓

No	Indicator Components	Meet		
		I	II	III
8.	Join Construction of the Text (JCoT)		✓	✓
	Closing			
9.	Provide feedback on the learning process.	✓	✓	✓
10.	Summarize what was learned today.	✓	✓	✓
11.	Present the agenda for the next meeting.	✓	✓	✓

FIELD NOTE

Day/Date : Monday, April 3rd 2023

Time/Place : 13.00-14.20/ SMA Al-Azhar Syifa Budi Solo

Class/Meeting: X Regular 1/First Meeting

The teacher and the researcher came to the class at 13:00 p.m. The teacher opened the meeting by saying *assalamualaikum warahmatullahi wabarakatuh*. After that, he greeted the students by saying good afternoon and asking their condition. The students also asked about the teacher's condition. The teacher checked the student attendance. The students answer that no one was absent that day. Then, the teacher started the lesson by reciting *basmalah*.

The agenda on that day was diagnostic assessment. The teacher gives questions to students regarding the new material to be learned. The teacher gives instructions on how to do it and the rules for completing it. Questions can be answered independently without the help of friends or searching. The answer comes from the basic understanding of the students. After distributing the questions, the teacher gives the students 45 minutes to answer the questions on the existing sheets of paper.

At the end of the lesson, the teacher collects all the student answers. Furthermore, the teacher explains the purpose of the students answering the questions given. Then the teacher conveys the agenda for the next meeting.

Day/Date : Monday, April 10th 2023

Time/Place : 13.00-14.20/ SMA Al-Azhar Syifa Budi Solo

Class/Meeting: X Regular 1/Second Meeting

The teacher and the researcher came to the class at 13:00 p.m. The teacher opened the meeting by saying *assalamualaikum warahmatullahi wabarakatuh*. After that, he greeted the students by saying good afternoon and asking their condition. The students also asked about the teacher's condition. The teacher checked the student attendance. The students answer that three students were not absent that day because there were class representatives for school events. Then, the teacher started the lesson by reciting *basmalah*. After that the teacher giving the question for students "what is your favorite story?", "what can you learn from it?" and two students answering the question. The teacher explain the learning objectives or competencies to be achieved. In addition, the teacher also conveys the scope of the material and descriptions of learning material.

The agenda of this day is to explain material about narrative text structure and linguistic elements. The activities include: 1) Building Knowledge of the Field (BKoF), 2) Modeling of the Text (MoT), 3) Join Construction of the Text (JCoT), and 4) Independent Construction of the Text (ICoT). First is building knowledge; the teacher takes out several pieces of pictures, and then students pay attention to pieces of pictures that are related to narrative text. After that modeling of the text, the teacher explains and gives examples of how to compose and make narrative texts well. Then the teacher provides an understanding of the joint construction of

the text and the independent construction of the text, namely by giving students time to make narrative texts based on existing pieces of imagery. Students can discuss with their friends how to make narrative texts, but are given a limitation that they are not allowed to make the same story. In the process of writing narrative texts, students tend to lack enthusiasm and have not mastered how to compose narrative texts. However, the teacher accompanies the students in compiling narrative texts so that they can directly understand how to make them properly and correctly.

The learning activity ends with the teacher giving appreciation for the tasks they have done today. Furthermore, the teacher also asked students about the difficulties they faced during the learning process. Many students are not to give statements regarding their difficulties, but they know the location of the difficulties faced by each student. After that, the teacher explains the next agenda item related to group projects that will be worked on by students. They have to form a group with 3/4 of the students in it. The teacher explained that they made narrative text in the form of a good and interesting poster. Then the teacher closed the lesson for that day.

Day/Date : Monday, May 1st 2023

Time/Place : 13.00-14.20/ SMA Al-Azhar Syifa Budi Solo

Class/Meeting: X Regular 1/Third Meeting

The teacher and the researcher came to the class at 13:00 p.m. The teacher opened the meeting by saying assalamualaikum warahmatullahi wabarakatuh. After that, he greeted the students by saying good afternoon and asking their condition. The students also asked about the teacher's condition. The teacher checked the student attendance. The students answer that three students were not absent that day because there were class representatives for school events. Then, the teacher started the lesson by reciting basmalah. After that the teacher giving the question for students "what is your task today?", "have you finished it?" and two students answering the question. The teacher explain the learning objectives or competencies to be achived. In addition, the teacher also conveys the scope of the material and descriptions of learning material.

The teacher gives directions at the beginning of learning by reviewing lastweek's meeting. The teacher also gave instructions for students to collect narrative text projects in the form of posters and present them in front ofthe class. Terdapat empat kelompok dalam satu kelas. First, the teacher calls each group to collect their work in front of the class. However, there was one group that did not submit assignments because they were constrained by the media to make posters. The teacher asked the group's difficulties and then gave directions on media that could be used in making a poster project. Groups that are late are required to collect

tomorrow at the English teacher's office. Furthermore, the groups that have submitted assignments will be given a future presentation after the teacher calls them. The first group, consisting of Naila, Naura, and Fadila, came forward to present their work. The teacher and students paid attention to the story in the form of narrative text delivered by the first group. When students make presentations related to stories in narrative text in the form of story telling and explain the structure of the text, linguistic elements, and moral messages in the story, the teacher carries out formative assessments by providing support, observing, and asking questions of students. Then the teacher gives the first question to trigger other students to ask "Based on your presentation today, score one to ten. "What percentage of your preparation before going to the front of class?". The teacher trains students to self-evaluate what they have presented. But the teacher still provides input, like "*besok lagi ditambah pemahaman vocabulary nya*", "*next presentation dipersiapkan lebih matang lagi ya*". Many students tend to be passive and do not ask questions or provide feedback to students who are presenting. So when learning, the teacher dominates the questions and handles the class. There were three groups presenting on that day. Of the three groups, there were only two students who asked about the narrative text that had been presented.

The learning activity ends with the teacher giving appreciation for the tasks they have done today. Furthermore, the teacher also asked students about the difficulties they faced during the learning process. The teacher explains next week's activities that are still continuing the presentation of learning projects. Then the teacher closed the lesson for that day.

Day/Date : Tuesday, April 4th 2023

Time/Place : 13.00-14.20/SMA Al-Azhar Syifa Budi Solo

Class/Meeting: X Regular 2/First Meeting

The teacher and the researcher came to the class at 13:00 p.m. The teacher opened the meeting by saying *assalamualaikum warahmatullahi wabarakatuh*. After that, he greeted the students by saying good morning and asking their condition. The students also asked about the teacher's condition. The teacher checked the student attendance. The students answer that one was not absent that day because sick. Then, the teacher started the lesson by reciting *basmalah*.

The agenda on that day was diagnostic assessment. The teacher gives questions to students regarding the new material to be learned. The teacher gives instructions on how to do it and the rules for completing it. Questions can be answered independently without the help of friends or searching. The answer comes from the basic understanding of the students. After distributing the questions, the teacher gives the students 45 minutes to answer the questions on the existing sheets of paper. There were some students who had difficulties answering the questions given by the teacher. Two students work together when working on questions, so the teacher needs to approach them and provide supervision for them to work on their own. The teacher explains to the students that the answers they give will not be included in the assessment sheet because this assessment is only to measure students' understanding of the previous narrative text material.

At the end of the lesson, the teacher collects all the student answers. Furthermore, the teacher explains the purpose of the students answering the questions given. Then the teacher conveys the agenda for the next meeting.

Day/Date : Teusday, April 11th 2023

Time/Place : 13.00-14.20/ SMA Al-Azhar Syifa Budi Solo

Class/Meeting: X Regular 2/Second Meeting

The teacher and the researcher came to the class at 13:00 p.m. The teacher opened the meeting by saying assalamualaikum warahmatullahi wabarakatuh. After that, he greeted the students by saying good afternoon and asking their condition. The students also asked about the teacher's condition. The teacher checked the student attendance. The students answered that they were not absent that day. They all entered the class to join the learning process. Then, the teacher started the lesson by reciting basmalah. After that the teacher giving the question for students "what is your favorite story?", "what can you learn from it?" and two students answering the question. The teacher explain the learning objectives or competencies to be achieved. In addition, the teacher also conveys the scope of the material and descriptions of learning material.

The agenda of this day is to explain material about narrative text structure and linguistic elements. The activities include: 1) Building Knowledge of the Field (BKoF), 2) Modeling of the Text (MoT), 3) Join Construction of the Text (JCoT), and 4) Independent Construction of the Text (ICoT). First is building knowledge; the teacher takes out several pieces of pictures, and then students pay attention to pieces of pictures that are related to narrative text. After that modeling of the text, the teacher explains and gives examples of how to compose and make narrative texts well. Then the teacher provides an understanding of the joint construction of

the text and the independent construction of the text, namely by giving students time to make narrative texts based on existing pieces of imagery. Students can discuss with their friends how to make narrative texts, but are given a limitation that they are not allowed to make the same story. In the process of writing narrative texts, students tend to lack enthusiasm and have not mastered how to compose narrative texts. However, the teacher accompanies the students in compiling narrative texts so that they can directly understand how to make them properly and correctly.

The learning activity ends with the teacher giving appreciation for the tasks they have done today. Furthermore, the teacher also asked students about the difficulties they faced during the learning process. Many students are not to give statements regarding their difficulties, but they know the location of the difficulties faced by each student. After that, the teacher explains the next agenda item related to group projects that will be worked on by students. They have to form a group with 3/4 of the students in it. The teacher explained that they made narrative text in the form of a good and interesting poster. Then the teacher closed the lesson for that day.

Day/Date : Tuesday, May 2nd 2023

Time/Place : 13.00-14.20/ SMA Al-Azhar Syifa Budi Solo

Class/Meeting: X Regular 2/Third Meeting

The teacher and the researcher came to the class at 13:00 p.m. The teacher opened the meeting by saying assalamualaikum warahmatullahi wabarakatuh. After that, he greeted the students by saying good afternoon and asking their condition. The students also asked about the teacher's condition. The teacher checked the student attendance. The students answer that four students were not absent that day because there were class representatives for school events. Then, the teacher started the lesson by reciting basmalah. After that the teacher giving the question for students "what is your task today?", "have you finished it?" and two students answering the question. The teacher explain the learning objectives or competencies to be achived. In addition, the teacher also conveys the scope of the material and descriptions of learning material.

The teacher gives directions at the beginning of learning by reviewing lastweek's meeting. The teacher also gave instructions for students to collect narrative text projects in the form of posters and present them in front ofthe class. Terdapat empat kelompok dalam satu kelas. First, the teacher calls each group to collect their work in front of the class. However, there was two groups that did not submit assignments because they were constrained by the media to make posters. The teacher asked the group's difficulties and then gave directions on media that could be used in making a poster project. Groups that are late are required to collect

tomorrow at the English teacher's office. Furthermore, the groups that have submitted assignments will be given a future presentation after the teacher calls them. The first group, consisting of Daffa, Aldi and Darrel, came forward to present their work. The teacher and students paid attention to the story in the form of narrative text delivered by the first group. When students make presentations related to stories in narrative text in the form of story telling and explain the structure of the text, linguistic elements, and moral messages in the story, the teacher carries out formative assessments by providing support, observing, and asking questions of students. Then the teacher gives the first question to trigger other students to ask "Based on your presentation today, score one to ten. "What percentage of your preparation before going to the front of class?" The teacher trains students to self-evaluate what they have presented. But the teacher still provides input, like "*besok lagi ditambah pemahaman vocabulary nya*", "*next presentation dipersiapkan lebih matang lagi ya*". Many students tend to be passive and do not ask questions or provide feedback to students who are presenting. So when learning, the teacher dominates the questions and handles the class. There were three groups presenting on that day. Of the three groups, there were only two students who asked about the narrative text that had been presented.

The learning activity ends with the teacher giving appreciation for the tasks they have done today. Furthermore, the teacher also asked students about the difficulties they faced during the learning process. The teacher explains next week's activities that are still continuing the presentation of learning projects. Then the teacher closed the lesson for that day.

Day/Date : Wednesday, April 5th 2023

Time/Place : 08.10-09.30/SMA Al-Azhar Syifa Budi Solo

Class/Meeting: X Tahfidz/First Meeting

The teacher and the researcher came to the class at 08.50 a.m. The teacher opened the meeting by saying *assalamualaikum warahmatullahi wabarakatuh*. After that, he greeted the students by saying good morning and asking their condition. The students also asked about the teacher's condition. The teacher checked the student attendance. The students answer that no one was absent that day. Then, the teacher started the lesson by reciting *basmalah*.

The agenda on that day was diagnostic assessment. The teacher gives questions to students regarding the new material to be learned. The teacher gives instructions on how to do it and the rules for completing it. Questions can be answered independently without the help of friends or searching. The answer comes from the basic understanding of the students. After distributing the questions, the teacher gives the students 45 minutes to answer the questions on the existing sheets of paper. Students carry out assessment activities according to the teacher's instructions. They answered questions in a calm state until the time was up.

At the end of the lesson, the teacher collects all the student answers. Furthermore, the teacher explains the purpose of the students answering the questions given. Then the teacher conveys the agenda for the next meeting.

Day/Date : Wednesday, April 13th 2023

Time/Place : 08.10-09.30/ SMA Al-Azhar Syifa Budi Solo

Class/Meeting: X Tahfidz/Second Meeting

The teacher and the researcher came to the class at 08.10 a.m. The teacher opened the meeting by saying assalamualaikum warahmatullahi wabarakatuh. After that, he greeted the students by saying good afternoon and asking their condition. The students also asked about the teacher's condition. The teacher checked the student attendance. The students answered that they were not absent that day. They all entered the class to join the learning process. Then, the teacher started the lesson by reciting basmalah. After that the teacher giving the question for students "what is your favorite story?", "what can you learn from it?" and two students answering the question. The teacher explain the learning objectives or competencies to be achieved. In addition, the teacher also conveys the scope of the material and descriptions of learning material.

The agenda of this day is to explain material about narrative text structure and linguistic elements. The activities include: 1) Building Knowledge of the Field (BKoF), 2) Modeling of the Text (MoT), 3) Join Construction of the Text (JCoT), and 4) Independent Construction of the Text (ICoT). First is building knowledge; the teacher takes out several pieces of pictures, and then students pay attention to pieces of pictures that are related to narrative text. After that modeling of the text, the teacher explains and gives examples of how to compose and make narrative texts well. Then the teacher provides an understanding of the joint construction of

the text and the independent construction of the text, namely by giving students time to make narrative texts based on existing pieces of imagery. Students can discuss with their friends how to make narrative texts, but are given a limitation that they are not allowed to make the same story. In the process of writing narrative texts, Students are enthusiastic about composing narrative texts, which they will do. Students are active in discussing the difficulties of making stories that match the topic in the picture. However, the teacher accompanies the students in compiling narrative texts so that they can directly understand how to make them properly and correctly.

The learning activity ends with the teacher giving appreciation for the tasks they have done today. Furthermore, the teacher also asked students about the difficulties they faced during the learning process. Many students in this class do not have many problems after the practice of making narrative text stories that they have done. After that, the teacher explains the next agenda item related to group projects that will be worked on by students. They have to form a group with 3/4 of the students in it. The teacher explained that they made narrative text in the form of a good and interesting poster. Then the teacher closed the lesson for that day.

Day/Date : Wednesday, May 4th 2023

Time/Place : 08.10-09.30/ SMA Al-Azhar Syifa Budi Solo

Class/Meeting: X Tahfidz/Third Meeting

The teacher and the researcher came to the class at 13:00 p.m. The teacher opened the meeting by saying assalamualaikum warahmatullahi wabarakatuh. After that, he greeted the students by saying good afternoon and asking their condition. The students also asked about the teacher's condition. The teacher checked the student attendance. The students answer that four students were not absent that day because there were class representatives for school events. Then, the teacher started the lesson by reciting basmalah. After that the teacher giving the question for students "what is your task today?", "have you finished it?" and two students answering the question. The teacher explain the learning objectives or competencies to be achived. In addition, the teacher also conveys the scope of the material and descriptions of learning material.

The teacher gives directions at the beginning of learning by reviewing lastweek's meeting. The teacher also gave instructions for students to collect narrative text projects in the form of posters and present them in front ofthe class. Terdapat empat kelompok dalam satu kelas. First, the teacher calls each group to collect their work in front of the class. However, there was two groups that did not submit assignments because they were constrained by the media to make posters. The teacher asked the group's difficulties and then gave directions on media that could be used in making a poster project. Groups that are late are required to collect

tomorrow at the English teacher's office. Furthermore, the groups that have submitted assignments will be given a future presentation after the teacher calls them. The first group, consisting of Daffa, Aldi and Darrel, came forward to present their work. The teacher and students paid attention to the story in the form of narrative text delivered by the first group. When students make presentations related to stories in narrative text in the form of story telling and explain the structure of the text, linguistic elements, and moral messages in the story, the teacher carries out formative assessments by providing support, observing, and asking questions of students. Then the teacher gives the first question to trigger other students to ask "Based on your presentation today, score one to ten. "What percentage of your preparation before going to the front of class?" The teacher trains students to self-evaluate what they have presented. But the teacher still provides input, like "besok lagi ditambah pemahaman vocabulary nya", "next presentation dipersiapkan lebih matang lagi ya". Many students tend to be passive and do not ask questions or provide feedback to students who are presenting. So when learning, the teacher dominates the questions and handles the class. There were three groups presenting on that day. Of the three groups, there were only two students who asked about the narrative text that had been presented.

The learning activity ends with the teacher giving appreciation for the tasks they have done today. Furthermore, the teacher also asked students about the difficulties they faced during the learning process. The teacher explains next week's activities that are still continuing the presentation of learning projects. Then the teacher closed the lesson for that day.

APPENDIX 2

INTERVIEW

Interview with T**Teacher : Mrs. SM M. Pd****Date/Time : May 8th 2023**

R : *Sejak kapan Kurikulum Merdeka diterapkan dalam pembelajaran Bahasa Inggris?*

T : *KurMa diterapkan pada tahun ajaran 2021/2022 diawali dari fase E, kemudian untuk fase F mulai diterapkan pada tahun ini.*

R : *Apakah tujuan pembelajaran dalam kurikulum terbaru ini sama seperti kurikulum terdahulu?*

T : *Kurikulum terbaru saat ini memiliki istilah terbaru yakni ATP (alur tujuan pembelajaran) yang mana memberikan rangkaian tujuan pembelajaran yang tersusun secara sistematis dari fase awal sampai akhir fase dari suatu CP (Capaian Pembelajaran). ATP ini menjadi panduan para guru untuk menyusun tujuan pembelajaran secara berurutan. Jadi guru berhak menyusun alur pembelajaran masing-masing yang terdiri dari rangkaian tujuan pembelajaran.*

T : *Kurang lebih sama sih mba, hanya saja sekarang dibuat menjadi tiga elemen yaitu menyimak-berbicara, membaca-memirsa dan menulis-mempresentasikan. Jadi tujuan pembelajaran didasarkan pada*

R : *Bagaimana implementasi kurikulum medeka di SMA Al-Azhar Syifa Budi Solo?*

T : *Kurikulum ini menekankan kebebasan pada guru dan siswa dalam management kegiatan belajar mengajar di sekolah. Kegiatan pembelajaran lebih fleksibel, mulai dari segi alokasi waktu hingga materi pelajaran, tapi tetap berfokus pada materi esensial, pengembangan karakter, dan kompetensi peserta didik.*

R : *Bagaimana materi pembelajaran Bahasa Inggris dalam kurikulum saat ini?*

T : *Kurang lebih sama sih mba hanya saja dalam kurikulum saat ini berfokus pada materi esensial serta pengembangan kompetensi peserta didik pada fasenya. Materi pembelajaran lebih ke Gendre Text. Jadi disetiap materi itu kita sisipkan bebrapa skills dalam Bahasa Inggris. Karena materi disekolah berbeda dengan kuliah yang mana setiap skills terdapat materi tersendiri tapi di sekolah hanya satu materi missal Narrative text nah kita bias mempelajari 2 skills yaitu reading dan writing.*

R : *Metode pembelajaran seperti apa yang digunakan dalam pembelajaran Bahasa inggris?*

T : *Metode pembelajaran di sekolah ini lebih menggunakan project based learning. Untuk fase E, saya melakukan pengelompokan berdasarkan gaya belajarnya siswa. Ada yang gaya belajarnya audio, visual serta audio visual.*

R : *Bagaimana system penugasan Bahasa inggris dalam kurikulum merdeka?*

T : *Sistem penugasan saat ini lebih membebaskan siswa. Seperti contohnya*

siswa diberikan tugas membuat sebuah cerita, mereka bebas membuat model scripting secara manual (ditulis tangan) atau membuatnya dengan media cetak ataupun media lainnya.

- R** : *Sistem penilaian seperti apa dalam Kurikulum Merdeka?*
- T** : *Assesmen dalam kurikulum saat ini yaitu assesmen formatif dan sumatif. Kurikulum terbaru ini tidak mencantumkan KKM karena dalam Kurikulum Merdeka diganti dengan KKTP untuk penilaian formatifnya. Kegiatan penilaian formatif bertujuan mengetahui pembelajaran yang sudah dicapai oleh peserta didik. Penilaian ini dilakukan pada awal pembelajaran dan saat pembelajaran berlangsung. Sedangkan penilaian sumatif dilakukan secara periodic di akhir proses pembelajaran seperti akhir semester atau akhir fase.*

Interview with T

Teacher : Mrs. SM M. Pd

Date/Time : May 9th 2023

R : Kekhawatiran dan hambatan apa yang dihadapi guru selama penerapan kurikulum baru?

T : Beberapa siswa masih cenderung pasif dalam pembelajaran di dalam penerapan kurikulum baru.

R : Kesuksesan apa yang dialami guru selama penerapan kurikulum baru?

T : Adanya refleksi di setiap akhir pembelajaran membuat siswa lebih terbuka terhadap kesulitan maupun keberhasilan selama KBM

R : Sumber daya apa yang menurut guru diperlukan untuk mencapai implementasi *Kurikulum Merdeka* yang lebih berhasil?

T : Untuk mencapai implementasi *Kurikulum Merdeka* yg lebih berhasil, diperlukan pendidik yg mengerti dan paham terhadap kurikulum tsb.

R : Jenis dukungan apa yang telah diberikan oleh sekolah selama penerapan kurikulum baru?

T : Sekolah selalu memberi dukungan dan motivasi terhadap guru dan siswa dalam pengimplementasiannya, misalnya guru selalu diberi semangat dalam mengikuti seminar², diklat, dll yg berkenaan dg kurikulum baru sehingga wawasan segala hal ttg kurikulum tersebut semakin luas.

R : Apa saja kendala di lingkungan yang dialami guru bahasa Inggris dalam mengimplementasikan kurikulum terbaru (lingkungan didalam kelas dan diluar kelas)?

T : Kendalanya yaitu proses adaptasi dari kurikulum lama ke kurikulum baru membutuhkan waktu.

R : Apa hambatan yang dihadapi oleh guru bahasa Inggris dalam keterampilan belajar ketika menerapkan kurikulum baru?

T : Kendalanya yaitu proses adaptasi dari kurikulum lama ke kurikulum baru membutuhkan waktu.

R : Bagaimana guru bahasa Inggris kurang memiliki keterampilan manajemen kelas saat menerapkan kurikulum baru?

T : Jika guru kurang memiliki keterampilan manajemen kelas hal itu akan menghambat kesuksesan implementasi kurikulum baru, atau bisa tidak maksimal dalam penerapannya.

R : Pengetahuan latar belakang apa yang harus dipahami guru bahasa Inggris saat menerapkan kurikulum terbaru

T : Tujuan dari implementasi kurikulum tersebut guru harus memahaminya

R : Dukungan pengetahuan seperti apa yang dibutuhkan guru bahasa Inggris dalam mengimplementasikan kurikulum terbaru?

T : Keikutsertaan seminar² dan diklat terkait dengan kurikulum baru dapat menunjang keberhasilan

R : Pelatihan apa saja yang dilakukan guru dalam menunjang pengetahuan tentang *Kurikulum Merdeka*?

T : Menghadiri seminar² dan workshop, serta mengikuti diklat² terkait dg *Kurikulum Merdeka*

APPENDIX 3

DOCUMENT

ANALYSIS

MODUL AJAR BAHASA INGGRIS

SMA AL AZHAR SYIFA BUDI SOLO
SURAKARTA, JAWA TENGAH

CHAPTER 6 ONCE UPON A TIME

INFORMASI UMUM

IDENTITAS

MATA PELAJARAN	: BAHASA INGGRIS	PENYUSUN	: SUCI MAHARANI, M.Pd
.SEKOLAH	: SMA AL AZHAR SYIFA BUDI SOLO	TAHUN PENYUSUNAN:	2022/2023
JENJANG / KELAS	: SMA / X		
ALOKASI WAKTU	: 45 MENIT X 2 JP X 4 PERTEMUAN (360 MENIT	FASECP:	E
DIMENSI CP	: 1. MENYIMAK-BERBICARA (LISTENING-SPEAKING) 2. MEMBACA-MEMIRSA (READING-VIEWING) 3. MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)		

KOMPETENSI AWAL

- Siswa telah memahami tentang bagaimana menyusun sebuah kalimat dengan tenses yang sesuai
- Siswa telah memahami cara menemukan ide pokok sebuah paragraf

PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Berkebhinekaan Global
- Gotong Royong
- Mandiri
- Kreatif
- Bernalar Kritis

MODEL PEMBELAJARAN

- Menggunakan pendekatan berbasis text (Genre-Based Approach)
- Model Pembelajaran: Tatap Muka

SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat:
Laptop/komputer, LCD, Video, Audio, HP,
Jaringan Internet, Speaker

ASESMEN

Individu & Kelompok

Jenis: Unjuk Kerja & Tertulis

TARGET PESERTA DIDIK

Peserta didik reguler/toipikal/umum

ISI MODUL

MATERI YANG AKAN DIPELAJARI

NARRATIVE TEXT

Definition/ pengertian

Narrative text merupakan salah satu jenis teks yang bercerita mengenai rangkaian peristiwa secara kronologis serta saling terhubung. Sifat narrative text adalah imajinatif atau berupa cerita fiktif (karangan) yang memiliki tujuan untuk menghibur pembaca.

Ciri-ciri teks narrative:

1. Bercerita mengenai kisah yang ada di masa lalu.
2. Menggunakan noun atau kata benda untuk menggantikan kata hewan, orang, benda dalam cerita. Contohnya the dwarfs, carriage dan lain sebagainya.
3. Biasanya merupakan cerita-cerita yang sudah banyak diketahui oleh orang serta berkembang di masyarakat. Contohnya seperti The Rabbit and The Turtle, MalinKundang dan lain sebagainya.
4. Unsur cerita narrative text terdiri atas setting waktu, tempat, tema cerita, tokoh, suasana, konflik serta penyelesaian.
5. Tersusun dalam sebuah sekuel sederhana atau beberapa sekuel kompleks.

Language features/ Unsur kebahasaan

1. Menggunakan past tense, contohnya dengan menggunakan verb 2 dan verb 3 seperti fell, brought, came, taken dan lainnya.
2. Menggunakan keterangan waktu atau adverb of time, contohnya when, suddenly, until, soon.
3. Menggunakan konjungsi waktu atau time conjunction, contohnya after, as soon as, then.
4. Menggunakan karakter spesifik atau specific character, contohnya Sangkuriang, Snow White, Cinderella.
5. Kata kerja aksi atau action verbs, contohnya run, spoke, brought, drank.
6. Menggunakan direct speech atau kalimat langsung yang menggunakan present tense, contohnya Dayang Sumbi said "I want you to build a lake and a boat in one night"
7. Menggunakan saying and thinking verb atau kata kerja yang menunjukkan ujaran, contohnya told, said, thought.

Generic Structures of Narrative Text / struktur teks Narrative:

- Orientation, yaitu paragraf awal yang berisi pengenalan tokoh (*characters*) yang terlibat dalam suatu kejadian dalam cerita. Di dalam orientation, ada juga tempat kejadian (*setting*) serta waktu cerita (*time*).
- Complication, dalam paragraf ini mulai terlihat ada konflik yang selanjutnya menjadi klimaks. Kemudian berlanjut menjadi anti klimaks.
- Resolution, merupakan bagian akhir cerita. Sesuai namanya, pada struktur ketiga dari narrative text ini berisi penyelesaian. Biasanya juga terdapat pesan moral yang disampaikan penulis.

TUJUAN PEMBELAJARAN

1. Diperdengarkan beberapa **narrative text lisan**, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri
2. Peserta didik mampu menyusun **narrative text lisan** dengan bahasa sendiri sesuai dengan karakteristik jurusannya.
3. Peserta didik mampu mempresentasikan **narrative text lisan** di hadapan kelas dengan penuh tanggungjawab
4. Disediakan **narrative text tulis**, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri
5. Peserta didik mampu membuat **narrative text tulis** dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Struktur teks dan unsur kebahasaan teks narrative
2. Penggunaan jenis teks narrative dalam kehidupan sehari-hari , terutama berhubungan dengan membaca yang bersifat rekreatif

PERTANYAAN PEMANTIK

- Have you ever heard the legend of Surabaya?
- Do you know that the text that tells about a legend is named narrative text?

LEARNING ACTIVITY**1st MEETING****SPOKEN CYCLE****Kegiatan
Awal
(10 Menit)**

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- Have you ever heard the legend of Surabaya?
 - Do you know that the text that tells about a legend is named narrative text?
3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
 4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
 5. Menjelaskan asesmen yang akan didapatkan peserta didik.

**Kegiatan Inti
(70 Menit)**

1. Building Knowledge of the Field (BKoF)
 - Peserta didik di perlihatkan beberapa gambar yang berhubungan dengan teks narrative yang akan di bahas yang berjudul “the legend of Surabaya”
 - Peserta didik diminta untuk memperhatikan sebuah teks lisan berbentuk Video berjudul “the legend of Surabaya”
<https://www.youtube.com/watch?v=Kgw8RDf1XDw>
2. Modelling of the Text (MoT)
 - Peserta didik memperhatikan penjelasan guru tentang video yang diperhatikan sebelumnya
 - Peserta didik di beri penjelasan tentang struktur teks, unsur kebahasaan, dan informasi lainnya terkait teks narrative.
 - Peserta didik di beri kesempatan untuk mencari arti beberapa kata yang baru di dengar
3. Join Construction of the Text (JCoT)
 - Peserta didik di perdengarkan beberapa kalimat yang berkaitan dengan teks “The legend of Surabaya” yang sebelumnya sudah dibahas
 - Peserta didik diberikan lembar kerja untuk dikerjakan berdasarkan teks yang didengar yaitu mengisi True or false dengan bimbingan guru
4. Independent Construction of the Text (ICoT)
 - Peserta didik menjelaskan jawaban mereka terkait tugas True or false secara lisan

**Kegiatan Penutup
(10 Menit)**

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

LEARNING ACTIVITY

2nd MEETING SPOKEN CLCLE

Kegiatan Awal (10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- *What is the picture about?*
- *Do you know the story about it?*

Kegiatan Inti (70 Menit)

1. Building Knowledge of the Field (BKoF)
 - Peserta didik diperlihatkan teks tentang The legend of Tangkuban Perahu
 - Peserta didik membaca nyaring bergiliran
2. Modelling of the Text (MoT)
 - Peserta didik menerima penjelasan struktur teks
 - Peserta didik di beri kesempatan untuk mencariarti dari beberapa kata baru
3. Join Construction of the Text (JCoT)
 - Peserta didik dikelompokkan berisi 4 orang
 - Peserta didik merespon pertanyaan yang terkait text dengan bimbingan guru
4. Independent Construction of the Text (ICoT)
Peserta didik menjawab soal secara mandiri

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

LEARNING ACTIVITY

3rd MEETING

WRITTEN CYCLE

**Kegiatan Awal
(10 Menit)**

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik:
 - What is your favorite story?
 - What can you learn from it?
3. Mengingat kembali materi pertemuan sebelumnya

**Kegiatan Inti
(70 Menit)**

1. Building Knowledge of the Field (BKoF)
Peserta didik diperlihatkan beberapa gambar berkaitan dengan teks narrative
2. Modelling of the Text (MoT)
Peserta didik memperhatikan guru menjelaskan cara menyusun teks narrative yang baik
3. Join Construction of the Text (JCoT)
 - Peserta didik dikelompokkan berisi 4 orang.
 - Peserta didik dibagikan bagian-bagian teks yang belum urut
 - Peserta berdiskusi menyusun bagian-bagian tersebut menjadi teks yang benar
4. Independent Construction of the Text (ICoT)
 - Peserta didik secara mandiri menyusun teks narrative
 - Peserta didik menempelkan hasil teks nya di depan kelas.

**Kegiatan Penutup
(10 Menit)**

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are*

active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

ASESMEN

Asesmen Diagnostik (Diberikan Sebelum Pembelajaran)

Diagnostik Non-Kognitif

- Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)
 Waktu pengerjaan : 10 menit
 Persiapan : Menyiapkan media misalnya kertas/formulir daring
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
 Tindak lanjut : Jika terdapat masalah, ajak siswa berdiskusi

Informasi yang ingin digali	Pertanyaan kunci
Kebiasaan yang mendukung materi	<ol style="list-style-type: none"> 1. Apakah kamu pernah mendengar seseorang bercerita tentang legenda atau cerita rakyat? 2. Apakah kamu pernah bercerita pada orang lain tentang sebuah legenda atau cerita rakyat?
Pengenalan jenis teks	<ol style="list-style-type: none"> 1. Pernahkah kamu membaca teks yang berisi cerita rakyat atau legenda?

B. Diagnostik Kognitif

- Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)
 Waktu pengerjaan : 10 menit
 Persiapan : Menyiapkan media misalnya kertas/formulir daring
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
 Tindak lanjut : melakukan pengolahan pada hasil asesmen
 Materi yang diujikan : Narrative text

Pertanyaan

4. What is Narrative text?
5. What tense is mostly used in narrative text?

Asesmen Formatif

- Waktu dilakukan : Setiap pertemuan
 Persiapan : Menyiapkan LKPD
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
 Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
1. Diperdengarkan beberapa narrative text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri	Pertemuan 1	Tertulis
2. Peserta didik mampu menyusun narrative text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	Pertemuan 1	Unjuk Kerja
3. Peserta didik mampu mempresentasikan narrative text lisan di hadapan kelas dengan penuh tanggungjawab	Pertemuan 2	Unjuk Kerja
4. Disediakan narrative text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Pertemuan 3	Tertulis
5. Peserta didik mampu membuat narrative text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	Pertemuan ke 4	Unjuk kerja

Asesmen Sumatif

Waktu dilakukan	: Akhir pertemuan ke-4
Persiapan	: Menyiapkan daftar soal
Pelaksanaan	: Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut	: melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Jumlah Soal	Ket.
1. Diperdengarkan beberapa narrative text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri	2	Soal Listening
2. Peserta didik mampu menyusun narrative text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	1	Soal Listening
3. Peserta didik mampu mempresentasikan narrative text lisan di hadapan kelas dengan penuh tanggungjawab	1	Soal Listening
4. Disediakan narrative text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	4	Soal Reading
5. Peserta didik mampu membuat narrative text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	2	Soal Reading

PENGAYAAN & REMEDIAL

Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan.

Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

APPENDICES

FIRST MEETING

INTRODUCTION



- Have you ever heard the legend of Surabaya?
- Do you know that the text that tells about a legend is named narrative text?

Pay attention!

<https://www.youtube.com/watch?v=Kgw8RDf1XDw>

What is Narrativ Text?

NARRATIVE TEXT

Definition/ pengertian

Narrative text merupakan salah satu jenis teks yang bercerita mengenai rangkaian peristiwa secara kronologis serta saling terhubung. Sifat narrative text adalah imajinatif atau berupa cerita fiktif (karangan) yang memiliki tujuan untuk menghibur pembaca.

- Ciri-ciri teks narrative:
- Bercerita mengenai kisah yang ada di masa lalu.
- Menggunakan noun atau kata benda untuk menggantikan kata hewan, orang, benda dalam cerita. Contohnya the dwarfs, carriage dan lain sebagainya.

- Biasanya merupakan cerita-cerita yang sudah banyak diketahui oleh orangserta berkembang di masyarakat. Contohnya seperti The Rabbit and The Turtle, Malin Kundang dan lain sebagainya.
- Unsur cerita narrative text terdiri atas setting waktu, tempat, tema cerita, tokoh, suasana, konflik serta penyelesaian.
- Tersusun dalam sebuah sekuel sederhana atau beberapa sekuel kompleks.
-
- Language features/ Unsur kebahasaan
- Menggunakan past tense, contohnya dengan menggunakan verb 2 dan verb3 seperti fell, brought, came, taken dan lainnya.
- Menggunakan keterangan waktu atau adverb of time, contohnya when, suddenly, until, soon.
- Menggunakan konjungsi waktu atau time conjunction, contohnya after, assoon as, then.
- Menggunakan karakter spesifik atau specific character, contohnya Sangkuriang, Snow White, Cinderella.
- Kata kerja aksi atau action verbs, contohnya run, spoke, brought, drank.
- Menggunakan direct speech atau kalimat langsung yang menggunakan present tense, contohnya Dayang Sumbi said "I want you to bild a lake anda boat in one night"
- Menggunakan saying and thinking verb atau kata kerja yang menunjukkanujaran, contohnya told, said, thought.
-
- Generic Structures of Narrative Text / struktur teks Narrative:
- Orientation, yaitu paragraf awal yang berisi perkenalan tokoh (characters)yang terlibat dalam suatu kejadian dalam cerita. Di dalam orientation, adajuga tempat kejadian (setting) serta waktu cerita (time).
- Complication, dalam paragraf ini mulai terlihat ada konflik yang selanjutnya menjadi klimaks. Kemudian berlanjut menjadi anti klimaks.
- Resolution, merupakan bagian akhir cerita. Sesuai namanya, pada strukturketiga dari narrative text ini berisi penyelesaian. Biasanya juga terdapat pesan moral yang disampaikan penulis.

LEMBAR KERJA PESERTA DIDIK

APPENDICES

LEMBAR KERJA PESERTA DIDIK

Formative Assessment

1. Meeting 1 (Spoken Cycle)

Tujuan : Diperdengarkan beberapa narrative text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.

Jenis : Tertulis

Rubrik :

Skor	Kriteria
5	Peserta didik tepat memberi nomor untuk 4 struktur
4	Peserta didik tepat memberi nomor untuk 3 struktur
3	Peserta didik tepat memberi nomor untuk 2 struktur
2	Peserta didik tepat memberi nomor untuk 1 struktur
1	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

Tujuan : Peserta didik mampu menyusun narrative text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

Jenis : Unjuk Kerja

Rubrik :

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

2. Meeting 2 (Spoken Cycle)

Tujuan : Peserta didik mampu mempresentasikan narrative text lisan di hadapan kelas dengan penuh tanggungjawab

Jenis : Unjuk Kerja

Rubrik :

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

3. Meeting 3 (Written Cycle)

Tujuan : Disediakan narrative text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri

Jenis : Tes Tertulis

Rubrik :

Skor	Kriteria
5	Peserta didik tepat memberi nomor untuk 4 struktur
4	Peserta didik tepat memberi nomor untuk 3 struktur
3	Peserta didik tepat memberi nomor untuk 2 struktur
2	Peserta didik tepat memberi nomor untuk 1 struktur
1	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

Meeting 4 (Writing Cycle)

Tujuan : Peserta didik mampu membuat narrative text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

Jenis : Tes Tertulis

Rubrik :

Aspek	Skor	Kriteria
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami
Struktur	5	Urut dan sesuai struktur teks
	4	Ada bagian tidak sesuai namun tidak terlalu berpengaruh
	3	Ada bagian tidak sesuai, masih dapat diterima
	2	Ada sedikit kesesuaian struktur
	1	Tidak sesuai struktur teks
Konten/Isi	5	Sangat jelas keterpaduan gagasan antar paragraf
	4	Cukup menunjukkan keterpaduan gagasan antar paragraf
	3	Keterpaduan gagasan antar paragraf sudah terlihat
	2	Ada sedikit keterpaduan gagasan antar paragraf
	1	Tidak ada keterpaduan gagasan antar paragraf

Summative Assessment

Jenis : Tes Tertulis

Soal : 10 butir

Rubrik : Benar

skor 2; Salah skor 0

Item tes : Buku

siswa halaman 89

BAHAN BACAAN GURU & PESERTA DIDIK

GLOSARIUM

DAFTAR PUSTAKA

**DAFTAR NILAI PROGRAM SEKOLAH PENGGERAK
SMA AL-AZHAR SYIFA BUDI SOLO**

MATA PELAJARAN : X MUHAMMAD AL-FATIH
KELAS : X MUHAMMAD AL-FATIH
TAHUN PELAJARAN : 2022/2023
SEMESTER :

NO	NIS	P/L	NAMA PESERTA DIDIK	FORMATIF				NA Formatif (F)	SUMATIF				NA Sumatif (S)	Sum. Akhir Semester (AS)	Nilai Rapor (Rerata F+S+AS)	
				For 1	For 2	For 3	For 4		Sum 1	Sum 2	Sum 3	Sum 4				
1		L	Anya Wisutama PN	84	85	80	86	85	92	72	16	24	64	472	46	78
2		P	Chaitra Nabila Olivia	84	84	81	80	85	64	71	18	18	54	472	54	65
3		P	Chyntia Islami Rasya Zulqarnain	73	84	84	84	85	80	80	18	20	60	472	90	69
4		L	Danendra Rasendra Wibyanto	64	87	86	84	85	80	80	21	28	81	472	81	85
5		P	Kayla Najwa Az Zahra	43	85	70	84	80	80	64	18	18	54	472	40	65
6		P	Kirana Rahayu Aisha Hartoyo	80	85	84	80	85	84	82	18	20	60	472	84	85
7		P	Lacky Thevy Arie	76	80	84	80	85	80	80	18	18	54	472	84	85
8		L	Muhammad Daffa Radhika Saputra	85	80	84	80	85	80	80	18	18	54	472	84	85
9		L	Muhammad Danis Putra Santosa	76	80	84	80	85	80	80	18	18	54	472	84	85
10		L	Muhammad Devendra Athallasyah	76	80	84	80	85	80	80	18	18	54	472	84	85
11		L	Muhammad Fathin Putra Himawan	76	80	84	80	85	80	80	18	18	54	472	84	85
12		L	Muhammad Siraj Mufadhdhal	40	80	84	80	85	80	80	18	18	54	472	84	85
13		P	Naila Ansaria Devanti	80	80	84	80	85	80	80	18	18	54	472	84	85
14		P	Naura Rasendriya Yoganegara	80	80	84	80	85	80	80	18	18	54	472	84	85
15		P	Nur Fadila W. Muslimah	80	80	84	80	85	80	80	18	18	54	472	84	85
16		L	Sabilar Rasyidi Afri Nigroho	80	80	84	80	85	80	80	18	18	54	472	84	85
17		P	Salsabila Nasywa Nasrhan	80	80	84	80	85	80	80	18	18	54	472	84	85
18		P	Syirin Nabillah	80	80	84	80	85	80	80	18	18	54	472	84	85
19		P	Tanaya Shahila Daniswara	80	80	84	80	85	80	80	18	18	54	472	84	85
20		L	Treasure Maylavandra Panuwun	80	80	84	80	85	80	80	18	18	54	472	84	85
21		L	Yasni Naufal Arkaansyah Wibowo	80	80	84	80	85	80	80	18	18	54	472	84	85

No Tanggal Keterangan

H. Masykur Fitriawan, S.PdI, M.Pd. Erna Widayarsi, S.Si.

80 40
83 83 ✓

Attendance List X Regular 1

**DAFTAR NILAI PROGRAM SEKOLAH PENGGERAK
SMA AL-AZHAR SYIFA BUDI SOLO**

MATA PELAJARAN : X HARUN ARRASYID
KELAS : X HARUN ARRASYID
TAHUN PELAJARAN : 2022/2023
SEMESTER :

NO	NIS	P/L	NAMA PESERTA DIDIK	FORMATIF				NA Formatif (F)	SUMATIF				NA Sumatif (S)	Sum. Akhir Semester (AS)	Nilai Rapor (Rerata F+S+AS)		
				For 1	For 2	For 3	For 4		Sum 1	Sum 2	Sum 3	Sum 4					
1		L	Nidi Jaya Saputra	40	12	19	19	81	80	34	5	7	28	46	54	50	
2		P	Audrey Pasha Ari Bawa	44	21	28	40	80	80	71	15	18	33	66	91	77	
3		P	Azra Utama Bombi Putri	45	20	27	29	80	80	64	65	12	14	28	64	69	58
4		L	Dava Ahmadinejad	45	14	31	40	80	80	72	15	18	33	66	64	69	
5		L	Faisal Afif Febriano	40	10	14	16	80	80	60	5	7	28	46	54	50	
6		L	Faris Mohammad Abdiat	59	24	28	40	80	80	72	15	18	33	66	91	77	
7		P	Ghossani Elvaretta Acinitya Magani	40	14	26	40	80	80	70	10	12	24	60	72	72	
8		L	Irbam Eka Pramudita	45	20	32	40	80	80	82	12	14	28	64	69	58	
9		P	Janma Nararya Prasetyo	60	85	84	80	85	80	76	18	20	60	472	84	85	
10		L	Muhammad Darrel Valencio	40	10	14	16	80	80	60	5	7	28	46	50	50	
11		L	Muhammad Denis Putra Santosa	26	14	16	17	82	80	34	5	7	28	46	50	50	
12		L	Muhammad Sechan	40	16	24	41	80	80	63	6	11	22	61	71	71	
13		P	Naiva Cahya Kirani	35	20	27	26	80	80	72	14	16	32	64	72	72	
14		P	Naura Aika Mulyadi	50	14	32	40	80	80	81	14	16	32	64	72	72	
15		P	Nayla Azzahra	46	23	31	22	80	80	83	12	14	28	64	72	72	
16		L	Rahardyan Bagaskara	34	11	15	23	80	80	44	2	3	9	51	56	56	
17		P	Reva Asyifa F. Khadija	38	15	24	14	80	80	80	12	14	28	64	72	72	
18		P	Salsabila Zahra Al Albiyyah	44	18	28	46	80	80	84	13	16	32	64	72	72	
19		P	Sanchia Aisha Shifa Yulianto	45	24	32	40	80	80	84	14	16	32	64	72	72	
20		P	Syafira Rachma Prasetya	45	17	23	20	80	80	82	12	14	28	64	72	72	
21		P	Vanessa Areahga	34	17	23	20	80	80	82	12	14	28	64	72	72	

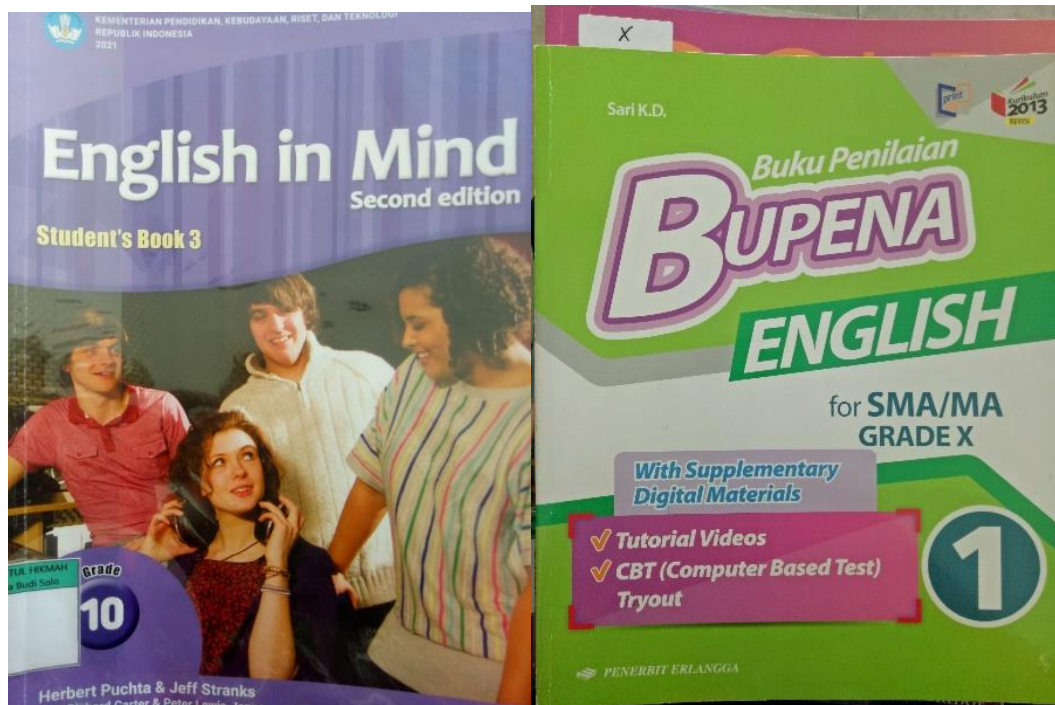
No Tanggal Keterangan

H. Masykur Fitriawan, S.PdI, M.Pd. Erna Widayarsi, S.Si.

80 87
85 85

26 36
38 48

Attendance List X Regular 2



Student's Books in tenth grade

APPENDIX 4

DOCUMENTATION



Observation in X Regular 1 (Monday, April 10th 2023).



Observation in X Regular 2 (Tuesday, May 2nd 2023).



Observation in X Tahfidz (Wednesday, April 5th 2023)



Interview with English teacher on May 8th 2023 and May 9th 2023