

**AN ANALYSIS OF ENGLISH TEACHERS' READINESS IN "KURIKULUM
MERDEKA" IMPLEMENTATION AT SMPIT HIDAYAH KLATEN**

ACADEMIC YEAR 2023/2024

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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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DEDICATION

Alhamdulillahirabbil ‘alamiin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to the people who have been loving me yesterday, now, and tomorrow ever after:

1. My father (alm. Abdul Ghofir)
2. My mother (Sri Rahayu)
3. My Almamater UIN Raden Mas Said

MOTTO

*“Efforts and courage are not enough
without purpose and direction” – John F. Kennedy*

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis Of English Teacher Readiness In “Kurikulum Merdeka” Implementation At SMPIT Hidayah Klaten Academic Year 2023/2024” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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

Sukoharjo, 22nd December 2023

The researcher



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ABSTRACT

Zulfikri, Nabil. 2023. *An Analysis Of English Teacher Readiness In “Kurikulum Merdeka” Implementation At SMPIT Hidayah Klaten Academic Year 2023/2024* Thesis. English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

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This research focuses on how is seventh grades english teacher readiness and what are obstacle faced by teacher in “Kurikulum Merdeka” implementation at junior high school. This research provides a picture related english teachers readiness in terms of cognitive readiness, physical readiness, psychological readinesss, facilties readiness and the obstacles faced by English teachers at SMPIT Hidayah Klaten in “Kurikulum Merdeka” implementation process.

This research uses a qualitative approach with a case study research design. The research was conducted with the subject seventh grade English teachers using data collection techniques in the form of observation, interview and documentation. Next, the data is analyzed using the following steps, namely: 1) Data collection, namely collecting all information obtained through interviews, observation and documentation, 2) Data reduction, namely sorting the data obtained to be summarized and arranged systematically, 3) Data presentation, namely explaining the data that has been obtained in the field, 4) Drawing conclusions, namely summarizing the research results to answer the problem formulation.

The results of the research show that the english teachers at SMPIT Hidayah Klaten are quite ready to implement “Kurikulum Merdeka” as seen from 4 readiness indicators, namely 1) cognitive readiness, the teacher understands “Kurikulum Merdeka”, able to carry out teaching learning in accordance with the characteristics of “Kurikulum Merdeka”. 2) physical readiness, all teachers have a good health history so it is not interfere teacher performance. 3) psychological readiness, all teachers have interest and motivation in implementing “Kurikulum Merdeka” and, 4) facilities readiness, The school has complete facilities and infrastructure to support “Kurikulum Merdeka” implementation.

Keyword: Teacher Readiness, Kurikulum Merdeka, Implementation

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, identification of the problems, limitation of the problems, formulation of the problems, objectives of the study, benefit of the study, and definition of a key term.

A. Background of the Study

Curriculum is an inseparable part of the world of education, curriculum has an important role as a set or system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities. The definition of curriculum put forward by experts has a different meaning from one to another. Mulyasa (2006:46) define curriculum as a set of plans and setting goals, basic competencies, standard materials, and results learning, as well as the ways used as a guide to achieve educational purposes. Meanwhile, according to Lismina (2019: 1) stated curriculum is a tool used to achieve educational goals and used as a reference in the implementation of education. Curriculum shows the philosophy or way of life of a nation. Which way too how the form of life that will be determined by the curriculum used.

Another definition (Sanjaya, 2010) explained that the curriculum is a planning document that contains goals to be achieved; the contents of the material and learning experiences that must be done by students; strategies and ways that can be developed; evaluations designed to gather information about goal attainment; as well as the implementation of the documents designed in real form. In Indonesia, the implementation of the curriculum has undergone various changes and improvements. It is recorded that Indonesia has experienced 11 times changes in the Education Curriculum (Widyastono, 2015), namely 8 times before the era of regional autonomy and 3 times during the regional

autonomy period up to Now. Before regional autonomy in 1999, Indonesia had undergone 8 changes curriculum, namely: (1) 1947 curriculum; (2) 1964 curriculum; (3) 1968 curriculum; (4) Curriculum 1973 (School Pilot Project Development); (5) Curriculum 1975; (6) 1984 curriculum; (7) Curriculum 1994; (8) Curriculum 1999 (Curriculum 1994 which perfected). Meanwhile at the time current regional autonomy, Indonesia experienced 3 times the curriculum changes, namely: (1) Curriculum 2004 (Competency-Based Curriculum/KBK); (2) Curriculum 2006 (Unit Level Curriculum Education/ KTSP); and (3) the 2013 curriculum until the latest curriculum namely “Kurikulum Merdeka”.

“Kurikulum Merdeka” is characteristically different from curriculum that was previously applied in Indonesia. “Kurikulum Merdeka Belajar” implementation focuses more on practical activities in the form of themed projects strengthening the profile of Pancasila students and creating a fun learning environment for students (Sudarto et al., 2021). Differentiated learning is a learning model used in the “Kurikulum Merdeka”. According to (Subhan, 2022: 50) through differentiated learning can accommodate diversity based on the needs of students based on learning readiness, interests and learning profiles of students. The characteristics of the Merdeka curriculum that distinguish it from the 2013 curriculum are as follows: project-based learning; supporting the realization of character development that is in accordance with the Pancasila student profile; focusing on learning essential materials, therefore students have enough time to enjoy materials from present subjects, especially literacy and numeracy; upholding flexibility; and encouraging learning differentiation based on the conditions of students (Kemendikbud, 2019).

In implementing the "Kurikulum Merdeka" there are 3 categories that are adjusted to school's readiness. 1) Mandiri Berubah: Mandiri Belajar Choice provides freedom to educational units when implementing the “Kurikulum Merdeka”, several parts and principles of the “Kurikulum Merdeka”, without changing the educational unit curriculum

that is being implemented in educational units, grades 1, 4, 7 and 10. 2) Mandiri Berubah: Mandiri Berubah provides flexibility to educational units when implementing the “Kurikulum Merdeka” by using teaching tools that have been provided in educational units, grades 1, 4, 7 and 10. 3) Mandiri Berbagi: Mandiri Berbagi option will provide flexibility to educational units in implementing the “Kurikulum Merdeka” by developing various teaching tools for educational units, grades 1, 4, 7 and 10 (Kemdikbud, 2022).

Teacher as the front guard in achieving successful implementation the curriculum is required to have good competencies. Teachers also play an important role as curriculum developers namely determining the direction and objectives of the lessons delivered, as well as strategies in developing, evaluating and compiling a curriculum as explained by (Mulyasa, 2015) Teachers are at the forefront success in curriculum development, namely as an evaluator to improve curriculum and learning. Therefore teacher readiness is considered to be very important in implementing “Kurikulum Merdeka” so that the “Kurikulum Merdeka” can be implemented effectively. (Wahyudi et al., 2013) stated teacher readiness determines the success of implementation the curriculum includes the learning that will be implemented in the classroom. According to Musarrafa et al (2017) teacher readiness is a condition from a teacher who is demonstrated by appropriate maturity physical, mental and experience that makes teachers have ability to carry out learning activities. In this study, the indicators of teacher readiness in ‘Kurikulum Merdeka’ namely in terms of cognitive readiness, physical readiness, psychological readiness, and facilities readiness.

The researcher made observations regarding the implementation of “Kurikulum Merdeka” at SMPIT Hidayah Klaten. SMPIT Hidayah Klaten has done several things to support the implementation of the "Kurikulum Merdeka" starting from register the school to participate in “Kurikulum Merdeka Implementation” and choose “Mandiri Berubah”

category, holding independent training, as well as discussions between subject teachers. However, the principal also said that there are still some teachers who did not respond quickly to changes in the curriculum, and there is also low teacher enthusiasm regarding the implementation of “Kurikulum Merdeka”, also school’s limited budget in conducting more training for teacher. This makes researchers interested in analyze the extent of readiness of English teachers at SMPIT Hidayah Klaten in implementation of “Kurikulum Merdeka”.

Similar research was carried out by Alya Panji Nurafifah entitled “Kesiapan Guru Dalam Menerapkan Kurikulum Merdeka Di SMP Muhammadiyah Kota Bandung” Readiness is measured in this research includes teachers' understanding of the “Kurikulum Merdeka”, readiness in developing the *Kurikulum Operasional Satuan Pendidikan* (KOSP), readiness in planning, implementing and evaluating “Kurikulum Merdeka” learning, as well as readiness in developing the Project for Strengthening the Pancasila Student Profile (P5). The result of this research shows that teachers' readiness to implement the “Kurikulum Merdeka” in Bandung City Muhammadiyah Middle School is included in the ready category, but still needs a little improvement. Aspects that need to be improved by teachers include: readiness in developing KOSP and readiness in developing P5. There are differences findings that create novelty in this research, namely the subject, research methods and readiness indicators used, where the research focuses on teacher readiness in terms of cognitive readiness, physical readiness, psychological readiness and facilities and what is become obstructed faced by teacher.

Based on problems outline above and the result of pre research, the researcher interest to conduct the research entitled **“AN ANALYSIS OF ENGLISH TEACHER READINESS IN “KURIKULUM MERDEKA” IMPLEMENTATION AT SMPIT HIDAYAH KLATEN ACADEMIC YEAR 2023/2024”**.

B. Identification of the Problems

Based on the background of the study, the problems that can be identified are as follows:

1. There are some teachers who did not respond quickly to changes in the curriculum.
2. There are some teacher who have low enthusiasm regarding the implementation of “Kurikulum Merdeka”.
3. School’s limited budget in conducting more training for teacher.

C. Limitation of the Problem

Limitation of this study aims to avoid misunderstanding and to specify the object study. The researcher wants to know How is seventh grades English teacher readiness at SMPIT Hidayah Klaten in the implementation of the “Kurikulum Merdeka” along with the obstacle faced by teacher at SMPIT Hidayah Klaten Academic Year 2023/2024.

D. Formulation of the Problems

Based on the identification problems, the researcher proposes the following problem:

1. How is the seventh grades English teacher's readiness in implementing “Kurikulum Merdeka” in terms of cognitive, physical, psychologis, financial (facilities) at SMPIT Hidayah Klaten Academic Year 2023/2024?
2. What are the obstacles for teachers in “Kurikulum Merdeka” Implementation at SMPIT Hidayah Klaten Academic Year 2023/2024?

E. Objectives of the Study

The objective study are as follows:

1. To find out the cognitive, physical, pshycologis, and financial (facilities) readiness of seventh grade English teachers implementing the independent curriculum at SMPIT Hidayah Klaten Academic Year 2023/2024.
2. To find out what obstacles teachers face in implementing "Kurikulum Merdeka" at SMPIT Hidayah Klaten Academic Year 2023/2024.

F. Benefits of the Study

The researcher expect two major benefits, they are:

1. Theoritically: This study is expected to provide useful information related to teacher readiness in implementing the merdeka curriculum.
2. Pratically:
 - a. For teacher: This study can be a reference and provide understanding for English teachers in the implementation of the merdeka curriculum so that they are able enough to apply the learning process successfully.
 - b. For other researcher: This study can reference future researcher with similar topics.

G. Definition of Key Terms

To avoid misunderstanding in this study there are several key terms to make the readers understand clearly. Those key terms as follows:

1. Readiness:

Chaplin (2006) readiness namely a condition where the individual fully prepared which increases one's maturity so that it benefits that person to face or practice something at work.

2. Implementation:

Hamalik (2017: 237) stated implementation is an idea, concept, policy, or innovation in a practical form that has an impact, either in the form of changes in skills, knowledge, or values and attitudes.

3. Kurikulum Merdeka:

(Sabriadi et al., 2021: 176) stated The Ministry of Education and Culture of the Republic of Indonesia describes “Kurikulum Merdeka” as being formed to create a flexible learning process so as to create a culture that is innovative, not restrictive, and in accordance with the needs of students.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter presents the theoretical foundation of related literature as the references to support the researcher in understanding the problem, Therefore this part consists of a theoretical description and the previous study. The theoretical description explains about some theories which are related to the teacher, readiness and “kurikulum merdeka”. The previous study presents a similar study that relates to this research.

A. Theoretical Description

1. Definition of Teacher

Pasal 1 UU No.14 Tahun 2005 defines teachers as professional educators whose duties are: mainly educate, teach, guide, train, evaluate and supervising students. Meanwhile, (Nata, 2005) explained the meaning of the teacher as someone who share knowledge, skills or experience to others. Another definition Djamarah & Zain (2006:112) Teacher is a strategic position for the empowerment and learning of an impossible nation replaced by any element in the life of a nation long ago. The more significant the presence of teachers carry out their roles and duties the more guaranteed the creation of reliability and the development of one's readiness. Furthermore (Darajat, 2001) explained the teacher is a figure to be imitated and emulated in carry out his duties as an educator, he is also willing to participate solve the various problems it faces, especially problems that directly related to the teaching and learning process.

Based on some of the opinions above, the researcher concludes that the teacher is a figure who becomes a guide, educator, trainer who shares knowledge, experience and skills for students. Teacher is a figure that can not be replaced in the world of education, teacher

also willing to participate solve the various problems it faces, especially problems that directly related to the teaching and learning process.

2. Teacher's Duties

According to Usman (2005) teacher assignments are grouped into three types, namely:

- a. The task of the teacher as a profession is that a teacher has the task of developing self-professionalism, educating, teaching and training students according to the development of science and technology. Teachers as educators, instructors and trainers must be able to continue and develop life values, continue and develop science and technology as well as develop skills and apply them in everyday life in accordance with the times.
- b. The teacher's task in the humanitarian field at school is that the teacher must be able to make himself a second parent for his students. He must also be able to attract his sympathy so that he becomes an idol and a public figure for his students. Any lesson that will be delivered should be able to motivate and inspire students in learning. Therefore, it is necessary for a teacher to pay attention to aspects of appearance both in dress and behavior towards their students. Because if the teacher's appearance is not attractive both in terms of dress and from the attitude of teaching, then the first failure that is obtained is not achieving learning indicators. So a teacher needs to pay attention.
- c. The task of the teacher in the field of society, the teacher has the task of educating, training and teaching the public to become citizens of a state of morality and noble character. Because education is not only enough to be done in the classroom or school environment, but education is the right of all citizens, whether small or large, they all have the right to receive and obtain education.

As stated in the opening of the 1945 Constitution, namely education is the right of all nations, so everyone has the right to feel and get a proper education, be it male or female, young or old, big or small, all have the same right in education. And that education can not only be obtained in formal education, but can also be obtained in non-formal educational institutions such as education within the family or community. Thus a teacher has a very important role in educating and advancing the life of the nation

3. Teacher's Role

According to Harmer (2007) there are 8 teacher roles in the teaching process, including:

a. Controller

If a teacher acts as a controller, then their main task is to be responsible for the on going teaching and learning activities in the classroom including when students discuss in the group.

b. Organizer

The main task of the teacher is carry out activities to organize students to carry out various activities. This activity includes providing information, telling procedures in carrying out these activities, placing students in group also ends a learning activity.

c. Assessor

The role of the teacher as an assessor, namely the teacher should provide feedback, corrections, and assessment of students in various ways related to what has been learned.

d. Facilitator

The teacher acts as a facilitator can provide activities or things that can support during learning and guide students in learning difficulties.

e. Participant

Teachers need to be involved in a discussion activity for example when the teacher revives the atmosphere of group discussion, the teacher acts as if he is a member of the group from the discussion not to dominate the discussion, but teacher just to improve motivation and develop inspiration to provoke creativity students so that the discussion goes well.

f. Resources

Teacher as sources of knowledge needed by students in a teaching and learning activity.

g. Tutor

The teacher's role is to provide direction or guidance in learning activities so that students are clear about what they are learning.

h. Observer

When the teacher plays a role as an observer, the main task that must be carried out is control students doing assignments so that it is easy to give individual direct guidance. when the teacher observes should not dominate.

4. Teacher Competence

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:

a. 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.

b. 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.

c. 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

5. Definition of Teachers' Readiness

In this study researcher will explain readiness meaning in terms of cognitive, physical, psychology, and facilities readiness:.

Readiness is a person's states that makes them prepare in terms of mature to practice something. Chaplin (2006) readiness namely a condition where the individual fully prepared which increases one's maturity so that it benefits that person to face or practice something at work. According to Fletcher (2004) cognitive readiness is preparation including skills, knowledge, abilities, motivations, and personal dispositions an individual needs to establish and sustain competent performance, While Dalyono (2005) explained "Readiness is a fairly good physical ability and mentally. Then, Anastasiya, and Nataliya (2019) psychological readiness is starts from setting a goal on the basis of demands and motives. Faeruz, (2013) defines readiness of facilities and infrastructure is a condition of the practice place or building, the equipment used in practice and practice support materials which are able to meet needs and function according to their use and are still in good condition.

6. Indicators of Teacher Readiness in "Kurikulum Merdeka" Implementation

Readiness to implement the curriculum is an indicator as a measure teacher readiness in implementing "Kurikulum Merdeka". Indicators of teacher readiness in implementing "Kurikulum Merdeka" According to Suci (2023), namely cognitive readiness, physical readiness, psychological readiness, and facilities readiness:

- a. Cognitive readiness, namely can be seen from understanding and knowledge (the utilization of learning resources, teaching learning processes also learning assessment).
- b. Physical readiness, it can be seen from a physical condition that has sufficient energy and a healthy physical or mental condition.

- c. Psychological readiness, can be seen from the teacher's motivation or desires related to the teaching and learning process.
- d. Facilities readiness, it can be seen from the availability of facilities that can support teaching learning process.

7. “Kurikulum Merdeka”

The term "Merdeka Belajar" can be said to emerge from speech Ministry of Education and Culture in commemoration of the 74th National Teacher's Day on November 25 2019 at the Jakarta Ministry of Education and Culture office. In that speech very briefly it gives the impression of being quite factual, easy language understood and felt anxiety by teachers about administration that can shackles teacher creativity. Ministry of Education and Culture stated that "Merdeka Belajar is freedom to think" (Kurniawan, 2020).

In this new policy there is the concept of "Merdeka Belajar" which includes four things, First, Exams National Standard Schools (USBN) will be handed over to schools. Second, The National Examination (UN) will be replaced by the Minimum Competency Assessment (AKM). Third, the Learning Implementation Plan/RPP is shortened. Fourth, more Zoning Regulations for New Student Admissions/PPDB (Jamorah Nasution 2020).

Merdeka belajar is a new breakthrough for the Minister Education and Culture of the Republic of Indonesia to make the process learning in every school becomes more effective and efficient (Fauza, 2020). Merdeka belajar which is initiated by the Minister of Education and The culture of the Republic of Indonesia is the answer to complaints and problems faced by educators in the learning process. “Kurikulum Merdeka” is a curriculum with intracurricular learning various, this curriculum focuses on essential content so that students have enough time to explore the concept and strengthen competence.

“Kurikulum Merdeka” also focuses on achieving contextual learning that adapts to the needs and development of students (Laga et al., 2021). Merdeka Curriculum implemented with the aim to train the independence in thinking of students as explained by Nadiem Makarim that “Merdeka Belajar” is freedom of thought (Yamin and Syahrir, 2020). The most important part of the freedom of thinking is addressed to the teacher, if teachers in teaching are not yet independent in teaching of course students also not independent in thinking. According to Nadiem, “Merdeka Belajar Kurikulum Merdeka” must be preceded by teachers before they teach it to students. In teacher competence at any level, without any translation process from basic competencies and curriculum that exist, then there will never be learning that happens (Hr & Wakia, 2021).

8. The Basis of “Kurikulum Merdeka” Implementation

The basis for implementing the “Kurikulum Merdeka” refers to the Decree of the Minister of Research and Technology Dikti No. 56 of 2022 concerning Guidelines for Implementing the Curriculum in framework for learning recovery (Kurikulum Merdeka) as a provider the previous full curriculum. This Ministerial Decree stipulates 16 decision, as follows:

- 1) Education units need to develop a curriculum based on principles diversification in accordance with the conditions of the educational unit, regional potential, and students.
- 2) Curriculum development refers to the 2013 Curriculum, Curriculum 2013 which is simplified/revised, and the “Kurikulum Merdeka”.
- 3) The curriculum refers to SNP (National Education Standards) for achieve national education goals.
- 4) The 2013 curriculum is carried out according to legislation.

- 5) The simplified 2013 curriculum is determined by the head of the unit principal in charge of curriculum, assessment, and bookkeeping.
- 6) The "Kurikulum Merdeka" is regulated in the attachment to the Decree of the Minister of Education and Culture.
- 7) Fulfillment of workload and arrangement of linearity of certified teachers in the implementation of the 2013 curriculum and the 2013 curriculum simplified implementation in accordance with statutory regulations.
- 8) Fulfillment of workload and arrangement of linearity of certified teachers in the implementation of the Independent Curriculum is regulated in Appendix II of this decree.
- 9) Participants in the driving school program and the Central Vocational School program The advantages of using the Independent Curriculum and fulfillment workload and linearity according to the two attachments to this decree.
- 10) The simplified 2013 curriculum can be applied starting in I class to XII class.
- 11) The "Kurikulum Merdeka" is carried out in stages with provisions as follows.
- 12) Year 1: Age 5 & 6 (grades 1, 4, 7 and 10).
- 13) Year 2: Age 4–6 (grades 1, 2, 4, 5, 7, 8, 10, and 11).
- 14) 3rd year: 3–6 years old (grade 1–12)
- 15) The implementation of the curriculum uses fixed main textbooks by the Book Center.
- 16) The "Kurikulum Merdeka" starts in the 2022/2023 academic year.

This decree revokes the following 2 regulations:

- a. Decree of the Minister of Education and Culture Number 719/P/2020 concerning implementation guidelines curriculum in an education in special conditions.

- b. Curriculum provisions as well as workload and linearity on the driving school program and the SMK Center of Excellence program (Kepmendikbudristek Number 56 of 2022)

From the Decree of The Minister Education Culture Research and Technology Number 56/M/2022 concerning guidelines for implementing curriculum in the context of learning recovery, there are several important things namely, the policy of implementing the curriculum in the 2022/2023 academic year, the structure of “Kurikulum Merdeka” in early childhood education, junior high school, senior high school as well as fulfillment of the workload and linearity arrangement of certified educator teachers in the implementation of “Kurikulum Merdeka” learning

9. Component of “Kurikulum Merdeka”

There are four components of the “Kurikulum Merdeka” according to Nazri et al (2022), namely:

- a. Components of curriculum objectives

Developing a curriculum first formulates objectives before determining other components. The goals of education cannot be separated from the goals of the country because education is a tool to achieve the goals of the country.

- b. Content components/curriculum materials

Curriculum content/materials are basically activities developed to achieve learning objectives. The curriculum content includes subjects according to the lessons students study.

c. Components of the curriculum implementation process

The curriculum implementation process refers to the teacher's efforts in learning activities both at school and outside school in extracurricular activities and independent learning. This is what requires teachers to use various strategies learning, teaching methods, teaching media, and teaching resources.

d. Curriculum Evaluation component

Curriculum evaluation can be used as feedback in improving the strategies that have been determined, obtaining information regarding the implementation of learning, the success of students, teachers and the learning process. The results of this evaluation can be used as curriculum decisions, learning difficulties, and necessary improvement efforts.

10. The Purpose of “Kurikulum Merdeka”

Based on Decree of the Minister of Education, Culture, Research and Technology (Number 56 of 2022) Education in Indonesia is underdeveloped and left behind during Covid-19. The “Kurikulum Merdeka” Policy is a solution to the backwardness of education in Indonesia. “Kurikulum Merdeka” aims to answer previous educational problems. With this “Kurikulum Merdeka” will lead to developing potential and competence learners. This curriculum serves to develop potential, one of them is a learning process that is designed with relevance and interactive. One of the interactive learning is by making project. This learning will make students more interested and can develop issues that develop in the environment.

11. Pancasila Student Profile

Project for Strengthening Pancasila Student Profiles is deep interdisciplinary learning observe and think about solutions to problems in the surrounding environment for strengthen

various competencies in the Profile Pancasila students. Based on Kemendikbudristek No.56/M/2022, Project Strengthening the Pancasila Student Profile is project-based curricular activities designed to strengthen achievement efforts, competence and character according to the profile Pancasila students arranged based on Graduate competence standard.

12. Characteristics of “Kurikulum Merdeka”

According to (Kemdikbud 2022) the characteristics of “Kurikulum Merdeka” include:

- a. Project-based learning for the development of soft skills and characteristics of the Pancasila Student profile.
- b. Focus on the essential material so that there is enough time to give in-depth learning, especially basic competencies such as literacy and numeration.
- c. Flexibility for teachers to carry out appropriate learning with the ability of students, as well as make adjustments with local context and content.

13. Implementation of “Kurikulum Merdeka in Junior High School

According to Ari Angga et al (2023) The implementation of “Kurikulum Merdeka Belajar” in junior high school education units (SMP) consists of various aspects that can be applied, namely:

- a. Form of Learning Activities

The form of learning activity that applies in the Independent Curriculum for Middle School level is composed of from 3 (three) main activities, namely intracurricular activities, the project to strengthen the profile of Pancasila students, and extracurricular activities. In each learning activity carried out in the Independent Curriculum, Students are encouraged to actively contribute to the progress of

learning. The required contribution of students is in terms of critical thinking, initiative and ability solve problems in learning by using effective and applicable solutions.

b. Allocation of Lesson Hours (JP)

The next point concerns the allocation of study hours. In the Curriculum structure Independent lesson hours are arranged in total in one year. Apart from that, suggestions also need to be provided Allocation of study hours if you want to make it on a regular basis or per week. In general, there are none total change in terms of class hours. It's just the time allocation for each subject (subject) In “Kurikulum Merdeka”, it is divided into two learning activities, namely form learning intracurricular and learning in the form of Pancasila student projects (25%). In fact, with this kind of allocation of learning hours, learning can be done at a glance routine in class (intracurricular form) seems to be reduced. Even though there is actually no reduction in hours learning compared to the previous curriculum. It's just some of the lesson hours in “Kurikulum Merdeka” was allocated for a project to strengthen the profile of Pancasila students so that it feels different.

c. Presenting the Project for Strengthening the Profile of Pancasila Students

As has been mentioned several times in previous points, in the Curriculum Merdeka presents a new form of learning, namely project-based learning. The thing you need to pay attention is that this project to strengthen the profile of Pancasila students must be carried out by exploring actual and real issues in the surrounding environment. So that students are invited to think critically and be skeptical about how to solve problems and make discoveries solution. Furthermore, the implementation of the project to strengthen the profile of Pancasila students must

pay attention the following provisions: (1) The selected project must be developed based on themes options that have been determined nationally by the government through the Ministry of Education and Culture; (2) Learning achievement targets/CP not too tied to specific subject content and assessments are more qualitative in nature assessing students' character and learning motivation; (3) Learning projects are carried out more flexible. This means that it can be adjusted in terms of the schedule and methods applied. It is also recommended to involve the community and the surrounding environment more than regular learning; (4) Students are the main implementers of the project, while teachers play a role as a facilitator who provides direction, supervision and evaluation at the end of the project.

d. Local content

The next thing is regarding local content. In the Independent Middle School Curriculum, each unit education or local government can add local content adapted to characteristics and needs of each school. So that local content related “Kurikulum Merdeka” will be more flexible. There are 3 choices of models for implementing local content that can be implemented in the Curriculum Merdeka, which includes; First, the method of integrating local content into other subjects. In this method, educational units can determine learning achievement target (CP) for local content, then incorporate it into other subjects. For example, about integrated poetry literary works in Indonesian language subjects, local craft products of a region are integrated into social studies subjects, and so on. Second, the method of Integrating Local Content into the Project Theme of Strengthening the Profile of Pancasila. In this method, educational units can integrate local content into the Strengthening Project theme Pancasila Student Profile. For this method, an example is carrying out a project related to a theme Entrepreneurship is carried out by exploring the potential

of local crafts or can also carry out projects with the theme of climate change being linked to environmental issues in the region. Third, the methods for developing specific subjects with local content. This method making local content stand-alone as part of the extracurricular program, for example includes regional language and culture subjects, maritime affairs, tourism, and so on according to the potential of each region. Necessary thing to pay attention when opening special subjects with local content is that the learning load is not may exceed 72 lesson hours per year or 2 lesson hours per week

e. Informatics Subject

“Kurikulum Merdeka in junior high school, specifically required Informatics subjects. Meanwhile, craft subjects are now one of the arts subject choices (along with fine Arts, dance arts, music Arts, and theater arts). Obligation to take this Informatics subject based on the demand that students be able to think critically and systematically. Because, subjects Informatics can support deeper competencies and thinking skills.

f. Criteria for Learning Outcomes (Assessment)

The next thing is the difference between Kurikulum Merdeka and the previous curriculum is in determining the criteria for completeness of learning outcomes. In the previous curriculum, participants students are declared complete in certain subjects with the Minimum Completeness Criteria (KKM) measure which is quantitative in nature, then currently the assessment is more formative in nature. Analysis of learning outcomes Students are identified with learning objective indicators. In this case, the Independent Curriculum. Providing more freedom for teachers to be able to determine their own achievement criteria learning objectives.

14. The Differences Between “Kurikulum Merdeka and K 13

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

Table 2. 1 The Differences between Kurikulum Merdeka and K13

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

			to the stage of student achievement.
5	Assessment	a. Formative and summative assessment to detect the need for continuous improvement of student learning outcomes.	a. Strengthening the formative assessment to design learning according to the stage of student achievement. b. Authentic Assessment
6	Teaching tools provided by the government	Textbooks and non-textbooks	Textbooks and non-text books. Examples of Modul Ajar, Alur Tujuan Pembelajaran, examples Of P5, examples of the Operational Curriculum of education units.

15. Teachers' Obstacles In "Kurikulum Merdeka" Implementation

According to (Nurulaeni & Rahma, 2022) from various factors not only from the student themselves, but also from teachers who use learning techniques which are not in accordance with the conditions, lack of use of the media and non creative learning. Furthermore Afifah (2022) mentions that there are three problems arise in "Kurikulum Merdeka" implementation: First the difficulty of changing mindset or old habits in the application of learning. Second, application of differentiation learning which is less than optimal. Third, many learning tools different in one institution

Then, (Hehakaya & Pollatu, 2022) explained the problems faced by teachers, including: lack of supporting media in learning, the teacher stutters in using technology, Teacher has no experience of "Merdeka Belajar", Teachers experience obstacles in planning, implementation, and evaluation learning.

B. Previous Study

The researcher would like to show some previous studies to prove the originality of this research:

Alya Panji Nurafifah entitled "Kesiapan Guru Dalam Menerapkan Kurikulum Merdeka Di SMP Muhammadiyah Kota Bandung" Readiness is measured in this research includes teachers' understanding of the "Kurikulum Merdeka", readiness in developing the *Kurikulum Operasional Satuan Pendidikan (KOSP)*, readiness in planning, implementing and evaluating "Kurikulum Merdeka" learning, as well as readiness in developing the Project for Strengthening the Pancasila Student Profile (P5). The result of this research shows that teachers' readiness to implement the "Kurikulum Merdeka" in Bandung City Muhammadiyah Middle School is included in the ready category, but still needs a little improvement. Aspects that need to be improved by teachers include: readiness in developing KOSP and readiness in developing P5.

Research was conducted by Dini Kusumadianti Nur Alfaeni (2023) “Kesiapan Guru dalam Mengimplementasikan Kurikulum Merdeka pada Program Sekolah Penggerak (Studi Kasus di SDN Baros)”. The research describes regarding the readiness of teachers in internal drive schools implementing the independent curriculum. Method used the researcher used a qualitative method using a case study model. The result of research shows that teachers at SDN Baros do not understand “Kurikulum Merdeka” in driving schools and have not been able to implement learning according to “Kurikulum Merdeka” it can be seen that learning tools have not yet been created.

The researcher, takes a journal which still related to this study. The author is Jamjema, Djudin Tomo, Erlina dan Agung Hartoyo (2022). “Analisis Kesiapan Guru dalam Melaksanakan Pembelajaran Kurikulum Merdeka di SDN 47 Penanjung Sekadau pada tahun 2022. This research describes the readiness of teachers in schools to implement “Kurikulum Merdeka”. The method used by researchers is method qualitative with a case study model. The results of the research are teachers in SDN 47 Penanjung Sekadau has understood the independence and curriculum ready to implement learning according to “Kurikulum Merdeka” policy

The researcher, takes a journal which is still related to this study. Andang Heryahya, Endang Sri Budi Herawati, Ardi Dwi Susandi dan Fanni Zulaiha. “Analisis Kesiapan Guru Sekolah Dasar dalam Implementasi Kurikulum Merdeka”. The research describes teacher understanding and teacher readiness in formulating goals learning, implementing 21st century learning, and identify students' self-potential. Method used is quantitative. The results of the research are state elementary school teachers n the city of Cirebon is ready to implement “Kurikulum Merdeka”.

The researcher wants to show the differences also the similarity between the previous study and this study

Table 2. 2 Table of Similarity and Differences

No	Previous Study	Similarity	Differences
1.	Alya Panji Nurafifah entitled “Kesiapan Guru Dalam Menerapkan Kurikulum Merdeka Di SMP Muhammadiyah Kota Bandung”	The similarity is the topic of analysis in the research, namely teacher readiness in “Kurikulum Merdeka” implementation.	The differences are research methods and readiness indicators used, where the research focuses on teacher readiness in terms of cognitive readiness, physical readiness, psychological readiness and facilities and what is become obstructed faced by teacher.
2.	Dini Kusumadianti Nur Alfaeni (2023) “Kesiapan Guru dalam Mengimplementasikan Kurikulum Merdeka pada Program Sekolah Penggerak (Studi Kasus di SDN Baros)”	The similarity is the topic of analysis in the research, namely teacher readiness in “Kurikulum Merdeka” implementation, Research method.	The differences are Type of school used is school which has program school drivers and indicators of research
3.	Andang Heryahya, Endang Sri Budi Herawati, Ardi Dwi Susandi dan Fanni Zulaiha. “Analisis Kesiapan Guru Sekolah Dasar Pertama dalam Implementasi Kurikulum Merdeka”	The similarity is the topic of analysis in the research, namely teacher readiness in “Kurikulum Merdeka” implementation	The differences are The difference to indicators teacher readiness in implement enjoy curriculum independence that is understanding inner teacher policy curriculum independent, formulate objective

			learning, implement enjoy learning 21st century, and identify i personal potential learners.
4.	Ni Kadek Candra Purani dan I Ketut Dedi Agung Susanto Putra (2022). “Persiapan Guru SMP Untuk Menerapkan Kurikulum Merdeka”		The first difference, the preparatory activities made to deal with the implementation of the independent curriculum are slightly different, the second difference is the subject of the

CHAPTER III

RESEARCH METHODOLOGY

The research methodology applied in this study, in this chapter researcher explained about research design, research setting, subject of research, research data collection, technique of analysis data, and trustworthiness of the data.

A. Research Design

This study uses a research design with a qualitative descriptive approach, a research procedure that produces data in the form of written or spoken words from people and behavior that can be observed through interviews, direct observation and other related official documents. According to (Creswell, 2008: 46) research qualitative is a type of research where researchers are very dependent on information from the subject/participants on: broad scope, questions that general nature, data collection consisting mostly of words or text from the participants, explaining and analyzing the words and conduct research subjectively, Also this qualitative descriptive research aims to describe a situation or phenomena as they are (Sukmadinata, 2011)

In this descriptive research, the method used is the case study method. According to Samsu (2021) This method is chosen because it allows a better understanding of the problem at hand individual or group in the case studied. The researcher wants to describe how the readiness of English teacher in one of the junior high schools in facing the implementation of “Kurikulum Merdeka” in accordance with the actual conditions experienced by the research subjects.

B. Research Setting

1. Place of Research

SMPIT Hidayah is one of the islamic junior high schools located on Klaten – Boyolali road Km 3.5 Ngawen, Ngawen, Klaten, Central Java and has been accredited A. The researcher chose this place because SMPIT Hidayah has implemented “Kurikulum Merdeka” so it is relevant to this research.

2. Time of Research

The researcher conducted this research on February until October 2023, the schedule of the research can be seen in the table below

Table 3. 1 Time of Research

No	Activities	Feb	March	Apr	May	June	July	Aug	Sep	Oct	Nov
1.	Pre-Research										
2.	Designing Proposal And Consulting										
3.	Proposal Examination										
4.	Revision of Proposal										
5.	Research Permission										
6.	Collecting And Analyze Data										
7.	Thesis Examination										

C. Subject of Research

The subject of this research is the English teachers of SMPIT Hidayah Klaten Academic Year 2022 / 2023.

D. Object of Research

The Object of this research, it describe about how english teachers readiness in “Kurikulum Merdeka” Implementation along with the obstacles at SMPIT Hidayah Klaten Academic Year 2023/2024.

E. Data and Source of Data

1) Data

In this research, the data used were observation, interviews and documentation. observations in the form of implementing the Independent Curriculum in the teaching and learning process by English teachers in the classroom. Researchers made observations regarding the implementation of “Kurikulum Merdeka” such as the way teachers teach, media and methods used by teachers in the teaching and learning process also student activities. Interviews were also used as data for this research. The researcher wrote down the results of interviews with English teachers at SMPIT Hidayah in Klaten in the form of descriptions of the results of the teacher's explanations. Researchers also took data from documentation that could support this research..

2) Source of Data

According to Sutopo (2002) states that the data sources in descriptive research can be informants, events (activities), and documents. Based on this understanding it is concluded that what is meant by data sources is where the researcher will obtain and dig up information in the form of data needed in study. The data sources in this study are Informants who are the subjects of research and provide information and data related to research topics. In this study the informant was four english teachers. Events as a source of data can be a collecting of activities that take place during the research process, the event in

this research is in the form of the teaching and learning process in the classroom and Document, in the form of Modul Ajar.

F. Research Instrument

Instruments are tools used to measure phenomena observed natural and social. The research instrument is the most important element in research because it functions as a tool or means of collecting data (Kurniawati, 2018) In this research Instrument that will be used are:

1. Observation Guideline

According to Mariampolski (2001) observation guideline is the map of anticipated behaviors that will be observed by researcher to respondent during research project. The researcher adapted the the observationsheet from Majid (2005: 104) which consist of tree steeps include opening activities, main activities and closing activities.

2. Interview Guideline

Interview guide used by researchers to obtain information and data from informants through asking questions answer with questions that have been created previously. According to Jacob and Furgerson (2012), when the first time qualitative researchers use interview guideline to assist them in collecting data.

G. Technique of Collecting Data

Data collection technique is the most step strategic in research because getting data is the main objective of the research. Without knowing the Technique data collection, the researcher will not get the data that meet predetermined data standards. According to Hamzah (2019) Data collection techniques qualitative is the collection of data that is descriptive, namely data in the form of signs from interviews or observations that are

categorized in other forms such as photos, documents, artefacts, and notes while researching at field. The researcher use observation, interview and documentation as the technique of collecting data

1. Observation

According to Hennink et al. (2011), observation is method that enables researchers to observe systematically and record the people's behavior, interaction & action.

In this research, the researcher conducted observations on implementation “Kurikulum Merdeka” during the teaching and learning process in the classroom. The researcher become non participant observer who is present in the scene of action but did not interact or participate. The role of this kind observer is sit at the back of classroom, take notes of everything happens during the observations by means of field notes or certain observational checklist (Cohen, *et al.*, 2007:187) .

2. Interview

The interview is a form of dialogue carried out by researchers to obtain information from the subject (respondents). This method is used to complete data deemed necessary, so that more convincing data obtained from other sources. Esterberg (2002) defines an interview as In the following, the interview is a meeting of two people to exchange information and ideas through question and answer on the topic specific, so that meaning can be constructed in the topic.

In this research, the researcher used structured interview, According to Ary et al. (2010: p. 438) structured interviews are planned specifically to get certain information from the subjects. The researcher prepared the instrument and the interview guide which contained question related to the research topic. Using this

technique, the researcher interviewed four English teachers at SMPIT Hidayah Klaten then wrote interview transcripts based on the answers of the teachers..

3. Documentation

Documentation is an activity of collecting written and immortalized data. This method is used to find several important documents related to this research so that they can be used as reinforcement in the preparation and delivery of information that will be provided or presented by the researcher. Herdiansyah (2010) describes findings: documentation study is one way to do this qualitative research to get an overview of the subject's point of view through a written medium and other documents written or made directly by the subject concerned.

This technique is used by the researcher to support the data collection from interviews and observations. In this research, the documents from the teacher and school are administrative data and lesson plans.

H. Technique of Data Analysis

Miles and Huberman (in Sugiyono, 2017: 246) suggest that qualitative data analysis activities are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in this data analysis include data reduction, data display, and conclusion drawing/verification

1. Data Reduction

Data reduction means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns. Thus the reduced data will provide a clear picture, and make it easier for researchers to carry out further data collection, and look for it if needed.

2. Data Display

After the data is reduced, then the next step is display data. In qualitative research, the presentation of data is frequent used is with narrative text. By displaying data it will make it easier to understand what is happening and plan next work.

3. Drawing conclusion/verifivation

The final step is drawing conclusions and verification. The initial conclusions found are still temporary, and will change if strong evidence is not found to support the next data collection stage. However, if the conclusions put forward in the early stages it is supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward is a credible conclusion.

Thus the conclusions in qualitative research may be answer the formulation of the problem that was formulated from the start, but maybe not, because as stated that the problem and formulation of the problem in qualitative research is still temporary and will develop after the researcher is in the field

I. Trustworhtiness

Triangulation is a data checking technique that takes advantage of something in beyond the data obtained from research for checking purposes or as a comparison to the data. Denzin 1978 (in Moleong,2017:330) distinguishes four types of triangulation as an examination technique that utilizes the use of methods, investigators, sources and theories.

1. Triangulation of source

The researcher will compare and check the credibility of the informants found in the observations with interview data and compare them with related documents.

2. Triangulation of Method

The researcher will check the trusting level of the data obtained by several techniques at the time of data collection

3. Triangulation of investigator

The researcher will recheck the credibility of the data by comparing to other researcher

4. Triangulation of theory

The technique of examining data by looking for standard comparisons from analytical explanations as supporting data to obtain valid evidence from research results.

In this study, the researcher using triangulation method. This method of triangulation means that in checking the data validation of a problem, it has to compare some methods of collecting data (observation, interview, and document) in order for the researcher that the data collection is in the same place or portion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents about the research findings and discussions used to answer the problem statements in the first chapter. The researcher obtained the data by using the technique of data collection through interview and observation, and documentation. The researcher interviewed English teachers related Readiness of English teachers in implementing the “Kurikulum Merdeka” along with the obstacles faced by English teacher and observed “Kurikulum Merdeka” teaching learning process also collect data complementary as documentation at SMPIT Hidayah Klaten. The research results are presented in discussion sequentially, the first is a presentation of findings of the results research, then a discussion that answers the research problem formulation.

A. FINDINGS

1. Readiness of seventh grades English teachers SMPIT Hidayah Klaten in “Kurikulum Merdeka” Implementation

The researcher conducted observations on implementation “Kurikulum Merdeka” during the teaching and learning process in the classroom as a part to know the cognitive, physical, psychological, and facilities readiness of seventh grades English teacher of SMPIT Hidayah Klaten. The researcher become non participant observer who is present in the scene of action but did not interact or participate. The observation is carried out 2 times when the teaching and learning process takes place, observations are made in 7E and 7D class at SMPIT Hidayah Klaten..

- a. First observation had been conducted on Wednesday, 25th September 2023 in 7D class at 09.30 WIB with learning topic Past Contionous

1. Opening activity

The teacher opens with greetings and checks the attendance of students then the teacher carries out an initial assessment of students' feelings by asking students to draw an emoticon that shows their feelings before starting to learn and ask students to attach their emoticon pictures to the attached flipchart sheet. Next, teachers provide reinforcement and motivation to learn. After that teacher explains the learning objectives by discussing with students the use of the material to be studied in everyday life.

2. Main Activity

The teacher plays a video with the topic of telling the past ongoing action in the past continuous tense sentence structure, While the video is showing, the teacher provides explanations and emphasizes certain parts that students need to pay attention to, The teacher invites students to discuss the conclusions of the topics discussed along with the important points, then teacher divides students into several groups in collaboration sessions. The teacher gives an explanation of activities in groups as follows:

Students take turns interviewing friends in the group about what they were doing last night, example question: What were you doing at 8 pm last night? example answer: I was doing my homework;

Other students report their friends' answers in the form of writing on flipchart paper, example of a reporting sentence: Askia was doing her homework at 8 pm last night.

Each group makes a minimum of 4 reporting sentences with the name of each group member.

After completing the collaboration session in groups, students paste the results of their learning activities in the corners of the classroom that have been determined by the teacher. Next, each group waits at their respective work spots. After that the teacher gives directions to students taking turns visiting different groups and providing assessments and comments in the post that was distributed at the beginning. The teacher provides the opportunity to visit this work in 3 rounds so that students understand more about the basic concepts of this material.

3. Closing activity

The teacher guides the reflection session by first confirming the students' feelings after studying this material and giving all students the opportunity to express their opinions. Lastly, The teacher gives appreciation for what the students have conveyed and done.

From the observation had been conducted on Wednesday, 25th September 2023 in 7D class at 09.30 WIB with learning topic Past Continuous. The teaching learning process is in accordance with the learning characteristics of "Kurikulum Merdeka" which focuses on essential material and students' interests or talents. This can be seen from the teacher's in the opening stage the teacher carries out an initial assessment and explanation regarding the material being studied, then in the main activity that focused on student-centred, namely dividing group for student discussions regarding the learning material, then in the closing activity the teacher reflects on learning and confirms the students' feelings regarding the material that has been studied and gives the students an opportunity to express and end with the teacher appreciating what the students have done.

- b. Second Observation had been conducted on Thursday, 26th September 2023 in 7E class at 13.30 WIB with learning topic vocabulary food and drink

1. Opening activity

The teacher opens with greetings and checks the attendance of students then asked the students some questions related to the material or topic that would be discussed. The teacher asked the student about what the student had eaten for breakfast and then told the student that they were to study about food while opening a power point regarding types of food and drinks

2. Main activity.

The teacher teaches vocabulary related to food and drink based on explanations on Power Point and relates it to the students' favorite foods .

The teacher makes a table column on the blackboard related to the food table column and encourages students to make groups

In groups of students, students write the names of their favorite foods on paper and exchange them with their group friends several times

After that, the teacher tests the cohesiveness between group friends by asking representatives from a group to write their friends' names and favorite foods in the column of the food table that the teacher has made.

3. Closing Activity

The teacher guides the reflection session by first confirming the students' feelings after studying this material and giving all students the opportunity to express their opinions. Lastly, The teacher gives appreciation for what the students have conveyed and done.

From the observation on Thursday, 26th September 2023 in 7E class at 13.30 WIB with learning topic vocabulary food and drink. The teaching learning process is in accordance with the learning characteristics of "Kurikulum Merdeka" which focuses on essential material and students' interests or talents. This can be seen from the teacher's in

the opening stage the teacher carries out an initial assessment by asking about what the student had eaten for breakfast and relating to the material or topic that would be discussed, then in the main activity that focused on student-centred, namely dividing group for student discussions regarding the learning material, then in the closing activity the teacher reflects on learning and confirms the students' feelings regarding the material that has been studied and gives the students an opportunity to express and end with the teacher appreciating what the students have done

a. Cognitive Readiness

1. Seventh grades English teachers of SMPIT Hidayah Klaten have understood the policies and structure of the "Kurikulum Merdeka" but not completely yet,. This is from the results of interviews with Mr. Ts and Mrs. SA which reveals that:

“Kalau struktur dan kebijakan kita mengenalnya belum secara utuh karena dalam dinamikanya ada perubahan perubahan.” (TS)

“As for structures and policies, we still don't know them completely because in their dynamics there are changes.” (TS)

“Kalau utuh banget enggak tapi saya sudah melakukan pembelajaran dan sudah berusaha belajar untuk memahami apa itu kurikulum merdeka.” (SA)

“Not really complete, but I have studied and tried to learn to understand what Kurikulum Merdeka is.” (TS)

The results of the interview with seventh grade English teacher of SMPIT Hidayah Klaten, which revealed understanding of “Kurikulum Merdeka” teachers said they had not fully understand “Kurikulum Merdeka”.

2. Utilization of information source

Sources of information used by SMPIT Hidayah Klaten teachers to obtain information related to the “Kurikulum Merdeka” obtained from internet/social media, training, "Platform Merdeka Mengajar/PMM", webinars. This is from the results of interviews with Mr. Ts and Mrs. SA which reveals that:

“Yang pertama tentu kita dari media sosial termasuk dari kebijakan pemerintahan kabupaten kemudian juga bisa didapatkan dari guru yang sudah menjadi guru penggerak. (TS)

“The first is from social media, including from district government policies, then we can also get it from teachers who have become driving teachers.” (TS)

“Kalau selama ini saya belajarnya dari diklat, saya tahu info diklati dari simpkb yang saya punya misalnya disana ada guru belajar nah nanti saya bisa buka guru belajar itu nanti banyak banget diklat yang tersedia tinggal pilih yang saya waktunya bisa dan sesuai selain itu saat ini saya sedang mengikuti program guru Pendidikan penggerak, juga dari Platformm Merdeka Mengajar.” (SA)

“So far I have learned from training, I know the training information from the Simpkb that I have for example there is a “guru belajar” then later I can open the “guru belajar”, then there will be lots of training available just choose the time that suitable to me. Apart from that, I am currently Participated in the Driving Education teacher program, as well as from the Merdeka Mengajar Platform.” (SA)

It can be concluded that teachers have utilized sources of information about the “Kurikulum Merdeka” from various sources, such as internet/social media, training, "Platform Merdeka Mengajar/PMM", webinars.

3. Teaching Modul

The availability of teaching modules makes it very easy for teachers to design more structured and detailed learning scenario. This is from the results of interviews with Mr. Ts and Mrs. SA which reveals that:

“Iya, itu salah satu perangkat guru dalam rangka untuk mensukseskan kbm di kelas masing masing, jadi sebagai acuan.” (TS)

“That is one of the teacher's tools in order to make teaching and learning a success in each class, so as a reference (TS)”

“Menurut saya iya, karena lebih terstruktur dan mendetail apa yang harus kita lakukan.” (SA)

“I think yes, because it is more structured and detailed in what we have to do.”(SA)

4. Understanding the “Kurikulum Merdeka” Assessment System

Assessment of the “Kurikulum Merdeka” on results student learning consists of formative and summative assessments and several other aspects.. This is from the results of interviews with Mr. Ts and Mrs. SA which reveals that:

“Jadi di kurikulum merdeka ini sebenarnya dimudahkan, artinya penilaian ini tidak hanya tekstual sesuai dengan kognitif mereka, ada beberapa perangkat penilaian termasuk ada portfolio, observasi dan tak kalah penting penilaian afektif.” (TS)

“So in this “Kurikulum Merdeka” it is actually made easier, meaning that this assessment is not only textual according to their cognitive abilities, there are

several assessment tools including portfolios, observations and no less important affective assessment.” (TS)

“Setau saya kalau formatif itu penilaian yang dilakukan selama proses pembelajaran sedangkan kalau sumatif di akhir pembelajaran. Sumatif itu bentuknya bisa ulangan, penilaian tengah semester, penilaian akhir semester kalau yang formatif itu kaya penilaian sikap.” (SA)

“As far as I know, formative is an assessment carried out during the learning process, whereas summative is at the end of learning. Summative can take the form of tests, mid-semester assessments, end-of-semester assessments, if the formative ones are like attitude assessments.” (SA)

It can be concluded from interviews with seventh grades English teachers at SMPIT Hidayah Klaten that they understand the assessment system in “Kurikulum Merdeka”.

Several indicators of English teachers' cognitive readiness in implementing the “Kurikulum Merdeka” has been described and can be summarized as follows:

- 1) Seventh grade English teachers of SMPIT Hidayah Klaten English teachers do not fully understand the concepts, structure and “Kurikulum Merdeka” policy, but the implementation of the “Kurikulum Merdeka” in the classroom went quite well.
- 2) Regarding the use of information sources, seventh grade English teachers of SMPIT Hidayah Klaten take advantage of the independent teaching platform for help understand and understand the curriculum independence, and taking part in various trainings both on a regular basis offline or online
- 3) The availability of teaching modules for teachers really helps teachers in designing more structured and detailed learning scenarios

- 4) The learning process has been carried out in accordance with characteristics of “Kurikulum Merdeka”, where learning focuses on material essential and teachers carry out learning according to character and needs to develop interests and talents of student.
- 5) Seventh grades English teachers at SMPIT Hidayah Klaten have understood the assessment system in “Kurikulum Merdeka”

Based on this summary, it shows that from indicators of understanding of concepts, structures and policies “Kurikulum Merdeka”; utilization of information sources, preparation of teaching tools; learning processes and the assessment can be concluded that the seventh grades English teachers at SMPIT Hidayah Klaten are cognitively ready to implement “Kurikulum Merdeka”.

b. Physical Readiness

Physical readiness of seventh grades English teachers at SMPIT Hidayah Klaten in implementing the “Kurikulum Merdeka” SMPIT Hidayah is in good condition. This is from the results of interviews with Mr. Ts and Mrs. SA which reveals that:

“Selama ini alhamdulillah untuk kegiatan belajar mengajar tidak ada hambatan dan sampai saat ini tidak ada riwayat medis.” (TS)

“Alhamdulillah, So far, there have been no obstacles to teaching and learning activities and to date there is no medical history.” (TS)

“Kalau saya fisik alhamdulillah tidak ada.” (SA)

Based on this interviews, it can be concluded that seventh grades English teacher of SMPIT Hidayah Klaten has a good medical background and has no congenital diseases that can interfere with the teacher's performance implementation of the “Kurikulum Merdeka”.

It can be stated that teacher English SMPIT Hidayah Klaten has Good physical readiness to implement the “Kurikulum Merdeka.”

c. *Psychological Readiness*

Psychological readiness can be seen from the teacher's interest and motivation related to implementing the “Kurikulum Merdeka”. In this case, the seventh grades English teacher at SMPIT Hidayah Klaten showed his interest in implementing the “Kurikulum Merdeka”. This is from the results of interviews with Mr. Ts and Mrs. SA which reveals that:

“Kurikulum merdeka memberikan kesempatan yang seluas luasnya bagi guru terutama dalam rangka mengembangkan potensi, ini menjadi tantangan sekaligus kesempatan kami dalam rangka mengupgrade kemampuan dan wawasan kami.” (TS)

“The “Kurikulum Merdeka” provides the widest opportunities for teachers, especially in order to develop potential, this is both a challenge and an opportunity for us to upgrade our abilities and insight.” (TS)

“Kalau saya karena melihat tujuan dari kurikulum merdeka yang sangat bagus untuk murid jadi murid itu mendapatkan kemerdekaan yang sesungguhnya dalam belajar.” (SA)

“For me, because I see the aim of an independent curriculum which is very good for students, the students get true independence in learning.” (SA)

Based on interviews with seventh grades English teachers at SMPIT Hidayah Klaten, they expressed their interest and deep motivation implementing the “Kurikulum Merdeka” which is related to the desire to increase personal competence and improve the learning system, as well as increase one's own competence to be able to convey learning to students well. It can be concluded that the seventh grades English teacher at SMPIT Hidayah Klaten

had good psychological readiness based on his interest and motivation in implementing the “Kurikulum Merdeka”.

d. Facilities Readiness

Financial readiness prepared in terms of facilities to support implementation the “Kurikulum Merdeka”. The facilities and infrastructure at SMPIT Hidayah Klaten are sufficient to support the implementation of the “Kurikulum Merdeka” such as LCD, projector, sound speaker This is from the results of interviews with Mr. Ts and Mrs. SA which reveals that:

“Alhamdulillah hampir setiap kelas sudah ada lcd dan proyektor untuk mendukung kegiatan belajar mengajar dan di beberapa kelas juga sudah ada speaker.” (TS)

“Alhamdulillah, Almost every class has an LCD and projector to support teaching and learning activities and in some classes there are also speakers.” (TS)

“Perangkat pembelajaran seperti lcd proyektor, speaker dan sebagainya sangat mendukung dan menunjang.” (SA)

“Learning devices such as LCD projectors, speakers and so on are very supportive.” (SA)

In accordance with what researchers observed. teachers' obstacles in compiling teaching tools

2. The obstacle faced by teacher In “Kurikulum Merdeka” Implementation at SMPIT Hidayah Klaten

From the results of interviews conducted by researchers, the seventh grades English teachers at SMPIT Hidayah Klaten experienced their own obstacles in implementing the

“Kurikulum Merdeka” curriculum. This is from the results of interviews with Mr. TS and Mrs. SA which reveals that:

a. Teacher obstacles in reporting score.

‘Guru itu harus aktif melakukan penilaian saat pembelajaran berlangsung, kendalanya yaitu susah menerjemahkan dari apa yang dia amati secara langsung ke bentuk laporan.’ (SA)

“The teacher must actively carry out assessments while learning is taking place, the problem is that it is difficult to translate what he observes directly into report form.” (SA)

b. Teachers' obstacles in compiling teaching tools

“Minimnya pengetahuan mengenai perangkat ajar yang baru jadi memang kita butuh effort yang tinggi untuk belajar sesuatu yang baru.” (SA)

“There is a lack of knowledge about new teaching tools so we really need a lot of effort to learn something new.” (SA)

c. Teachers' obstacles in accommodating student potential

“Salah satu poin yang kami rasa sulit ketika memisahkan potensi siswa, jadi katakanlah satu kelas ada 30 atau 40 dengan berbagai macam potensi ini kan secara umum kita kesulitan tapi dengan cara berkelompok atau mengelompok kita bisa mendeteksi walaupun tentu tidak serta merta mengakomodir apa yang menjadi potensi siswa. (TS)

“One of the points that we find difficult is when separating students' potential, so let's say there are 30 or 40 in one class with various kinds of potential. In general, we have difficulty, but by grouping or clustering we can detect it, although of course it doesn't necessarily accommodate what the students' potential is.” (TS)

From the results of the interview above, it can be concluded that there are several obstacles for teachers, related to reporting, preparing teaching tools, and accommodating student potential. The obstacles experienced are caused by several things such as teachers who have not found the right formula for separating cognitive abilities from students', also regarding the preparation of teaching tools due to limited time and lack of references as well as administrative matters.

B. DISCUSSION

This section presents the discussion about the findings, there are two problem statements proposed in this study. Firstly, How is the readiness of english teacher in “Kurikulum Merdeka” implementation at SMPIT Hidayah Klaten. Secondly, the teachers obstacles in “Kurikulum Merdeka” implementation at SMPIT Hidayah Klaten Academic Year 2023/2024.

1. Readiness of seventh grades English teachers SMPIT Hidayah Klaten in “Kurikulum Merdeka” Implementation

English teachers readiness of SMPIT in “Kurikulum Merdeka” Implementation can be seen based on the following four readiness indicators:

a. Cognitive Readiness

According to Suci (2023) Cognitive readiness, namely can be seen from understanding and knowledge (the utilization of learning resources, teaching learning processes also learning assessment).. Based on the research result, the teachers’ cognitive readiness level is quite good, where the English teacher has understand the structured and policies of “Kurikulum Merdeka” even tough not completely yet, teacher have use of learning resources also have enthusiasm in learning to understand the “Kurikulum Merdeka” also implementing it the learning process is in accordance with the characteristics of the “Kurikulum Merdeka”

provisions and understand the assessments aspect in accordance with “Kurikulum Merdeka” provisions. Below are the discussion of the research results:

The results of interviews with seventh grade English teachers of SMPIT Hidayah Klaten revealed that they had understood the “Kurikulum Merdeka” but not completely yet, however this uncomplete understanding is not hinders the teacher's cognitive readiness because the teacher still continues increase their understanding in accordance with development curriculum. In line with the opinion of Annisa Alfath et al (2022) that Teachers in implementing the curriculum are required to improve skills in parallel with curriculum development..

Teachers' cognitive readiness in the use of teaching modules as teachers' references in designing structured and detailed learning scenarios in accordance with learning outcomes and objectives to make teaching and learning activities in the classroom a success. The “Kurikulum Merdeka” teaching module is a learning tool that contains learning objectives, learning steps, learning media and assessments that are created based on the flow of learning objectives (Rahmadayanti & Hartoyo, 2022).

Teachers' cognitive readiness in terms of the learning process, English teacher at SMPIT Hidayah Klaten has implemented it learning in accordance with “Kurikulum Merdeka” learning characteristics, namely learning that focuses on material essential and teachers carry out learning accordingly with character and the need to develop interests and talents students and adapt to conditions and local content. This is in accordance with the characteristics of “Kurikulum Merdeka” stated by Kemdikbud (2022), that the characteristics of the “Kurikulum Merdeka”, namely project-based learning, providing material with focuses on essential material and flexible.

The cognitive readiness of seventh grades English teachers at SMPIT Hidayah Klaten in terms of assessment is sufficient to understand., it can be seen that english teachers have understood the curriculum assessment aspect in the of formative assessment and summative which is used as a reference for learning planning to student achievement.

b. Teacher Physical Readiness

According to Suci (2023) Physical readiness, it can be seen from a physical condition that has sufficient energy and a healthy physical or mental condition based on the results of the research, showed that all teachers have good physical readiness and healthy. This physical readiness is demonstrated by a medical history, which all teachers have good health history, it doesn't interfere with teacher performance in teaching learning process and ready to implement “Kurikulum Merdeka” in the classroom in accordance with Law Number 14 of 2005 article 8 concerning qualifications, competencies and certification means that teachers are required to have academic qualifications, competencies, educational certificates, be physically and mentally healthy, and have the ability to realize national education goals.

c. Psychological Readiness

Psychological readiness of seventh grades English teacher at SMPIT Hidayah Klaten in implementing The “Kurikulum Merdeka” is good enough, teacher has interest and motivation in implementing the “Kurikulum Merdeka” in accordance with Suci (2023) that Psychological readiness can be seen from the teacher's motivation or desires related to the teaching and learning process. This is seen from the interest aspect of the teacher's desire to develop their own potential in order to upgrade their abilities and insight, create innovative and creative learning

media so that students do not get bored, and their willingness to try to continue learning. The motivational aspect is shown emotionally where the teacher sees the aim of “Kurikulum Merdeka” which is very good for students to gain true independence in learning.

d. Facilities Readiness

The facilities provided by SMPIT Hidayah Klaten are ready and support the readiness of teachers in supporting the implementation of “Kurikulum Merdeka” such as availability of LCD, projector, sound speaker, computer lab as explained by (Faeruz, 2013) Readiness of facilities and infrastructure is a condition of the practice place or building, the equipment used in practice and practice support materials which are able to meet needs and function according to their use and are still in good condition.

Based on previous research conducted by Suci Kurnia (2023) about “*Kesiapan Guru Dalam Mengimplementasikan Kurikulum Merdeka Di Sekolah Dasar Islam (SDI) Surya Buana Kota Malang*” related to the results of her research which shows the readiness that has the same readiness indicators as this research, namely focusing on cognitive, physical, psychological and infrastructure readiness, the results of this research reveal that the readiness of teachers at the school is quite optimal. The difference in this research is that this research not only focuses on readiness but also the obstacles experienced by teachers, as well as research subjects that focus on English teachers.

2. The obstacle faced by teacher In “Kurikulum Merdeka” Implementation at SMPIT Hidayah Klaten

In the process implementing “Kurikulum Merdeka, several problems arise in the process of planning, implementing and assessing learning because this curriculum has just been implemented and there are still parties who are still confused in its implementation explained by (Nurulaeni & Rahma, 2022) from various factors not only from the student themselves, but also from teachers who use learning techniques which are not in accordance with the conditions, lack of use of the media and non creative learning. Furthermore Afifah (2022) mentions that there are three problems arise in “Kurikulum Merdeka” implementation: First the difficulty of changing mindset or old habits in the application of learning. Second, application of differentiation learning which is less than optimal. Third, many learning tools different in one institution.

In the process of implementing “Kurikulum Merdeka”,english teachers at SMPIT Hidayah Klaten experienced their own obstacles as explained in the interview, include the following, First the teachers still experience problems in reporting grades such as analyzing and interpreting data about student learning processes and outcomes which are carried out systematically. Second, teachers had difficulties in preparing teaching tools. Third teachers’ difficulties in determining learning methods and strategies it is related to the cognitive sorting of students based on students competence. As explained by (Hehakaya & Pollatu, 2022) explained the problems faced by teachers, including: lack of supporting media in learning, the teacher stutters in using technology, Teacher has no experience of “Merdeka Belajar”, Teachers experience obstacles in planning, implementation, and evaluation learning

Based on previous research conducted by Ketut Suryaningsih (2023) about *“Kendala Guru Dalam Implementasi Kurikulum Merdeka Belajar Dalam Pembelajaran Bahasa Indonesia Pada Materi Teks Deskripsi Di SMPN 2 Sawan”* related to the results of her research which shows the obstacle faced by teachers are:

- 1) teachers face obstacles in the form of lack of time in compiling Teaching Modules,
- 2) selecting and compiling Teaching Module materials, and
- 3) During implementation there is a lack of facilities and teacher experience.

The difference between the findings in this research is the obstacle faced by teacher at SMPIT Hidayah in terms reporting score, preparing teaching tools, and accommodating student potential.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this part, the researcher makes the conclusion of this study. Based on research results regarding the readiness of English teachers in “Kurikulum Merdeka” implementation at” in SMPIT Hidayah Klaten, can be concluded as follows

The cognitive readiness of English teachers at SMPIT Hidayah Klaten has been understand the “Kurikulum Merdeka” but not completely, however this does not have an impact on teacher readiness implementing the “Kurikulum Merdeka”. This can be done proven by learning that is in accordance with the characteristics of “Kurikulum Merdeka” means that the teacher carries out learning according to the character and needs of students to develop interests and talents. The use of teaching modules makes it easier for teachers to design classroom learning and focus on the material Essentially, teachers also understand the aspects of assessment related to “Kurikulum Merdeka”, The physical readiness of seventh grade English teachers of SMPIT Hidayah Klaten has a good health history so that it does not affect teacher performance in implementing the “Kurikulum Merdeka” and they are have interest and motivation in implementing the “Kurikulum Merdeka” which can be proven from teacher's desire to develop their own potential in order to upgrade their abilities and insight, create innovative and creative learning media so that students do not get bored, and their willingness to try to continue learning. The motivational aspect shown emotionally where the teacher sees the aim of “Kurikulum Merdeka” which is very good for students to gain true independence in learning then facilities readiness at SMPIT Hidayah Klaten related to facilities to support the implementation of the "Kurikulum Merdeka". Related seventh grades English obstacle’ of SMPIT Hidayah Klaten that they experienced their own obstacles in Kurikulum Merdeka” implementation, namely reporting grades such as

analyzing and interpreting data about student learning processes and outcomes which are carried out systematically. Then, teachers had difficulties in preparing teaching tools. Lastly teachers' difficulties in determining learning methods and strategies it is related to the cognitive sorting of students based on students competence.

B. SUGGESTION

After conducting research at SMPIT Hidayah Klaten without reducing respect and for the successful implementation "Kurikulum Merdeka" with better teacher readiness, researchers suggested some suggestions to related parties, as follows:

1. Teacher

For seventh grades english teachers at SMPIT Hidayah Klaten who don't understand "Kurikulum Merdeka" completely it is expected to spend more time to study and understand the "Kurikulum Merdeka" in depth so that teacher can fully understand about "Kurikulum Merdeka" policy

2. Other Researcher

For the other researcher who want to conduct the research concerning with similar field, the result of this research expected can be usefull for future research

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APPENDICES

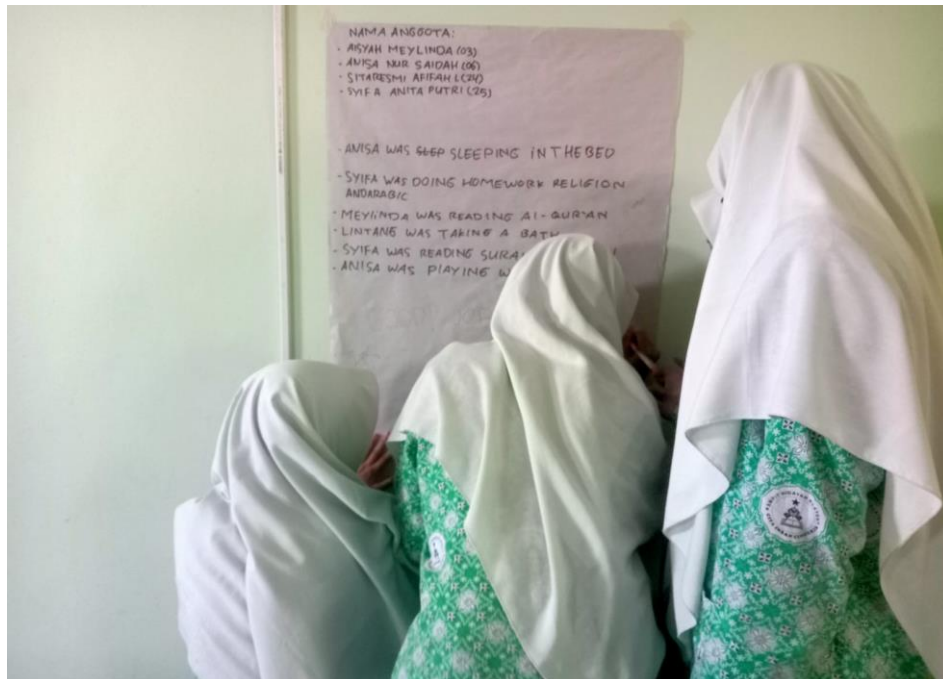
Appendix 1: Interview Photos



Appendix 2: Observation Photos

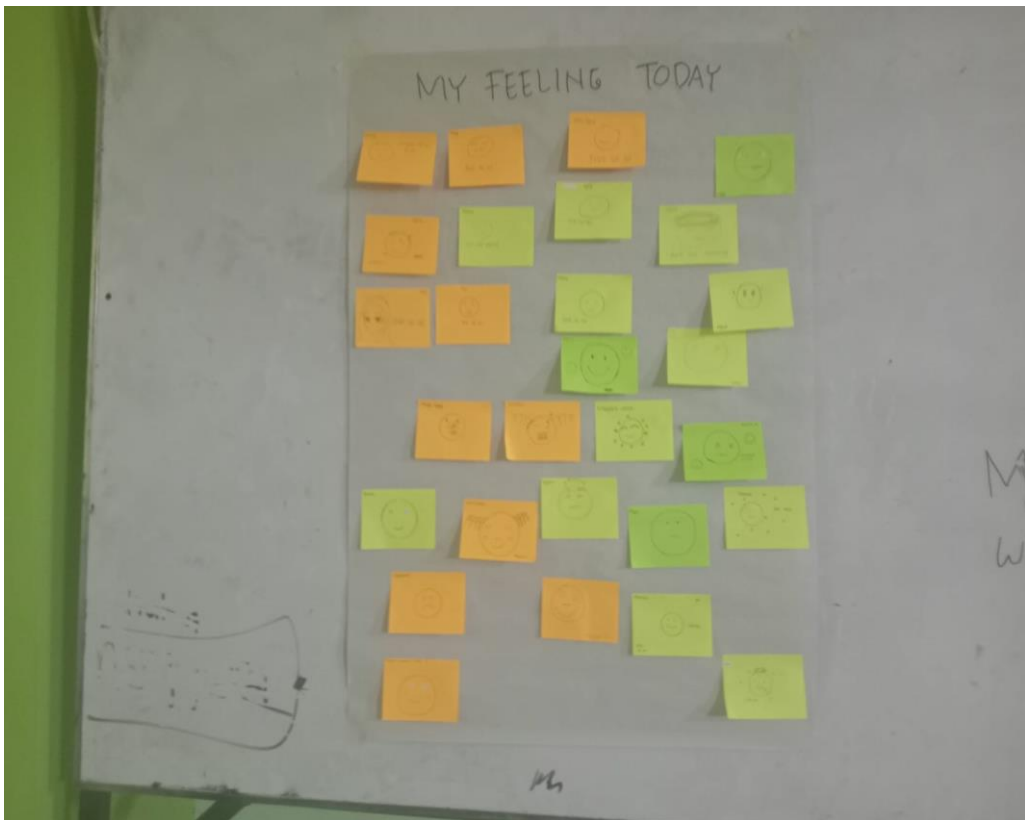


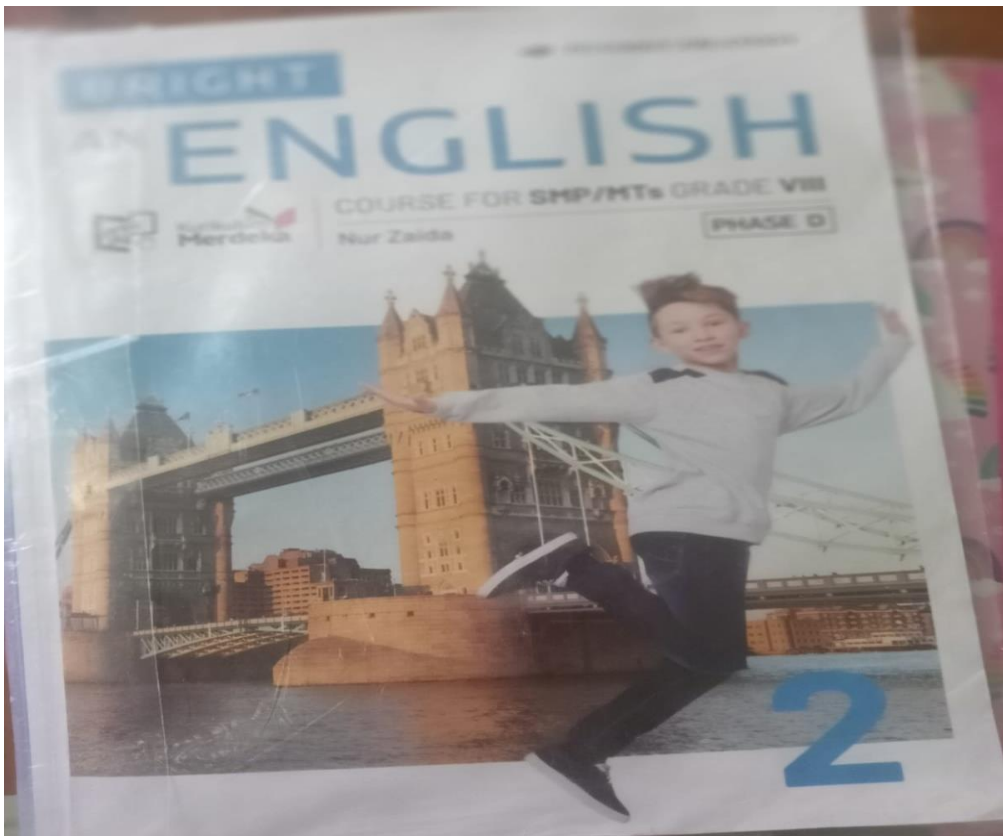
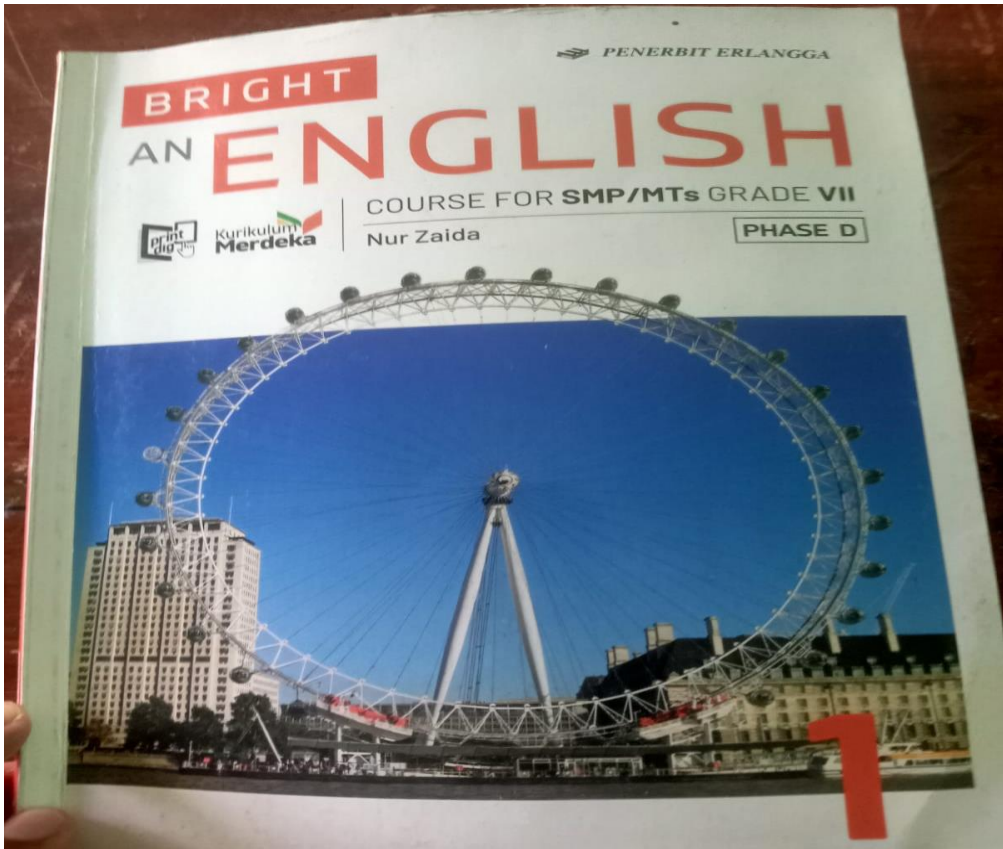












Appendix 3: Research Permission Letter


YAYASAN HIDAYAH KLATEN
SMP ISLAM TERPADU HIDAYAH KLATEN
 NIS : 201950 NSS : 202-03-10-12-195 NPSN : 20362305


 ISIT INDONESIA
Empowering Islamic Schools

SURAT KETERANGAN PENELITIAN
No : 001 /SKP/SMPIT-H/XI/2023

Yang bertanda tangan di bawah ini :

NAMA : ADI KURNIAWAN, M.Pd.
 NIPY : 230289021419
 JABATAN : Kepala SMPIT HIDAYAH KLATEN

Dengan ini merangkan bahwa

NAMA : Nabil Zulfikri
 NIM : 196121159
 FAKULTAS : Adab dan Bahasa
 PRODI : Pendidikan Bahasa Inggris
 UNIVERSITAS : UIN Raden Massaid Surakarta

Adalah benar telah melakukan penelitian dalam rangka penulisan skripsi yang berjudul **"An Analysis of English Teacher Readiness In "Kurikulum Merdeka" Implementation at SMPIT Hidayah Klaten Academic Year 2023/2024"** sejak tanggal 21 September sampai dengan tanggal 27 Oktober 2023.

Demikian surat keterangan penelitian ini dibuat agar digunakan dengan sebaik-baiknya.

Klaten, 03 November 2023
 Kepala Sekolah,

ADI KURNIAWAN, M.Pd.
 NIPY. 230289021419



Appendix 4: Description of Location

a. School Profile

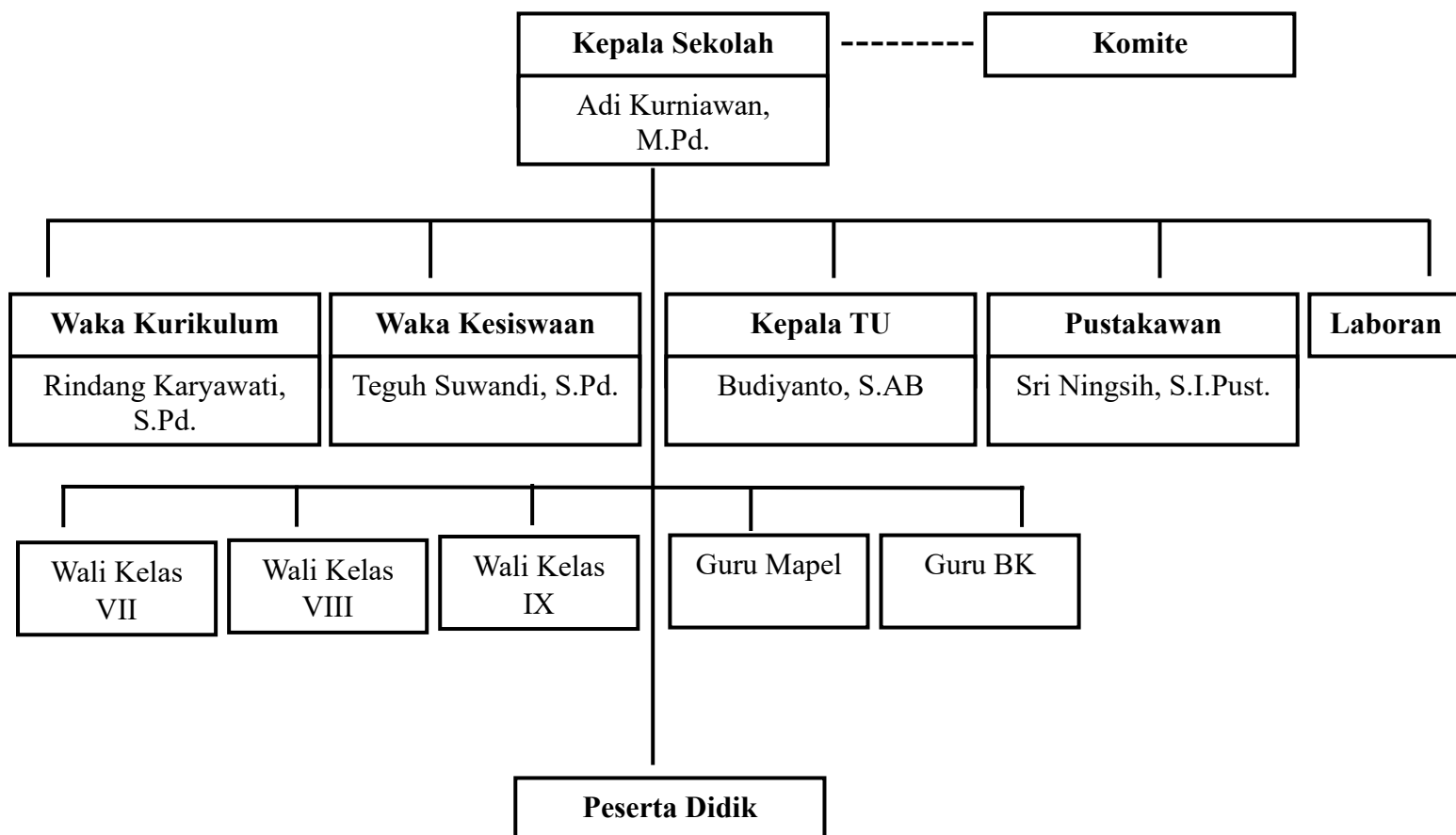
SMPIT Hidayah Klaten is an Islamic-based junior high school located on Klaten – Boyolali road Km 3.5 Ngawen, Ngawen, Klaten, Central Java has been accredited A. SMPIT Hidayah Klaten is currently under the leadership of the Principal, namely Adi Kurniawan, M.Pd. And have registered as an “Implementasi Kurikulum Merdeka” (IKM) by choosing the “Mandiri Berubah” category, that is schools are given the freedom to use existing teaching tools provided. SMPIT Hidayah Klaten has implemented the "Kurikulum Merdeka" in its second year SMPIT Hidayah Klaten has implemented the "Kurikulum Merdeka" in its second year for VII and VIII class while IX class still uses the 2013 Curriculum and is supported by the typical SMPIT Hidayah curriculum which is in accordance with the philosophical foundation, vision and goals of Islamic education.

Identitas Sekolah	
Nama Sekolah	: SMPIT Hidayah Klaten
NPSN / NSS	: 20362305/ 202-03-10-12-195
Jenjang Pendidikan	: SMP
Status Sekolah	: Swasta
Lokasi Sekolah	
Alamat	: Jl. Klaten-Boyolali km 3,5 Ngawen Klaten
RT/RW	: - /-
Kode Pos	: 57466
Kecamatan	: Ngawen
Kabupaten/Kota	: Klaten
Lintang/Bujur	: -7.67268353177759, 110.59690042913766
Data Pelengkap Sekolah	
Status Kepemilikan	: Yayasan

SK Izin Operasional	: -
Tgl SK Izin Operasional	: -
SK Akreditasi	: 905/BAN-SM/SK/2019
Luas Tanah	: m ²
Status Tanah	: Milik sendiri
Kontak Sekolah	
Nomor Telepon	: 081215215246
Email	: smpithidayahklaten@gmail.com
Data Periodik	
Daya Listrik	
Akses Internet	: -
Akreditasi	: A (93)
Waktu Penyelenggaraan	: 2019
Sumber Listrik	: PLN

b. Orgazational Structure

STRUKTUR ORGANISASI SMPIT HIDAYAH KLATEN



c. Teacher and Employee Data

No	Nama	Jabatan	Mapel
1	ADI KURNIAWAN, M.Pd.	Kepala Sekolah	-
2	RINDANG KARYAWATI, S.Pd.	Guru + Waka Kurikulum	IPA
3	TEGUH WAHYUDI, S.Pd.	Guru + Waka Kesiswaan	Bahasa Inggris
4	MENIK DWIYANI S.Pd.	Wali Kelas 7A	IPS
5	ARI SUGENG PURNOMO, S.Kom.	Wali Kelas 7B	TIK
6	ALWY FAUZAN, S.Pd.	Wali Kelas 7C	Matematika
7	LESTARI TUNGGAL DEWI S.Pd.	Wali Kelas 7D	Matematika
8	RIA ROMADHANI, S.Pd.	Wali Kelas 7F	B. Indonesia
9	SRI HANDAYANI, M.Pd.	Wali Kelas 8C	Bahasa Inggris
10	MAHANANI RAHAYU S.Pd.	Wali Kelas 8E	Tahfidz
11	ARFI INDRI PRATIWI, S.Pd.	Wali Kelas 9A	IPA
12	ARIYADI, S.Pd.	Wali Kelas 9C	Olahraga
13	SUPRI ANDAYANI, S.Pd.	Wali Kelas 9D	Bahasa Inggris
14	LISA DEWI PUSPITASARI S.Pd.	Guru	Bahasa Indonesia
15	AYIS EKO SUSANTO, S.Pd.	Guru	Bahasa Jawa
16	KOMARI, S.Pd.I	Guru	PAI
17	NUNUNG MUSTAQIMAH ENDAH	Guru	TAHFIDZ
18	WAHYU HARTININGRUM, S.Pd.	Guru	Bahasa Indonesia
19	ZULKARNAEN, S.Ud.	Guru	TAHFIDZ
20	BUDIYANTO	Kepala Tata Usaha	-
21	RAVI SUCI SAPUTRO	Operator Sekolah	-
22	SRI NINGSIH, S.I.Pust.	Perpustakaan	-
23	BAMBANG NUGROHO	Kebersihan	-
24	RINA WULANDARI S.Pd.	Wali Kelas 7E	BAHASA JAWA
25	ABDULLAH IHSAAN, S.Pd.	Wali Kelas 8A	IPA
26	ANWAR FAQIHUDDIN AL ANSHORI	Wali Kelas 8B	FIKIH
27	RESTI NUR AINA, S.Hum.	Wali Kelas 8D	B. ARAB
28	DWI SOLEH, S.Pd.I	Wali Kelas 9B	PAI
29	WIDURI NAWAN SARI, S.Pd.	Wali Kelas 9E	IPA
30	ASIA PERMATA SUKACA, S.Pd.	Wali Kelas 9F	Matematika
31	MESIK MIRSA, SE	Guru	TAHFIDZ
32	YUNAN BAGAS PRAMUDITO	Guru	B.ARAB
33	SEPTIANA KHOLIFAH, S.Pd.	Guru	Seni Rupa
34	FATIHA TUL OKTAVIANA, S.Sos	Guru	BK
35	SITI ROHANA, S.Pd.	Guru	IPS
36	NAUFAL HILMY SAKTI WARDHANA	Guru	BAHASA JAWA
37	ANWAR WIDJAYANTO, S.Pd	Guru	
38	ALI MUSTOFA	Jaga Malam	
39	MURYANTO	Sarpras	
40	EKO SETYO ARIEF KARTONO	Kebersihan	
41	AJI PRASETYA NUGRAHA, S.E	Administrasi	
42	SURATMI	Kebersihan	
43	BAMBANG	Keamanan	

44	MUHAMMAD FARHAN ZAKI	Guru	Tahfidz
45	AHMAD MAHBUB NUR RAHMAN, M.Pd	Guru	Guru IPS
46	TONI TRI WAHYUDI, S.Psi	Guru	Guru BK
47	FADIA NUR SHABRINA	Guru	Tahfidz
48	SANDRA AL-HAFIZDHOH	Guru	Tahfidz
49	SALSA BILLA WAHYU FIRNANDA, S.Pd	Guru	Guru B.Ingggris
50	WIDIARSA	Satpam	-
51	RUDI NUGROHO	Guru	Tahfidz
52	KARTINI	Guru	IPS

d. Vision and Mission

Vision:

“To produce a generation with noble character, independence and achievement”

Mission:

- 1) Carry out guidance in the practice of Dienul Islam as a source of wisdom in acting and behaving.
- 2) Develop the potential and independence of students.
- 3) Carry out the development of learning tools and assessment systems.
- 4) Implementing an effective and efficient learning process.
- 5) Carry out development of students' talents and interests. (Sports, Martial Arts, Arts, School Health, Scouting and PMR).
- 6) Carry out educational Human Resources development.
- 7) Carry out the development of educational facilities. (Library, science, computer and language laboratories as well as sports infrastructure).
- 8) Carry out institutional development with computer-based school management and flexible, transparent and accountable school financial management.

e. The Purpose of SMPIT Hidayah Klaten

- 1) Have students who are faithful, devout and have noble character.
- 2) Have students who are superior in academics.

- 3) Have students who are not technologically illiterate and polite in global interactions.
- 4) Having competent, creative and innovative teaching staff in implementing information technology-based learning processes.
- 5) Having a guided group of students who are able to compete at district, provincial and national levels in both academic and non-academic fields (extra-curricular as well as talent and potential development of other students).
- 6) Become a school proficient in languages, preserving local wisdom, namely Javanese, and proficient in Arabic and English.

f. Facilities of SMPIT Hidayah Klaten

Principal's office, teacher's room, classroom, library, student health unit room, administration room, computer lab, science laboratory, school field, mosque, toilet, projector, sound speakers, sports equipment

Appendix 5: Lesson Plan

MODUL AJAR

Satuan Pendidikan	: SMPIT Hidayah Klaten
Kelas	: VIII
Semester	: 1 (Satu)
Materi ajar	: Telling Past Ongoing Actions
Alokasi waktu	: 2 pertemuan (4 x 35 menit)

A. CAPAIAN PEMBELAJARAN

Elemen: Menulis-Mempresentasikan

Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi, dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk Menyusun argument dan menjelaskan atau mempertahankan suatu pendapat.

B. TUJUAN PEMBELAJARAN

- a. Peserta didik mampu mengidentifikasi struktur past continuous tense dengan benar.
- b. Peserta didik mampu memahami kaidah penggunaan past continuous tense untuk menceritakan kejadian yang sedang berlangsung di masa lampau (telling the past ongoing action)
- c. Peserta didik mampu menggunakan past continuous tense untuk menceritakan kejadian yang sedang berlangsung di masa lampau (telling the past ongoing action)
- d. Peserta didik mampu menyusun paragraf sederhana tentang peristiwa/kejadian yang sedang berlangsung di masa lampau (telling the past ongoing action)

C. ALAT DAN BAHAN

- a. LCD/Proyektor
- b. Video pembelajaran Past Continuous Tense
- c. Kertas plano
- d. Post it warna
- e. PPT Lembar kerja kelompok

D. SKENARIO PEMBELAJARAN

a. Pembukaan

- Guru membuka dengan salam
- Guru mengecek presensi/kehadiran peserta didik
- Guru melakukan asesmen awal tentang kondisi perasaan peserta didik dengan meminta peserta didik untuk menggambar satu emotikon yang menunjukkan perasaannya sebelum mulai belajar.
- Peserta didik menempelkan gambar emotikonnya ke lembar kertas plano yang sudah ditempel.
- Guru memberikan penguatan dan motivasi belajar.
- Guru memaparkan tujuan pembelajaran dengan berdiskusi bersama murid terkait kegunaan materi yang akan dipelajari dalam kehidupan sehari-hari.

b. Inti

- Guru memutar tayangan video dengan topik telling the past ongoing action dalam struktur kalimat past continuous tense.
- Sembari video ditayangkan, guru memberikan penjelasan dan penekanan pada bagian-bagian tertentu yang perlu diperhatikan murid.
- Guru mengajak murid untuk berdiskusi tentang kesimpulan dari topik yang dibahas beserta poin-poin pentingnya.
- Guru membagi murid dalam 7 kelompok dalam sesi kolaborasi. Setiap kelompok terdiri dari 4 orang.
- Guru memberikan paparan tentang kegiatan dalam kelompok sbb: (1) murid bergantian mewawancarai teman dalam kelompok tentang hal yang sedang dilakukan tadi malam, contoh pertanyaan: What were you doing at 8 pm last night? contoh jawaban: I was doing my homework; (2) murid yang lain melaporkan jawaban teman dalam bentuk tulisan di kertas plano, contoh kalimat pelaporan: Askia was doing her homework at 8 pm last night. (3) Setiap kelompok minimal membuat 4 kalimat pelaporan dengan nama masing-masing anggota kelompok.
- Setelah selesai sesi kolaborasi dalam kelompok, para murid menempelkan hasil kegiatan belajarnya di sudut-sudut kelas yang sudah ditentukan oleh guru.
- Selanjutnya, setiap kelompok menunggu di spot karya masing-masing.

- Guru memberikan arahan untuk para murid bergiliran melakukan kunjung karya ke kelompok yang berbeda dan memberikan penilaian serta komentar dalam post it yang sudah dibagikan di awal.
 - Guru memberikan kesempatan kunjung karya ini dalam 3 kali putaran agar para murid semakin mengetahui konsep dasar materi ini.
- c. Penutup
- Guru memandu sesi refleksi dengan terlebih dahulu mengkonfirmasi perasaan para murid setelah mempelajari materi ini.
 - Guru memberikan kesempatan pada semua murid untuk berpendapat.
 - Guru memberikan apresiasi atas apa yang telah disampaikan dan dikerjakan oleh para murid.

E. ASESMEN/PENILAIAN

a. Asesmen awal non kognitif

Guru menanyakan perasaan para murid dan mereka menggambar emotikon yang mewakili perasaannya saat akan belajar

b. Asesmen formatif

Penilaian terintegrasi dalam kegiatan kolaborasi dalam kelompok kecil.

c. Asesmen sumatif akhir unit

Name :

Class/no :

Change the word on the brackets into past continuous tense to fill the blank!

1. Were you ... this picture at 8 o'clock yesterday? (paint)
2. This yesterday morning, the rain ... harder and harder. (get)
3. My mother ...this fruit to Farikha at eight o'clock last night. (give)
4. We ... the chicken in front of the bridge at seven o'clock last night. (catch)
5. Was Salisa ... my house at this time yesterday? (visit)
6. I ... a new car at this time last month. (buy)
7. Tamara and Silvia ... to Malang at this time last month. (go)
8. Sabrina ... English at 8 o'clock last night. (learn)
9. Yesterday morning, They ... me in this market. (help)
10. My mother ... a bowl of rice when I bought a banana. (cook)
11. Tamara ... a letter to his boyfriend at 7 o'clock yesterday. (write)

12. Was Usman ... in this store at 10 o'clock last night? (eat)
13. Were they ... this recipe at this time yesterday? (make)
14. I invited Sabrina at this event last, but Sabrina ... to us. (come)
15. At this time last month, Farida ... new clothes for this meeting. (wear)
16. Was she ... John at this time last week? (know)
17. This time last year, I ... in Bali. (live)
18. At 4 o'clock yesterday, I ... on a train on my way to Malang. (am)
19. Reza Pahlevi ... this flower at 7 o'clock yesterday. (water)
20. John ... me when you arrived. (call)
21. Tamara opened her hijab when she ... in the kitchen. (cook)
22. I ... this event, but my husband wanted to go home. (enjoy)
23. My teacher taught me this formula yesterday, but Abdillah ... to understand it.
He couldn't use it. (confuse)
24. Were they ... to the USA at this time last week? (travel)
25. I ... al Qur'an when I met my teacher. (read)

Pedoman penilaian:

Jawaban benar nilai = 1

Sebagian jawaban benar = 1/2

Jawaban salah nilai = 0 Pengayaan

Nilai Akhir = Jumlah benar x 25

d. Pengayaan

Name :

Class/No :

1. My sister _____ a book when my brother _____ mineral water last night.
 - A. was reading - drank
 - B. read - was drinking
 - C. were reading - drank
2. My friends _____ math when I _____ yesterday.
 - A. was studying - came
 - B. studied - was coming
 - C. were studying - came

3. It _____ when we _____ out.
- A. rained - were going
 - B. were raining - went
 - C. was raining - went
4. When they _____, Emily _____ dinner.
- A. were coming - cooked
 - B. come - were cooking
 - C. came - was cooking
5. What _____ when I _____ you?
- A. was you doing - phoned
 - B. did you do - was phoning
 - C. were you doing - phoned
6. You _____ basketball when I _____ you.
- A. played - was seeing
 - B. was playing - saw
 - C. were playing - saw
7. The children _____ when you _____ home.
- A. was sleeping - came
 - B. sleep - were coming
 - C. were sleeping - came
8. When you _____ me the news, I _____ for my exams.
- A. told - were studied
 - B. told - was studying
 - C. were telling - studied
9. My brother _____ at the bus stop when I _____ him this morning.
- A. was waiting - saw
 - B. waited - was seeing
 - C. were waiting - saw
10. She _____ television when I _____ shopping.
- A. were watching - went
 - B. was watching - went
 - C. watched - was going

Pedoman penilaian:

Jawaban benar nilai = 1

Jawaban salah nilai = 0

Nilai akhir = Jumlah benar x 10

Mengetahui

Kepala Sekolah

Adi Kurniawan, M.Pd.

Guru mapel

Supri Andayani, M.Pd

Appendix 6: Interview Guidline

ASPEK	PERTANYAAN
Kesiapan Kognitif	Apakah Bapak/Ibu sudah mengerti dan memahami secara utuh struktur dan kebijakan dalam kurikulum merdeka?
	Menurut Bapak/Ibu apa definisi dari merdeka belajar?
	Bagaimana pendapat Bapak/Ibu mengenai Projek Penguatan Profil Pelajar Pancasila
	Bagaimana pendapat Bapak/Ibu mengenai kebijakan pemberian kebebasan terhadap sekolah untuk mengembangkan kurikulum sesuai dengan kondisi sekolah masing- masing?
	Darimana sajakah sumber informasi mengenai kurikulum merdeka yang Bapak/Ibu dapatkan?
	Sudah berapa kali Bapak/Ibu mengikuti pelatihan/seminar terkait kurikulum merdeka?
	Bagaimana tanggapan Bapak/Ibu mengenai platform Merdeka Mengajar yang disediakan pemerintah untuk membantu guru dalam mengimplementasikan kurikulum merdeka?
	Apa upaya yang dilakukan untuk mempersiapkan diri dalam mengimplementasikan kurikulum Merdeka
	Apakah terdapat komunikasi dan koordinasi antara kepala sekolah, guru dan walimurid dalam implementasi kurikulum merdeka disekolah?
	Menurut Bapak/Ibu apa yang menjadi kesulitan Ketika menyusun perangkat ajar dalam kurikulum merdeka?
	Menurut Bapak/Ibu apakah menggunakan modul ajar lebih memudahkan dalam mengajar?
	Dalam mengimplementasikan kurikulum merdeka dikelas apakah Bapak/Ibu telah melaksanakan sesuai dengan karakteristik kurikulum merdeka?
	Menurut Bapak/Ibu apa yang menjadi kendala dalam implementasi kurikulum merdeka dikelas?
	Bagaimana system penilaian pada kurikulum merdeka yang Bapak/Ibu pahami?
Menurut Bapak/Ibu apa kelebihan dan kekurangan dari kurikulum merdeka?	
Kesiapan Fisik	Apakah Bapak/Ibu memiliki riwayat dan latar belakang medis yang dapat mengganggu proses belajar mengajar di kelas?
Kesiapan Psikologis	Apa yang menjadi minat dan motivasi Bapak/Ibu dalam mengimplementasi kurikulum merdeka?
Kesiapan Sarana Prasarana	Sarana dan Prasarana apa saja yang disiapkan sekolah dan apakah sarana dan prasarana tersebut telah mendukung kesiapan guru dalam mengimplementasikan kurikulum merdeka ?

Appendix 7: Observation Sheet

Variable	Indicator	Yes	No
Pre-activity	<ul style="list-style-type: none"> a. Greeting b. Checking attendance c. Brainstorming 		
Main activity	<ul style="list-style-type: none"> a. Explaining the materials b. Making group of students c. Reassuring the students d. appreciation e. Asking question 		
Closing activity	<ul style="list-style-type: none"> a. Concluding the materials b. Giving motivation c. Pray together and closing the meeting 		

Source: adapted (Majid, 2004)

Appendix 8: Interview Transcript

Nama: Teguh Suwandi, S.Pd

Ruang: Tata Usaha

Waktu/Tanggal: 08.30 WIB (17/10/2023)

ASPEK	PERTANYAAN
Kesiapan Kognitif	Apakah Bapak/Ibu sudah mengerti dan memahami secara utuh struktur dan kebijakan dalam kurikulum merdeka?
	<i>Kalau struktur dan kebijakan kita mengenalnya belum secara utuh karena dalam dinamikanya ada perubahan perubahan.</i>
	Menurut Bapak/Ibu apa definisi dari merdeka belajar?
	<i>Merdeka belajar itu sebenarnya memberikan kesempatan siswa atau dalam halnya student center untuk mengembangkan apa yang menjadi potensi/bakat mereka jadi sistem pembelajaran terdiferiensi.</i>
	Bagaimana pendapat Bapak/Ibu mengenai Projek Penguatan Profil Pelajar Pancasila
	<i>Untuk P5 ini memang bagus sekali njih, bagaimana kita semuanya tidak terikat metode dengan kurikulum yang lama jadi kemaren kita sudah menerapkan salah satunya, ini siswa belajar di outdoor kita mendatangi beberapa industri termasuk kemaren gerabah di Bayat kemudian juga ada pembuatan bakpia jadi siswa kita ajak langsung melihat/mengamati kemudian juga menyimpulkan apa yang mereka lihat sehingga kebebasan dalam pembelajaran tidak hanya dikelas tetapi juga kita kenalkan di outdoor.</i>
	Bagaimana pendapat Bapak/Ibu mengenai kebijakan pemberian kebebasan terhadap sekolah untuk mengembangkan kurikulum sesuai dengan kondisi sekolah masing- masing?
	<i>Kita sesuaikan dengan ke khasan sekolah, dinamis tetapi juga tidak menanggalkan nilai nilai yang menjadi ciri khas</i>
	Darimana sajakah sumber informasi mengenai kurikulum merdeka yang Bapak/Ibu dapatkan?
	<i>Yang pertama tentu kita dari media sosial termasuk dari kebijakan pemerintahan kabupaten kemudian juga bisa didapatkan dari guru yang sudah menjadi guru penggerak.</i>

Sudah berapa kali Bapak/Ibu mengikuti pelatihan/seminar terkait kurikulum merdeka?
<i>Baru satu kali mas di UMKLA selama 5 hari dan itu juga bergiliran tidak hanya guru mapel bahasa inggris.</i>
Bagaimana tanggapan Bapak/Ibu mengenai platform Merdeka Mengajar yang disediakan pemerintah untuk membantu guru dalam mengimplementasikan kurikulum merdeka?
Apa upaya yang dilakukan untuk mempersiapkan diri dalam mengimplementasikan kurikulum Merdeka
<i>Tentu secara pribadi saya terus belajar njih, banyak kesempatan baik itu secara media sosial (Zoom) ataupun di pelatihan dalam rangka meningkatkan kapasitas kami.</i>
Apakah terdapat komunikasi dan koordinasi antara kepala sekolah, guru dan walimurid dalam implementasi kurikulum merdeka disekolah?
<i>Kebetulan di sekolah kami punya komite sekolah, komite sekolah itu kan salah satu wadah bagi orang tua siswa untuk mengembangkan (medbackup) kegiatan sekolah. Kemudian dari kelas itu ada yang namanya paguyuban, masing masing kelas terbentuk paguyuban terdiri dari wali siswa dari masing masing kelas, dari situ kesempatan untuk berkoordinasi ataupun komunikasi terkiat dengan perkembangan di sekolah termasuk kurikulum</i>
Menurut Bapak/Ibu apa yang menjadi kesulitan ketika menyusun perangkat ajar dalam kurikulum merdeka?
<i>Salah satu poin yang kami rasa sulit ketika memisahkan potensi siswa, jadi katakanlah satu kelas ada 30 atau 40 dengan berbagai macam potensi ini kan secara umum kita kesulitan tapi dengan cara berkelompok atau mengelompok kita bisa mendeteksi walaupun tentu tidak serta merta mengakomodir apa yang menjadi potensi siswa.</i>
Menurut Bapak/Ibu apakah menggunakan modul ajar lebih memudahkan dalam mengajar?
<i>Iya, itu salah satu perangkat guru dalam rangka untuk mensukseskan kbm di kelas masing masing, jadi sebagai acuan</i>
Dalam mengimplementasikan kurikulum merdeka dikelas apakah Bapak/Ibu telah melaksanakan sesuai dengan karakteristik kurikulum merdeka?
<i>Untuk guru kelas 7 dan 8 kan kebetulan mereka adalah guru guru yang mengikuti pelatihan diharapkan dengan modal pelatihan kemaren yang diadakan dinas mendorong guru unutmk segera bisa mengimplementasikan kurikulum merdeka.</i>

Menurut Bapak/Ibu apa yang menjadi kendala dalam implementasi kurikulum merdeka dikelas?	
<i>Walaupun sebetulnya ada tahapan ketika kita mengadakan tes awal atau kognitif awal jadi kita pisah/pilah berdasarkan kemampuan kognitif nya tapi memang untuk memisahkan secara kemampuan siswa belum ada formula yang pas (Pelaporan Nilai).</i>	
Bagaimana system penilaian pada kurikulum merdeka yang Bapak/Ibu pahami?	
<i>Jadi di kurikulum merdeka ini sebenarnya dimudahkan, artinya penilaian ini tidak hanya tekstual sesuai dengan kognitif mereka, ada beberapa perangkat penilaian termasuk ada portfolio, observasi dan tak kalah penting penilaian afektif.</i>	
Menurut Bapak/Ibu apa kelebihan dan kekurangan dari kurikulum merdeka?	
<i>Kelebihannya memberikan kesempatan siswa yang seluas luasnya dalam artian tidak bertumpu pada guru sebagai satu satunya informasi jadi siswa lebih terbuka untuk menerima berbagai informasi dimana mereka. Kekurangannya bagi guru guru yang usianya senior kadang kadang masih belum bisa menerima dalam artian dia masih menggunakan metode yang lama dan dengan berbagai karakter guru sehingga adaptasinya cukup lama</i>	
Kesiapan Fisik	Apakah Bapak/Ibu memiliki riwayat dan latar belakang medis yang dapat mengganggu proses belajar mengajar di kelas? <i>Selama ini alhamdulillah untuk kegiatan belajar mengajar tidak ada hambatan dan sampai saat ini tidak ada riwayat medis.</i>
Kesiapan Psikologis	Apa yang menjadi minat dan motivasi Bapak/Ibu dalam mengimplementasi kurikulum merdeka? <i>“Kurikulum merdeka memberikan kesempatan yang seluas luasnya bagi guru terutama dalam rangka mengembangkan potensi, ini menjadi tantangan sekaligus kesempatan kami dalam rangka mengupgrade kemampuan dan wawasan kami.</i>
Kesiapan Sarana Prasarana	Sarana dan Prasarana apa saja yang disiapkan sekolah dan apakah sarana dan prasarana tersebut telah mendukung kesiapan guru dalam mengimplementasikan kurikulum merdeka ? <i>Alhamdulillah hampir setiap kelas sudah ada lcd dan proyektor untuk mendukung kegiatan belajar mengajar dan di beberapa kelas juga sudah ada speaker.</i>

Nama: Supri Andayani, S.Pd

Ruang: Studio room

Waktu/Tanggal: 10.30 WIB (02/10/2023)

ASPEK	PERTANYAAN
Kesiapan Kognitif	Apakah Bapak/Ibu sudah mengerti dan memahami secara utuh struktur dan kebijakan dalam kurikulum merdeka?
	<i>Kalau utuh banget enggak tapi saya sudah melakukan pembelajaran dan sudah berusaha belajar untuk memahami apa itu kurikulum merdeka.</i>
	Menurut Bapak/Ibu apa definisi dari merdeka belajar?
	<i>Kalau menurut saya pribadi, merdeka belajar adalah suatu sistem yang ditujukan kepada murid agar dia bisa belajar sesuai dengan bakat dan minatnya sehingga dia bisa mencapai cita cita yang dia impikan dengan mudah tanpa ada paksaan dari pihak manapun</i>
	Bagaimana pendapat Bapak/Ibu mengenai Projek Penguatan Profil Pelajar Pancasila
	<i>Setahu saya untuk P5 ini adalah salah satu bagian yang tidak bisa dipisahkan dalam pengimplementasian kurikulum merdeka ya mas, jadi menurut saya P5 ini memang harus dilakukan oleh setiap masing masing sekolah atau satuan pendidikan agar tujuan pemerintah adalah mengintegrasikan Pancasila dapat nampak atau muncul disetiap pribadi murid</i>
	Bagaimana pendapat Bapak/Ibu mengenai kebijakan pemberian kebebasan terhadap sekolah untuk mengembangkan kurikulum sesuai dengan kondisi sekolah masing- masing?
	<i>Saya sangat setuju dengan adanya kebijakan ini karena dengan kebijakan itu, sekolah ini mempunyai kebebasan dalam mengembangkan kurikulum sesuai dengan kodrat alam dan zaman murid karena tidak bisa dipungkiri alam dan lingkungan masing masing sekolah atau alamnya murid ini pasti berbeda beda jadi harus disesuaikan dengan kondisi sekolah masing masing</i>
	Darimana sajakah sumber informasi mengenai kurikulum merdeka yang Bapak/Ibu dapatkan?
<i>Kalau selama ini saya belajarnya dari diklat, saya tahu info diklati dari simpkb yang saya punya misalnya disana ada guru belajar nah nanti saya bisa buka guru belajar itu nanti banyak banget diklat yang tersedia tinggal pilih yang saya waktunya bisa dan sesuai selain itu saat ini saya sedang mengikuti program guru Pendidikan penggerak,juga Platformm Merdeka Mengajar.</i>	

Sudah berapa kali Bapak/Ibu mengikuti pelatihan/seminar terkait kurikulum merdeka?
<i>Tiga kali ini mas</i>
Bagaimana tanggapan Bapak/Ibu mengenai platform Merdeka Mengajar yang disediakan pemerintah untuk membantu guru dalam mengimplementasikan kurikulum merdeka?
<i>Kalau untuk saya pribadi platform tersebut itu sangat membantu saya karena dengan adanya platform tersebut apalagi ada di hp jadi saya bisa belajar tentang merdeka belajar itu dimanapun, kapanpun</i>
Apa upaya yang dilakukan untuk mempersiapkan diri dalam mengimplementasikan kurikulum Merdeka
<i>Kalau di sekolah kami ada seminar, kemudian diseminasi kaya pelatihan pelatihan gitu, seminar itu bisa jadi kita sendiri paterinya atau mendatangkan dari luar</i>
Apakah terdapat komunikasi dan koordinasi antara kepala sekolah, guru dan walimurid dalam implementasi kurikulum merdeka disekolah?
<i>Iya ada, P: kemaren ustadzah yani juga sempat menyinggung POMG, apa jenengan juga ada usth? Ada, POMG itu pertemuan orangtua murid dan Guru untuk komunitasnya itu namanya paguyuban nah untuk pertemuannya namanya POMG</i>
Menurut Bapak/Ibu apa yang menjadi kesulitan Ketika menyusun perangkat ajar dalam kurikulum merdeka?
<i>Karena memang ini masih baru untuk kami kalo menurut saya itu adalah minimnya pengetahuan mengenai perangkat ajar yang baru jadi memang kita butuh effort yang tinggi untuk belajar sesuatu yang baru</i>
Menurut Bapak/Ibu apakah menggunakan modul ajar lebih memudahkan dalam mengajar?
<i>Menurut saya iya, karena lebih terstruktur dan mendetail apa yang harus kita lakukan.</i>
Dalam mengimplementasikan kurikulum merdeka dikelas apakah Bapak/Ibu telah melaksanakan sesuai dengan karakteristik kurikulum merdeka?
<i>Setahu saya iya mas</i>
Menurut Bapak/Ibu apa yang menjadi kendala dalam implementasi kurikulum merdeka dikelas?
<i>Guru itu harus aktif melakukan penilaian saat pembelajaran berlangsung, kendalanya yaitu susah menerjemahkan dari apa yang dia amati secara langsung ke bentuk laporan (Pelaporan Nilai)</i>

Bagaimana system penilaian pada kurikulum merdeka yang Bapak/Ibu pahami?	
<i>Setau saya kalau formatif itu penilaian yang dilakukan selama proses pembelajaran sedangkan kalau sumatif di akhir pembelajaran. Sumatif itu bentuknya bisa ulangan, penilaian tengah semester, penilaian akhir semester kalau yang formatif itu kaya penilaian sikap.</i>	
Menurut Bapak/Ibu apa kelebihan dan kekurangan dari kurikulum merdeka?	
<i>Kalau kelebihan nya jelas ya karena merdeka belajar jadi anak anak lebih mendapatkan kemerdekaanya dalam belajar serta dia itu ketika belajar diperhartikan betul kebutuhan belajarnya apa, kesiapan belajarnya seperti apa jadi kelebihannya saya menilai terletak pada peserta didik sedangkan kekurangannya kalau saya cenderung ke ini sih kemerdekaan guru dalam mengajar belum nampak penuh artinya bukan tidak ya karena guru masih harus berkuat pada administrasi</i>	
Kesiapan Fisik	Apakah Bapak/Ibu memiliki riwayat dan latar belakang medis yang dapat mengganggu proses belajar mengajar di kelas? <i>Kalau saya fisik alhamdulillah tidak ada.</i>
Kesiapan Psikologis	Apa yang menjadi minat dan motivasi Bapak/Ibu dalam mengimplementasi kurikulum merdeka? <i>Kalau saya karena melihat tujuan dari kurikulum merdeka yang sangat bagus untuk murid jadi murid itu mendapatkan kemerdekaan yang sesungguhnya dalam belajar.</i>
Kesiapan Sarana Prasarana	Sarana dan Prasarana apa saja yang disiapkan sekolah dan apakah sarana dan prasarana tersebut telah mendukung kesiapan guru dalam mengimplementasikan kurikulum merdeka ? <i>Perangkat pembelajaran seperti lcd proyektor, speaker dan sebagainya sangat mendukung dan menunjang.</i>