

**AN ANALYSIS OF ENGLISH TEACHERS' DIFFICULTIES  
IN IMPLEMENTING MERDEKA CURRICULUM  
IN INDONESIA  
(A LIBRARY RESEARCH)**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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i hereby declare that the thesis entitled "**An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia**" is my original work. Except for the quotations whose resource have been mentioned in accordance with applicable regulations.

If later it turns out that this is not true, then i am fully responsible in accordance with applicable academic sanctions (revocation of graduation predicate and bachelor degree).

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IN IMPLEMENTING MERDEKA CURRICULUM IN INDONESIA**


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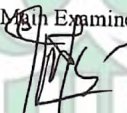
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**Assalamu'alaikum Wr.Wb.**

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# AN ANALYSIS OF ENGLISH TEACHERS' DIFFICULTIES IN IMPLEMENTING MERDEKA CURRICULUM INDONESIA

**Hasna' Maulida**

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**Abstract:** Merdeka Curriculum may help address some of the learning losses caused by the covid-19 pandemic. Merdeka curriculum is a education policy as recovery learning system. Therefore, the Merdeka Curriculum and English learning are closely related, as the former emphasizes the development of essential skills and competencies among students, while the latter is seen as a critical tool for communication and success in today's globalized world. Unfortunately, many teachers faced difficulties in Merdeka Curriculum. This might happen because Merdeka Curriculum is new paradigm for the teachers. This research aimed to analyze the English teachers' difficulties in implementing Merdeka Curriculum. This research used qualitative method used library research approach. The result shows that English teachers' difficulties in implementing Merdeka Curriculum were divided by six categories. First, English teachers' difficulty in understanding Merdeka Curriculum. Second, English teachers' difficulty in dealing with the lack of monitoring and evaluation by the government. Third, The difficulty in designing the lesson plan. Fourth, The difficulty faced by English teachers in dealing with the lack of school readiness. Fifth, The difficulty dealing with students inhibitions. Sixth, The difficulty in applying new curriculum policy in the process of teaching learning.

**Keywords:** *Merdeka Curriculum, Implementation, English teachers' difficulties.*

## MOTTO

Allahumma Sholli Ala Sayyidina Muhammadin  
Wa Ala Ali Sayyidina Muhammad

Ninety percent of your worries are an imaginary swamp that you created, just go  
instead of worrying - Min Yoongi

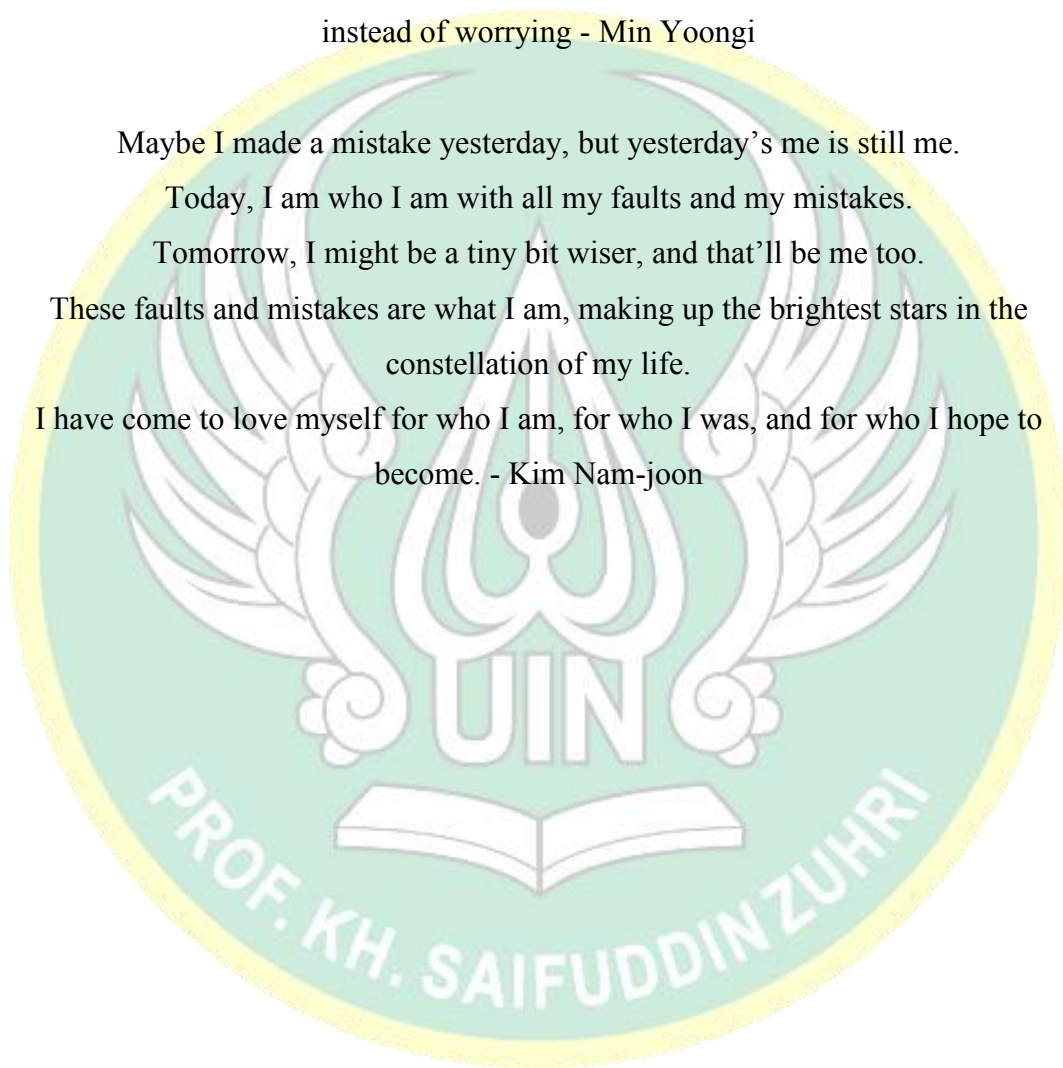
Maybe I made a mistake yesterday, but yesterday's me is still me.

Today, I am who I am with all my faults and my mistakes.

Tomorrow, I might be a tiny bit wiser, and that'll be me too.

These faults and mistakes are what I am, making up the brightest stars in the  
constellation of my life.

I have come to love myself for who I am, for who I was, and for who I hope to  
become. - Kim Nam-joon



## **DEDICATION**

*I dedicate this an undergraduate thesis to :*

*My beloved parents*

*My beloved family*

*Myself*

*All the readers*



## ACKNOWLEDGEMENT

All praises and thanks to Allah SWT, the Lord of universe, who has given strength and guidance, so that the undergraduate thesis entitled “AN ANALYSIS OF ENGLISH TEACHERS’ DIFFICULTIES IN IMPLEMENTING MERDEKA CURRICULUM IN INDONESIA” can be completed. Sholawat may always be devoted to Prophet Muhammad SAW who always becomes a role model for all humans in the universe.

This undergraduate thesis presented as a partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

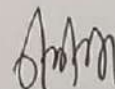
1. Prof. Dr. H. Suwito. M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
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6. Dr. Maria Ulpah, M.Si., as the Head of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.



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10. Dear Father, Mother and my family, who always provide support, enthusiasm, pray, and love so that the author can complete the thesis well.
11. All of my friends TBI 2016 State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, who have been a part of my college student life.
12. Dear My Tannies, as the people who always be rooting for the author, who always push from the east of suffering to the west of peace.
13. The last but not least, thanks to me as the author for facing all the struggles, for choosing to not give up, and trying to give the best.

There is no sentence that is more appropriate than the deepest thanks for all helps, supports, and suggestions. Only Allah who can reply with better replies. Hopefully this thesis can be useful for writer and all readers.

Purwokerto, 04 April 2023



**Hasna' Maulida**  
S.N. 1617404018

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## CHAPTER I INTRODUCTION

### A. Background of The Study

Learning loss is became worldwide phenomenon, not just in Indonesia. Because the pandemic, almost every country in the world are suffering with the school closure.<sup>1</sup> Catching up, each nation released a statement in response to the Covid-19 problem. Certainty, each nation is free to modify its own regulations. The government must take into account when making decisions, or else the Covid-19 education disaster could become a serious threat.<sup>2</sup> The research of learning loss due to Covid-19 stated that almost all students need some catch-up learning, compelling education systems to deploy and scale up targeted interventions quickly to help pupils bridge their learning gaps and improve learning.<sup>3</sup>

Updating and enhancing the curriculum is essential as it should be able to keep up with the changing times and developments in society.<sup>4</sup> In other words, the curriculum needs to evolve to remain relevant and responsive to the changing needs and demands of in the era. Including learning loss due to Covid-19, the curriculum is necessary to be refined to adjust the conditions of the learning system in the post-pandemic. To address the learning crisis in Indonesia due to learning loss, a range of comprehensive and interconnected measures are needed. One such measure, which aims to overcome the issue of curriculum, is the implementation of the Merdeka Curriculum policy by the Ministry of Education, Culture, Research, and Technology Indonesia.

The development of an emergency curriculum during a pandemic served as the basis for the creation of this curriculum, specifically through curriculum simplicity that let students concentrate on key skills. According to

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<sup>1</sup> Piwko, A. M. *Between Religious Practice and Health Protection*. Journal of Religion and Health, Islam and the COVID-19 Pandemic. 2021.

<sup>2</sup> Meliani, *Manajemen Digitalisasi Kurikulum di SMP Islam Cendekia Cianjur*. JIIP-Jurnal Ilmiah Ilmu Pendidikan, 2021

<sup>3</sup> UNESCO. *Recovering lost learning: what can be done quickly and at scale?*. Education sector issue note. Issue note N7. juni 2021

<sup>4</sup> Nuh, M. *Kurikulum 2013*. //www.kemendikns.go.id/kemendikbud/kurikulum2013.2013

the evaluation's findings, using emergency curricula can dramatically lessen signs of learning loss in Covid-19 era for both reading and numeracy accomplishments. Further modifications of the Merdeka Curriculum place additional emphasis on obtaining contextual learning that accommodates students' needs and growth.<sup>5</sup> One of subject that support to the students' growth is English subject. English is a global language and basic skill that all Indonesian students need to master. It help students to enable access a wider range of knowledge.

General English learning at the Primary and Secondary Education levels in the national curriculum provides opportunities for students to open insights related to themselves, social relations, culture, and job opportunities available globally. Their understanding of this sociocultural and intercultural knowledge can improve critical thinking skills.<sup>6</sup> The ability of communicate crosswise cultures, English is a basic skill that all Indonesian children need to master. The curriculum emphasizes the importance of learning English as a global language, and aims to improve the quality of English language in Indonesia. Teacher as implementer of Merdeka Curriculum place a strong emphasis in implementing the curriculum effectively. The teacher need to ensure that they are able to implement Merdeka Curriculum in the learning process so that the students can achieve the academic goals.

Merdeka Curriculum is one of the government policy to recover learning loss caused by the Covid-19 pandemic. The curriculum structure will be more flexible and time allocation are targeted to be fulfilled in a year. The focus also on essential material so that the learning outcomes are organized. The flexibility also provide for the teacher to use various teaching tools according to the needs and the characters of students. But, the reality, since Merdeka Curriculum is a new education policy. English teachers in Indonesia need to adapt in any regulations and guidelines of Merdeka Curriculum. There

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<sup>5</sup> Laga. *Persepsi Mahasiswa Terhadap Kebijakan Merdeka Belajar Kampus Merdeka (MBKM)*. Edukatif : Jurnal Ilmu Pendidikan :2021.

<sup>6</sup> Kurka. *Capaian pembelajaran bahasa inggris pada kurikulum merdeka* <https://kurikulummerdeka.com/capaian-pembelajaran-bahasa-inggris-pada-kurikulum-merdeka>. (accessed on 25 march 2023)

are view difficulties that faced by the English teacher in implementing Merdeka Curriculum in Indonesia. According to previous research, the main difficulties that faced by the teacher is the difficulties in preparing the implementation of Merdeka Curriculum.<sup>7</sup> This difficulties is regarding to the various administration of implementing Merdeka Curriculum. In the other research stated that English teacher faced the difficulties in understanding Merdeka Curriculum.<sup>8</sup>

The emergencies of the research of English teachers' difficulties in implementing Merdeka Curriculum followed by to Improve student learning outcomes. Effective curriculum implementation is essential for improving student learning outcomes. When teachers struggle with implementing the curriculum, students are less likely to achieve the desired learning outcomes. Research on teachers' difficulties can help identify barriers to effective curriculum implementation and inform strategies to overcome them, ultimately leading to improved student learning outcomes. Inform policy and decision-making, Research on teacher difficulties in implementing the curriculum can inform policy and decision-making at the school, district, and national levels. By identifying the factors that impede effective curriculum implementation, policy makers and education leaders can develop strategies to support teachers and improve education outcomes.

Based on the emergencies above and the gaps between the government belief and the reality when teachers implementing Merdeka Curriculum the researcher conducted a research entitled "An Analysis of English Teachers' difficulties in implementing Merdeka Curriculum in Indonesia". The study is significant since Merdeka Curriculum represents fundamental shift in Indonesian education. Effective implementation of the curriculum is essential to ensuring that Indonesians students receive a high- quality education. So that the students can prepare for 21<sup>st</sup> century. By identifying the difficulties

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<sup>7</sup> Rizky, RA.et al. *Evaluation of Implementation of Independent Curriculum*. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41.

<sup>8</sup> Aida, Nur. *An analysis on the implementation of Merdeka Belajar Curriculum by the english teachers at tenth grade at SMKN 1 Jambi*. UIN Sulthan Thaha Saifuddin Jambi. (2022)

that faced by English teachers, this research assumed as one of references in evaluating Merdeka Curriculum, and as reflection for the teachers and other stakeholders.

## **B. Definition of Key Terms**

### **1. Merdeka Curriculum**

Merdeka Curriculum is a curriculum with diverse intracurricular learning. In order that the students have enough time to explore and strengthen competencies so that the content will be optimized. The teachers have the flexibility to select various teaching tools so that learning can be customized to the students' need and interest.<sup>9</sup> In this research, Merdeka Curriculum means new national curriculum that was introduced in Indonesia. The curriculum officially have been being used by English teachers in Indonesia since 2021.

### **2. Difficulty**

Difficulty means a thing that is hard to accomplish, deal with or understand. In this research difficulty means the condition in which teacher hard to accomplish the implementation of Merdeka Curriculum ideally.

### **3. Implementing Curriculum**

The process of implementing curriculum plans in the form of learning that involves student interaction with teachers in the context of the school environment both in the classroom and outside the classroom in this study teacher as the implementer of curriculum.

## **C. Research Question**

Based on the background of the study above, the research question of this study is “What are English teachers' difficulties in implementing Merdeka Curriculum in Indonesia?”

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<sup>9</sup> *Kurikulum merdeka*. <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>(accessed 6 march 2023)



## **D. Objectives and Significances of The Research**

### **1. Objective of the research**

In accordance with the research question, the objective of the research is to describe English teachers' difficulties in implementing Merdeka Curriculum in Indonesia.

### **2. Significance of the research**

The result of the research will be expected to serve significance both theoretically and practically.

#### **a. Theoretical significance**

Theoretically, it can provide as a reflection on how Merdeka Curriculum has been implemented in English language teaching. By implementing Merdeka Curriculum the teachers should be more critical of the curriculum issue. The researcher expects through this research can give theoretical contribution for educational technology discipline.

#### **b. Practical significance**

Practically, this research is expected as referable sources for the reader, to find out the other issues in Merdeka Curriculum to conduct the other research.

## **E. Previous Study**

First, research entitled "Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum. The objective of this research is to explore how teachers perceive the Merdeka Belajar Curriculum, specifically regarding its concepts and lesson plans. The analysis revealed that some teachers had a limited understanding of the Merdeka Learning concept, and the implementation of the one-page lesson plan (RPP 1 Sheet) did not fully align with the expectations of Merdeka Learning. Furthermore, some participants' statements differed from what they said during the interviews, which impacted the final findings. Nonetheless, all participants expressed

their full support for the implementation of this new curriculum.<sup>10</sup> The difference between this research is the study only examines the difficulties faced by English teachers in implementing Merdeka Curriculum, whereas the previous studies investigated the teacher perspective on implementation of the Merdeka Curriculum.

Second, the research entitled “An analysis On The Implementation Of The Merdeka Belajar Curriculum By The English Teacher At Tenth Grade At Smkn 1 Jambi City”. The aim of this research is to examine how English teachers in class X at SMK Negeri 1 Jambi city implement the Merdeka Belajar Curriculum. The results indicate that, in terms of lesson planning, the implementation of the Merdeka Belajar Curriculum by English teachers in class X at SMK Negeri 1 Jambi City is good.<sup>11</sup> The difference lies in the focus of the research object. The current study only examines the difficulties faced by English teachers in implementing the Merdeka Curriculum, whereas the previous studies investigated the overall implementation of the Merdeka Curriculum.

Third, the study under the title Evaluation of Implementation of Merdeka Curriculum. The objective of this research was to assess the implementation of a particular curriculum by examining various documents such as educational system laws, regulations of the Minister of Education and Culture, articles, and journals. The research utilized the library research method. The findings indicate that the implementation of the new curriculum poses both challenges and positive impacts. The results of this research can be useful as a basis for formulating educational policies and as a source of reflection for teachers, principals, and other stakeholders.<sup>12</sup> The difference lies in the focus of the research. This study only examines the difficulties

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<sup>10</sup> Pertiwi, AK, Pusparini. *Vocational High School English Teachers' Perspectives On "Merdeka Belajar"* Curriculum Edukatif : Jurnal Ilmu Pendidikan Vol.3 No 5 (2021) pg. 1982 - 1992

<sup>11</sup> Aida, Nur. *An analysis on the implementation of Merdeka Belajar Curriculum by the english teachers at tenth grade at SMKN 1 Jambi*. UIN Sulthan Thaha Saifuddin Jambi. (2022)

<sup>12</sup> Rizky, RA.et al. *Evaluation of Implementation of Independent Curriculum*. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41

faced by English teachers in implementing the Merdeka Curriculum, whereas the previous studies investigated the evaluation on implementation of Merdeka Curriculum generally.

Fourth, research about Teachers' Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan this qualitative study aims to know teachers' perception on it and collect their opinions toward the simplification of RPP/Lesson Plan using questionnaires as the instrument. The result showed that teachers agree that the 3 components are the most important components to be included in the lesson plan preparation. The difference lies on the focus of the research.<sup>13</sup> This study only examines the difficulties faced by English teachers in implementing the Merdeka Curriculum, whereas the previous studies focus on teacher perspective on one lesson simplification in Merdeka Curriculum.

Fifth, a study entitled "The Difficulties of Elementary School Teacher in Developing Thematic Learning Tools for the Merdeka Curriculum". the objectives of the research is provide a description of the preparedness and comprehension of the teacher in creating learning media and identify the challenges that teacher face during creating learning media. The difference lies in the focus of the research.<sup>14</sup> This study only examines the difficulties faced by English teachers in implementing Merdeka Curriculum, whereas the previous studies focus on teachers difficulties in creating learning tools in implementing Merdeka Curriculum.

## **F. Organization of The Research**

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follow:

Chapter I provides an introduction. It has six sub sections, those are background of study, definition of key term, research question, objectives and significance of the research, previous studies and structure of the research.

<sup>13</sup> Aulia, RW. *Teachers' Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan* Pascasarjana Universitas Negeri Malang . FIKROTUNA; Jurnal Pendidikan dan Manajemen Islam Vol. 14, No. 02.,2021.

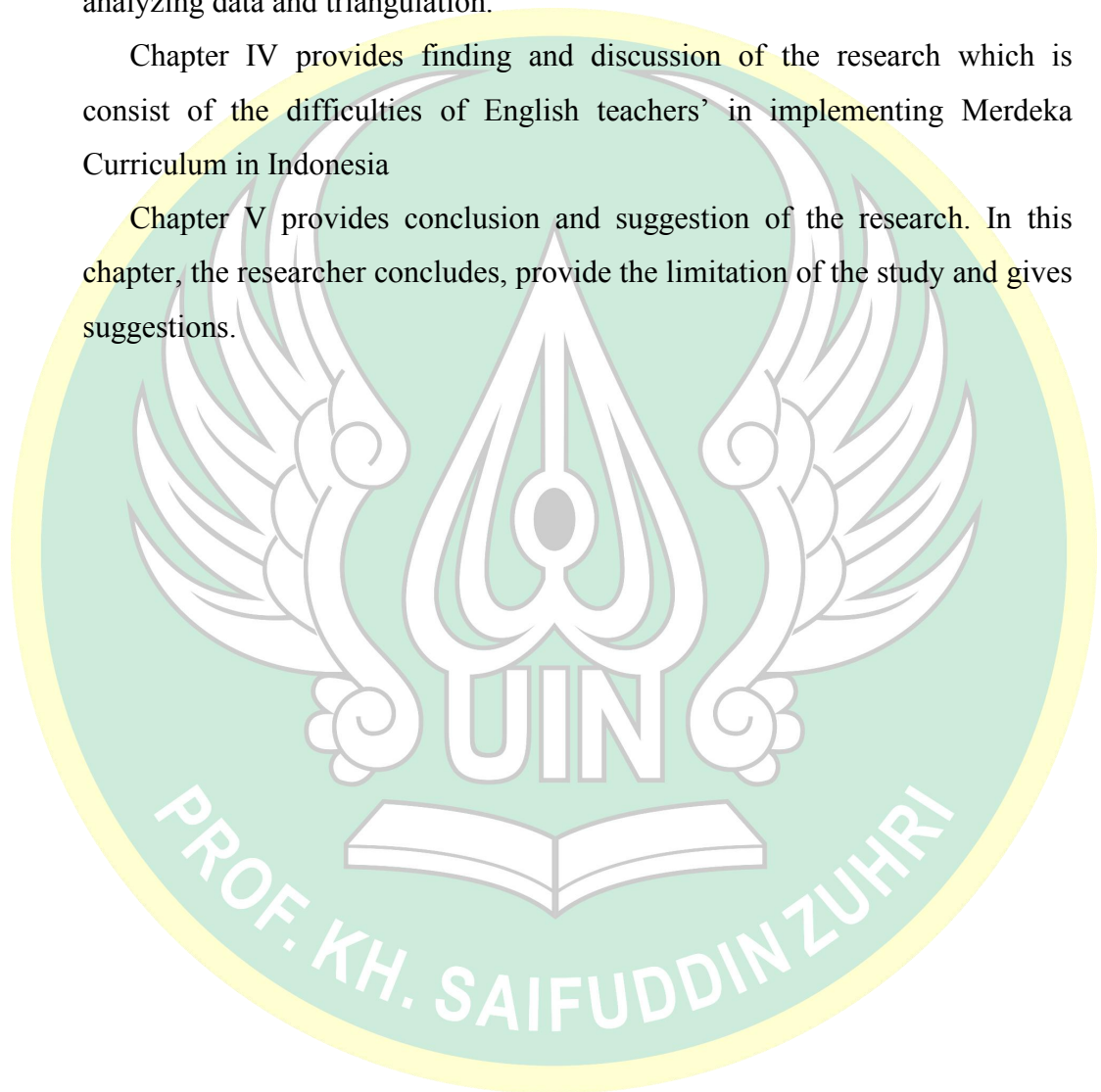
<sup>14</sup> Damayanti, Muhroji *The Difficulties of Elementary School Teacher in Developing Thematic Learning Tools for the Merdeka Curriculum*. Jurnal kependidikan. Vol 8 no. 3. (2022)

Chapter II provides the theories of Merdeka Curriculum, English subject in Merdeka Curriculum, English teachers' difficulties in implementing Merdeka Curriculum

Chapter III provides the research method. This chapter deals with type of the research, source of data, technique of collecting data, technique of analyzing data and triangulation.

Chapter IV provides finding and discussion of the research which is consist of the difficulties of English teachers' in implementing Merdeka Curriculum in Indonesia

Chapter V provides conclusion and suggestion of the research. In this chapter, the researcher concludes, provide the limitation of the study and gives suggestions.



## CHAPTER II

### LITERATURE REVIEW

#### A. Understanding Merdeka Curriculum

##### 1. Definition of Merdeka Curriculum

The concept of curriculum could be approached from four different perspectives. Firstly, the curriculum could be seen as an idea that emerges from theories and research. Secondly, it could be viewed as a written plan that embodies the curriculum as an idea, including objectives, teaching materials, learning activities, tools or media, and learning time. Thirdly, the curriculum could be seen as an activity, referring to the implementation of the written plan in the form of learning practices. Finally, the curriculum could be seen as a result, which is the outcome of the curriculum as an activity, demonstrated through the accomplishment of curriculum goals by students.<sup>15</sup> Further more, based on UU No. 20/2003. Stated that curriculum is a set of plans and arrangements regarding the objectives, content, and materials and methods used as guidelines for organizing learning activities to achieve certain educational goals.<sup>16</sup>

Updating and enhancing the curriculum is essential as it should be able to keep up with the changing times and developments in society. In other words, the curriculum needs to evolve to remain relevant and responsive to the changing needs and demands of in the era.<sup>17</sup> Including learning loss due to Covid-19, the curriculum is necessary to be refined to adjust the conditions of the learning system in the post-pandemic. To address the learning crisis in Indonesia due to learning loss, a range of comprehensive and interconnected measures are needed. One such measure, which aims to overcome the issue of curriculum, is the implementation of the Merdeka Curriculum policy by the Ministry of Education, Culture, Research, and Technology Indonesia.

<sup>15</sup> Hasan, Said Hamid. *Evaluasi Kurikulum*. Jakarta: Depdikbud -Dirjen. Dikti P2LPTK. (1988)

<sup>16</sup> Depdiknas .2003. *Undang-undang RI No.20 tahun 2003.tentang sistem pendidikan nasional*.

<sup>17</sup> Nuh, M. (2013). *Kurikulum 2013*. //www.kemendikns.go.id/kemendikbud/kurikulum2013

Merdeka Curriculum offers a varied range of learning opportunities within the curriculum that will allow learners to take deeper into concepts and improve their skills. Teachers have the freedom to select from different teaching methods to provide to the diverse learning styles and interests of their students. To enhance the development of the Pancasila learner profile, projects are designed according to government-set themes. These projects are not focused on achieving particular learning outcomes and are therefore not restricted to specific subject matter.

## **2. The Characteristics of Merdeka Curriculum**

### **a. Soft skills and character development**

The main characteristic of Merdeka Curriculum is that it prioritizes project-based learning and character. Learning does not only focus on memorizing concepts, but also involves students in practicum or experiments called "learning by doing". Students will be involved in observing phenomena related to a concept to gain knowledge. The learning models used include inquiry, problem-based learning, project-based learning, and discovery learning. Through conducting experiments and making projects, students will develop soft skills such as communication skills, cooperation, leadership, critical thinking, and time management, which will make learning more meaningful for them.

The formation of student character in accordance with the profile of Pancasila occurs indirectly through the learning process. However, without being accompanied by the right attitude, students' abilities in various matters will not provide benefits to society. Therefore, it is expected that students can demonstrate behaviors that are in accordance with the values of Pancasila, including its six main characteristics, namely faith and piety to God Almighty, noble character, respect for diversity, mutual cooperation, independence, critical thinking, and creativity. In addition, students also have the opportunity to study important issues such as sustainable lifestyle,

tolerance, mental health, culture, entrepreneurship, technology, and democratic life. They will then be trained to act in response to these issues.

b. Focus on essential material

All subject matter is important to learn, the time available for learning in school is limited. Therefore, it is better if we focus on the most useful essential materials. One of the basic competencies that need to be emphasized is literacy and numeracy. Literacy is the ability to analyze reading and understand the concepts behind writing. While numeracy is the ability to analyze and use numbers. Both competencies are important for students in everyday life, no matter what profession they will take in the future.

Merdeka Curriculum offers less teaching material, but the discussion is more in-depth. This is much better than learning a lot of things, but it is easily forgotten because it does not delve into it. Each teaching material in this curriculum has essential questions that guide students in understanding the things they learn. It is expected that students can answer these questions based on their learning experience.

c. Flexibility for teachers and students

Teachers have the ability to conduct learning that is tailored to the abilities of each learner. Since each child has different abilities, it is the teacher's job to assess the learners' initial competencies and facilitate appropriate learning

## **B. English Subject in Merdeka Curriculum**

### **1. Learning Outcome**

Learning outcome are the minimum competencies the students have to achieve for each subject in learning process. Learning outcome designed with reference to the Competency Standards Graduates and Content Standards, as Core Competencies and Basic Competencies in the 2013 Curriculum was designed. Achievements Learning is renewal from

Core Competencies and Basic Competencies, which are designed to continue Strengthen learning that focuses on competency development. In learning outcome strengthened strategy to achieve these goals increasingly is to reduce the scope of the material and change the procedures for preparing achievements that emphasize flexibility in learning.<sup>18</sup>

Material reduction, Consequences of oriented learning competence is the need for a reduction in subject matter. Simplification of the curriculum through reducing content or subject matter does not mean that the achievement standards set are lower. Instead, the curriculum focuses on essential subject matter. This essential material is studied more freely, not in a hurry so that students can learn deeply, explore a concept, see it from a different perspective, see the relationship between one concept and another, apply the newly learned concept in different situations and real situations, as well as reflect on their understanding of the concept.<sup>19</sup> By the learning experience, it will strengthen students' understanding of a concept more deeply and continuously.<sup>20</sup>

According to constructive learning theory, knowledge is not a collection or set of facts, concepts, or rules to remember. "Understanding" in constructivism is the process of constructing knowledge through real experience. Understanding is not static, but evolves and changes constantly as students construct new experiences that modify previous understandings. This meaningful understanding requires a student-centered learning process and a longer time than learning that simply "stuffs" students with information that is less meaningful because it is just to be known or memorized. Thus, as much as possible learning

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<sup>18</sup> Sintiawati, et.al . *Partisipasi Civitas Akademik dalam Implementasi Merdeka Belajar Kampus Merdeka (MBKM)*. Jurnal Basicedu,(2022). 6(1), 902–915.

<sup>19</sup> Pritchett, Lant & Beatty, Amanda. . *Slow down, you're going too fast: Matching curricula to student skill levels*. International Journal of Educational Development.(2015) 40. 10.1016/j.ijedudev.2014.11.013.

<sup>20</sup> Wiggins, G., & McTighe, J. *Understanding by design (2nd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development ASCD. Colombian Applied Linguistics Journal. (2005).



outcome prioritizes competencies that need to be achieved without binding the context and content of learning. Based on these competencies, education units are expected to develop learning that is in accordance with the school context and relevant to the development, interests, and culture of students. This refers to the meaning of competence which is more than just the acquisition of knowledge and skills, but also cultivates and uses the knowledge, skills, attitudes, and values learned to deal with complex situations or problems.<sup>21</sup> Learning outcome is expected to show a series of learning processes of a science concept, from understanding a concept to using science concepts and skills to achieve more complex cognitive demands (for example asking creative solutions, not just answering questions).

Flexibility is very important for educational units to be able to develop learning that provides opportunities for students to make connections between the concepts learned and the local situation, as well as determine the learning speed of each concept. The flexibility of learning outcome that provides flexibility for contextual learning is exemplified in learning Pancasila and Civic Education, where topics about General Elections can be studied in the times around General Elections in Indonesia or its regions.

In this stage of formulating learning objectives, teachers have not set these goals, just design more operational and concrete learning goals first. The sequence of learning objectives will be arranged in the next stage. Thus, teachers can carry out the process of developing lesson plans step by step. Writing learning objectives should contain of two main components, namely:

- a. Competence, namely the ability or skill that needs to be demonstrated by students. Guiding questions that teachers can use

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<sup>21</sup> Judith Glaesser *Competence in educational theory and practice: a critical discussion*, (Oxford Review of Education:2019) 45:1, 70-85.

include: concretely, what abilities do learners need to demonstrate, what stage of thinking do learners need to show.

- b. The scope of the material, namely the main content and concepts that need to be understood at the end of a learning unit. Guiding questions teachers can use include: what are the things they need to learn from a big concept expressed in learning outcome. Whether the surrounding environment and the lives of learners can be used as a context for learning content in learning outcome.

- a. Learning outcome target

General English learning at the Primary and Secondary Education levels in the national curriculum provides opportunities for students to open insights related to themselves, social relations, culture, and job opportunities available globally. Their understanding of this sociocultural and intercultural knowledge can improve critical thinking skills.

- b. English Learning outcome objectives

The achievement of English learning in the Merdeka Curriculum has the following objectives:

- 1) Communicative competence in English with a variety of multi-modal texts (oral, written, visual, and audiovisual).
- 2) Intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.
- 3) Self-confidence to express as an Merdeka and responsible individual.

- c. English learning outcome elements

English learning outcomes consist of six elements with the following description:

- 1) Listening

The ability to understand information, give appreciation to the interlocutor, and understand the information heard, so that

they can convey responses in a relevant and contextual manner. The process that occurs in listening includes activities such as listening, identifying, understanding, interpreting language sounds, then understanding meaning. Listening skills are also non-verbal communication skills that include how well a person grasps meaning (implied and expressed) in an oral exposure and understands the main and supporting ideas on the information content and context behind the exposure.<sup>22</sup>

2) Reading

The ability to understand, use, and reflect on texts according to their goals and interests, to develop one's knowledge and potential so that he can participate with society.

3) Reflecting

The ability to understand, use, and reflect visual texts according to their purpose and importance.

4) Speaking

The ability to convey ideas, thoughts, and feelings orally in social interactions.

5) Writing

The ability to convey, communicate ideas, express creativity and create in various genres of written text, in an effective and understandable way, and is in demand by readers with the right organizational structure and linguistic elements.

6) Presenting

The ability to present ideas eloquently, accurately, accountable in a communicative way through various media (visual, digital, and audiovisual), and can be understood by listeners. Delivery in speaking and presenting needs to be

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<sup>22</sup> Kuchárik, Michal & Balogh, Zoltan. . *Student Learning Simulation Process with Petri Nets*: Proceedings of ICCD 2017.(2019).

arranged and developed according to the needs or characteristics of the listener.

## 2. Learning Objective Flow

Learning objectives flow is the other components of Merdeka Curriculum. The flow of learning objectives actually has a function similar to what is known so far as the "syllabus", which is for planning and organizing learning and assessment in general for a period of one year. Therefore, teachers can use the learning objectives flow only, and this learning objective flow can be obtained by teachers by:

- a. Self-designing based on learning outcome,
- b. Develop and modify the examples provided, or
- c. Use government-provided examples.

In developing the flow of learning objectives, there are several principles that need to be considered:

- a. Learning objectives are more general goals rather than daily learning objectives
- b. The flow of learning objectives must be complete one phase, not cut off in the middle of the road
- c. The flow of learning objectives needs to be developed collaboratively, (if the teacher develops, it is necessary for teacher collaboration across classes/levels in one phase.
- d. The flow of learning objectives is developed according to the characteristics and competencies developed by each subject. It is therefore best developed by subject experts, including teachers who are proficient in the subject; The flow of learning objectives does not need to be cross-phase (except special education);
- e. The method of arranging the flow of learning objectives must be logical, from simple to more complicated abilities, can be influenced by the characteristics of the subject, the learning approach used (eg: realistic mathematics);

- f. The display of learning objectives begins with the flow of learning objectives first, then the thought process (for example, deciphering from elements into learning objectives) as attachments to make it simpler and to the point for teachers;
- g. Because the flow of learning objectives provided by the Ministry of Education and Culture is an example, the flow of learning objectives can be numbered or letters (to show the sequence and completion of completion in one phase);
- h. The learning objective flow describes one learning objective flow, not branching (not asking the teacher to choose). If in fact the sequence can be different, it is better to make another learning objective flow as a variation, the sequence / flow needs to be clear according to the choice or decision of the compiler, and for that can be given a number or code; and
- i. The flow of learning objectives focuses on achieving learning outcome, not the Pancasila student profile and does not need to be equipped with learning approaches/strategies.<sup>23</sup>

### 3. Learning Focus

English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, listening, writing, and presenting in an integrated manner, in various types of texts. Learning outcomes of at least these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and equivalent level B1. Level B1 (CEFR) reflects the specifications that can be seen from the ability of students to the following:

- 1) Maintain interaction and convey something desired, in a variety of contexts with clear articulation;
- 2) Express the main points to be conveyed comprehensively; and

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<sup>23</sup> Anindito Aditomo, *panduan pembelajaran dan assessmen*. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.2022

- 3) Maintain communication even if there are occasional pauses.
- 4) English language learning at the Primary and Secondary Education levels is expected to achieve the ability to communicate in English as part of life skills.

English learning has a different focus each phase. Here's the focus of each phase:

- 1) Phase A is focused on the introduction of English and the ability to speak English.
- 2) Phase B, learning is focused on spoken English skills, but written language is introduced. In this phase, teachers need to help students understand that the way English pronounces and writing is different.
- 3) Phase C, at the final level of the level (SD/MI/Program Package A), learning is focused on spoken and written English skills
- 4) General English learning in Phase D (SMP/MTs/Program Package B), focuses on strengthening spoken English and strengthening written language skill
- 5) Phases E and F (SMA/MA/Program Package C), English language learning focuses on strengthening spoken and written language with CEFR B1 targets.

#### **4. English Learning Approach**

The approach used in general English learning is a text-based approach (genre-based approach), which is learning focused on text, in various modes, both oral, written, visual, audio, and multi-modal.

There are four stages in a text-based approach, and these four stages are carried out in the discussion of the same topic as follows:

- a. Building Knowledge of the Field (BKOF): The teacher builds students' knowledge or background knowledge of the topic to be written or discussed. At this stage, the teacher also builds the cultural context of the text taught.

- b. Modelling of the Text (MOT): Teachers provide models / examples of texts as a reference for students in producing works, both orally and in writing.
- c. Joint Construction of the Text (JCOT): The teacher guides the learners and jointly produces the text.
- d. Independent Construction of the Text (ICOT): learners produce oral and written texts independently.

### 5. Pancasila Student Profile

General English learning in the national curriculum helps students to prepare themselves to become lifelong learners, who have a Pancasila Student Profile such as faith and noble character, independence, critical reasoning, creativity, mutual assistance, and global diversity. English language learning has the opportunity to achieve the Pancasila Student Profile through written text, visual, oral text, and activities developed in the teaching and learning process. The English Learning Process can be held with 2 options, namely:

- a. As an elective subject for educational units that have resource readiness.
- b. English content into other subjects and or extracurriculars.

### 6. Implementing Merdeka Curriculum

#### a. Learning planning

Learning planning is translation, enrichment and curriculum development. In addition to referring to the demands of the curriculum, learning planning must also consider the situation and conditions as well as the potential that exists in each school. Every teacher involved in learning planning activities must know the principles of lesson planning. Which regulates what the teacher will do. when and how to do it in the implementation of learning, then limiting targets based on certain instructional goals and arranging work implementation to achieve maximum results. generated through the process of determining learning targets. Then, to develop

alternatives in accordance with the learning strategy. In addition, teachers are also required to collect and analyze important information to support learning activities so that they can develop and communicate plans and decisions related to learning to interested parties.<sup>24</sup>

Learning planning includes learning objectives, learning steps, and learning assessments compiled in the form of documents that are flexible, simple, and contextual. Learning objectives are compiled from learning outcomes by considering the peculiarities and characteristics of the education unit. Teachers must also ensure that learning objectives are in accordance with the stages and needs of students. Based on the description above, it can be concluded that in compiling lesson plans, students must be able to optimally develop various abilities possessed by students, have clear and regular goals and be able to provide an overview of the material needed to achieve the learning objectives that have been set. has been established, taking into account the established principles.

b. Learning process

The next process is the implementation of learning that is designed to provide quality, interactive and contextual learning experiences. In this cycle, teachers are expected to organize learning that are :

- 1) Interactive
- 2) Inspiring
- 3) Enjoyable
- 4) Challenging
- 5) Motivates learners to participate actively; and active participation;

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<sup>24</sup> Fitriani, SS., *The Effects of Self-Efficacy Belief, Motivation, and Learning Strategies on Students' Academic Performance in English in Higher Education* The Asian EFL Journal Quarterly 20 (9.2), 140-168.2018.



- 6) Provide sufficient space for initiative, creativity, independence, in accordance with the students' talents, interests and physical and psychological development of learners.

Learning process is an activity that has been planned in such a way that there is integration between teachers and students to achieve certain goals in teaching and learning activities. Regulation of the Minister of Education and Culture concerning the Standards of the Elementary, Middle, and High School Education Process in the lesson consists of the requirements for implementing the learning process which includes : Allocation of time for face-to-face lessons, textbooks, and class management, and lessons consisting of preliminary activities, core activities and closing activities.<sup>25</sup> Preliminary Activities Preliminary activities in learning meetings aim to motivate and focus students' attention to actively participate in the learning process. Based on the mandate of Merdeka Curriculum, in the preliminary activity the teacher prepares students psychologically and physically to follow the learning process, then the teacher motivates students contextually according to the benefits and applications of teaching materials in everyday life by providing local, national and international examples and comparisons. After that, the teacher asks questions that relate the initial knowledge to the material to be studied, explains the learning objectives or basic competencies to be achieved and conveys the scope of the explanation material for 15 activity descriptions.

Core activities, That is the stage of delivering the lesson. This stage is the stage of carrying out the duties of a teacher in channeling his knowledge so that the goals to be achieved can be

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<sup>25</sup> Ashar and Irmawati. *The Implementation of the 2013 Curriculum of English at SMKN 1 Bantaeng: an Evaluative Study*. 2016. Pg.54

achieved. Activity must be carried out by teachers in an interactive, inspiring, fun, challenging, motivating way, so that students can become information seekers, and can provide adequate opportunities for initiative, creativity and independence according to talents, interests, and psychological development of students. In the formation of character and competence, it is necessary to strive for optimal student involvement so that students and teachers can exchange information about the topics discussed, reach and agree on similarities, harmony and alignment of thoughts to be studied. In this core activity, the teacher uses models, methods, media, and learning resources that are adapted to the characteristics of the teacher and subject.<sup>26</sup>

c. Learning assessment

The next stage is the assessment process learning assessment process. Learning assessment is expected to measure the aspects that should be measured and is holistic. Assessment can be diagnostic, formative, and summative.

1) Diagnostic assessment

Refers to the process of examining and analyzing the causes of a student's learning difficulties. It helps teachers to plan their teaching approach effectively. The goal of diagnostic learning is to gather initial data on students' knowledge, skills, and behavior, including their strengths and weaknesses. Merdeka Curriculum involves a diagnostic assessment, which is independent assessment aimed at identifying the learner's characteristics, competence, strengths, and weaknesses. The assessment helps in designing a learning model that aligns with the various competencies and conditions of the students. The diagnostic

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<sup>26</sup> Zein, et.al. *English language education in Indonesia: A review of research (2011–2019)*. *Language Teaching*. (2020).

assessment of the Merdeka curriculum can be divided into several stages as follows:

- a) Reviewing the reports on previous students' learning outcomes.
- b) Identifying the competencies that need to be taught.
- c) Creating an assessment tool to measure the students' competencies. This can include written or oral tests, skill-based assessments (such as products or practices), and observations.
- d) Gathering information about students' backgrounds, motivation, interests, learning facilities, and other relevant aspects as needed.
- e) Conducting the assessment and processing the results.
- f) Using the diagnosis results as data and information to plan the learning process based on the students' characteristics and level of achievement.

## 2) Formative assessment

In the process of teaching students, the teacher needs to conduct assessments to evaluate the students' understanding, learning needs, and progress. Formative assessment is a type of evaluation used to monitor and enhance the learning process, as well as to measure the achievement of learning objectives. To achieve these goals, formative assessment can be conducted at the start and throughout the learning process. After analyzing the results of the formative assessment data, teachers can determine which competencies have been mastered by the students and identify areas where the students are struggling. Based on this information, teachers can take immediate action, such as repeating lessons on the topics that were not properly mastered, improving ongoing learning activities, or designing future learning activities based on the results of the formative

assessment. This approach ensures the quality of learning and guarantees that each student achieves the learning objectives. To integrate formative assessment with the learning process, the formative assessment plan is incorporated into the teaching module.

In additions, Formative assessments can be in the form of assessments at the beginning of learning and assessment during learning. Assessment at the early learning is used to support differentiated learning so that learners can get the learning they need. with what they need. Meanwhile, formative assessment during learning can be used as a basis for conducting reflection on the whole learning process which can be used as a reference for planning learning and make revisions if necessary. If students are deemed have achieved the learning objectives, then teachers can move on to the next learning objectives. However, if learning objectives have not been achieved, teachers needs to do reinforcement first. Furthermore, teachers need to conduct summative assessment to ensure achievement of the overall learning objectives learning objectives.

### 3) Summative assessment

Assessment is a crucial component of the teaching and learning process, as it helps determine whether students have achieved the intended learning outcomes. Summative assessment is a type of evaluation that measures the achievement of the learning objectives and/or learning outcomes of students, which serves as the basis for determining grade promotion and/or graduation from the education unit. This assessment is done by comparing the achievement of student learning outcomes with the criteria for achieving the learning objectives. Teachers use summative assessment to measure the extent to which students have achieved the learning outcomes and to

evaluate the effectiveness of the learning unit. This type of assessment also helps students understand their performance at the end of the unit and whether they have met the learning outcomes. The learning outcomes cover various aspects, such as the competence of spiritual and social attitudes, skills, and knowledge, and are systematically and purposefully developed.

d. Strategy in implementing Merdeka Curriculum

Merdeka curriculum emphasizes the importance of integrating learning with assessment, especially formative assessment, as a learning cycle. Learning and Assessment Principles indicate the importance of developing learning strategies in accordance with the stage of student learning outcomes or also known as teaching at the right level (TaRL). This learning is carried out by providing learning materials that vary according to the understanding of students. The purpose of this differentiation is so that each child can achieve the expected learning goals. Thus, competency-oriented learning requires varied and periodic assessments. This kind of learning approach is strongly strengthened in the Merdeka Curriculum. Understanding these challenges, teachers should adjust to the readiness of teachers and the conditions faced by educators.

Alternative 1: Based on the assessment conducted at the beginning of the lesson, students in the same class are divided into two or more groups according to their learning outcomes, and both are taught by the same teacher or accompanied by an accompanying teacher/assistant. In addition, the education unit also organizes additional learning programs for students who are not ready to learn according to the phase in their class.

Alternative 2: Based on the assessment conducted at the beginning of the lesson, students in the same class are divided into two or more groups according to their learning outcomes, and both

are taught by the same teacher or accompanied by an accompanying teacher/assistant.

Alternative 3: Based on the assessment conducted at the beginning of the lesson, the educator teaches all students in his class according to the results of the assessment. For a small percentage of students who are not ready, teachers provide assistance after class hours end.

**Table 2.1 Stage of Implementing merdeka curriculum based on school readiness<sup>27</sup>**

Aspect	Stage 1	Stage 2	Stage 3	Stage 4
<b>Development curriculum unit operations of education</b>	Make minor adjustments against examples curriculum documents education unit provided by Ministry of Education and Culture	Develop unit curriculum education based on examples curriculum documents Education unit provided by Ministry of Education and Culture	Develop unit curriculum education based on examples from the Ministry Of Education and Culture various references, including appropriate learning vision-mission, needs as well as student interests.	Develop unit curriculum education that contextual and as aspirational community schools, including structuring learning according to the vision-mission and school context, by involving students

<sup>27</sup> Anindito Aditomo, *panduan pembelajaran dan assessmen*. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.2022

				representatives , parents, and community.
<b>Use teaching devices, use books text as a source main teaching and teaching devices others additional references for teachers</b>	Use textbooks and teaching devices other, based on teacher's decision,some e teachers add references from other sources validated, aside from Ministry of Education and Culture some teachers able to make the teaching tools alone learning varies between	Use textbooks and teaching devices other, based on teacher's decision. Add references from other sources validated, aside from ministry of education and culture some teachers able to make the teaching tools alone learning varies between	Use textbooks and devices other teach who obtained from multiple sources Validated, by teacher's decision	Able to make the teaching tools own contextual and share it online in application
				Develop Modules that contextual and

<b>Student Profile</b>	Team of teachers	Team of teachers	A team of teachers who	in accordance with needs and interests
<b>Project</b>	create	create	facilitating	interests
<b>Pancasila</b>	adjustment	adjustment	projects team of	student.
	small against project modules provided by Ministry of Education and Culture	against modules project provided by Ministry of Education and Culture	the project modules provided by Ministry of Education and Culture	use Students and society. Engage in project planning. Project plan Propagated via Online application Ministry of Education and Culture for Other teachers or schools
<b>Appropriate learning achievement stage</b>	Teacher teach all students in the class is appropriate with achievement	Students in the batch same divided into two or more group learn	Students in the classes that same is divided into two groups according to achievements	Students in the class the same is divided into two or more group according to achievements
<b>diagnostic assessment</b>	phase learn them	each taught By eye teacher lesson different.	Learn them, and both are taught by teachers who same.	achievements learn them, and both are taught by teachers.



### C. English Teachers' Difficulties in Implementing Merdeka Curriculum

The focus of the research is on the teaching and learning process. There are a number of obstacles for schools to implement merdeka curriculum. An incomplete understanding becomes a bottle neck in organizing learning. Even though they have been trained before, teachers are often confused about whether what has been implemented is in accordance with curriculum expectations or not. This is not surprising because for more than seven decades teachers have not been given freedom in implementing learning but have become very dependent on very strict rules. In addition to incomplete understanding, learning with Limited Face-to-Face (PTMT) is an obstacle, especially in non-developed areas. Teachers have difficulty implementing meaningful learning outside the classroom with minimal time allocations and high concerns about COVID-19. Therefore, teachers also feel that learning is not optimal.<sup>28</sup>

On the other hand, in disadvantaged areas the lack of infrastructure is still an obstacle. teachers found it difficult to complete various modules due to the absence of electricity and internet. The limited number of safe classrooms is also an obstacle to learning still felt in underdeveloped areas. underdeveloped areas. In order to have a fuller understanding of the curriculum, some teachers in both disadvantaged and non-disadvantaged areas expect quite intensive assistance from expert trainers. This is quite important to facilitate teachers in sharing knowledge and experience in organizing a curriculum that favors students. In addition, teaching tools and parental support are also one of the things needed by schools to make it easier for them to implement learning.

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<sup>28</sup> Anindito Aditomo, *panduan pembelajaran dan assessmen*. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.2022

In addition, the factors that can inhibits the curriculum change and implementation are:<sup>29</sup>

1. Knowledge and planning

Principals play an important role in interpreting the educational policies in general as well as policy documents for the curriculum, and herefore their knowledge is vital. When planning for the implementation of curriculum change, principals should establish and decide on human, financial, and physical resources that are requisite for effectiveness. If implementation plans do not match the specific context of schools, curricular reforms are most likely to fail. Principals are responsible for organizing school activities in order to align teaching and learning with the vision of the school. Knowledge, skills and attitude are essential for educational innovation and to enhance effective curriculum management.

2. Lack of vision

Without an appropriate vision, transformation effort can easily dissolve into a list of confusing, incompatible and time consuming projects. The biggest mistake done by leaders when implementing a curriculum change is to fall ahead and implement before crafting a vision as to how the implementation will go about and make an implementation plan with expected projections. A school cannot function without a vision; the vision must be communicated to all stakeholders so that everyone remains focused.

3. Teacher attitudes

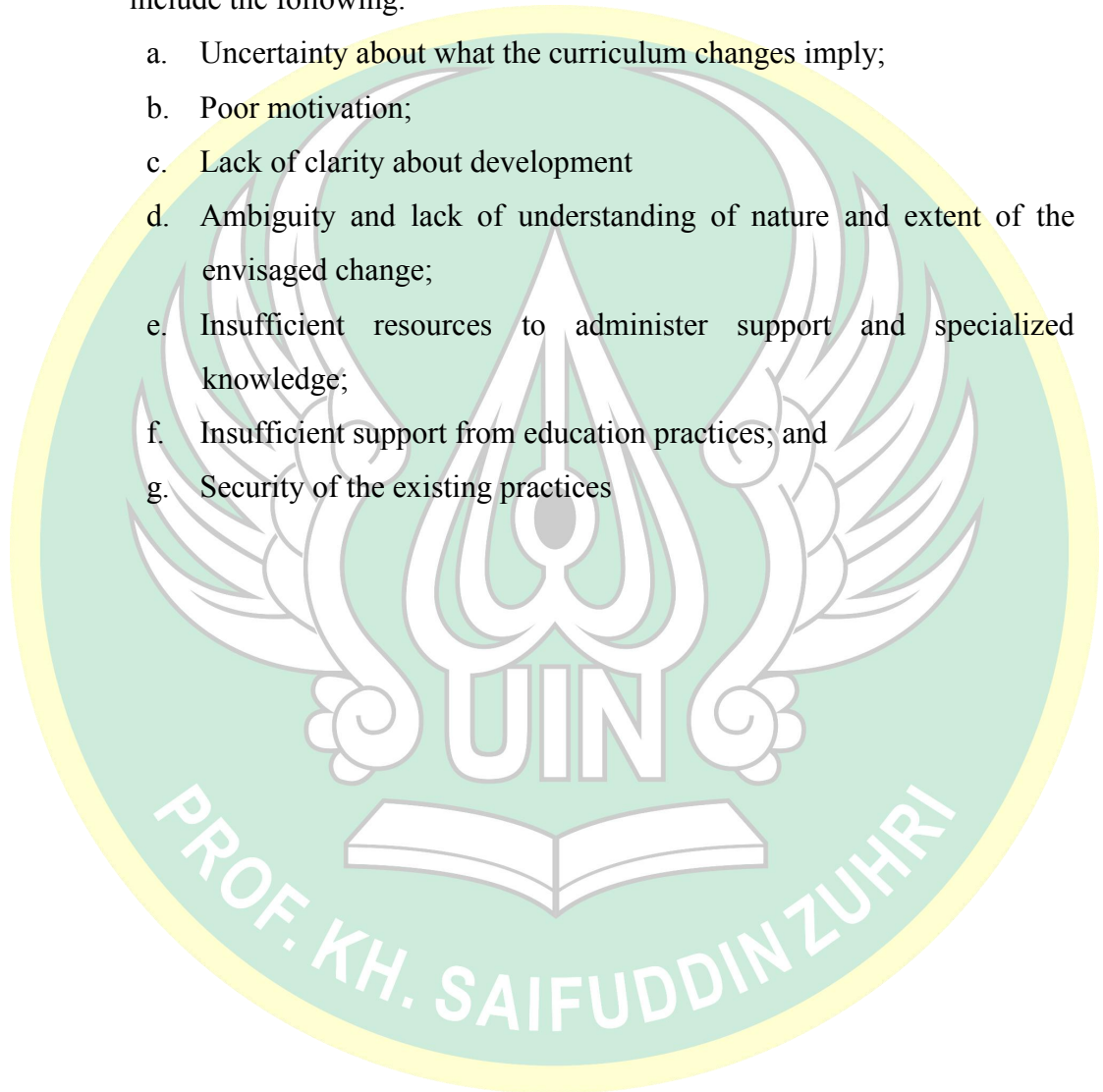
the ability of teachers to understand curriculum changes influenced the success of the curriculum they face on a daily basis. The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence to change meanings in numerous methods. This requires that teachers have the knowledge, skills, positive approach and

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<sup>29</sup> Mandukwini, Nompumelelo. *Challenges Towards Curriculum Implementation In High Schools In Mount Fletcher District, Eastern Cape*. Master education : university of south Africa. 2016. Pg.44

passion for teaching. Some teachers may willingly contribute in the process of new innovations, and some may not easily accept change. In most cases, this happens when they are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in past experiences and practices. Factors that lead people to resist change. These include the following:

- a. Uncertainty about what the curriculum changes imply;
- b. Poor motivation;
- c. Lack of clarity about development
- d. Ambiguity and lack of understanding of nature and extent of the envisaged change;
- e. Insufficient resources to administer support and specialized knowledge;
- f. Insufficient support from education practices; and
- g. Security of the existing practices



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study applied a qualitative method based on library research approach. Library research is a method of collecting data through studying and understanding information from textbooks, journals, articles, virtual resources, and documents.<sup>30</sup> In other terms, library research is a study that explores a problem by simply relying on a detailed analysis of the related source.

#### B. Data Sources

Data sources are connected to the materials used as research subject matter. Research items that are relevant to the subject under study. In this research the data source are the data connected to the English teachers' challenges in implementing merdeka curriculum in Indonesia. Data sources can be categorized between primary source and secondary sources.<sup>31</sup> Primary source means data source that directly provided the data to the collector. Secondary source is data source that indirectly provide the data to the collector.<sup>32</sup>

Referring to the research that conducted based on library research, so the data source used secondary source. In this research the data were collected from journals and thesis related to the topics discussed.

#### C. Technique of Collecting Data

The data collection is the main factor of research. The technique that the researcher use in this research to collect the data is documentation. Documentation is collecting data from public and private document as a written evidence and source of information.<sup>33</sup> In this research the the

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<sup>30</sup> George, Mary. *The Elements of Library Research: What Every Student Needs to Know*. (2008).

<sup>31</sup> Milya Sari, *Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan Ipa Universitas Islam Negeri Imam Bonjol Padang, Indonesia*. 2020.

<sup>32</sup> Sugiyono. 2007. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.p.95

<sup>33</sup> Creswell, J. D., *Research design Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017,p.308

documentation are articles, reports, web, journal and thesis related to the topics discussed. .

#### **D. Technique of Analysis Data**

The data will be obtained using various data collection techniques and carried out continuously will gain in very high data variations. Therefore, data analysis is needed to get conclusions that are understandable. Data analysis is the process of finding and compiling systematic data obtained from interviews and documentation by organizing data into categories, describing them into units, synthesizing, arranging into patterns, choosing which ones are important and which ones will be studied, and make conclusions so easy to understand. Techniques of data analysis of this research in qualitative analysis process by using interactive model by miles and huberman includes data reduction, data display and verification with the description as below:

##### **1. Data reduction**

In the data collection the researcher obtained various data. Therefore, it will require the reduction of data that are sharpened sorts, focuses, discards and organizes data and select the appropriate data that relate to the research. Data reduction means summarizing, choosing the main things, focusing on that are important, looking for the themes and patterns, and removing unnecessary one.<sup>34</sup> In this stage, the researcher selects, focuses, simplifies, abstracts and transforms raw data in written records. The goal is to obtain findings that become the focus of the study.<sup>35</sup>

##### **2. Data display**

The purpose of data display is to give the description about the next plan that should be done by the researcher. Data display can be form of a brief description, charts, relationship between categories and so on.<sup>36</sup> In this step the researcher tries to compile relevant data so that it becomes information that can be concluded and has a certain meaning. The

<sup>34</sup> Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.2007.p.95

<sup>35</sup> Milya Sari, *Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan Ipa Universitas Islam Negeri Imam Bonjol Padang, Indonesia*. 2020.

<sup>36</sup> Ibid p.95

process can be done by displaying data, making relationships between phenomena to interpret what actually happened and what needs to be followed up to achieve the research objectives. In displaying the data in this research uses narrative description to present the achievements of the research.

### 3. Verification

The final stage in analyzing data in this research are conclusion and verification. The withdrawal of conclusion was preliminary conclusions expressed are still temporary, and does not change if not found strong evidence that support the stage of data collection. Therefore, the verification must be conducted to get the validation of data. Verification is the step when the researcher decides the conclusion by verifying and rechecking that the data is valid. The researcher conducted the withdrawal and verification after examines all the data, reduce the data, presents the data to answer the existing problem of this research.

### E. Triangulation

Triangulation is a technique used to check the validity of data by utilizing other sources. In this study, researchers used triangulation of sources in checking the data obtained. On source triangulation, researchers Checking data that has been obtained with various sources. Sources that These are data sources in the form of primary data and secondary data. Researchers do check by reviewing these sources.<sup>37</sup> This means that after researchers describe patterns, relationships, and provide explanations that arise from an analysis, it is necessary to look for comparative explanations both inductively and logically. This is done to increase the degree of trustworthiness of the reported research results.

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<sup>37</sup> Mekarisce, AA. *Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat*. Jurnal Ilmiah Kesehatan Masyarakat Vol. 12 Edisi 3, 2020:145-2020

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This reserach conducted by the researcher by analyzing ten journals and undergraduate thesis that related to the implementation of merdeka curriculum. The aims are to recognize what are the English teachers' difficulties in implementing Merdeka Curriculum in Indonesia. The journals were ordered according to the publication year from 2021 - 2023. The findings of the analysis journals and undergraduate thesis provided in the table below:

**Table 4.1 Data analysis of journal and undergraduate thesis**

No	Researcher	Title	Discussion	Conclusion
1	Anita Kusuma Pertwi, Ririn Pusparni	Vocational high school English teachers' perspective on "merdeka belajar" Curriculum	Merdeka Curriculum has been applied for almost 3 years, there are so many gaps were found in the implementation. But, not all teachers understand the concept of Merdeka Curriculum. This is such contradicting when they	English teachers' difficulties in understanding the concept of Merdeka Curriculum and dealing with the lack of monitorng and evaluation by the government

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agreed on

Merdeka

Curriculum, but

the teacher did

not even have

understood the

concept well.

Besides the

implementation

of RPP 1 Lembar

also needs to be

guided and

evaluated.

Some teachers

feel no different

in terms of

lightening their

burden.

2	<p>Geminastiti Sakkir, Amirullah Abduh, Martin Andrew, Ahmad Bukhori Muslim, Yasdin</p>	<p>The Challenges Faced by Teachers in Teaching English in The Current Curriculum Change</p>	<p>There are many difficulties faced by teachers in teaching English in the current curriculum change. It differentiate from before the Pandemic, during and post Pandemic Covid-19</p>	<p>The difficulties come from teachers' conditions are: Difficulties in dealing with the lack monitoring and evaluation by the government, mastering of technology to</p>
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The difficulties create learning come from media, students' adjusting time conditions, allocation, teachers' facing students conditions, inhibitions. school condition, environment condition, materials condition, learning process, administration process, and technology implementation

3	Amilia Yulita	<p>An Analysis of Merdeka English Curriculum</p> <p>Teacher's lesson plan focusing on three minimum time allocation Referring to core components Merdeka namely, learning available to meet the learning needs of students. The teacher has made</p>	<p>Teacher faced difficulties such as the minimum time allocation available to meet the learning needs of students.</p>
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the lesson plan that refers to the merdeka curriculum nicely, although they meet difficulty such as the minimum time allocation available.

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4	Sakiruddin	English Teachers' Challenges in Designing English Lesson Plans for The 2022 Prototype Curriculum	Designing lesson plan is one of teachers' task that should be done. Learning Planning plays a essential role in assisting teachers in carrying out their responsibilities as educators as a teaching guideline. in designing lesson plan teachers faced difficulties that were divided by several factors. They are	English teachers difficulties in designing English lesson plan. There are:.
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by the student  
condition,  
teacher  
condition,  
Learning method  
Learning  
scenario,  
Learning media  
and  
Assessment

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5	Taranindya Zulhi Amalia, Januarius Mujianto, Wuli Fitriati, Utami Widiati	Integrating Spirituality in Teaching English to Young Learners based on the Independent Curriculum in Elementary Schools	The school that using spiritual identity as a way to combine the integrated Islamic curriculum and the independent curriculum is very useful for students to facilitate their learning, especially in Integrated Islamic Elementary Schools. Students there are required to study two	Teachers faced difficulty in finding a reference for integrating spirituality in teaching English as a subject in an Integrated Islamic school that combines the Independent Curriculum with the Integrated Islamic Elementary School Curriculum.
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curricula at once  
to meet the needs  
of the  
government and  
schools. The  
integrated

Islamic school  
aims to produce  
a generation that  
is not only good  
at general  
learning but also  
religion. Since  
the curriculum is  
new paradigm,  
several reference  
are needed.

- 
- 6 Devi Andriyani , Analysis of the English Infrastructure  
Gin Gin Gustine English formative tests and other  
Formative Tests of junior high facilities to  
for Junior High school students continue to  
School students were in the very support these  
high category. English  
This result was language skills  
achieved because need to be  
the formative maintained and  
test of English maintained by  
given had a very the school.  
high level of  
reliability and
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validity.

Teachers in the field of English studies who teach learning very well understand how to design and teach English in the classroom. But, the infrastructure and other facilities to continue to support these English language skills need to be maintained and maintained by the school.

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7	Nur aida	An analysis on in terms of Teacher faced the lesson planning, the difficulties implementation the in of the merdeka implementation understanding belajar of the Merdeka the curriculum by Belajar implementation the english Curriculum by of merdeka teacheer at tenth English teachers belajar grade at smkn 1 in class X at curriculum and
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	jambi city	SMK Negeri 1	the lack of Jambi City is facilities good. But, in available in the implementing process of the curriculum implementing some teachers merdeka has difficulties. belajar It is caused because the teachers were lack in understanding Merdeka Curriculum and the facilities also needed so that the Merdeka Curriculum well implemented.	
8	Arina ayuningtyas	Strategies Used By The Teacher In Teaching Speaking In Merdeka Curriculum At Smp N 13 Surakarta	The English teachers used two strategies in teaching speaking in Merdeka Curriculum. They were role play and answer question as in strategies in teaching	The difficulties faced by English teacher when taught speaking were dealing students' inhibition and difficulties in applying new curriculum

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speaking. Then, policy. the teachers implemented these strategies based in module and teaching procedure which were pre activity, whilst activity and post activity. Subsequently, the difficulties faced by English teacher when taught speaking were dealing with students' inhibition such as the students felt ashamed, unconfident, worried about making a mistake, then the students' lack vocabulary, passive in participation, used preferred to speak native language than

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		English, and difficulties in applying new curriculum policy.	
9	Sania Tricahyati, M. Zaim	English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English Junior High School in Padang	teachers' readiness to implement the curriculum in level 3 or in category ready but need a little improvement with average score 3,20. The interview result showed that teachers have need workshop obstacle in and training which focused on assessment and utilization IT to help teacher create interactive media teaching learning. Even the teachers is in category ready, they still need

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workshop and training which focused on assessment and utilization IT to help teacher create interactive media, so the teacher will be more prepare to implementation of Merdeka Belajar curriculum.

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- 10** Ni Putu Artila Dewi , Ni Made Dita Sinta Dewi, Made Detri Suryantini Urgency of Teaching English to Young Learners in *Kurikulum Merdeka Belajar* of The teachers of Elementary Schools in *Gugus Diponogoro* The teacher stated that they are not confident in teaching English at elementary school. They is crucial to feel worried in teach. The delivering the reasons are since topic because the students are unqualified able to master background of English when education. the
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teaching English lack of  
since earlier, teaching  
English will be media.  
useful in gaining  
a job in the  
future, and by  
mastering  
English, the  
young learners  
will have the  
social and  
economic  
benefits in the  
future. Beside  
that there are  
several  
difficulties in  
implementing  
Merdeka  
Curriculum  
especially  
english subject.  
The teacher  
stated that they  
are not confident  
in teaching  
English at  
elementary  
school. They feel  
worried in  
delivering the

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topic because  
unqualified  
background of  
Education  
teachers dealing  
in the lack of  
teaching media  
also one .

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According to the data that provided in the table above, there are several difficulties that faced by the English teachers in implementing Merdeka Curriculum in Indonesia. They are:

1. Some of teachers did not understand the concept of Merdeka Curriculum.<sup>38</sup> In addition the lack of understanding of the detailed possessed by teachers, students, and parents also becomes one of difficulties in the process of implementing this Merdeka Curriculum in SMKN 1 Jambi City.<sup>39</sup>
2. The teachers faced difficulty in dealing with the lack of monitoring and evaluation by the government.<sup>40</sup>
3. The difficulty in designing the lesson plan.<sup>41</sup> In term of students condition factors and in formulating learning outcomes.<sup>42</sup>
4. The difficulty faced by English teachers in dealing with school readiness. Such as difficulty in finding the reference for integrating spirituality in teaching English as a subject that combined Merdeka Curriculum with the

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<sup>38</sup> Pertiwi, Anita & Pusparini, Ririn. *Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum*. EDUKATIF: JURNAL ILMU PENDIDIKAN. (2021).

<sup>39</sup> Aida, Nur. *An analysis on the implementation of Merdeka Belajar Curriculum by the english teachers at tenth grade at SMKN 1 Jambi*. UIN Sulthan Thaha Saifuddin Jambi. (2022)

<sup>40</sup> Geminastiti et.al. *Challenges Faced by Teachers in Teaching English in The Current Curriculum Change*. SEMINAR NASIONAL HASIL PENELITIAN 2021 "Penguatan Riset, Inovasi, dan Kreativitas Peneliti di Era Pandemi Covid-19".2021.

<sup>41</sup> Sakiruddin *English Teachers' Challenges in Designing English Lesson Plans for The 2022 Prototype Curriculum*. Thesis. Universitas Muhammadiyah makassar. 2022.

<sup>42</sup> Sania Tricahyati M. Zaim. *English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang*. Journal of English language teaching. Volume 12 No. 1 p 97-105 .2023.

integrated Islamic Elementary school curriculum.<sup>43</sup> Moreover, Infrastructure and other facilities to continue to support English language skill also needed.<sup>44</sup>

5. The difficulty dealing with students inhibitions such the lack of vocabulary, unconfident student, passive participation, preferred used native language than English.<sup>45</sup>
6. The difficulty in applying new curriculum policy in the process of teaching learning.<sup>46</sup> In adjusting the time allocation,<sup>47</sup> and in applying differentiated learning in the process of teaching learning.<sup>48</sup>

To sum up, English teachers' difficulties in implementing Merdeka Curriculum were divided by six categories. First, English teachers' difficulty in understanding Merdeka Curriculum. Second, English teachers' difficulty in dealing with the lack of monitoring and evaluation by the stakeholders. Third, English teachers' difficulty in designing the lesson plan. Fourth, English teachers' difficulty in dealing with the lack of school readiness. Fifth, English teachers' difficulty in dealing with students inhibitions. Sixth, English teachers' difficulty in applying new curriculum policy in the process of teaching learning.

<sup>43</sup> Amalia, Taranindya Zulhi, et.al. Integrating Spirituality in Teaching English to Young Learners based on the Independent Curriculum in Elementary Schools. ISET. Universitas Negeri Semarang ISSN 2964-4291 International Conference on Science, Education and Technology. (2022)

<sup>44</sup> Andriyani Devi, Gustine Gin Gin *Analysis of English Formative Tests for Junior High School students*. Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia. Vol.6 No.1 2022. Pg. 304-311

<sup>45</sup> Arina ayuningtyas . Strategies Used By The Teacher In Teaching Speaking In Merdeka Curriculum At Smp N 13 Surakarta. Thesis. Universitas Muhammadiyah Surakarta. 2023.

<sup>46</sup> ibid

<sup>47</sup> Amilia Yulita *An Analysis of English Teacher's Lesson Plan Referring to Merdeka Belajar Program at Smpn 30 Palembang*. Thesis. Sriwijaya university Palembang. 2021.

<sup>48</sup> Sania Tricahyati, M. Zaim English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang Journal of English language teaching. Volume 12 No. 1 p 97-105 .2023.

## B. Discussion

In this session, the researcher discusses about the findings which are correlated to the theories stated in the Chapter II. The findings show that there are some difficulties faced by English teachers in implementing Merdeka Curriculum as follow:

### 1. English teachers' difficulty in understanding Merdeka Curriculum.

Some of teachers did not understand the concept of Merdeka Curriculum. The teachers admitted that they familiar with the term, but fail in understanding this new curriculum. They added that there had not been any workshop or socialization regarding this issue even though the curriculum has been applied for two years, but the socialization has not been widespread. It means that there must be others or even many schools that still have the same case like this.<sup>49</sup> In addition the lack of understanding of the detailed understanding possessed by teachers, students, and parents also becomes one of difficulties in the process of implementing this Merdeka Curriculum in SMKN 1 Jambi City, this can happen due to the absence of training conducted by Smk Negeri 1 Jambi city regarding a detailed explanation of the application of Merdeka Curriculum that will be applied to SMK Negeri 1 Jambi City. The fully understanding about Merdeka Curriculum is essential element should be owned by the teacher.<sup>50</sup> It is found that teachers can be more independent in thinking, more creative and innovative and happy during teaching learning activities. So that the students could achieve their learning outcomes and gain high-quality education.

### 2. English teachers' difficulty in dealing with the lack of monitoring and evaluation by the stakeholders.

One page lesson plan is one of elements in Merdeka Curriculum. The lesson plan consists of only three core components but is dense in

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<sup>49</sup> Pertiwi, Anita & Pusparini, Ririn. *Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum*. EDUKATIF: JURNAL ILMU PENDIDIKAN. 3.. (2021).

content. This lesson plan demands high creativity from a teacher in the learning process. Teachers admitted that there is no significant difference in terms of lightening the teachers' burden. This is not what the government expected. It called in one page lesson plan, but the truth is that there are still more papers and other attachments. The government needs to pay more attention in evaluating it so that the implementation can meet the expectation. It needs to be crossed-check whether the implementation has been in line with what is conceived in Merdeka Belajar.<sup>51</sup> the principal who lack conducting supervision to the teachers, consequently they do not get the control from the principal as the leader. in implementing new curriculum, the principals have important role as supervisor and the leader. They also have strategic role in curriculum development process such as create the similar perception about the nature of Implementation of Independent Curriculum and create collaboration among the school members and beneficiaries.<sup>52</sup> The failure of new curriculum is caused insufficiency informed principals with the content of new implementing curriculum. Consequently, they cannot support the teachers. The condition will worsen if the teachers are not supportive educator who do not have own initiative to develop themselves. Such as they do not participate in training, or they just solely read about the implementation of Independent Curriculum. It means that the principals must have initiative to learn more and find out more information about the new curriculum.<sup>53</sup>

### **3. English teachers' difficulty in designing the lesson plan.**

The difficulty in designing the lesson plan caused by several factors. First, student condition. Students have different characters that made the teachers difficult decided how the lesson plan that would suitable for all

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<sup>51</sup> Pertiwi, Anita & Pusparini, Ririn. *Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum*. EDUKATIF: JURNAL ILMU PENDIDIKAN. 3.. (2021).

<sup>52</sup> Rizky, RA.et al. *Evaluation of Implementation of Independent Curriculum*. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41

<sup>53</sup> *ibid*

students.<sup>54</sup> Second, formulating learning outcomes. Learning outcomes in the content standards is used as a reference for preparing material by analyzing whether the points are classified as knowledge or skills. It is too general that make many perceptions and interpretations from various teachers so it is necessary to unite ideas so that the flow and learning objectives can be created. This also causes difficulties in developing learning objective. The educators argued that in order to overcome those obstacles, they must comprehend in current curriculum.<sup>55</sup> This is in line with the previous research that found that many teachers have not been able to construct the lesson plan appropriately. It means the training is needed for them.<sup>56</sup>

#### **4. English teachers' difficulty in dealing with the lack of school readiness**

The readiness of school in implementing Merdeka Curriculum is essential. The institution need to prepare all things that support Merdeka Curriculum well implemented. But, it found that the teachers is difficult to find the reference for integrating spirituality in teaching English as a subject that combined Merdeka Curriculum with the integrated Islamic Elementary school curriculum. Moreover, Infrastructure and other facilities to continue to support English language skill also needed. This is in line with the research found that in the first of its implementation, teachers and school staffs experienced difficult in setting up school administration based on merdeka Curriculum guidelines.<sup>57</sup>

#### **5. English teachers' difficulty in dealing with students inhibitions.**

In implementing Merdeka Curriculum teachers' difficulties not only dealing with the teacher itself but also the student. Students inhibitions is

<sup>54</sup> Sakiruddin *English Teachers' Challenges in Designing English Lesson Plans for The 2022 Prototype Curriculum*. Thesis. Universitas Muhammadiyah makassar. 2022.

<sup>55</sup> Sania Tricahyati, M. Zaim *English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang* Journal of English language teaching. Volume 12 No. 1 p 97-105 .2023.

<sup>56</sup> Rizky, RA.et al. *Evaluation of Implementation of Independent Curriculum*. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41

<sup>57</sup> ibid

one of the difficulties that should teachers faced. Especially in teaching speaking skill that one of the productive skill that should be mastered by the students. The students inhibition in teaching speaking such as the lack of English vocabulary, unconfident student, passive participation, and students that preferred used native language than English language.<sup>58</sup>

#### **6. English teachers' difficulty in applying new curriculum policy in the process of teaching learning.**

There are several difficulties found by teachers in teaching learning process. First, Teachers' is difficulty in adjusting the time allocation.<sup>59</sup> The limited time allocation available teacher difficult to meet the learning outcomes that should be achieved in learning process. Second, in applying differentiated learning in the process of teaching and learning. The difficulty found is that there is differentiated learning where the differences in learning are according to the characteristics and abilities of students. Teacher should fully recognize how the characteristics of all students, so that they can adjust student learning abilities which may be at high middle and low level with the learning style that will be given (visual, audio, kinesthetic). Applying dial is still difficult because of the large number of students and the limited hours of lessons so that focusing on student differences at each meeting is also ineffective. Learning which only focuses on differentiated learning results in learning objectives not being achieved.<sup>60</sup> In line with this, the previous research found that one of senior high schools in Purworejo instruct their students to read their lesson material and make summary based on their understanding. The purpose of this method is to enhance literacy of the students.

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<sup>58</sup> Arina ayuningtyas . Strategies Used By The Teacher In Teaching Speaking In Merdeka Curriculum At Smp N 13 Surakarta. Thesis. Universitas Muhammadiyah Surakarta. 2023.

<sup>59</sup> Amilia Yulita *An Analysis of English Teacher's Lesson Plan Referring to Merdeka Belajar Program at Smpn 30 Palembang*. Thesis. Sriwijaya university Palembang. 2021.

<sup>60</sup> Sania Tricahyati, M. Zaim English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang *Journal of English language teaching*. Volume 12 No. 1 p 97-105 .2023.



Unfortunately, it cannot be implemented well because not all the students have visual learning style.<sup>61</sup>



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<sup>61</sup> Rizky, RA.et al. *Evaluation of Implementation of Independent Curriculum*. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusions

Based on the research findings presented in the previous Chapter, the conclusion which is related to the research questions is there are six categories of the difficulties faced by English teacher in implementing Merdeka curriculum. They are :

1. English teachers' difficulty in understanding Merdeka Curriculum. Some of teachers did not understand the concept of Merdeka Curriculum. The teachers admitted that they familiar with the term, but fail in understanding this new curriculum. In additions the lack of understanding of the detailed understanding also possessed students, and parents.
2. English teachers' difficulty in dealing with the lack of monitoring and evaluation by the stakeholders. Teachers admitted that there is no significant difference in terms of lightening the teachers' burden. The government needs to pay more attention in evaluating it so that the implementation can meet the expectation.
3. English teachers' difficulty in designing the lesson plan. The difficulty in designing the lesson plan caused by several factors. They are student condition and teachers' difficulty in formulating learning outcomes.
4. English teachers' difficulty in dealing with the lack of school readiness. The readiness of school in implementing Merdeka Curriculum is essential. The institution need to prepare all things that support Merdeka Curriculum well implemented. But, it found that the teachers is difficult to find book reference as guidelines in implementng Merdeka Curriculum, Infrastructure and other facilities to continue to support English language skill.
5. English teachers' difficulty in dealing with student inhibitions. In implementing Merdeka Curriculum teachers' difficulties not only dealing with the teacher itself but also the student. Students inhibitions is one of the difficulties that should teachers faced. The students inhibition in

teaching such as the lack of English vocabulary, unconfident student, passive participation, and students that preferred used native language than English language.

6. English teachers' difficulty in applying new curriculum policy in the process of teaching learning. They are difficulty in adjusting the time allocation, in applying differentiated learning in the process of teaching and learning.

### **B. Limitation of Study**

Based on the experience of the researcher in the process of conducted this research, there are several limitations experienced and can be several factors that can be considered for future researchers in further perfecting their research because this research itself is certainly imperfect and need to be improved in future studies. Some of the limitations in the study include :

1. The research data sources only amounted to 10 journals and undergraduate thesis. This data is certainly very insufficient in representing the difficulties experienced by English teachers in implementing Merdeka Curriculum in Indonesia.
2. The object of research is only focused on teachers' difficulties which are only one of the various problems that exist in the implementation of Merdeka Curriculum. There are many other objects that can be researched such as learning methods, teaching media and assessment and others.
3. The lack of books as the reference that discuss about Merdeka Curriculum. So that the theories used mostly come from the guidebook issued by the Ministry of Education and Culture of Indonesia.

### **C. Suggestions**

Based on the result of the research, the significant suggestions were purposed for:

1. The English teachers and the future English teachers

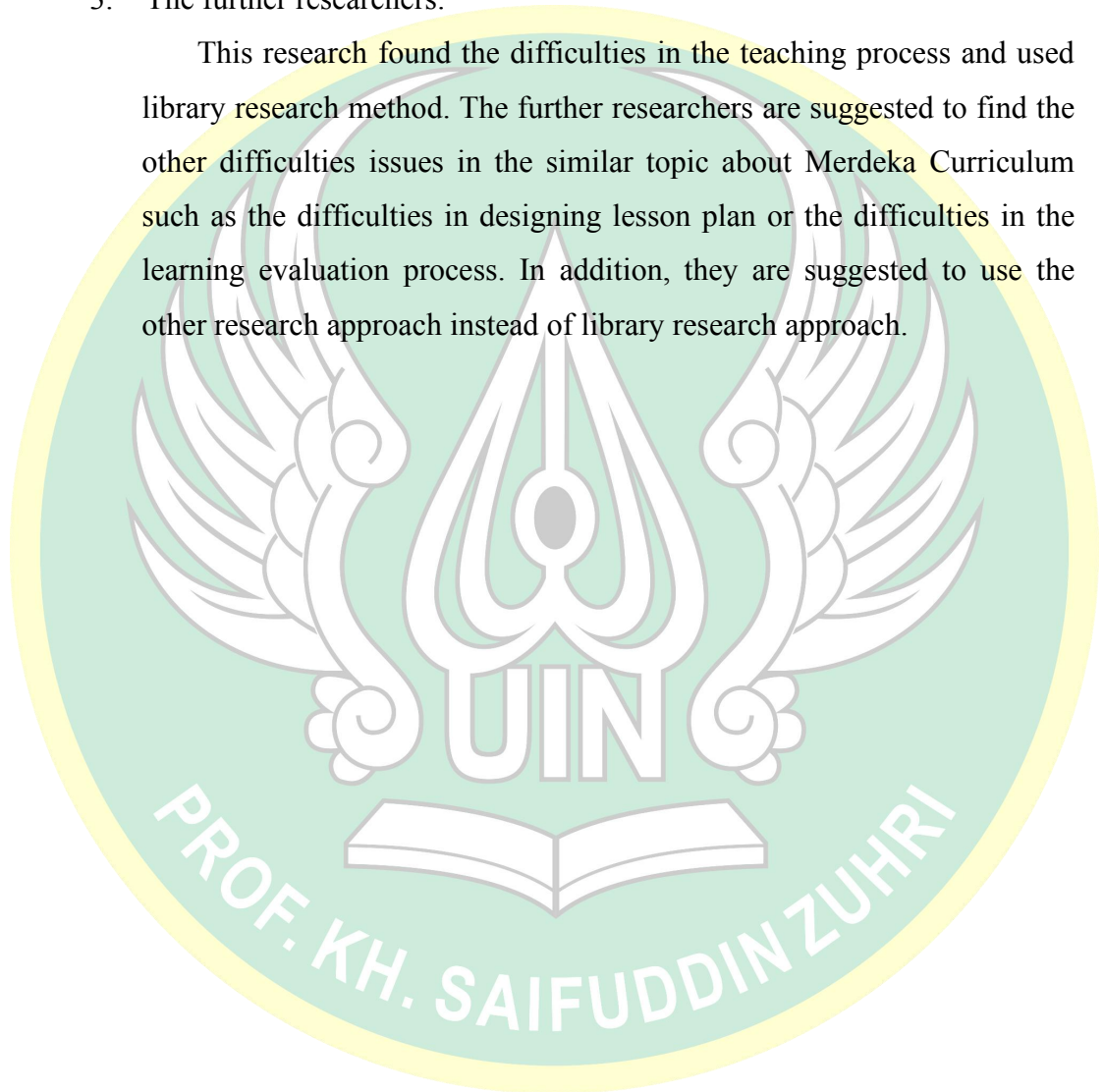
The teachers who are implementing Merdeka Curriculum are suggested to reflect and make an evaluation. In order to the give high-quality education to the students.

## 2. The Institutions

Based on the findings, the teachers still had the difficulties dealt with the learning facilities and training. The Institutions are suggested to support the learning facilities and training which are adequate for the teacher in implementing Merdeka Curriculum. .

## 3. The further researchers:

This research found the difficulties in the teaching process and used library research method. The further researchers are suggested to find the other difficulties issues in the similar topic about Merdeka Curriculum such as the difficulties in designing lesson plan or the difficulties in the learning evaluation process. In addition, they are suggested to use the other research approach instead of library research approach.



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## APPENDICES

## APPENDIX 1



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**EDUKATIF: JURNAL ILMU PENDIDIKAN**

Research & Learning in Education

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### Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum

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#### Abstrak

Tujuan dari penelitian ini untuk mengidentifikasi perspektif guru mengenai konsep Merdeka Belajar dan penyederhanaan rencana pelaksanaan pembelajaran (RPP). Penelitian ini menggunakan metode kualitatif-deskriptif dengan melibatkan 8 guru Bahasa Inggris dari sekolah menengah kejuruan (SMK) yang berbeda. Data dari penelitian ini diperoleh dengan menyebarkan angket dan melakukan semi-structured interview. Hasil dari pengolahan data menunjukkan tidak semua guru memahami konsep Merdeka Belajar. Hasil pengolahan data juga menunjukkan bahwa penerapan RPP 1 Lembar oleh guru belum memenuhi ekspektasi ekspektasi Merdeka Belajar. Terdapat beberapa pernyataan yang berbeda dari apa yang subjek tulis pada kuesioner dan pada saat interview. Namun secara keseluruhan, semua partisipan mendukung penuh pelaksanaan Merdeka Belajar

**Keywords:** Merdeka Belajar, Perspektif, Sekolah Menengah Kejuruan (SMK)

#### Abstract

*This study aims to identify the teachers' perspectives on the Merdeka Belajar curriculum in terms of its concept and lesson plan. The method used was qualitative-descriptive that involved 8 English teachers from different Vocational High Schools in Surabaya. The data collected through questionnaires and semi-structured interviews. After being analyzed, the results showed that not all teachers understand the concept of Merdeka Belajar. The finding also showed that the implementation of a one-page lesson plan (RPP 1 Lembar) had not met the expectation of Merdeka Belajar. What was being stated by participants was different from what was being told during the interview and this affects the final results. However, all participants fully support the implementation of this new curriculum.*

**Kata Kunci:** Merdeka Belajar, Perspectives, Vocational High School

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## INTRODUCTION

In order to optimize human development, Indonesia through vocational high school (SMK) tries to develop attitudes and work habits so that the students can meet the social, political, and economic demands. One of the main purposes of SMK as a secondary education institution and formal educational institution is preparing students to enter the workforce by equipping professional attitudes and to prepare the middle-level workforce to fill the demand of the business world and the World of Industry (DUDI) for this time and in the future (Dharma, 2013). Vocational education is one of the key aspects in strengthening economic development and its competitiveness in all countries, both developing and industrialized. Vocational Education and Training Systems are important elements of countries' economic development strategies (Mouzakitis, 2010).

However, this aim will not happen if human resources have not been equipped with good communication skills. As technology develops, economics grows, new curricula come and go, the demand for using English increases rapidly. Global demand forced the economics sector for being involved actively on a local or international scale so that English is inevitably becoming the key to survive. In the corporate world, English is the most regularly used language and the knowledge of English has become one of the most important employability skills (Clement & Murugavel, 2018). Without effective communication skills, competitive advantages cannot be achieved. Everyone can see how English strongly influences our society. Many terms are adapted and adopted into Indonesian language. Regarding its urgency, Indonesia's education is designed to prepare great human resources to fulfill this global demand. As the result, English is being taught in every school in Indonesia including in vocational high schools. By equipping them with English, our human resources are expected to be able to survive and fit in into the global marketplace. Indonesia expects that there will be no more boundaries to tap into new opportunities at home or abroad.

The urgency of having a great quality of human resources is prioritized since this is the key to solve all the nation's problems. No matter how complex the problems are, as long as our human resources have been prepared and equipped well, then there has no to worry about. As stated by (Lestari & Aulia, 2018), Qualified human resources will be able to improve the quality of a country. As the leading sector that plays a crucial role in upgrading the quality of human resources, the Minister of Education follows up this issue by releasing *Merdeka Belajar* as it is an onset to fix and change our monotone system. *Merdeka Belajar* gives learners more freedom since learners will have more opportunities to explore, do discussion more freely, do outing class rather than sitting while their teachers lecturing. Compared to the old system, this concept is more focusing on learners' processes and characters rather than only learners' scores taken through multiple-choice tests. In his speech on 11 December 2019, Nadiem Makarim, Indonesia Minister of Education, explained that this new system is expected to create a fun learning environment rather than burdensome learners by a particular achievement of the score. Moreover, he also stated that the notion of *Merdeka Belajar* is expected to be able to improve the quality of Indonesian human resources. As stated in article 31 section 3 and Law on the National Education System year 2003 about the function of the national education system must be able to improve the quality of human resources.

However, this great concept will not be able to accomplish the goals and be successfully implemented without the teachers' role. Teachers are the key to success in curriculum changes so that the roles are always expanded into the new directions under the policy. Teacher plays an important role in providing an engaging teaching and learning environment (Vighnarajah, Luan, and Abu Bakar, 2008). Therefore, teachers are required to be adaptive as their roles are always shifting following the policy applied (Thomson and Bell, 2016) explained in their study that teachers' perceptions played an essential role since their perspectives influenced their teaching ability. Hence, it is important to know teachers' perspectives of the concept and how they design the lesson plan and implement it during the teaching-learning process.

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the government needs to widespread the dissemination evenly to make this curriculum can be applied thoroughly. Lack of information was considered as the major problem that makes the implementation of this curriculum change was not optimal. As the result, the implementation is not as good as expected. Proven by what stated by GSY:

*Giving teachers more freedom in terms of administrative, overall the whole concept was good, but it lacks of dissemination during the implementation (Q/GSY)*

Besides, others explained that government also needs to consider the equity facility in every single area includes remote areas before designing curriculum. MS expressed that facility also plays a crucial factor in determining the success of curriculum. Meanwhile, EW thinks that effectivity is the key. These participants explained in his interview that both students and teachers must have the same understanding of Merdeka Belajar so that the goal can be reached effectively.

*All the stakeholders must understand the concept of Merdeka Belajar. Secondly, we can use the more simple form of lesson plan as used abroad and I think it's enough (without any additional attachments) (I/EW)*

During these long changes of curriculum, teachers are the only actors that always to be pressed about adapting and understanding the concept of curriculum. Meanwhile, Merdeka Belajar needs an epic collaboration from all stakeholders and students. While teachers facilitate and lead students to explore more about what they learn, students also must use this freedom to grow more initiative and more critical. By this good synergy, Merdeka Belajar will meet its expectation then we no need to be overwhelmed by following curriculum changes.

#### **Discussion**

Even though *Merdeka Belajar* has been applied for almost 3 years, there are so many gaps were found in the implementation. The results showed that not all teachers understand the concept of *Merdeka Belajar*. The same result was also found in (Lestiyani, 2020) that only 40% of 50 teachers understand the concept of *Merdeka Belajar*. However, all participants fully support the implementation of *Merdeka Belajar*. This is such contradicting when they agreed on *Merdeka Belajar*, but they did not even have understood the concept well.

Besides the implementation of RPP 1 Lembar also needs to be guided and evaluated. One of the purposes of its implementation is to ease teacher burden in designing lesson plans since teachers are free to design them as long as it is still in line with the Circular Letter of Ministry of Education and Culture number 14 the year 2019. Meanwhile, the finding found that some teachers feel no different in terms of lightening their burden. The study that was conducted by (Triyudi et al., 2020) also showed the same results that not all teachers agreed if this policy eases teachers' burden in administration.

However, those previous studies above only tested through options then there were no explanations stated by teachers to clarify their answers. That is why this current research is conducted, to explore further teachers' voices about *Merdeka Belajar*. Also, it aims to know why there are still teachers who have not understood the concept, what obstacles they faced, why it happens, and how to solve or prevent the following challenges. In order to answer those questions, teachers need to be interviewed and filled questionnaires to give their answers then what is done in this research.

In exploring teachers' perspectives, the researcher thinks that filling questionnaires are not enough. What can be drawn from this study is what is being stated in the questionnaires are different from what is being said during the interview. That is why further research by using interviews to see teachers' perspectives of *Merdeka Belajar* needs to be conducted since this study is only limited to small amounts of participants. After conducting interviews, there were so many different answers and points of view stated by the interviewees which affected the final results of the study.

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## CONCLUSION

To sum up, not all teachers understand the concept of Merdeka Belajar and one of the major causes is lack of dissemination. On the other hand, all participants have applied and understood the simplification of the lesson plan (RPP 1 Lembar). Regardless of all issues that were appeared, all participants fully support this "Merdeka Belajar". Some suggestions are also given by all teachers to improve the implementation of "Merdeka Belajar" since the quality of curriculum affects the quality of the education system.

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## APPENDIX 2



SEMINAR NASIONAL HASIL PENELITIAN 2021  
 "Penguatan Riset, Inovasi, dan Kreativitas Peneliti di Era Pandemi Covid-19"  
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### The Challenges Faced by Teachers in Teaching English in The Current Curriculum Change

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**Abstract.** This study was conducted with the aim to know and identifying the challenges faced by teachers in teaching English in the current curriculum change. The research method that will be used is descriptive qualitative method. The subjects are 102 teachers in SMA/MA/SMK/equivalent in South Sulawesi Province. Data obtained from essay questions were analyzed through qualitative data analysis techniques through coding. The results of the analysis was in the form of a description of the teacher's challenges faced in teaching English during the curriculum change period. This description will be useful for learners, teachers, policy makers and foreign language learning theorists. The results of the study indicate that, there are many challenges faced by teachers in teaching English in the current curriculum change (before the Pandemic, during and post Pandemic Covid-19 era). The challenging comes from students' conditions, teachers' conditions, school condition, environment condition, materials condition, learning process, administration process, and technology implementation.

**Keywords:** Challenges, Teachers, Teaching Strategies, Curriculum

#### INTRODUCTION

Strategy is an essential component of the teaching and learning process. In the teaching and learning process, strategy is an action that both the teacher and the learner must perform in order for the learning activity to be effective and efficient. Of course, it is the teacher's responsibility to design the plan and to accompany the students in their learning activities. According to Silver et al., "The purpose of teaching is to knit together a conversation that unifies these dissimilar individuals around a shared core of learning." Strategies are the various sorts or styles of plans used by teachers to achieve this purpose." The teacher should be able to select an acceptable technique for teaching kids to talk. Many tactics are used and created



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specific evidence through observation, interviews and giving preliminary and final tests. Furthermore, the specific evidence is collected and linked to become a theme. The description of the theme is then presented as the result of the research.

In line with these characteristics, this research takes several analytical procedures which Strauss and Corbin refer to as 'codification' (coding). The procedures include open codification, axial codification, and selective codification. Through the three kinds of codification which were carried out interactively, specific phenomena were first obtained. These phenomena are then grouped into categories.

The categories found are usually still relatively rudimentary. Therefore, in order to be perfect, it is necessary to explore the properties and dimensions associated with the category. In this analytical procedure, the researcher does not only use inductive thinking patterns, but also deductive ones. Strauss and Corbin mention it with the phrase moving between inductive and deductive thinking.

Next, the categories are recombined and linked through a procedure known as axial codification. In this codification, categories are recombined and linked using a paradigm pattern that includes causal conditions, phenomena, contexts, accompanying conditions, action strategies, and consequences. Next, the core categories are searched through selective codification. The core category is then appointed as a theme, and other categories that are peripheral are used as supporting categories.

Open codification is a part of analysis that is specifically concerned with naming and categorizing phenomena through careful examination of the data. With open codification, the data is separated into parts, then carefully examined and compared with one another, to further identify the similarities and differences of each.

To support such an open codification, several important things were carried out. The first is to identify phenomena that are thought to be relevant to the research focus. This step is done by bolding the sentences in the field notes that indicate these phenomena. Therefore, from this step a list of phenomena will be obtained.

## **FINDINGS AND DISCUSSIONS**

### **The supporting factors and challenges faced by teachers in teaching English in the current curriculum change**

#### **1. Challenges faced in teaching English during the current Pandemic era**

There are many challenges faced in teaching influenced the teaching strategies of English senior high school teachers during the current Pandemic Covid-19 era. There are some teachers' opinion about the challenges on the curriculum that implement in during Covid- 19 Pandemic era.

##### **a. Students Condition**



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- 1) *Attract students' attention to stay in the learning process (T1, T13, T64, T79, T97, T99)*
  - 2) *Student interest and activity (T2, T13, T39, T43)*
  - 3) *The challenge in teaching English during a pandemic is that it is difficult to bring all students, because usually in one class there are those who don't have Android phones (T3, T14, T27, T31, T61)*
  - 4) *Learners' cognitive abilities (T4)*
  - 5) *Motivation of students in participating in online learning (T4, T9, T33, T34, T42, T70, T76, T83, T89, T92, T102)*
  - 6) *The majority of students are not able to meet their data quota needs for online learning (T5, T14, T46, T48, T57, T70, T72, T75)*
  - 7) *Students do not understand the material because it is not explained directly (T6, T22, T23, T50)*
  - 8) *Feelings of stress and boredom to students due to continuous isolation and online learning (T10, T29, T30, T37, T47, T80)*
  - 9) *Students participation (T12, T17, T20, T28, T45, T46, T57, T60, T66, T90)*
  - 10) *Students who work because of economic demands so they are not able to divide the time to study (T16)*
  - 11) *Lack of students respect for time and lack of discipline in collecting assignments (T18)*
  - 12) *Students always think English is difficult (T29)*
  - 13) *Characteristics of students are different, especially in understanding the use of technology (T49, T56, T96, T101)*
  - 14) *More students spend their time playing online games and/ or watching Korean drama (T54, T100)*
  - 15) *Students have difficulty in speaking and listening, but only read and write (T59)*
  - 16) *Students awareness, discipline and responsibility (T85, T93)*
- b. *Teacher Condition*
- 1) *Difficulty managing distance learning and tend to focus on completing the curriculum (T10, T68)*
  - 2) *Explain the material virtually so that students understand the purpose (T21, T36, T84, T88, T95)*
  - 3) *Trying to create a creative and interesting learning system/ learning material for student learning (T25, T32, T44)*
  - 4) *The biggest challenge is how to maintain the mood or enthusiasm for teaching and learning from the teacher (T33)*
  - 5) *Lack of monitoring and evaluation (T35, T62, T77, T87, T91)*
  - 6) *I have to learn technology to make learning videos (T44)*
  - 7) *Lack of communication with students, especially those who do not have internet access (T63, T82)*



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c. School Condition

- 1) *Schools in rural areas still lack internet network (T24, T37, T41, T74)*
- 2) *Limited online learning facilities (T28)*

d. Environment Condition

- 1) *Lack of parent attention and support for their children to learn (T17)*
- 2) *Lack of parental cooperation in the online learning process (T28, T58)*
- 3) *Social background (T37, T49, T55, T76, T96)*
- 4) *Students living environment (T76)*
- 5) *Teacher living environment (T76)*

e. Learning Process:

- 1) *Direct interaction with students (T11)*
- 2) *Can't meet directly with students (T19)*
- 3) *The effectiveness of online learning (T11, T33, T40, T69)*
- 4) *Give time tolerance to students in collecting assignments (T41)*
- 5) *Use of teaching media and online learning applications (T52, T81)*
- 6) *Not effective and efficient (T71, T73)*
- 7) *Time allocation (T94)*

f. Technology Implementation:

- 1) *Internet network (T4, T7, T8, T11, T12, T15, T17, T24, T27, T35, T41, T43, T45, T48, T51, T53, T57, T64, T65, T67, T72, T74, T78, T86, T100, T101)*
- 2) *Limited time (T8, T12, T38, T68, T97)*
- 3) *Use Learning Management System (LMS) (T26)*

2. Challenges that will be faced in teaching English in the upcoming New Normal (Post Pandemic) era

There are many challenges faced in teaching influenced the teaching strategies of English senior high school teachers during the current Pandemic Covid-19 era. There is some teachers' opinion about the challenges that will be faced in teaching English in the upcoming new normal (post pandemic era).

a. Students Condition

- 1) *Students lose many opportunities and understanding related to material during the pandemic (T1, T46, T49)*
- 2) *Bring back the enthusiasm and motivation of students who have been reduced even when they are not there during the pandemic (T2, T3, T4, T7, T17, T30, T34, T36, T37, T42, T47, T58, T65, T69, T77, T78, T83, T86, T89, T90, T92, T102)*
- 3) *Students cognitive, pedagogy skill (T4, T5, T15, T45, T85)*
- 4) *Discipline students (T6, T17)*
- 5) *The gap between student's ability (T10, T80)*
- 6) *There is a potential for students to drop out of school (T10)*



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- 7) *Students response (T12)*
  - 8) *Students adaptation process to new normal learning (T14, T20, T31, T50, T52, T53, T56, T59, T79, T99, T100)*
  - 9) *Challenges in changing students' mindsets in sparking the importance of English in this global era (T18, T29)*
  - 10) *Students become careless and irresponsible to their own duty (T32)*
  - 11) *Lack of students' knowledge of English (T38, T48, T73)*
  - 12) *Lack of mastery of vocabulary and speaking skills (T41, T70)*
  - 13) *Students characteristics (T44, T81, T94)*
- b. Teachers Condition
- 1) *Mastery of technology in create learning media (T4, T69, T74, T76)*
  - 2) *Teachers job increases (T10, T72, T80, T101)*
  - 3) *Improve teaching strategies more interesting (T21, T25, T33, T34, T84, T91, T95, T96)*
  - 4) *Difficulties in online learning (T22, T57)*
  - 5) *Difficulties to start new normal learning situation (T24, T43, T88, T93)*
  - 6) *Repetition of material (which has been discussed during the pandemic) (T60, T97, T98)*
  - 7) *Increase active communication (T64)*
- c. School Condition
- 1) *Shift of learning space (T68)*
  - 2) *Shift of delivery (T68)*
  - 3) *Setting the number of students attending school (T82, T102)*
- d. Environment Condition
- 1) *Public health (T33, T64, T66, T75)*
  - 2) *Health protocol will affect teaching especially speaking (T51)*
  - 3) *Students are less aware of their surroundings (T54)*
  - 4) *Government gives mobile phone for the students who don't have it (T61)*
  - 5) *Feel fear of new normal situation (T63)*
  - 6) *Social background (T67)*
  - 7) *Discipline on health protocol (T71)*
  - 8) *Internet network (T11, T39, T67, T75)*
- e. Learning Process
- 1) *Digital learning (T8)*
  - 2) *Prepare more methods and strategies in learning (T9)*
  - 3) *Time allocation (T16, T26, T55, T62, T82, T87)*
  - 4) *Learning is not optimal (T27, T35)*
  - 5) *Completeness of curriculum targets that are difficult to achieve (T28)*
  - 6) *Face-to-face learning process (T40)*





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The challenges faced before the pandemic, during the pandemic and facing the new normal (post pandemic) Covid-19 came from the condition of students, teacher conditions, school conditions, environmental conditions, learning processes, administrative processes, and technology implementation.

### **CONCLUSIONS**

Based on the results of data analysis and discussion, it can be concluded that there are many challenges faced in teaching influenced the teaching strategies of English senior high school teachers during the current Pandemic Covid-19 era. There are some teachers' opinion about the challenges on the curriculum that implement in during Covid-19 Pandemic era, such as: Attract students' attention to stay in the learning process; Student interest and activity; The challenge in teaching English during a pandemic is that it is difficult to bring all students, because usually in one class there are those who don't have Android phones; Motivation of students in participating in online learning; The majority of students are not able to meet their data quota needs for online learning; Students do not understand the material because it is not explained directly; Feelings of stress and boredom to students due to continuous isolation and online learning; Students participation; Characteristics of students are different, especially in understanding the use of technology; Explain the material virtually so that students understand the purpose; Trying to create a creative and interesting learning system/ learning material for student learning; Lack of monitoring and evaluation; Internet network; and Limited time.

There are many challenges faced in teaching influenced the teaching strategies of English senior high school teachers during the current Pandemic Covid-19 era. There is some teachers' opinion about the challenges that will be faced in teaching English in the upcoming new normal (post pandemic era), such as: Students lose many opportunities and understanding related to material during the pandemic; Bring back the enthusiasm and motivation of students who have been reduced even when they are not there during the pandemic; Students cognitive, pedagogy skill; Students adaptation process to new normal learning; Lack of students' knowledge of English; Students characteristics; Mastery of technology in create learning media; Teachers job increases; Improve teaching strategies more interesting; Difficulties to start new normal learning situation; Repetition of material (which has been discussed during the pandemic); Public health; Internet network; and Time allocation.

### **ACKNOWLEDGMENTS**

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**APPENDIX 3****AN ANALYSIS OF ENGLISH TEACHER'S LESSON PLAN  
REFERRING TO *MERDEKA BELAJAR* PROGRAM AT SMPN****30 PALEMBANG**

A Thesis by:

**Amilia Yulita****Student Number: 06011381722076****English Education Study Program****Language and Arts Education Department**

AN ANALYSIS OF ENGLISH TEACHER'S LESSON PLAN REFERRING  
TO MERDEKA BELAJAR PROGRAM AT SMPN 30 PALEMBANG

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ABSTRACT

*Merdeka Belajar* is an educational program proposed by the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Nadiem Anwar Makarim. One of the policies include in this program is related to the lesson plan simplification and becomes a challenge for teachers in preparing a lesson plan. This study aims to analyze the lesson plan made by the English teacher referring to *Merdeka Belajar* program as well as the difficulties faced by the teacher in designing it. The writer conducted content analysis method and the data was collected through documentation and interview techniques. The subject of the study was the English teacher of the 9<sup>th</sup> grade of SMPN 30 Palembang. Then, the object of the research was the *Merdeka Belajar* lesson plan focusing on three core components namely Learning Objectives, Learning Activities, and Assessment. The results showed that the teacher has made a lesson plan that refers to the *Merdeka Belajar* nicely, although the teacher faced some difficulties such as the minimum time allocation available to meet the learning needs of students. Furthermore, in compiling a lesson plan the teacher starts by formulating learning objectives based on basic competency, then determining learning activities to achieve learning objectives formulated earlier; afterward, the stages end with choosing the appropriate assessment to measure the level of students' success in teaching and learning activity.

*Keywords:* *Merdeka Belajar, Lesson Plan, English Teacher*

Approved by,  
Advisor



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Palembang, December 2021

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Coordinator of English Education Study Program



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PROF. KH. SAIFUDDIN LUHRI

## APPENDIX 4

**ENGLISH TEACHERS' CHALLENGES IN DESIGNING  
ENGLISH LESSON PLANS FOR THE 2022  
PROTOTYPE CURRICULUM**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah  
University of Makassar in Partial Fulfillment of the Requirement for the Degree of  
Education in English Education Department*

**BY**

**SAKIRUDDIN**

**105351113818**



**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
2022**

**ABSTRACT**

Sakiruddin,2022. "**English Teachers' Challenges in designing English Lesson Plans for 2022 Prototype Curriculum**". English Education Thesis Faculty of Teacher Training and Education Muhammadiyah University Makassar (supervised by Nurdevi Bte Abdul and Sitti Maryam Hamid ).

The purpose of this research aimed to find out the challenges in designing lesson plan faced by English Teacher. This research used a qualitative descriptive method, the subject of this research were two English teachers at SMP Negeri 1 Takalar who taught at seven grade for 2022 prototype curriculum. The result of this research showed that there were five challenges faced by English teachers, students' condition, learning method, learning scenario, learning media and assessment. 1) student condition: according to the teachers students have different characters that made the teachers difficult designing lesson plan. 2) Learning method :according to the teachers usually the common problem are when the method teachers used is not suitable for us to apply in the classroom. 3) Learning scenario : the teachers sometimes easily forget some steps in leaning activities because age. 4) Learning media: the difficulty was the limitations of school infrastructure media like LCD. 5) Assesment: all the teachers who give difficulty in given an assesment because there are many variations assesment in prototype curriculum. Therefore, it can be concluded that are five challenges faced by the teachers when designing English lesson plan for 2022 prototype curriculum.and There are some solutions, they are change the learning method, students' ability in general and the teacher's ability to teach.

**Keywords:** *English Teachers challenges, Lesson Plan, prototype curriculum*



PERPUSTAKAAN DAN PENELITIAN  
SAIFUDDIN ZUHRI  
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## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the research findings this chapter consists of two sections. The first section deals with the conclusion and the second deal with suggestion.

#### A. Conclusion

From the discussion in the previous chapter, there were several conclusions that can be drawn.

The previous section there were fifth the challenges faced by English teachers in designing lesson plan for the 2022 prototyp curriculum, they are students' condition, learning method, learning scenario, learning media and assessment. Therefore, it can be concluded that are five challenges faced by the teachers when designing English lesson plan for 2022 prototype curriculum.and There are some solutions, they are change the learning method, students' ability in general and the teacher's ability to teach

#### B. Suggestion

At the end of this chapter, the writer like to propose some suggestions the hopefully would be useful for the English teachers and the next similar.research.

##### a. The educators

## APPENDIX 5

## Integrating Spirituality in Teaching English to Young Learners based on the Independent Curriculum in Elementary Schools

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**Abstrak.** Teaching English to Young Learners started in 1994 at the elementary school level. 2022 will be the first year for English as an elective subject in the Merdeka Curriculum. As the name implies, there is no obligation for schools to use this curriculum. As an example, the Integrated Islamic Elementary School is one of the levels that are acquainted with this curriculum only in grades one and four. Although it has a mission to integrate the curriculum of the Ministry of National Education and the curriculum of the Integrated Islamic School, in reality not all English teachers in Islamic schools easily integrate their spiritual values. It aims to integrate spirituality in teaching English to young learners at the elementary school level by applying Independent Curriculum-based and specialist. This research and development are a bridge in answering the teacher's needs for this. The results of this research are teachers need a reference for integrating spirituality in teaching English as a subject in an Integrated Islamic school that combines the Independent Curriculum with the Integrated Islamic Elementary School Curriculum. In language skills development, reading and writing become the focus of the average teacher. Meanwhile, teachers are also obliged to develop complete skills in the Merdeka curriculum, namely listening, speaking, reading, viewing, writing, and presenting.

**Keywords:** Spirituality, TEYL, Independent Curriculum

**How to Cite:** Amalia, T.Z., Mujianto, J., Fitriati, S.W., Widiati, U. (2022). Integrating Spirituality in Teaching English to Young Learners based on the Independent Curriculum in Elementary Schools. *ISET: International Conference on Science, Education, and Technology* (2022), 1168-1174.

### INTRODUCTION

The uniqueness of the curriculum owned by the Integrated Islamic Elementary School has the aim of integrating Islamic values with the curriculum of the Ministry of Education and Culture. This is still homework when the availability of appropriate learning resources is still scarce and not by the needs of each educational unit. Instructional material in general still dominates compared to material with Islamic content.

The issue of the importance of integrating spirituality in teaching and learning English is currently become an interesting discussion for teachers at the Integrated Islamic School to combine spirituality and the issue of an Independent Curriculum. Some factors might be considered when determining what is or is not appropriate for matters of faith and professional practice (Wong & Lee, 2018). Many students do not understand the relationship between the teacher's spiritual identity and learning English. Some of them think that sharing their spiritual identity can harm them because they are vulnerable to discrimination. However, on the other hand, research has found that the spiritual identity of teachers can give them a sense of

calling, purpose, direction, support, and inspiration to do their jobs well, relate their values to what they do, and teach with integrity (Wong, 2012). When teachers approach spiritual identity as an informed critical attitude pedagogy, their spiritual identity can become an element of motivation for students and reduce student anxiety (Wong, 2018).

For some of the problems above, this research offers a solution. Of course, when discussing issues of faith and education, there are many contextual variables to consider, including nation-state, society, institutions (public or private, religious or secular), subject matter, related current events, possible impact on students discussing their issues beliefs, teacher-student relationships, and several student variables, such as age, level of English proficiency, and religious background, to name a few (Wong, 2018). The other solution is teachers should think about personal (internal) elements such as personal experiences, cultural traditions, logical explanations, and religious and spiritual views that may have an impact on their judgments about what they feel to be ethical behavior in the classroom. Other factors influencing their choices come from more

external sources, such as institutional purpose statements, professional codes of conduct, ethical standards for research, and the numerous sacred or secular literature that teachers use to guide their practice (Wong, 2018).

The purpose of this research is to integrate spirituality in teaching English to young learners at the elementary school level by directly applying Independent Curriculum-based and specialists without burdening them. In this study, several ways are available to link spiritual identity with pedagogy. Not only that, but this study also provides previous studies related to the issues discussed as evidence. It would be useful for today's language professionals to review spiritual resources as they may offer different points of view that could influence the teaching philosophy of language instructors and curricular practices on important topics of concern to us today. The concept of spirituality may provide us with a philosophical foundation for what it means to be a language teacher. For example, the commitment of language teachers to teach subjects other than "language" creates a place for pedagogical potential in promoting environmental responsibility and a peaceful human society as a whole (Sharma, 2018).

#### METHOD

This research and development fill a gap in the teacher's needs in this regard. A questionnaire, interviews, and documentation are used in this study's convergent parallel design kind of mixed methodology to collect data. Each

region has a comprehensive network of Islamic schools. The smallest district in Central Java, Kudus, was picked because it featured several integrated Islamic schools at the elementary, junior high, and high school levels. There were two locations for the SDIT level: SDIT Al Islam in Surakarta City, SDIT Nur Hidayah was chosen due to its specialty in publishing textbooks based on the Integrated Islamic School which is used in several schools in Central Java. This study focuses on the fourth-grade level, where students had previous experiences with English learning and this year marked the beginning of the Independent Curriculum.

#### RESULTS AND DISCUSSION

According to the study's findings, teachers of English in an integrated Islamic school that integrates the independent curriculum with the integrated Islamic elementary school curriculum need a reference for incorporating spirituality into the subject's instruction. Reading and writing are typically the teachers' main areas of concentration when it comes to language skill development. Additionally, teachers must help students achieve the outcomes learning of English skills. They refer to six language skills from the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) at level B1, in the form of learning various types of texts that combine listening, speaking, reading, viewing, writing, and presenting. It is stated in the following Figure 1:

The English learning outcomes in your education unit include a variety of language skills that are integrated into various types of texts

2 responses

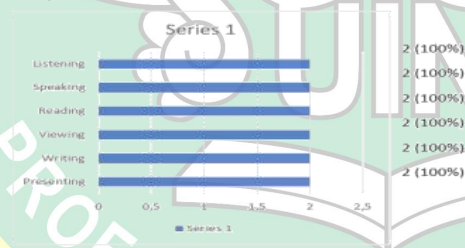


Figure 1. English Learning Outcomes

For more than two decades English at the primary school level has been taught as local content. English becomes an elective subject at this level starting in 2022 which is carried out

through the Independent Curriculum. The implementation of the Independent Curriculum has been piloted in several elementary schools that are ready and starting from grade one and



Press Esc to exit full screen

grade four. The elementary school curriculum structure is divided into Phase A (grades I and II), and Phase B (grades III and IV). Phase C (classes V and VI). So this research focuses on Phase B at the fourth-grade level.

The results of this study indicate that using spiritual identity as a way to combine the integrated Islamic curriculum and the independent curriculum is very useful for students to facilitate their learning, especially in Integrated Islamic Elementary Schools. Students there are required to study two curricula at once

to meet the needs of the government and schools. The integrated Islamic school aims to produce a generation that is not only good at general learning but also religion. For this reason, this study provides the importance of the value of spirituality in pedagogy, so a curriculum that includes both general and spirituality is needed. The data (Figure 2) show that Islamic songs and oral instruction/Islamic audio are always used in English instructional materials.

The intensity of the use of Islamic songs in teaching materials for English subjects

2 responses

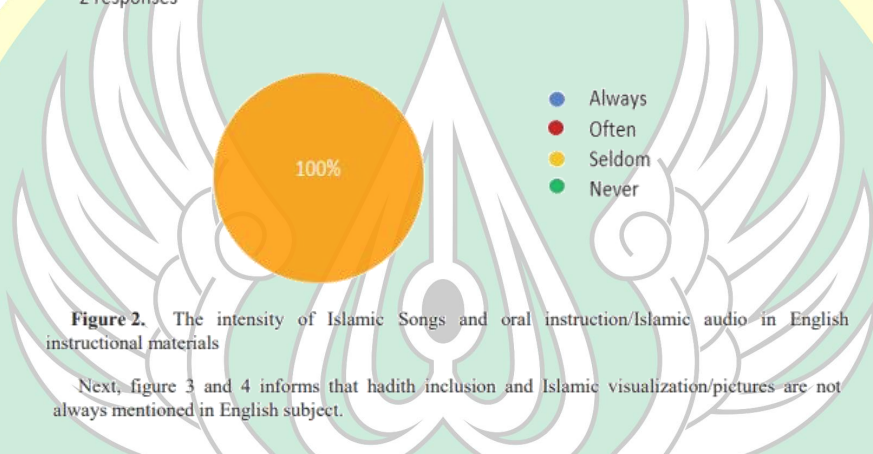


Figure 2. The intensity of Islamic Songs and oral instruction/Islamic audio in English instructional materials

Next, figure 3 and 4 informs that hadith inclusion and Islamic visualization/pictures are not always mentioned in English subject.

The intensity of the inclusion of hadith in teaching materials for English subjects

2 response

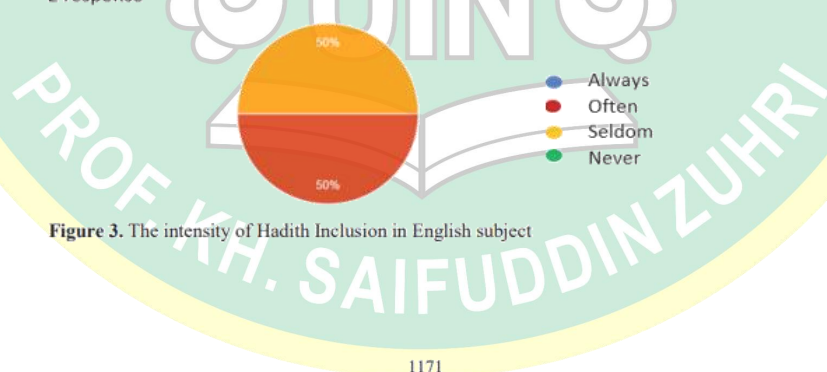


Figure 3. The intensity of Hadith Inclusion in English subject

English Learning Outcomes, educational units can add additional content according to the characteristics of the education unit by integration in other subjects, integration in the project theme of strengthening the profile of Pancasila students, as well as developing independent subjects. This is in line with "Penguatan Project Pelajar Pancasila" in Figure 7 as follows:



Figure 7. Description of Pancasila Students Profiles at Education units (Nurhayati, et. al, 2022)

In a nutshell, the existence of the Pancasila Student Profile also directs the integration of the curriculum of the Integrated Islamic Elementary School and the Independent Curriculum. These points can be developed according to the characteristics of each educational unit independently. Integrating spirituality into English language teaching has proven to be effective. However, schools cannot simply state that they include spirituality in learning just because previous research has shown a positive impact. To integrate the value of spirituality, schools need to pay attention to the readiness of teachers and students by understanding first what spirituality is. The feeling of spirituality is one of connectivity with everything, including the universe, everyone, and nature. Those are told by educators revealing spirituality as the search for something trans-personal that provides an ontological foundation for ethics of kindness, love, and service to others (Abu Bakar, 2020).

The relevance of spirituality to teaching English is rooted in two reasons; 1) as motivation for students; 2) as a means for students to better understand their religion. Teachers must foster an environment in which students can learn without fear of failure while

also instilling confidence in their capacity to learn. For teachers who are challenging their students' conventional thinking during the teaching and learning process, spirituality is crucial (Shahjahan, 2009).

#### CONCLUSION

The spirituality of a teacher can help students feel inspired, supported, and called to do their jobs well, relate their beliefs to what they do, and teach with integrity. Additionally, it aids in their comprehension of how their religion is developed, acknowledged, tested, concealed, critiqued, altered, and restored. Many factors, including the personal, need to be taken into account when talking about trust and education concerns. Integrating spirituality in young learners' English classrooms for implementing Independent Curriculum is needed especially for a school that has readiness. Meanwhile, for its implementation in Integrated Islamic Elementary Schools, the Pancasila Student Profile can support a combination of both its unique curriculum and the Independent Curriculum.

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## APPENDIX 6

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### Analysis of English Formative Tests for Junior High School Students

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#### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tes formatif bahasa Inggris pada siswa sekolah menengah pertama. Metode penelitian yang digunakan adalah metode penelitian deskriptif kualitatif. Responden penelitian berjumlah 34 siswa, dengan komposisi 20 siswa laki-laki, dan 14 siswa perempuan serta satu orang guru bidang studi bahasa Inggris. Tahapan penelitian yang dilakukan meliputi pralapanan, lapangan, dan analisis data. Hasil penelitian menunjukkan bahwa tes formatif bahasa Inggris siswa sekolah menengah pertama berada pada kategori amat tinggi. Hasil ini tercapai dikarenakan tes formatif bahasa Inggris yang diberikan memiliki tingkat reliabilitas dan validitas yang sangat tinggi. Guru bidang studi bahasa Inggris yang membelajarkan pembelajaran sangat paham betul bagaimana merancang dan membelajarkan bahasa Inggris di kelas. Hal ini sangat patut dicontoh bagi guru-guru bahasa Inggris lainnya agar tes formatif yang didapatkan siswa juga amat tinggi. Prasarana dan sarana lainnya untuk terus mendukung keterampilan berbahasa Inggris ini perlu dijaga dan dipertahankan oleh pihak sekolah.

**Kata kunci:** bahasa Inggris, siswa, sekolah menengah pertama, tes formatif.

#### Abstract

This study aims to describe the formative test of English in junior high school students. The research method used is descriptive qualitative research method. The research respondents were 34 students, with the composition of 20 male students, 14 female students and one teacher in the field of English studies. The stages of research carried out include pre-field, field, and data analysis. The results showed that the English formative tests of junior high school students were in the very high category. This result was achieved because the formative test of English given had a very high level of reliability and validity. Teachers in the field of English studies who teach learning very well understand how to design and teach English in the classroom. This is very exemplary for other English teachers so that the formative tests that students get are also very high. Infrastructure and other facilities to continue to support these English language skills need to be maintained and maintained by the school.

**Keywords:** English, students, junior high school, formative tests.

#### INTRODUCTION

One of the challenges in today's life faced by most students in Asian countries, one of which is the challenge of mastering English as an international language that must be mastered. This of course must be prepared by the younger generation so that they are not left far behind, especially the aspects of knowledge that students must possess if they want to survive in the next generation. The young generation referred to in this case is starting from the junior high school level.

The quality of English language skills of junior high school students is the responsibility of all parties involved in preparing a generation of adequate English skills, especially for junior high school teachers who are the spearheads in building students' foundations for further education. Improving the English skills of junior high school students is something that is not

or simple codes. The numbers and simple codes are intended to make it easier for researchers to analyze data when making conclusions. All the results of the analysis and discussions with key people are organized and arranged in tabular form.

Data collection techniques used are documentation, observation sheets, and interviews. Documentation is carried out to obtain data in the form of archives, documents, and reports that are used to complete research data. Student observation sheets were used to observe the indicators of the students' English formative tests and also to observe the steps of learning English carried out by the teacher in the classroom. Interview sheets are used when researchers conduct in-depth interviews. The researcher conducted in-depth interviews with students and teachers to collect data directly to obtain valid data related to the students' English formative tests and the teacher's English learning.

Testing the validity and reliability is done by checking the validity of the data. The data validity technique in this study used the triangulation technique of data sources. Triangulation of data sources means data collection techniques to prepare data from different sources with the same technique by means of documentation, participatory observation, and structured interviews. The validity of the data was also carried out by verifying and validating the instruments used by two experts. Experts are selected based on the research focus contained in the title. Furthermore, the data that has been collected is analyzed using percentages and categorized based on the following values:

Table 1. Category of Student Formative Tests

Value (%)	Category	Code
85 – 100	Very High	AT
70 – 84	High	T
55 – 69	Currently	S
45 – 54	Low	R
0 – 44	Very Low	AR

(Source: Sugianto, 2017)

## RESULTS AND DISCUSSION

This research was carried out at the State Junior High School 2 Bandung City, which is located at Jalan Sumatra No.42, Merdeka, Bandung City, West Java Province. The following is Figure 1 of the research location:



Figure 1. Research Location

In the pre-field stage, the preparations carried out by the researchers were compiling and preparing the instruments used in this study, such as observation sheets for students' English formative tests and teacher interview guidelines. The next stage is the field. This stage is carried out in the classroom. This field stage is also carried out simultaneously with the observation stage. The data of students' English formative test results can be seen in the following table:

**Table 1. Student's English Formative Test Score Data**

Number	Student Code	Value	Category
1	MS	82	T
2	DA	82	T
3	KA	85	AT
4	RP	86	AT
5	IB	85	AT
6	AM	83	T
7	IG	82	T
8	AN	92	AT
9	HS	92	AT
10	IS	89	AT
11	DN	93	AT
12	FN	88	AT
13	NI	91	AT
14	AR	86	AT
15	MSA	82	T
16	DAB	82	T
17	KAC	85	AT
18	RPD	86	AT
19	IBE	85	AT
20	AMF	83	T
21	IGG	82	T
22	ANH	92	AT
23	HSI	92	AT
24	ISJ	82	T
25	DNK	82	T
26	FNL	95	AT
27	NIM	82	T
28	ARN	82	T
29	HSO	85	AT
30	ISP	86	AT
31	DNQ	85	AT
32	FNR	83	T
33	NIS	82	T
34	ART	92	AT
Avarage		<b>85,91</b>	<b>AT</b>

The average score of students' English formative test results is 85.91, which means that the average score of students' English formative test results is in the very high category, this happens because the formative tests used are very reliable and valid. This is also in line with the results of research conducted by Riadi (2017) and Sugianto (2016) which revealed that teachers were able to understand evaluation techniques and procedures, and were able to carry out evaluations so that very satisfactory evaluation results were obtained. School

success in English subjects cannot be separated from the synergy between the concept and implementation of good English learning management. This means that a reliable English teacher must understand the concept of English learning management well so that the implementation of the previously planned English learning objectives can be achieved effectively and efficiently in accordance with standard principles and a good English teacher has a sincere nature and high dedication to his profession (Wijaya, 2017; Baran-Lucard, 2019).

During learning English, it was found that there were still students who got formative test scores in the high category (14 students). The lowest English formative test score is 82. This is in line with the results of research conducted by Huda et al. (2017) and Pradanti, S. & Sarosa (2018) which revealed that in general English teachers have been able to implement the concept of a fun learning pedagogy through various methods and techniques that vary, especially in brainstorming and ice breaking which ultimately greatly influences the students' English formative test results. There is a significant interaction between formative tests and learning methods on students' verbal linguistic abilities (Dewi, 2012; Sofyana, A. et al., 2020).

The demonstration learning method has a positive effect on the learning motivation of junior high school students, and the demonstration learning model can be used as an alternative to learning English subjects (Suramto, 2012; Listyowati et al., 2021). Another method that can be used is the TGT model of cooperative learning. This is in line with what was expressed by Lestari, S. (2018) dan Hidayati (2016) that the TGT learning model can have a positive effect on the learning motivation of junior high school students.

Formative assessment needs to be seen as a process rather than a product. This brings the researcher to the point that formative assessment has no impact on students unless the teacher's beliefs and perceptions are not brought into concentration. In addition, teachers need to feel comfortable taking formative assessment strategies and incorporating them into their classroom practice patterns (Karim, B., H., 2015; Qu & Zhang, 2013; Arrafii, M. & Sumarni, 2018).

#### CONCLUSION

The formative test of English in one of the junior high schools in Bandung showed a very high average score for the formative test. This result was achieved because the formative test of English given had a very high level of reliability and validity. Teachers in the field of English studies who teach learning very well understand how to design and teach English in the classroom. This is very exemplary for other English teachers so that the formative tests that students get are also very high. Infrastructure and other facilities to continue to support these English language skills need to be maintained and maintained by the school.

#### AKNOWLEDGMENTS

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## APPENDIX 7

ANALYSIS ON THE IMPLEMENTATION OF THE *MERDEKA*  
*BELAJAR* CURRICULUM BY THE ENGLISH TEACHER AT  
 TENTH GRADE AT SMKN 1 JAMBI CITY

THESIS

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 J A M B I

## ABSTRACT

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 Department : English Language School  
 Title : Analysis of the Implementation of the *Merdeka Belajar* Curriculum by an English Teacher in class X SMK Negeri 1 Jambi city

The purpose of this study was to elagurate the implementation of the *Merdeka Belajar* Curriculum by English teachers in class X SMK Negeri 1 Jambi city. The approach used in this research is a qualitative approach using case studies. in the process of collecting data the author uses observation, interviews, and documentation. The subjects of this study were three English teachers, and the students who had implemented the *Merdeka Belajar* Curriculum, as well as the Principal of SMK Negeri 1 Jambi City. The findings of this study indicate that the implementation of the *Merdeka Belajar* Curriculum by English teachers in class X SMK Negeri 1 Jambi is good from the lesson plan aspect. This is based on the finding during of observations in the classroom, were in was found that the learning module was good.

**Keywords:** *Merdeka Belajar* Curriculum, Teaching English, Lesson Plan.



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PROF. KH. SAIFUDDIN ZUHRI



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusion

This chapter presents conclusions and suggestions regarding what has been analyzed and discussed. This correlates with the title "Analysis of the Implementation of the *Merdeka Belajar* Curriculum by an English Teacher Class X Smk Negeri 1 Jambi City" Based on the results of research that has been found by researchers, the conclusions of this study are as follows:

1. The application of the *Merdeka Belajar* Curriculum by the English teacher in class X to the application of *Merdeka Belajar* in Smk Negeri 1 Jambi City is by implementing *Merdeka Belajar*, the students of Smk Negeri 1 Jambi City will be able to improve their abilities because they are given freedom in the learning process, but detailed understanding possessed by teachers, students, and parents of students is still very minimal.
2. Factors that become obstacles in the application of *Merdeka Belajar* are the lack of understanding possessed by teachers, students, and parents of students so that it hinders the purpose of the process of implementing *Merdeka Belajar* and also the lack of facilities available in the process of implementing *Merdeka Belajar*.

#### B. Suggestion

Based on the conclusions above, the suggestions in this study are as follows:

1. It is expected that the teachers of Smk Negeri 1 Jambi City will provide special training to students who have minimal ability to use electronics which are used as media in the process of implementing *Merdeka Belajar* and complete facilities that are able to support student achievement.



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**APPENDIX 8**

**STRATEGIES USED BY THE TEACHER IN TEACHING SPEAKING  
IN *MERDEKA CURRICULUM* AT SMP N 13 SURAKARTA**



Submitted to the Department of Language Studies, Graduate School for Partial  
Fulfillment of the Requirements for the degree of Master of Education

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2023

**STRATEGIES USED BY THE TEACHER IN TEACHING SPEAKING IN  
MERDEKA CURRICULUM AT SMP N 13 SURAKARTA**

**Abstrak**

Pembelajaran bahasa asing khususnya bahasa Inggris telah dijadikan sebagai alat strategi dan strategi pengembangan sumber daya manusia pada berbagai masa dalam sejarah pendidikan di dunia ini. Mengajar bahasa Inggris bukanlah hal yang mudah. Dengan tingkat keterampilan yang berbeda di setiap kelas, guru harus menggunakan strategi yang efektif yang memungkinkan siswa untuk mempelajari materi. Strategi belajar mengajar dapat disebut sebagai metode yang dipilih oleh guru untuk menyampaikan materi pembelajaran dalam lingkungan belajar tertentu, sehingga tujuan pembelajaran dapat tercapai secara efektif dan efisien. Dari pernyataan tersebut, peneliti menganalisis strategi yang digunakan oleh guru dalam mengajar berbicara di Kurikulum Merdeka. Tujuan penelitian ini adalah (1) Untuk mengetahui strategi guru dalam mengajar berbicara dalam Kurikulum Merdeka; (2) Mendeskripsikan penerapan strategi-strategi yang digunakan guru dalam mengajar berbicara dalam Kurikulum Merdeka; (3) Untuk mengetahui tantangan apa yang dihadapi guru dalam mengajar berbicara dalam Kurikulum Merdeka. Desain penelitian ini adalah deskriptif kualitatif. Subyek penelitian ini adalah dua guru Bahasa Inggris yang mengajar di kelas VII SMP Negeri 13 Surakarta. Data penelitian ini dikumpulkan dengan kuesioner dan didukung dengan wawancara. Data yang terkumpul dianalisis dengan teori Miles dan Huberman dalam Sugiyono, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menunjukkan keterpercayaan data, penelitian ini menggunakan triangulasi metodologi. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris menggunakan dua strategi dalam mengajar berbicara dalam Kurikulum Merdeka yakni menggunakan strategi bermain peran dan tanya jawab. Kemudian, guru menerapkan strategi tersebut berdasarkan modul dan prosedur pengajaran yaitu pra kegiatan, inti kegiatan dan pasca kegiatan. Kemudian, tantangan yang dihadapi oleh guru bahasa Inggris ketika diajarkan berbicara adalah hambatan siswa seperti siswa merasa malu, tidak percaya diri, khawatir membuat kesalahan, kemudian kurangnya kosa kata siswa, pasif dalam berpartisipasi, lebih suka menggunakan bahasa asli daripada bahasa Inggris, dan kesulitan dalam menerapkan kebijakan kurikulum baru.

**Kata Kunci:** Strategi Mengajar, Pengajaran Berbicara, Kurikulum Merdeka

**Abstract**

Learning foreign languages, especially English, has been used as a strategy tool and strategy for human resource development at various time in the history of education in this world. Teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teaching and learning strategies can be referred as the method chosen by the teacher to deliver learning material in a particular learning environment, so that learning objectives could be achieved effectively and efficiently. From these statements, the researcher analyzed strategies used by the teacher in teaching speaking in *Merdeka Curriculum*. The objectives if this research were (1) To find out the teacher strategies in teaching speaking in Merdeka Curriculum; (2) To describe the implementation of the strategies used by the teacher in teaching speaking in Merdeka Curriculum; (3) To find out what challenges faced by teacher in teaching speaking in *Merdeka Curriculum*. The design of this research was a descriptive qualitative. The subjects of this research were two English teacher who teach in seventh grades of SMP Negeri 13 Surakarta. The data of this research was collected by questionnaire and supported by interview. The collected data was analyzed by Miles and Huberman theory in Sugiyono, they were data reduction, data display, and drawing

conclusion. To pointed out trustworthiness of the data, this research used methodological triangulation. The result of this research showed that English teachers used two strategies in teaching speaking in *Merdeka Curriculum*. They were role play and answer question as strategies in teaching speaking. Then, the teachers implemented these strategies based in module and teaching procedure which were pre activity, whilst activity and post activity. Subsequently, the challenges faced by English teacher when taught speaking were students' inhibition such as the students felt ashamed, unconfident, worried about making a mistake, then the students' lack vocabulary, passive in participation, used preferred to speak native language than English, and difficulties in applying new curriculum policy.

**Keywords:** Teaching Strategies, Teaching Speaking, Merdeka Curriculum

## 1. INTRODUCTION

Learning foreign languages, especially English, has been used as a strategy tool and strategy for human resource development at various time in the history of education in this world. Indonesia education system obliging, students at junior high school and senior high school level must pass an English examination for graduating. That means learning English as a foreign language is very important especially in the world of education. This is also based on the explanation from Balan (2011) which states the importance of English as an international language where by education and cultures are exchanged at all levels. In educating students, the teacher plays an important role in the school. According to Fedderholdt (1997) the importance of using appropriate language learning strategies can increase language skill in a better way.

Teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teaching and learning strategies can be referred as the method chosen by the teacher to deliver learning material in a particular learning environment, so that learning objectives can be achieved effectively and efficiently. In relation to teaching and learning, the use of the term strategy is intended as a teacher's effort to create an environmental system that allows the teaching process to occur. It means that the teaching objectives that have been formulated previously can be achieved in terms of usefulness and results. Teachers are required to have the ability to manage all the components needed so that the teaching materials provided can be well received by students.

However, the current situation has altered everything. The new environment, particularly in education, began at the end of 2019, when the world, including Indonesia, was confronted with the coronavirus, also known as the covid-19 pandemic. The COVID-19 outbreak is still ongoing. However, signs of everyday life are becoming more visible. However, the previous two years' events have left the Indonesian educational system with a number of

found in observations, data from interviews and documents to validate the data. The technique of data analysis in this research was qualitative analysis.

### 3. RESULT AND DISCUSSION

#### 3.1 Strategies Used by the Teacher in Teaching Speaking in Merdeka Curriculum

Based on the findings of the observation sheet, the researcher discovered three strategies for teachers to use when teaching speaking skills in the *Merdeka Curriculum* at SMP Negeri 13 Surakarta. They were role play and answer and question. The researcher discovered that the role play strategy can be used to improved students' speaking skills and was extremely beneficial in the classroom. Both teacher participants believed that role play helped students to improved their speaking skills and gave them the opportunity to acted out a given situation.

The findings showed that there were two strategies used by teacher in teaching speaking in *Merdeka Curriculum*, they are Role Play and Answer and Question technique as strategy to teach speaking. Kayi (2006) mentioned there were some techniques that teacher could use in teaching English speaking such as role play, discussion and answer question. The findings were aligned with a study by Anjaniputra (2013) which explained that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. Role plays can be used effectively in the classroom to provide students with real-world scenarios to helped them learn. Therefore, the researcher discovered that the teacher at SMP Negeri 13 Surakarta used another strategy, which was answer and question. This strategy can help students to improve the speaking ability.

#### 3.2 The Implementation of Strategies in Teaching Speaking in Merdeka Curriculum

In applied the role play strategies in teaching speaking, the teachers asked students to made a group and acted out based on the situation or scenario, then with their friend the students asked to presented in front of the class based on the situation or scenario the got. This result was similar to the study from Handayani (2019) stated that the students create a dialogue in which the expression "giving instructions" is used. After finishing the dialogue, the students must come forward to present their work orally. Fitrisia (2021) implied that in the classroom, both of the teachers intended to apply the scripted role play. Teachers used role play to have students act out specific ways of interacting with others in fictitious situations. After that, the students asked to acted the dialogue based on the situation in front of the class. Therefore, Zuri (2019) pointed out that in implemented role play technique as strategy to teach speaking, the students

Press Esc to exit full screen

are asked to take on roles, communicate with others, and interact with their classmates. This could certainly improve students' speaking abilities, even if their dialogue, sentences, and vocabulary are limited, but it could still help their ability to speak English.

Then the second strategies found in this research was answer and question. The researcher pointed out that when they implemented the answer question technique, the teachers gave students a picture to triggered questions from students and encouraged them to think. As maintained by Wilhelm (2007), students were able to develop their ideas using guided question. In term of classroom procedure, learning activities with these strategies consisted of 3 (three) stages, namely pre activity, whilst activity, and post activity. It was similar with a study by Rochman (2014) which implemented of role play in teaching English through pre activity, whilst activity, and post activity.

### 3.3 Challenges faced by the teacher in teaching speaking in *Merdeka Curriculum*

Challenges faced by the teacher in teaching speaking were students' inhibition such as students felt unconfident, shy, frightened about making an error or mispronouncing, students' lack of vocabulary, students' lack motivation, and students preferred to responded or spoke in their native language rather than English. According to Penny Ur (2000), other problems that teachers frequently face are related to individual learners' personalities and attitudes toward the learning process, particularly learning to speak. Fear of making mistakes, losing face, criticism, and shyness, students struggle to find motivation to speak, form opinions, or make relevant comments. Low or uneven participation is frequently caused by the tendency of some students to dominate the group.

Learners find it easier or more natural to express themselves in their native language, which is especially common in less disciplined or less motivated classes. This finding was similar with the study from Wijayanti (2018), she revealed that the students are lack vocabularies, some students are silent and did not brave to talk, and also mispronunciation. Therefore, Maryanti (2018) implied that there were five obstacles during the teaching process: some students disturb their friends, ignore the learning process, bully their friends, lack in vocabulary, and possess limited teaching and learning duration. Then, Arodjiah (2020) inferred that the problems faced by the English teacher is the speaking problems as stated by Penny Ur (2000) they are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

Therefore, the obstacle faced by the teacher was difficulties in applying new curriculum policy. Because of the Merdeka curriculum, there's a bigger vision and targets that needed to be achieve, therefore it's difficult for teacher to apply it in class as it's still a new thing we as a teacher experience. It aligned with study conducted by Damayanti and Muhroji (2022), she

revealed that the difficulty of the teachers in managing the class, especially in adjusting between the learning steps that have been prepared in the lesson plans with teaching and learning activities, particularly for the lower-tier classes; in the syntax learning steps, the learning method is not appropriate or not in sequence. Mu'arifin (2022) said that the teachers have difficulty and do not know in compiling or making learning tools or what is currently known is teaching modules that emphasize soft skill elements. It could be conclude that implementing the existing developed freedom curriculum in the sense of the development would be challenging.

#### 4. CLOSING

Strategies used by the English teacher to teach speaking in Merdeka Curriculum at SMP Negeri 13 Surakarta were role play and answer question. Role play use by the teacher in teaching specific material such as expression of greeting and parting. The best and most effective strategies for teaching students to speak are role plays and answer question strategies, which have been implemented by teachers. Because this strategy is thought to be effective in teaching students to speak. Students' responses to the strategies reveal positive attitudes, as they stated that the strategies assisted them in speaking, as well as concern for oral production of students whose participation was emphasized. Thus, it is suggested that teachers use strategies for teaching speaking that are appropriate for the characteristics and level of proficiency of their students, and that they provide materials that encourage students to be active by applying different available media for the implementation of teaching speaking.

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## APPENDIX 9



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### English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang

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#### Abstract

*This research aimed to investigate English teachers' readiness and the obstacles that faced in implementation of Merdeka Belajar curriculum. Thirteen junior high school English teachers from eight piloting schools (Sekolah Penggerak) in Padang were assigned to complete a questionnaire about their readiness and were interviewed the obstacles that faced in implementation of Merdeka Belajar curriculum. Quantitative analyses were employed in the research which using likert scale approach to measure the questionnaire and calculated in the average score, while data from interview were transcribed, classified and then draw conclusion. The results from quantitative analysis showed that teachers' readiness to implement the curriculum in level 3 or in category ready but need a little improvement with average score 3,20. The interview result showed that teachers have obstacle in formulating learning outcomes and applied differentiated learning in the process in teaching learning. Even the teachers is in category ready, they still need workshop and training which focused on assessment and utilization IT to help teacher create interactive media, so the teacher will be more prepare to implementation of Merdeka Belajar curriculum.*

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#### INTRODUCTION

Curriculum development is an innovation step or renewal taken by the government in the field of national education to provide solution in several cases or problems in education. As a consequence of the outdated or current curriculum's lack of relevance in addressing general issues, curriculum development occurs as a result of curriculum review or reform (Ikbogwe, Mezieobi & Eke, 2014). Curriculum development in Indonesia occurs to recover and improve the quality of education in Indonesia by developing and advancing science and technology (Darwisah, 2020).

Development in the Indonesian educational system curriculum was an absolute necessity. According to the results of document evaluation and implementation of the 2013 curriculum of the Education Standards, Curriculum, and Assessment Agency of The Ministry Of Education, the 2013 Curriculum competencies were too broad,



difficult to understand, and to be implemented by teachers. Starting from the less flexible curriculum structure, the lesson hours are determined per week, and the material is too dense so that there is not enough time to carry out in-depth learning and according to the stage of development of students. Furthermore, teachers are busy to preparing learning process in the classroom. Teachers also have to make a very detailed and complicated lesson plan (RPP), thus, curriculum development is needed to consider as a determinant of the nation's future (Ekawati, 2016).

Moreover, curriculum development is an instrument to improve the quality of education (Rahayu et al., 2022). Ministry of Education and Culture, to enhance the quality of education in Indonesia, is making efforts to reform learning by designing a Merdeka Belajar curriculum which gives schools, teachers and students the freedom to be free to innovate, free to learn independently and creatively ( Sherly, Dharma & Sihombing., 2020). The concept of Merdeka Belajar curriculum is also the answer to problems in the learning practice process, these educators are facilitated in administration and given freedom in how to design and assess student learning, openness to all obstacles experienced by educators such as making lesson plans (Yamin & Syahrir, 2020).

Curriculum change is not solely in terms of the name only but also the structure of the new educational plan includes many highlights, including the way things are coordinated, the objectives to be accomplished in training, cycles of educating, learning and appraisal, lastly how it the educational program will prepare for the future students (Thura & Khaing, 2020). In the Merdeka Belajar curriculum, one of the reforms that need to be considered is related to the Lesson Plan. Nowadays, government already provide the lesson plan in Merdeka Belajar curriculum which teacher has given the freedom to use, modify or compose their own modules by adjusting to the characteristics and needs of students refers to Pancasila Student Profile element. Beside, lesson plan in previous curriculum has too many components and teachers are required exhaustively for every part that outcomes on in additional of 5 pages of lesson plan. In Merdeka Belajar curriculum, teachers now can focus only on 3 main components; teaching and learning objectives, learning process and assessment that can be shortened into a page of lesson plan, while the other components are complementary (Aulia, 2021).

In this case, concerns regarding the new curriculum and its implementation in schools are likely to vary among teachers. According to Khoboli & O'toole (2012), due to their understanding and the management conditions in their schools, teachers may have different concerns about implementing the new curriculum and adapting a new practice. Some teachers may willingly contribute in the process of new innovations but others might find it hard to accept change. This happens when they are confronted with with changes in their characteristics and convictions based on previous experiences and practices (Mandukwini, 2016 in Karakus, 2021). Uncertainty, teachers may tend to be confused and/or resist such common practice and new ideas when changes demand an innovation is beyond their experiences. In addition, they must still be supported and followed up on throughout the reform's implementation (Leung, 2008 in Tafai, 2017).

Therefore, teachers should have a deep and thorough understanding of the concept of the Merdeka Belajar curriculum and need to change their mindset about

reforms in this curriculum so that they can master what the Merdeka Belajar curriculum is and how it is structured the system is running too. The desire of teachers to innovate and want to develop themselves in the face of curriculum changes also needs to be considered. If the teacher does not want to make changes and is not able to operationalize the principles contained in this curriculum, then the expected educational goals will not be achieved optimally.

Based on the results of informal discussions with several teachers at the pilot school who implemented Merdeka Belajar curriculum in Padang, it was found that the problems varied, the problems were typically discovered at the procedural level. In order to accommodate the new curriculum, teachers have to adapt for new curriculum in very short period of time. Some teachers were not yet comfortable due to the lack of experience in implementing the curriculum viewed from their knowledge of curriculum as reflected in the conduct a new form of lesson plan in Merdeka Belajar curriculum. Because the new curriculum is only for first-year students, teachers find it difficult to implement because they must simultaneously teach two different curriculums for at least two years before all students who used the previous curriculum graduate from the school. Thus, that there is a gap between common practice and new ideas. As a result, the teachers faced difficulties and obstacle in implementing Merdeka Belajar curriculum.

There are several previous study have been conducted about English teacher readiness in implementation new curriculum. Sundayana (2015) has done a research about teacher readiness in implementation the 2013 curriculum as new curriculum related to their comprehension, ability and self-efficacy in conduct lesson plan based on principle of syllabus development which showed that Most of the time, teachers don't understand or comprehend the fundamentals of the curriculum well enough to be able to use them effectively in the classroom. Thus, teachers' attitude, motivation, belief, and commitment concerning the implementation of the 2013 curriculum need to be further investigated.

Mubarak (2018) conduct the research aimed to investigate teachers' readiness, teachers' commitment and their correlation in implementing the 2013 curriculum. Teachers' self-efficacy, motivation, and knowledge of the curriculum were viewed as particularly indicative of their readiness. The commitment to the organization, the profession, and the students were the criteria used to evaluate it. The finding demonstrated that teachers' commitment to school, profession, and students was influenced by their teaching experience, normative attitudes, and certification incentives. Then, research about the readiness of EFL Teachers in Implementing The 2013 National Curriculum by Puspayanti et al., (2018), had objective to analyze the readiness of English as Foreign language teachers to implement the 2013 National English Curriculum (NEC) seem by teacher competency, teachers' mindset, and commitment. It showed that the In accordance with the national education standard, EFL teachers in Jambi city were ready to implement the NEC13 properly.

Based on previous studies, there are mostly focused on teacher readiness on design instructional plan, teachers' commitment, self-efficacy and motivation in implementation the 2013 curriculum. Therefore, Sundayana in his study suggested to examined teachers' attitude, motivation, belief, and commitment regarding the implementation of curriculum. As stated by Weiner (2009 in Sundayana, 2015) that a

school's readiness to implement the change—the new curriculum—depends on a variety of factors, including their perception, attitude, motivation, knowledge of the program, and their capacity to put it into practice. Thus, the researcher wants to analyze English teacher readiness in implementation Merdeka Belajar curriculum which focused in teachers' comprehension to conduct lesson plan and teachers' attitude such as motivation, self-efficacy, and commitment in facing change.

Hence, studies related to teachers' readiness in implementation of the new curriculum (Merdeka Belajar curriculum) are important to portray the aspects which need to be strengthened, specifically among junior high school English teachers in Padang. From the analysis above, the researcher is interested in investigating "English Teacher Readiness in Implementation of 'Merdeka Belajar' Curriculum in teaching English in Padang".

### RESEARCH METHOD

This is a quantitative method since it aims to identify English teachers' readiness in implementation of *Merdeka Belajar* curriculum in teaching English at Junior High School in Padang. The sample of this research is 13 teachers who have implemented *Merdeka Belajar* curriculum.

To collect the data, the researchers applied questionnaires and interview as the instrument. The questionnaire is divided into 4 indicators they are knowledge and skill in developed lesson plan (Kemendikbudristek, 2022), motivation (Hezberg in Sakan, 2019), self-efficacy (Bandura, 1993), commitment (NCTE, 1998) with total 74 statements that adapted and developed by those researches. The questionnaire data is shown on 1 to 4 ranges, from strongly disagree to strongly agree related to likert scale approach. The data are calculated using likert scale in average score, then analyzed in category through the interval score based on model by Aycin and Tasci (2005) as follow:

**Table 1 Interval score**

Level	Interval score	Category
Level 1	1 – 1,75	Not ready, needs a lot of improvement
Level 2	1,76 – 2,5	Not ready, needs a little improvement
Level 3	2,51 – 3,25	Ready, needs a little improvement
Level 4	3,26 – 4	Ready, could be continued

Then, the researcher interview 6 teachers who were selected from the the lowest questionnaire score categorize by using open-ended questions to gather the data about the obstacle that faced in implementation of *Merdeka Belajar* curriculum. The questions consist of 3 indicators that discuss about teachers obstacle in developed lesson plan, implementation in the class, and school's facilities and infrastructure.

### RESULT AND DISCUSSION

#### Research Findings

##### 1. Questionnaire

The data of this study were gathered through a questionnaire. The questionnaire is divided into 4 indicators, they are knowledge and skill; motivation; self-efficacy;

and commitment with total 74 statements. The researcher drew the research findings of the questionnaire analysis, as follow:

**Table 2 English Teacher's Readiness in Implementation of Merdeka Belajar Curriculum**

No	Indicator	Average score	Category
1	Knowledge and Skill	3,25	Level 3
2	Motivation	3,14	Level 3
3	Self-Efficacy	3,12	Level 3
4	Commitment	3,31	Level 4
	Total	3,20	Level 3

Based on the result of the data analysis, it was discovered that all of the responses from the teachers for each indicator in implementation of *Merdeka Belajar* curriculum are ready, means that the teacher are ready in terms of knowledge and skill, motivation, self-efficacy and commitment.

The highest score was teachers' commitment with average score 3,31 (Level 4) in category ready, could be continued. Then followed by teachers' knowledge and skill with average score 3,25 (Level 3) in category ready but need a little improvement and the average score of teachers' motivation with average score 3,14 (Level 3) in category ready which need a little improvement. The last is teachers' self-efficacy with average score 3,12 (Level 3) in category ready which need a little improvement. After calculating all of the data, the total average score was 3,20 (Level 3) means that the teachers are in category ready but still need a little improvement to implementation of *Merdeka Belajar* curriculum.

## 2. Interview

Based on the results of the interviews, it was revealed that most of the teachers who were selected as respondent faced several obstacles in implementing the Free Learning curriculum as seen from three indicators, namely the development of Teaching Modules, classroom implementation, school facilities and infrastructure.

The first obstacle that English teachers faced is analyzed learning outcomes then formulated into learning objective in which each teacher will generate many perceptions and interpretations because the sentences are considered too general. This is also a new thing to do before starting learning where in the previous curriculum the material to be taught at every level had been provided by the Ministry of Education and Culture. The teacher said "*The lesson plan is actually just a name change from the previous RPP. In the lesson plan there are learning objective that were previously called KI, KD. Something new that I found in this Merdeka Belajar curriculum is that independent teachers arrange and choose modules or materials to be used in learning outcomes. Then it formulated into learning objective and the teacher needs to analyze what learning outcomes must be achieved in phase D or at the junior high school level by looking at what students have learned in phase C or elementary school level. It is a new challenge where in the previous curriculum the material to be taught at each level has been provided by the Ministry of Education and Culture. Basically, this curriculum becomes more flexible because it is adjusted to the circumstances of the school and the characteristics of students*". To overcome the obstacle, teachers take

part of MGMP, PPG and join in PMM (Platform Merdeka Mengajar) to help them to develop lesson plan and prepare teaching learning process.

Second, in applied in the class, teachers found a new practice namely differentiated learning which teacher need to analyze the characteristic and needs of student like competency, learning style, readiness of students. It is tough to do because that the large number of students and the limited hours of lessons so that focusing on student differences at each meeting is also ineffective. The teacher said *"In Merdeka Belajar curriculum, teachers are required to know and analyze student's need and characteristic because the input or ability of students is low, even though students have been grouped based on differentiation (visual, audio, kinesthetic) by the counseling teacher. However, applying dials are still difficult because of the large number of students and the limited hours of lessons so that focusing on student differences at each meeting is also ineffective. This makes the teacher sometimes forget about differentiation because the teacher focuses on how the teacher attracts students' attention to be able to focus in each meeting"*. Other teacher said *"Carrying out differentiated learning is quite time-consuming because of the need to grouping students in class. However, there are only a few students who have high input or ability, so it is difficult for teachers to classify students who are high, middle and low in the same group. Sometimes teachers focus on differentiated learning so that it takes short lesson hours and the material being taught is also not achieved"*. To overcome the obstacle, teachers try and learn, then improve the competency become teacher who is creative and innovative in providing learning in a differentiated learning process, then teachers provide the same material but different worksheets for each students.

Third, the facilities and infrastructure of school, the teacher said that facilities and infrastructure are more than adequate to help successful of implementation of *Merdeka Belajar* curriculum. For the future, the teacher needs workshop and training agenda will be added which focused on develop lesson plan and assessment and used IT, so the teacher will be more prepare to implementation of *Merdeka Belajar* curriculum.

#### **Discussion**

The English teachers' readiness in implementation of *Merdeka Belajar* curriculum in teaching English at junior high school in Padang are in category ready but still need a little improvement. The teacher responses were based on their experience in implementing *Merdeka Belajar* curriculum. There were four significant indicators of readiness of the teacher. First, the teacher's competency readiness, which mainly discusses about knowledge and skill of the teachers on developed lesson plan. Next, the teachers' emotional attitudinal readiness will be based on teachers' motivation, self efficacy and commitment towards being English teachers in implementation of *Merdeka Belajar* curriculum. From four indicators, the finding shows that English teachers are ready to implementation of *Merdeka Belajar* curriculum for each indicator. In line with previous study, Mubarak (2018) in his research "Readiness and Commitment of Senior High School English Teachers to Implement Curriculum 2013: A Case of Indonesia" found that teachers' readiness and commitment were in "good" level to implement curriculum 2013. This study also used four indicators to see teachers's readiness and commitment to implement curriculum 2013. The result also showed that the teachers are ready for each readiness.

In contrast with *Merdeka Belajar* curriculum, in aspect knowledge and skill, mostly the teacher has done several steps in the developed lesson plan. Some indicators have a low frequency, such as in formulating learning outcomes then formulated into learning objective and carrying out a diagnostic assessment where some teachers have not yet carried out a diagnostic assessment in the form of written tests, oral tests and observations.

The result of this research showed which based on qualitative analysis revealed that teachers had ready, need a little improvement to implement the curriculum and to develop lesson planning. Another research was conducted by Sundayana (2015) in his research "Readiness and Competence of Senior High School English Teachers to Implement Curriculum 2013" has similar findings which particularly viewed from their comprehension about the syllabus of English and its articulation into lesson plans based on the principles of syllabus development as suggested in the curriculum.

Another researcher is Puspayanti, Muhammad & Hadiyanto (2018) which in their research "The Readiness of EFL Teachers in implementing the 2013 National Curriculum", showed that the readiness of EFL teachers in Jambi city was at the high level. In accordance with the national education standard, EFL teachers in Jambi city were prepared to implement the NEC13 in an appropriate manner. This study's findings shed light on how leaders and policymakers perceive EFL teachers' readiness to properly implement NEC13.

Implementing new thing in education will make the teachers faced some obstacles such as the English teacher have difficult how to implement *Merdeka Belajar* curriculum in teaching at the class and also get difficulties in applying in the process of teaching and learning. After the data from interview analyzed, the result showed that teachers faced some problems in implementing *Merdeka Belajar* curriculum. First, the teacher has difficulty formulating learning outcomes. Learning outcomes in the content standards is used as a reference for preparing material by analyzing whether the points are classified as knowledge or skills. It is too general that make many perceptions and interpretations from various teachers so it is necessary to unite ideas so that the flow and learning objectives can be created. This also causes difficulties in developing learning objective. The educators argued that in order to overcome those obstacles, they must comprehend in current curriculum. Additionally, the activities in MGMP and PPG would assist the educator in comprehending how to implement the *Merdeka Belajar* curriculum correctly. In addition, PMM (Platform Merdeka Mengajar) which is an application from the government also assists teachers in developing lesson plan.

Second, in implementing the *Merdeka Belajar* curriculum in the classroom, the difficulty found is that there is differentiated learning where the differences in learning are according to the characteristics and abilities of students. Teacher should fully recognize how the characteristics of all students, so that they can adjust student learning abilities which may be at a high level middle and low with the learning style that will be given (visual, audio, kinesthetic). Applying dial is still difficult because of the large number of students and the limited hours of lessons so that focusing on student differences at each meeting is also ineffective. Learning which only focuses on differentiated learning results in learning objectives not being achieved.

In overcoming that obstacle, the teachers use the variation method. If method is not effective, the teacher can try another method that can be used so that the learning objectives are achieved by differentiated students. Another thing that teachers do is to provide the same learning model. And have not focused on one group of children. In other words, student worksheets are based on student ability levels.

Based on the result of interview, the obstacle in implementing the *Merdeka Belajar* curriculum was similar to Darwisah (2020), reveal that Teacher inability to comprehend the fundamental framework and curriculum structures, limited time with complicated materials, difficulty developing lesson plans, difficulty utilizing a scientific approach, inability to utilize electronic media such as laptops and projectors, and inability to integrate education character into the teaching and learning process are some of the obstacles teachers face in implementing the 2013 curriculum. They argued that in order to get past those obstacles, they needed to know all of the curricula that are still in use today.

Facilities and infrastructure are also one of the factors that influence the implementation of *Merdeka Belajar* curriculum. Based on the results of the interviews, it was found that all schools that have implemented the *Merdeka Belajar* curriculum already have adequate facilities and infrastructure that can support the successful implementation of the *Merdeka Belajar* curriculum. In line with the results of research conducted by Nur & Madkur (2014) shows that infrastructure facilities have a direct effect on the success of learning the 2013 curriculum. Schools are expected to have complete infrastructure so that teachers and students can be assisted in complete completeness of existing facilities in the form of teacher and student handbooks, learning media, buildings that are suitable for use and various types of resources and other school facilities. Through the completeness of facilities and infrastructure can increase motivation for teachers and students. Lack of infrastructure will make students experience a decrease in learning power.

### CONCLUSION

The English teacher readiness in implementation of *Merdeka Belajar* curriculum in teaching English at Junior High School in Padang are ready. It can be seen from indicator of the teacher readiness related to knowledge and skill to developed lesson plan, the English teachers motivation, the teachers' self-efficacy readiness and the teachers' commitment readiness showed that the final result is categorized in "ready, need a little improvement" teachers which average score 3,20 (Level 3) means that the teachers are ready to implementation of *Merdeka Belajar* curriculum eventhought need a little improvement. There are some obstacles that English teachers face in implementing the *Merdeka Belajar* curriculum. In conducting lesson plan, the English teacher finds problems in formulating learning outcomes. In implementing the *Merdeka Belajar* curriculum in the classroom, the difficulty found is that there is differentiated learning where the differences in learning are according to the characteristics and abilities of students, so the teacher must fully recognize how the characteristics of all students are so that they can adjust student learning abilities.

## APPENDIX 10



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### Urgency of Teaching English to Young Learners in Kurikulum Merdeka Belajar

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**Abstract:** The research aims to analyze perceptions about the importance of English for Young Learners at Elementary Schools at *Gugus Diponogoro* in Jembrana Regency in 'Kurikulum Merdeka Belajar'. The research objective was to find out teachers' perceptions about the importance of English for young learners at Elementary Schools in Jembrana Regency. The sample of the research was 16 teachers from 12 Elementary Schools in *Gugus Diponogoro*. The samples were taken through cluster random sampling. The researcher used descriptive qualitative and the data were collected by using questionnaire. The results of the research were 1) The students are able to master English when teaching English since earlier, 2) English will be useful in gaining a job in the future, and 3) By mastering English, the young learners will have the social and economic benefits in the future. Therefore, it can be concluded that the teachers of Elementary Schools in *Gugus Diponogoro* agreed that English for Young Learners is crucial to teach.

**Abstrak:** Penelitian ini bertujuan untuk menganalisis persepsi tentang pentingnya Bahasa Inggris bagi pembelajar muda di sekolah dasar gugus Diponogoro Kabupaten Jembrana dalam Kurikulum Merdeka Belajar. Tujuan Penelitian ini adalah untuk mengetahui persepsi guru tentang pentingnya Bahasa Inggris untuk pembelajar muda. Sampel penelitian ini adalah 16 guru dari 12 sekolah dasar di Gugus Diponogoro. Sampel diambil melalui cluster random sampling. Peneliti menggunakan deskriptif kualitatif dan pengumpulan data dilakukan dengan menggunakan kuisioner. Hasil dari penelitian ini adalah 1) para siswa mampu menguasai Bahasa Inggris ketika Bahasa Inggris diajarkan sejak awal, 2) Bahasa Inggris akan berguna dalam mendapatkan pekerjaan di masa depan, 3) Dengan menguasai Bahasa Inggris, para pelajar muda akan memiliki jiwa sosial dan manfaat ekonomi di masa depan. Oleh karena itu, dapat disimpulkan bahwa para guru sekolah dasar pada Gugus Diponogoro setuju bahwa Bahasa Inggris untuk pembelajar muda sangat penting untuk diajarkan.

#### INTRODUCTION

The Indonesian Government has changed 2013 curriculum to the newest curriculum named *Kurikulum Merdeka Belajar*. In this curriculum focuses at material essential, character development and the students' competence. *Kurikulum Merdeka Belajar* can be used at all level such elementary school, junior high school, senior high school, vocational school, and college. At elementary school, it is found some changes such English subject.



Available online at  
<http://jurnal.unsyiah.ac.id/riwayat/>



teachers who have not English education background. This subject is only taught by the teachers who have basic education background. From the preliminary observation, the teachers have problems in teaching English to young learners. First, the teachers' ability to write, master the structure and pronounce English word is an obstacle in learning English in elementary school. Second, the teacher starts learning directly on the topic without giving brainstorming. Third, learning facilities and parental support for student learning progress.

#### METHOD

This research is a descriptive qualitative research which analyzing the teachers' perception of teaching English to young learners. The descriptive research was conducted through collecting the teachers' responses to the questionnaire that was developed for this purpose. The data of this research are the teachers' perceptions of teaching English to young learners. (a) The data will be collected through a questionnaire. The questionnaire that was designed by the researcher consists of two main sections. The first was teacher's perception of teaching English to young learners, and the second was their problems in teaching English to elementary schools students. (b) The data collection techniques, it was through questionnaires by the writer asked the English teachers to answer several questions. (c) Documentation here were the data which collected, such as: RPP (mini lesson plan), Book or others materials used by the teaching in learning process. The data source is the teachers who teach English at first and fourth grade elementary schools in *Gugus Diponegoro* (Jembrana Regency) in academic year 2022/2023. There are 16 teachers who gave informations in this research. There

12 elementary schools here, namely: SD Negeri 1 Yehembang, SD Negeri 2 Yehembang, SD Negeri 3 Yehembang, SD Negeri 4 Yehembang, SD Negeri 5 Yehembang, SD Negeri 6 Yehembang, SD Negeri 7 Yehembang, SD Negeri 1 Yehembang Kauh, SD Negeri 2 Yehembang Kauh, SD Negeri 3 Yehembang Kauh, SD Negeri 4 Yehembang Kauh, and SD Negeri 5 Yehembang Kauh.

#### RESULTS AND DISCUSSION

This chapter describes the three sections of the data, namely: the teachers' perceptions of teaching English in primary school, and their problems in teaching English to primary schools students.

In this section, it presented the discussion based on the finding of the research. There were two discussions which would be elaborated about the finding, namely: (a) teachers' perceptions teaching English in primary school, and (b) teachers' problems in teaching English to young learners.

##### Teachers' Perceptions of Teaching English to Young Learners

Based on the finding above, the writer find the results that the respondents agree English subject which is taught earlier. Those are supported by answering the questionnaire to the respondents. According to Lightbown and Spada (1999:29), teaching English to young learner is easier because the children have golden age period in their brain. The result shows that English to young learners is important. By learning English earlier, it is considered that the children will have English skill foundation. In the context, the children will master basic English grammar which is useful for higher education. Learning English at elementary school is

nessecary although some problems found.

The teachers realized that teaching English to young learners (TEYL) must be maximum preparation before implementing it in the classroom. It refers to the proper materials. The teachers should concern with proper materials to encourage young learners' attention during in learning process. According to Slattery & Willis (2001) stated that primary students are the children between seven (7) until twelve (12) years old. The English teaching is different among primary school, junior high school and senior high school. When teaching in primary school, it will be challenging for the teachers. The young learners have unique characteristics and needs. The young learners are imaginative, active, easily bored, and have difficulty differentiating between things. They have low level of concentration and love to do games in learning. They study independently in the classroom (Cahyati and Madya, 2019).

Futhermore some teachers said that the young learners would have positive development who start learning from the primary school. They would be easily to access some informations from other sources when they have studied from primary. In this digital era, it is important to master English earlier because some informations in the world they are able to access with the help their parents (Sepyanda, 2017).

The teacher should make effective interaction in the classroom. It is because the successful of learning process depends on the interaction with the learners. The learners should be given more chance to express their idea in learning process (Kusmaryati, 2020). In lack, the teacher only gives one way communication to the learners. They sometimes uses the traditional approach

in teaching. The effect is learners are not able to independent on the learning process. When the teacher uses traditional aproach, learners are not exposed to get enough practice in English speaking. In *Kurikulum Merdeka Belajar*, the teachers are demanded to be creative in creating activities in the classroom. They must encourage the students to speak freely in learning process. Teaching English to young learner is very different with adult learners. The teacher will be easily to get childrens' interest and they are more enthusiastic in the teaching and learning process. The children are also easy to lose their interest, here, that is why the teacher must consider the appropriate English learning to measure the childrens' development level. The teacher can receive feedback from students and motivate them to come up with new ideas related to the topic. Teacher is one of observer who helps students to construct innovative learning.

#### **Teachers' Problems in Teaching English to Young Learners**

From the data obtained, the teacher stated that they are not confident in teaching English at elementary school. They feel worried in delivering the topic because unqualified background of education. In general, respondents do not have English education qualifications and never attended any English training or courses. Whereas, Brook (1967) stated that an English teacher in elementary school must have expertise in English or have attended training to teach students. However, the author has an opinion that the teacher must come from English education and improving their abilities. In terms, teachers should understand the children's habits in learning foreign language. Therefore, the attention of the government, schools,

and the community must be increased regarding the status of English teachers in primary schools.

In the classroom, the respondents usually have problems in teaching implementation. They expected that in teaching-learning process the students feel pleasant atmosphere. In fact, the teachers did not find their expectation. In English teaching, the number of students should be normal between fifteen to twenty students, but in fact, the number of students are thirty to forty students in the classroom (Dunn, 1983). For young learners usually need more attention from the teachers. The students expect that they can be cared for more individually considering their young age. Availability of textbooks for teachers and students are also a factor supporting the success of this program. Data obtained shows that all teachers use textbooks as their guide in provide teaching materials. But some teachers have problems because they lack availability of textbooks for them. The teachers do not have guidelines for which books appropriate and meet the standards for use as

learning material in class (Oktaviani & Fauzan, 2017).

Another thing that important to note is the problem of placing tables and chairs in the classroom. In a traditional class, students usually sit on the chair in a row and the teacher explain the lesson in front of the class. In this situation, the expected does not optimal. Therefore, the schools and communities help each other to provide good classroom facilities, so that students' activities can take place fluent in the classroom (Dunn, 1983). From the observation, the respondents stated that they have not English education background. They freely choose by their school to teach English to young learners.

Another problem is the lack of teaching media. The teachers must prepare teaching media which indirectly increases expenses themselves. However, the teacher is very happy to teach his students. It is the responsibility of the school to provide an ideal teaching environment. Another problem is there is no language laboratory and library facilities meet the standards of the school.

**Table 1.** Respondents' Educational Background

No.	Points	Descriptions
1	Educational background	There are sixteen teachers of elementary school who fill the questionnaire with different educational background, such as : 10 teachers come from S1 PGSD, 1 teacher comes from S1 English Education Background, 1 comes from S1 Penjaskesrek, 2 comes from Sejarah, 1 comes IPS, 1 comes from SMA. Here is not all teachers who teach English comes from English Educational Background.
2	Been a teacher	The average the teachers teach in the elementary school is about five (5) years. There are some teachers that have been a teacher around fifteen (15) years. And some teachers, they are teaching about ten (10) years. And others are about 1 year.

3	Attending English seminar for English Young Learners.	Not all teachers can attend the English seminar. Only a teacher is active join in English seminar. It is because the teacher's interest in English subject.
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Table 2. Result of the Reasearch

No.	Points of Questions	Obtained Data
1	Grade	In <i>Kurikulum Merdeka Belajar</i> , there are two grades that gain English in the learning, such as: first (1 <sup>st</sup> ) grade and fourth (4 <sup>th</sup> ) grade students. In <i>Gugus Diponogoro</i> , all schools teach English in level first and fourth.
2	Pre-teaching	The teacher start the learning with: greeting, icebreaking, reviewing the previous topic, delivering the learning objective, introducing to basic vocabularies.
3	Whilst-teaching	The students enjoy English learning when the teacher gives contextual topic. They are motivated taught about their daily events, times, seasons, objects that exist at school and at home.
4	Post-teaching	Teachers conclude the learning with summarizing the topic.
5	Problems	Many problems are faced by the teachers in teaching English in <i>Gugus Diponogoro</i> , such as : (a) The students are difficul to understand English. (b) The students are confused about the language. (c) The students come from different background, in case they do not have enough vocabularies, (d) Lack of learning media, (e)Student self-confidence, many of them are still embarraced to express their idea, (f) Incorrect pronunciation from the students, (g) Students are not familiar with English. In teaching English, it is nessesary teacher who has English Educational background.
6	Learning Media	It is still limited learning media to teach English. Here in <i>Gugus Diponogoro</i> , the teacher only uses book and resources from the internet.

- 7 Teachers' Point of view The teachers says that English is very important to teach in this era. It can be seen from the technology advances. The students are nessessary to teach English since young in order they do not experience shock culture when being in advance level. Providing English at elementary level can make students to have basic knowledge of English vocabularies from an early age. In addition, English learning requires habituation for students. When they study at a higher level, they will have good basic English knowledge.

### CONCLUSION

Firstly, the teachers believe that by giving effective teaching materials, it can increase positive outcomes for students. They argue that students will be happier to learn and motivated if the material taught about their daily events, times, seasons, objects that exist at school and at home. Secondly, the implementation of teaching English in elementary school is effective as a foreign language for introduction stage before going on higher education. Thirdly, the most problems are found in the implementation of the teaching and learning process in the class. The teachers think that the involvement of the school and the community has not help much in the implementation of the program. The teachers really expect the involvement of the school and community especially parents in the success of the English language teaching program in school basic education through the provision of adequate facilities for teachers in teaching those subjects.

### SUGGESTION

Teaching English to young learner is very important. The learners are easier to understand in the next level. To make effective in teaching English to young learners, the schools/government/community should support learning process with adequating learning media.

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