

**AN ANALYSIS OF DEVELOPING *MODUL AJAR* PROCESS
FOR *MERDEKA* CURRICULUM AND THE OBSTACLES
AT SMPN 1 TAMBAK, BANYUMAS**



AN UNDERGRADUATE THESIS

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

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FOR *MERDEKA* CURRICULUM AND THE OBSTACLES
AT SMPN 1 TAMBAK, BANYUMAS**

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MOTTO

لا أقعد الجين عن الهيجاء * ولوتوالت زمر الأعداء

“Ora bakal mundur ingsun saking perang kerono wedi, senajan tumpuk undung tekone golongane musuh”

(Alfiyah Ibnu Malik: 302)

“Ora ono wong mulyo tanpo rekoso”

(Abah Taufiqurrahman – Pengasuh PP. Darul Abror, Watumas, Purwokerto Utara)

死んでも夢を追いかける

“Shindemoyume oikakeru”

“Sampai mati pun aku akan mengejar cita – citaku”

(Uzumaki Naruto)

“Life is actually very simple; you don’t have to make it complicated”

(Wong Lucas)

“Jika kau bertanya siapa aku? Aku adalah termasuk orang – orang yang percaya pada harapan yang baik. Banyak menyimpan mimpi dan keinginan yang ingin diwujudkan. Aku adalah sebagian orang yang menanti terbitnya matahari setelah terbenam. Aku percaya segala kesulitan akan ada solusinya. Aku percaya segala laka akan ada penawarnya. Semua penderitaan akan ada jalan keluarnya. Segala kesedihan yang mendalam akan terlepaskan. Aku adalah orang yang berpegang pada keyakinan bahwa kasih sayang dan hikmah Allah ada pada semua takdir kehidupan dan terus mencari seberkas cahaya dalam kegelapan.”

(Ning Shema Huda Djazuli – PP. Al Falah Ploso, Kediri)

DEDICATION

To my beloved parents, Miswanti and Tamin, the two of the greatest people in my life,

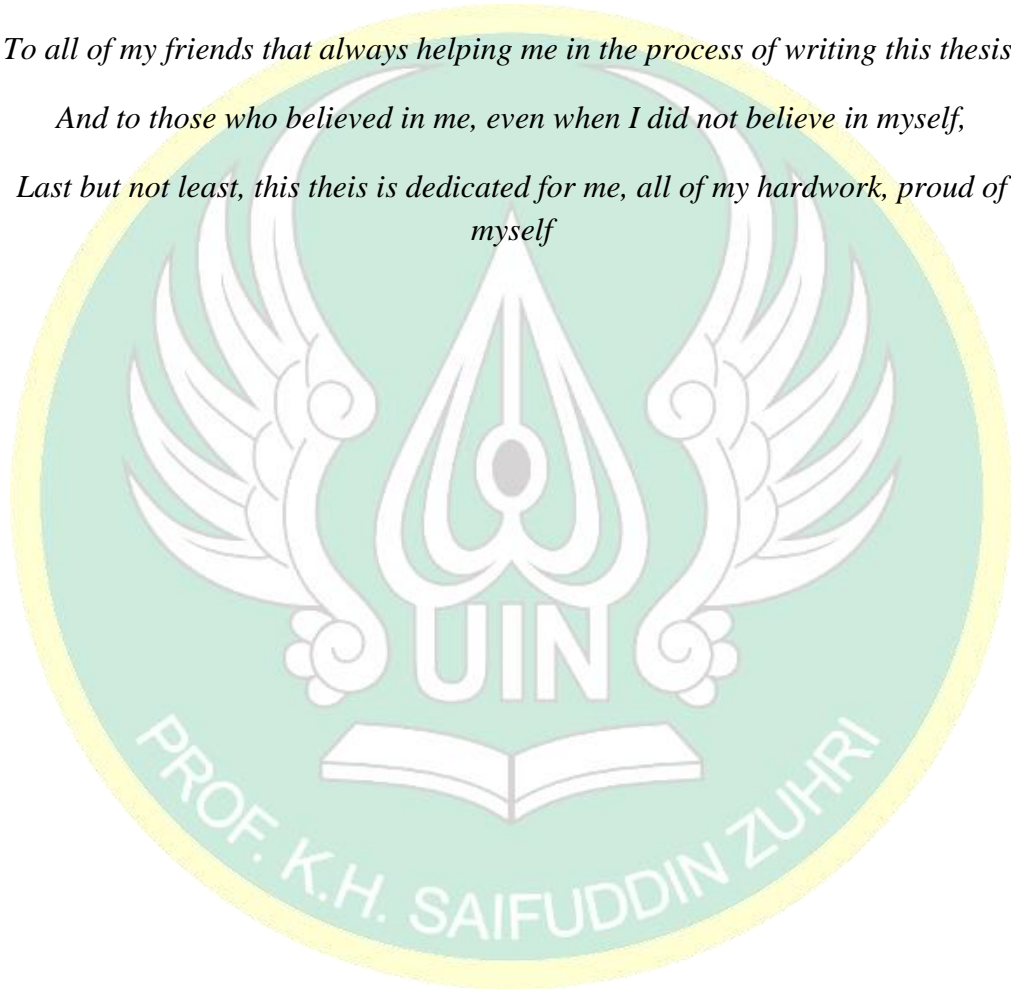
And my two little brother, Saiful Aziz and Iskandar Muda,

My beloved grandmother, Ny.Watiyem, who cared for and educated me since I childhood,

To all of my friends that always helping me in the process of writing this thesis,

And to those who believed in me, even when I did not believe in myself,

Last but not least, this thesis is dedicated for me, all of my hardwork, proud of myself



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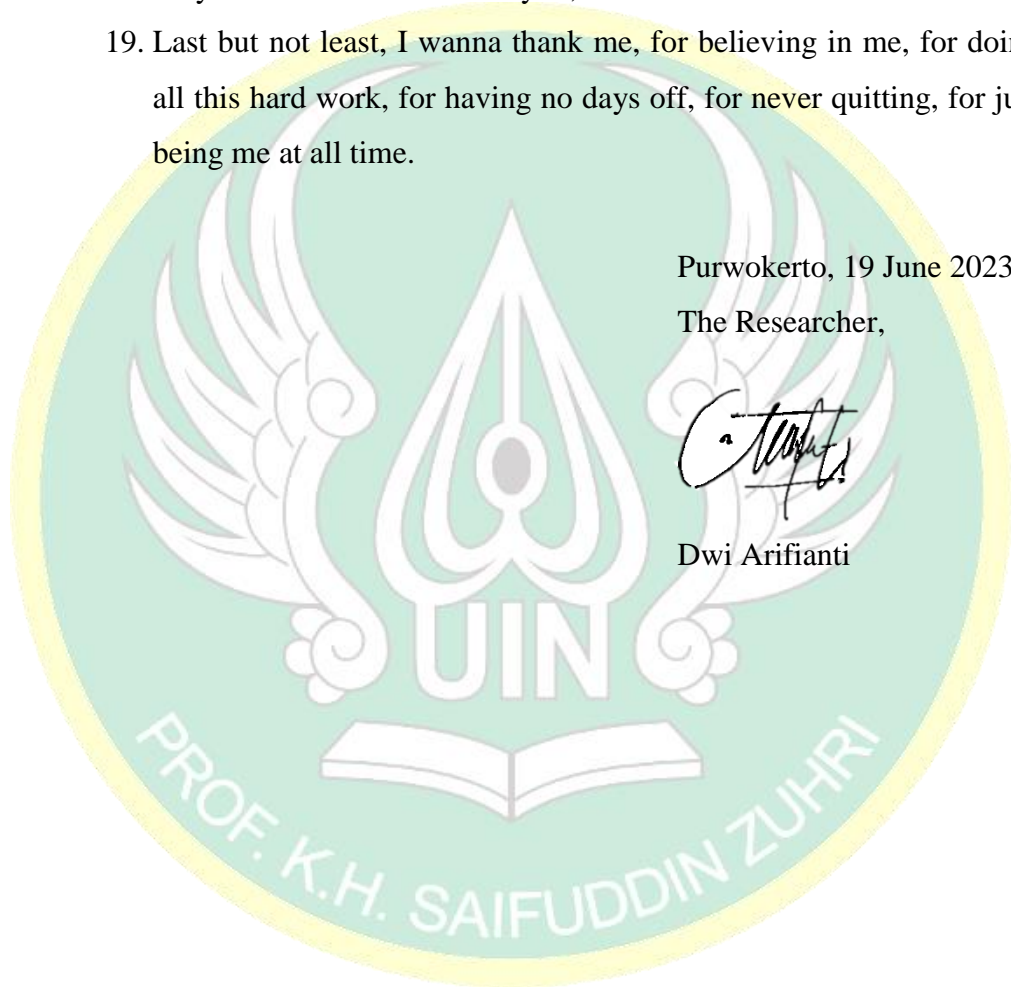
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Purwokerto, 19 June 2023

The Researcher,



Dwi Arifianti



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ABSTRACT

This study aims to find out the steps done and the obstacles were faced by the by the 7th grade of English teachers at SMPN 1 Tambak in developing *Modul Ajar* for *Merdeka* curriculum. This research was a qualitative descriptive research. The methods used to collect the data were interviews and documentations. The data analysis technique used was a qualitative descriptive analysis consisting of data reduction, data display, and conclusion. The subjects of this research were three of the 7th grade English teachers at SMPN 1 Tambak. The objects of this research are the steps done and the obstacles that face by the 7th grade English teachers at SMPN 1 Tambak in developing *Modul Ajar*. The result of this research showed that the steps done by the 7th grade English teachers at SMPN 1 Tambak were related with the steps in developing *Modul Ajar* by *Kurikulum Merdeka dan Pengembangan Kurikulum*: first, analyze the students needs and assessment diagnostics; second, discussing with MGMP forums to identify and understand the learning themes on the CP (*Capaian Pembelajaran*); third, identify the Learning Objectives based on the phases or CP (*Capaian Pembelajaran*); fourth, determining the techniques and summative assessment based students needs, fifth, developing the Learning Activities based on differential learning, create trigger question and determine time allocation; sixth, prepare the students sheets, learning materials, and learning media based on learning objectives and differential learning strategy; seventh, developing learning assessment and rubrics scoring in three kinds students skill levels; eighth, rechecking the completeness of *Modul Ajar*. Then, the obstacles that face by the 7th grade English teachers at SMPN 1 Tambak are: difficulty in analyze the students needs and assessment diagnostics, understand the CP (*Capaian Pembelajaran*), design Learning Objectives, manage time allocation, design the Learning Activities based differentials students skill levels and Learning Objectives, using and operate IT-based media, and developing learning assessment and rubrics scoring based differentials students levels. The problems are caused the lack of teachers understanding about the concept and rules of *Modul Ajar*, there are no guidebooks and limits of *Merdeka* textbooks.

Keywords: *Merdeka curriculum, the obtacles, steps, developing Modul Ajar*

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CHAPTER I

INTRODUCTION

A. Background of the Study

The curriculum is an important thing that has important point in the educational program, especially in Indonesia. The curriculum is made to design the learning process that will be given by the teachers in the teaching-learning process. According to Martha (2016), the curriculum is an educational element that has a significant contribution to developing the potential and quality of students in Indonesia. The curriculum has rules that are used to direct the students to be ready to face the globalization era with good human quality, educated the students, and be human with good responsibility. Then, according to the Law of National Education System Number 20 in 2003, the curriculum is a set of planning of the goals, learning material, and methods used in the teaching-learning process that can be guided the teacher to teach the students well and get the significant point.

The curriculum in Indonesia has changed several times. Some curriculum that has been applied in the education program in Indonesia from 1994 until now first is curriculum 1994. Curriculum 1994 is an improving the 1984 curriculum. Then, in 2004, the curriculum has been changed into KBK (Kurikulum Berbasis Kompetensi). Then, in 2006, the curriculum was changed again into KTSP (Kurikulum Tingkat Satuan Pendidikan). KBK is often called KTSP soul, because of KTSP adaptation from KBK. Then, in 2013, the curriculum was changed into the 2013 curriculum, and in 2022 curriculum changed into the *Merdeka* curriculum, and applied until now (Yane, 2013). The Ministry of Education in Indonesia has to meet the best quality education standard from time to time. According to Yulita and Inderawati (2021), curriculum has complex and various components that have interrelated with one another. The newest curriculum in Indonesia is the *Merdeka* curriculum which has been introduced by the Ministry of Education, Nadiem Makarim.

This concept is rearranging the education system to adapt to the development of the worlds, social, and cultural changes, and rapid technological advances to meet new progress and improvement of the nation of education (Iswanto, 2021). *Merdeka* curriculum is preparing the students to face the differences, progress, and the design of the learning and teaching that must be creative and innovative that includes an aspect of improved skills, a good attitude, better knowledge, and critical thinking. *Merdeka* curriculum is different from other curricula that have been applied in Indonesia. This curriculum has a freedom learning concept that is a response to facing the industrial 4.0 era, students must have a skill optimally and be free to take a course in other departments. Nadiem Makarim said, “Freedom of learning is meant learning with the freedom to think.” The student has a position to explore the fact and critical thinking to see the development of the world and phenomena that occur.

According to Krishnapatria (2021), the *Merdeka* curriculum is launched in 2020 that has been implemented in the educational program in Indonesia with some challenges and difficulties like four-year education planning, online course, building a partnership, re-establishing education program and administration system. The implementation of the *Merdeka* curriculum is almost faced administrative or paperwork and technical issues in the process of the educational program. Besides that, the *Merdeka* curriculum has a blessing situation that is carried out using the online method. Then, according to Yulita and Inderawati (2021), the lack of details information from the Ministry of Education in Indonesia about the implementation of this curriculum is a little bit confusing for the teachers.

The curriculum is related to expertise in selecting and using appropriate curriculum tools (Yulita & Inderawati, 2021). The development of curriculum tools is one of the major strategies for enhancing learning, and one of the curriculum tools is the lesson plan (Rusmana, 2021). Lesson plans are essential to achieving target goals in the teaching and learning process. A new curriculum always comes with new rules, especially in developing a

lesson plan. The lesson plan referring to the *Merdeka* curriculum is about lesson plan simplification from thirteen components of a lesson plan, in the lesson plan in *Merdeka* curriculum there are only three main points needed to design the lesson plan, then the rest are just complimentary. First is learning objectives, second is learning steps, and then the last is assessment. The simplified lesson plan referring to *Merdeka* was just made only on one page to ease the burden on teacher administration (Kemendikbud, 2022). The Ministry of Education thought that a one-page lesson plan can help the teacher to design the lesson plan easier and more relevant, especially during the current COVID-19 pandemic.

Due to the 2013 curriculum has been changed into *Merdeka* curriculum, some teachers in Indonesia have to face some difficulties and still adapt to new rules in the *Merdeka* curriculum and learn to understand the concept and principles of the *Merdeka* curriculum. Then, in *Merdeka* curriculum the implementation of teaching and learning should use Information and Technology (IT). Information and Technology (IT) is as computer software and hardware solutions that provide support of management, operations, and strategists in organizations (Thong & Yap 1995). Simply, Information and Technology is electronic tools that help the teachers to implementation in the class, likes computer, laptop, LCD, etc. Therefore most teachers, especially those who are seniors, are left behind in use IT, which causes a new problem in the *Merdeka* curriculum (Tircahyantil & Zaim, 2023). Some difficulties that teachers face in developing the lesson plan based on Yulita (2021), teachers' difficulty in understanding the competency standards and basic competencies, assessment, and rubrics, then choosing the effective methods to match the indicators. Then, according to Sáenz García (2015), some teachers do the planning in their mind and just let everything happen because they do not prepare and develop any lesson plan the day before. Then, Tircahyantil and Zaim (2023) explained, teachers have obstacles in have in formulating learning outcomes and applying differentiated learning in the process of teaching-learning, and

even if the teachers are category ready, they still need workshops and training which focused on assessment and utilization IT (*Information and Technology*) to help the teacher create interactive media, so the teacher will be more prepare to implementation of *Merdeka* curriculum.

Based on preliminary observation, English teachers in SMPN 1 Tambak have difficulties facing *Merdeka* curriculum. At SMPN 1 Tambak, the *Merdeka* curriculum just applied in grade 7. Then, one of the English teachers in 7th grade of SMPN 1 Tambak explained that they are difficult to design material into a lesson plan because the teacher must design the material not starting from Basic English, but directly into complex English. Meanwhile, students in the 7th grade of Junior High School have not studied English yet when they are in Elementary School, because in Elementary School, English was deleted from the curriculum. Then, teachers are difficulty to creating truly effective learning steps, innovating, using interesting media, and then creating time allocation. In the *Merdeka* curriculum, there is no standard material text, so the teachers must analyze and choose the topic of the material to be discussed before making a lesson plan or *Modul Ajar*. Then, due to the curriculum changing frequently, teachers in SMPN 1 Tambak feel confused to learn the concept of the *Merdeka* curriculum. The studies related to this, Trichyantil and Zaim (2023), have studied about *Merdeka* curriculum, but the focus is on the readiness of the teacher to face the *Merdeka* curriculum. Then, Yulita and Inderawati (2021), have studied the *Modul Ajar*, but focus on the quality of the lesson plan made by the teacher.

However, there is just one that studies the *Modul Ajar*, but there is no study yet about the problems of English teachers in developing lesson plans in the *Merdeka* curriculum. Moreover, these topics are still new and deserve to be studied as a comparison and completion of previous research.

The researcher is interested to set the research at the 7th grade of SMPN 1 Tambak because SMPN 1 Tambak is applied *Merdeka curriculum*. Then, based on preliminary research at SMPN 1 Tambak, there is found a

problems, especially with the English teacher who taught the 7th grade in developing lesson plans based on the *Merdeka* curriculum. SMPN 1 Tambak is the one school that used the curriculum of *Merdeka*. Therefore, the researcher chose SMPN 1 Tambak for the research setting to know the problems of English teachers face in developing the lesson plan.

In line with that, the researcher is interested and motivated to study lessons made by English teachers in the *Merdeka* curriculum. This research entitled “**An Analysis of Developing Modul Ajar Process for Merdeka Curriculum and the Obstacles at SMPN 1 Tambak, Banyumas.**”

B. Clarification of Key Term

This part will discuss the clarification of the key term. The purpose of clarification of key terms is to clarify the concept used by the researcher in accordance with the research focus so that could give a common understanding that obtained between this research and the reader. So, in this part the researcher tries to provide an affirmation of the boundaries of the terms used in this study, there as follows:

1. Modul Ajar

The *Modul Ajar* is a *Modul Ajar* for teachers' guideline so that the learning activities can be well-structured. A *Modul Ajar* is also a tool for judging the level of professionalism of the teachers. The *Modul Ajar* for *Merdeka* curriculum is only one page and just has three main aspects, there are: learning objectives, learning steps, and assessment (Kemdikbud, 2019). In addition, *Modul Ajar* is a guideline for the teacher's to implement the teaching and learning process so that the material can be well-structured and *Modul Ajar* is just one page and there are just 3 main aspects: learning objectives, learning steps, and assessment.

2. Merdeka Curriculum

Curriculum of *Merdeka* is a curriculum with diverse intra-curricular learning where the content will be optimized so that the students have enough time to explore concepts and strengthen

competencies. In *Merdeka* curriculum the teacher is flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. The ministry of education and culture developed the independent curriculum as an important part of efforts to recover learning from the crisis that we have experienced for a long time (Kemendikbud, 2022). Then, curriculum *Merdeka* is freedom in considered as a condition where humans as individuals have the freedom to live (Iswanto, 2021). Freedom is not meant as an individual without rules, but self-awareness to be responsible for him, freedom is the result of independent power. The *Merdeka* curriculum is improved from the previous curriculum and the concept of the curriculum is freedom to learn and critical thinker.

3. The Obstacles in Developing *Modul Ajar*

According to Dorner (1977), the obstacles are generally difficult to deal with a situation, task, or person due to complexity and transparency. In addition, teachers' obstacles are a difficulty that can be handled by the teacher in their pre-teaching activity until post-teaching activity because of real complexity. In this case, the problem of the teacher is about developing *Modul Ajar* for *Merdeka* curriculum.

B. Research Question

Based on background of the study that explained above, the problem will be discussed in this final project can be formulated by research question:

1. What are the steps done by the teachers in developing *Modul Ajar* for *Merdeka* curriculum at SMPN 1 Tambak, Banyumas?
2. What are the obstacles that English teachers faced in developing *Modul Ajar* for *Merdeka* curriculum at SMPN 1 Tambak, Banyumas?

C. Aims and Significances of The Study

1. The Aims of the Research

Based on research question above, the aims of the research are:

- a. To find out the steps done by teachers in developing *Modul Ajar* for *Merdeka* curriculum at SMPN 1 Tambak, Banyumas;

- b. To find out the obstacles faced by English teachers at of SMPN 1 Tambak, Banyumas in developing *Modul Ajar* for *Merdeka* curriculum.

2. The Significances of the Research

a. Theoretical benefits

- 1) This result of this research can be used as a reference for the next researcher to discuss about lesson plan that referring to *Merdeka* curriculum.

b. Practical benefits

1) The teachers

For the teacher, through this research, the teachers were expected to be more understand, innovative, creative in developing lesson plan based on *Merdeka* curriculum, and could improve teachers skill.

2) The writer

The research give the researcher information and knowledge about the developing lesson plan referring to *Merdeka* curriculum, which will be more benefits when the researcher graduated from college and entered the educational program, especially when the researcher being a teacher.

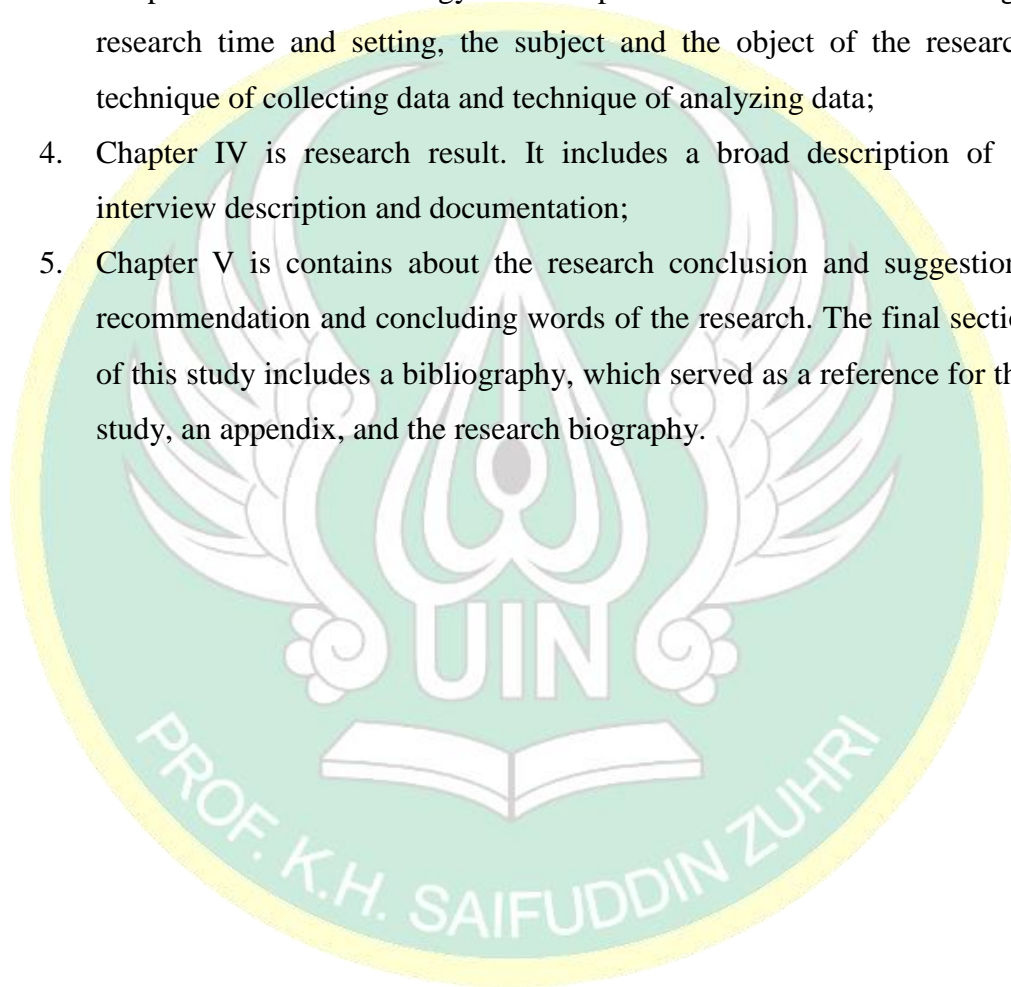
3) The next researcher

Hopefully, the result of this research can be used as a reference for the next researcher that interested to study about lesson plan referring to *Merdeka* curriculum. In addition, includes about the recommendation for the next studies if the next researcher will go further with studies in the same topics.

D. Organization of Paper

The structure of the research is a framework of research that provides guidance on the points to be discussed in the research. The systematics of writing in this research is divided into five chapters, with detail as follow:

1. Chapter I serves an introduction. This chapter consists of the background of the research, clarification of key terms, research questions, aims and the significances of the research, and organization of paper;
2. Chapter II is a literature review. An overview of relevant theories about the steps done and the obstacles of teacher's in developing lesson plan related to *Merdeka* curriculum;
3. Chapter III is a methodology. This chapter discusses the research design, research time and setting, the subject and the object of the research, technique of collecting data and technique of analyzing data;
4. Chapter IV is research result. It includes a broad description of an interview description and documentation;
5. Chapter V is contains about the research conclusion and suggestions, recommendation and concluding words of the research. The final section of this study includes a bibliography, which served as a reference for this study, an appendix, and the research biography.



CHAPTER II

LITERATURE REVIEW

In this part will describe about the theoretical concept that support this research which are used as foundations and references to give relevant knowledge in the field. This part also conducted about previous studies that present related several previous research with this research. The analysis written in this research depends on some theories discussed in this part.

A. Theoretical Concept

Theoretical concepts are conducted about the theory, ideas, and definition that support this research. In this part researcher will present the theory about *Merdeka* curriculum, lesson plan, and problems of teacher's in developing lesson plan.

1. *Modul Ajar*

a. **The Principle of *Modul Ajar* for *Merdeka* curriculum**

In implement the learning process, teacher's should prepare their lesson planning for guide the teaching and learning process so that the objectives of learning could be reach. One of important thing in implementation of the class is lesson plan. Every curriculum has a principle and rules for lesson plan. Lesson plan referring to *Merdeka* curriculum is little bit different from 2013 curriculum. Then, *KEMENDIKBUDRISTEK* was released *Surat Edaran Nomor 14 Tahun 2019 tentang Penyederhanaan Rencana Pelaksanaan Pembelajaran*. It is contained about new rules in developing lesson plan, the newest rules that referring to *Merdeka* curriculum just consist three main components in the lesson plan, there are: Learning objectives, Learning activities, and Assessment.

The *Modul Ajar* only need one page for design lesson plan. The teachers are free to choose, design and create by developing format of lesson plan (Kadis, 2020). Developing lesson plan

efficiently and effectively so that the teachers have more time to prepare and evaluate the learning process (Kemdikbud, 2019). The differences between 2013 lesson plan and *Modul Ajar* are in the 2013 lesson plan there is no learning profile, but in the *Modul Ajar* there is shown students profile as a background in put the learning based on the students' talent, skills, learning style in a daily life. In developing *Modul Ajar*, according to Kemendikbudristek (2019), some a principle that should do by the teacher's in developing the *Modul Ajar*, there are:

- 1) The *Modul Ajar* is carried out the principle of efficiency, effectiveness, and based on students' orientation

Efficient is developing lesson plan should be efficient, appropriate, and do not wasting time. Then, effective is developing lesson plan is hoped for reach the learning objectives and based on students orientation is developing lesson plan should taking into account students readiness, students interests, and student's needs. The principle of efficiency and effectiveness should heed to the content of curriculum. Then, teacher's should observe the students orientation about their learning style, interest, student skill, then adjust to the teacher's lesson plan.

- 2) Just three core component of *Modul Ajar*

Three core components of *Modul Ajar* are Learning Objectives, Learning Activities, and Assessment. The other component is a compliment. The learning objectives are written directly to the curriculum and student's needs. Learning activities and assessment in the lesson plan write efficiently.

- 3) School, *Kelompok Kerja Guru (KKG)/ Musyawarah Guru Mata Pelajaran (MGMP)* are free to choose, design, create, use, and develop the format of lesson plan independently for the students success.

- 4) Then, the lesson plan that has been made by the teachers can be use and can be related to the point 1, 2, and 3

In developing *Modul Ajar* the teacher's is given the freedom to develop the lesson plan for reach the learning objectives. In addition, the principles in developing lesson plan are should efficient, effective, taking into account the student orientation, teacher's is given freedom to develop the lesson plan, and then the main components of are learning objectives, learning activities, and assessment. *Modul Ajar* only needs one page, more simple and do not many of administrative so that teachers could developing lesson plan optimally (Retnasari, 2020).

b. Concept of *Modul Ajar* or *Modul Ajar*

Based on *Kementrian Pendidikan dan Kebudayaan, Modul Ajar* is a tools or media, method, guideline, and instructions that are designed systematically and attractively. The *Modul Ajar* is an implementation of the learning objectives flow developed from learning outcomes with the Pancasila Students Profile as the target. Then, *Modul Ajar* are arranged according to phrases or stages of students' development, considering what will be learned with learning objectives, and based on long-term development. Teachers are needed to understand the concept of *Modul Ajar*.

c. The Components of *Modul Ajar*

Based on *Kementrian Pendidikan dan Kebudayaan Tahun 2020* about *Modul Ajar*, the component of *Modul Ajar*, there is follows:

1) General information (Informasi umum)

a) Module identities

Information about module ajar developed consists of:

- (1) Name of the author, institution, and year of compilation teaching;

(2) Module school level (SD/SMP/SMA);

(3) Class;

(4) Time allocation.

b) Initial Competence

Initial competence is knowledge and/or skills of the students need to have, before learning particular topic. The initial competency is measure of how deep the teaching module is designed.

c) Pancasila Students Profile

The six dimensions of the Pancasila Student Profile are interrelated and integrated in all subjects through (clearly visible in):

(1) Lesson material;

(2) Pedagogy; and/or

(3) Project activities; or

(4) Assessment.

Each teaching module contains one or several predetermined dimensions of the Pancasila Student Profile

d) Facilities and Infrastructure

These are the facilities and materials needed to support learning activities. Means progress to the tools and materials used, while the infrastructure includes teaching materials and other relevant sources of teaching materials used in learning activities. Facilities are including technology to support learning activities.

e) Targets Students

(1) Regular/typical students: general, no difficulty in digesting and understanding the teaching material;

(2) Learners with learning difficulties: have learning styles that are limited to only one style, for example with audio or have difficulties with language and

understanding of teaching materials, lack of confidence, difficulty concentrating long-term, etc;

- (3) Students with high achievement: digest and understand quickly, are able to achieve high-level thinking skills (HOT), and have leadership skills.

f) Learning Model

Learning model is provides a systematic description of the implementation learning. Learning models can be in the form of face-to-face learning models, online distance learning (PJJ online), offline distance learning (Offline PJJ), and blended learning.

2) Core Component

a) Learning Objectives

Learning objectives must reflect the important things of learning and must be able to be tested with various forms of assessment as a form of performance understanding. Learning objectives determine learning activities, resources used, compatibility with student diversity, and appropriate assessment methods used. Learning objectives can take many forms: factual and informational knowledge, as well as procedural, conceptual understanding, thinking and reasoning skills, and collaborative and strategic communication.

b) Meaningful Understanding

Meaningful understanding is information about the benefits that students will get after following the learning process.

Example:

Humans organize to solve problems and achieve a goal

c) The Trigger Question (*Pertanyaan Pemantik*)

Trigger questions are made by the teacher to foster curiosity and critical thinking skills in students. Trigger questions

guide students to gain meaningful understanding in accordance with learning objectives.

Example:

If you were asked to make a different ending, what would you suggest?

d) Learning Activities

Steps of learning activities are written sequentially according to the planned duration of time, covering three steps, namely introduction, core activities, and closing based on active learning methods.

e) Assessment

Assessment is used to measure learning outcomes at the end of the activity. Achievement criteria must be clearly defined according to the learning objectives set.

Type of assessment:

- (1) Assessment before learning (diagnostic);
- (2) Assessment during the learning process (formative);
- (3) Assessment at the end of the learning process (summative).

Forms of assessment that can be done by the teachers:

- (1) Attitudes (Pancasila Student Profile) can be in the form of: observation, self-assessment, peer assessment, and anecdotal;
- (2) Performances (presentations, plays, exhibitions of works, journal, etc);
- (3) Written (objective test: essay, multiple choice, stuffing, and short answer, true-false).

f) Enrichment and Remedial

Enrichment is a learning activity that is given to students with high achievement so that they can develop their potential optimally. Then, the remedial is given to students

who need guidance to understand the material or repeat learning. When developing enrichment activities, it is necessary to pay attention to differentiation, for example study sheets/activities that are different from the class.

3) Appendix

a) Student Work Sheet

Student worksheet is intended for students (not teachers) and can be reproduced as needed to be given for non-regular students including non-regular students.

b) Teacher's Reading Materials and Learners

Teacher and student reading materials are used as a lighter before the activity begins or to deepen understanding of the material at the time or end of the learning activity.

c) Glossary

Glossary is an alphabetical collection of terms in a field accompanied by definitions and meanings.

d) Bibliography

The bibliography is the reference sources used in the development of teaching modules. The references in question are all learning resources.

The main components of *Modul Ajar* are three main core, according to Permendiknas (2019), the main components there are follows:

1) Learning Objectives

Learning objectives are contained about the competences that expected to be achieved. Create learning objectives based on the basic competency, then the teacher's independently sets learning objectives related to the students levels in the real conditions of the students.

2) Learning Activities

Learning activities have three stages, there are follows:

- a) Pre - activities, conducted about pre-teach that consist about students motivation, apperception, and attract the students attention.
- b) Activities, conducted about the teaching and learning process. Consist about exploration, elaboration, and confirmation phases. Exploration is about students actively in finding information. Elaboration is about students' critical thinking activity and to do the control material, to do the task collaboratively and cooperatively. Then, confirmation phrases are in which students are confirmed their assignments or projects after exploration and elaboration phases through giving feedback or reflection.
- c) Post – activities, concluding the teaching and give a feedback to the students' assessment, reflection.

In addition, developing learning activities based on simplifying lesson plan, the teacher's should take into account in develop learning activities with several principles. First, learning activities apply "Learning Independence" and SCL (Student Centered Learning). Second, learning activities include 4C (Critical thinking/problem solving, Cooperative/Creativity Collaboration, Communication) as described above. Third, learning activities based on PPK (Strengthening Character Education). Fourth, learning activities include the development of reading and writing culture (Literacy Content Integration).

3) Assessment

Assessment is to evaluate the students about the materials that have been explained in the learning activities. Assessment is conducted a task of reading, listening, writing, and speaking. The assessment can be a project or quiz, test, and other to evaluate students' skills and achievement.

d. The Principles in Developing Lesson Plan

According to Permendikbud (2020), the principles of the developing lesson plan , there are follows:

1) Taking into account about the characteristics differences the individual learners

When the teacher's developing the lesson plan should be taking into account about the characteristics differences the individual of learners in their needs, interests, potential, IQ's, talents, skills, learning style, learning speeds, background the culture, values, and students behaviour.

2) Persuade the learners' interest to be active participant in the learning activities

In developing the lesson plan, the teacher's should make sure about the learning media, learning style, and strategies of teaching innovation, creatively, and could persuade learners' interest to be active participants.

3) Developing a writing and reading activities

In developing lesson plan should containing the writing practice, steps of writing, reading comprehension, punctuation, etc.

4) Provide an evaluation or feedback

In developing lesson plan should containing the positive feedback, reinforcement, enrichment, and remediation.

5) Integration and coherence

In developing lesson plan, all components should integrate and have a relation about the KD, SK, goals, learning objectives, learning media, strategy of learning, and the materials until the evaluation process or giving feedback. The assessment should be has a relation and integration with the material, SK, KD, learning objectives so that the goals will be reach.

6) Applying the information and technology

Developing lesson plan should taking into the application or technology. The information and technology is help the teacher's to explained and implement the learning process systematically, easily, practically, and effective related to the students skills in this 5.0 era.

In the other-hand, according to Graves (2000), explained that the principle of developing lesson plan are:

a) Assessing needs

In developing the lesson plan, the teacher's should find out the needs of the students, so that teacher's will directly true in addressing the students about the materials. Then, will solve the dilemmas of the classroom.

b) Formulating goals and objectives

In developing the lesson plan, the teacher's should formulate the goals and objectives based on students' needs. Goals and objectives should interrelate until evaluation and feedback, when the goals and objectives are clear teacher's will easier in developing materials.

c) Developing materials

Teacher's in developing the materials in the lesson plan should be communicative, easy to understand, and important to have a balance of activities and exercises. Too many exercises and too few activities will impede development of the ability to communicate in the real world. Then, when the class too many activities and too few exercise will make students difficult to develop the skills and language. So, when developing the lesson plan, developing the materials should be balance between activities and exercises.

d) Adapting a textbook

In developing the lesson plan, teachers should adapt a textbook. Textbook is a backbone for the teacher's. Textbook will give the teacher's ideas, persuade the students interest, and use a textbook as a tools of teaching and learning process so that the materials that will be explained is clearly and make the students beliefs.

Based on the explanation above, can be conclude that the principle of developing lesson plan are: the teacher's should make sure about the goals, objectives, students' needs, students characteristics, try to get students attention and interest, use a learning media appropriately, and the last is use a resources or textbook for a guide in the teaching and learning process.

e. Steps in Developing *Modul Ajar* or *Modul Ajar*

The *Merdeka* curriculum has a freedom for the teacher in developing lesson plan that called "Modul Ajar"; according to *Kurikulum Merdeka dan Pengembangan Kurikulum* (2022), there are two ways in developing *Modul Ajar*. The first way steps are:

- 1) Identify learning objectives that can be grouped in one scope material. One module ajar can cover several learning objectives;
- 2) Conduct a diagnostic assessment to identify mastery initial competence of students;
- 3) Determine the summative assessment technique and instruments along with the success indicators of the summative assessment to be carried out at the end of the scope of the material;
- 4) Identify the time allocation or JP that needed;
- 5) Make a series of learning activities from start until finish;
- 6) Ensure learning activities are aligned with learning objectives;
- 7) Each activity is equipped with meaningful understanding and essential questions that become a reference;

- 8) Prepare study sheets, study materials, and learning media according to students' readiness, interests, and learning profiles;
 - 9) Attach required assessment instruments such as checklist, rubrics or observation sheets;
 - 10) Re-check the completeness of the teaching module components.
- Then, the second's ways to developing independent curriculum *Module Ajar*, these are below:

- 1) Analyze the conditions and needs of students, educators and education units;
- 2) Conduct a diagnostic assessment of the conditions and needs of students;
- 3) Identify and determine the dimensions of the Pancasila Student Profile to be achieved;
- 4) Choose learning objectives from ATP (Alur Tujuan Pembelajaran) based on CP (Capaian Pembelajaran) which will be developed into teaching modules;
- 5) Planning types, techniques, and assessment instrument;
- 6) Arrange teaching modules based on the specified components;
- 7) Educators can determine which components essential according to the components;
- 8) Elaborate learning activities according to the essential components;
- 9) The module is ready to use;
- 10) Module evaluation and developments.

The first way is used on this research for analysis English teachers process on developing *Modul Ajar*. Then, used for guidance on the the developing question list for the interviews.

Then, according to Kemendikbud (2022), the steps in developing *Modul Ajar* are below:

- 1) Understand about the CP (*Capaian Pembelajaran/Learning Outcomes*);

- 2) Identify the Learning Objectives according to the CP (Capaian Pembelajaran/Learning Outcomes);
- 3) Arranges the Flow Learning Objectives or ATP (Alur Tujuan Pembelajaran);
- 4) Planning the learning and assessment.

f. Some Errors in Developing the Lesson Plan

Error neither is a wrong action, nor related to the rules, wrong in the create idea, opinion and so on. According to Trilestari (2012), there are some error in developing lesson plan.

1) Format

Teacher's when developing the lesson plan is not related with the format of lesson plan based on the curriculum or *PERMENDIKNAS Nomor 56 Tahun 2022*. There are any seen elements of lesson plan that should be completed by the teacher's, but from the three lesson plan that has been analyzed by Trilestari there is have a different format. Some of them did not complete the components of the lesson plan. For example in the one lesson plan there is no idea, goals, objectives, skills, and learning resources.

2) Content

The next error is in developing the content. Content should be related to the goals and objectives of learning, but some of them is not related in basic competences and standard competences and do not write the original full text of the 2006 curriculum.

3) Objectives versus Indicators

Some teachers still confused about objectives and indicators. Some of them still argue that objectives and indicators are the same, so some of the teacher just creates the indicators, and the objectives is omit. Based on *PERMENDIKNAS Nomor 41 Tahun 2007*, the differences between indicators and objectives are the indicator is designed to quantify a skills based on the

competency that wants to be reached, then the objectives is related with the process and result that is hoped to be achieved by the students according to basic competency.

4) **Material**

The lesson plan should consist the material. In developing the material, teachers should be adapting from the textbook. Design the material should consist about the learning material and teaching materials. There is some error, some teachers omit the teaching material in the lesson plan and just create the learning material. Ideally, the material in the lesson plan is a guide to what the teachers are going to teach. It is used as a note while the teaching activity is running so that the teachers could focus in line with the lesson plan.

5) **Language**

Sometimes, English teacher's in developing lesson plan imitate the language in Indonesian style, but error in translate basic competence and standard competence into English. It is because Bahasa and English are have different context. For example, the word "berterima" in English should be "acceptable", but English teachers write "thanks".

6) **Students activity**

If part the contents, basic competencies, standard competencies, learning objectives, goals, and format of lesson plans are errors, so the students' activity could not be success and not effective. The implementation of the learning activity will many difficulties and students feel no interest to learning.

Then, according to Kizlik (2003) there is five errors in writing lesson plan, there as follows:

- a) The objectives of the lesson plan does not specify what the students will actually do that can be observed;

- b) The assessment is disconnected from the behavior indicated in the objectives;
- c) The materials specified in the lesson are extraneous to the actual described learning activities;
- d) The instruction in which the teacher's will engage is not efficient for the level of intended student learning;
- e) The student activities described in the lesson plan do not contribute in a direct and effective way to the lesson objectives.

Based on the explanation above about the error in developing the lesson plan can be conclude that understand of the teacher's about the curriculum rules and the principle of the lesson plan. Teacher understands influence the quality of the lesson plan. The details guide in developing lesson plan from the Ministry of Education is really recommended to help teacher, especially English teacher.

2. *Merdeka* Curriculum

a. The Principle of *Merdeka* curriculum

Indonesia has changes educational curriculum several times. The newest curriculum is *Merdeka* curriculum that has been released by the Ministry of Education and Culture of the Republic of Indonesia in the end of 2019 (Bukit & Sarbaini, 2022). The concept of *Merdeka* curriculum is create a happy learning in the process of teaching and learning process without being burdened with the result of achieving score (Bukit & Sarbaini, 2022). Learning should be comfortable and the students can discuss with the teacher's in the class or in the online platform actively (Thurab-Nkhosi, 2018). These learning situations need teachers' facilitation, parents' involvement, and students' meaningful learning experiences.

The Ministry of Education released *Merdeka* curriculum is a responses the research *Programme for International Student*

Assessment (PISA) in 2019 and the result is students in Indonesia in the Mathematics course and literacy, Indonesia in the position rank 74 of 79 countries (Bukit & Sarbaini, 2022). Then, the Ministry of Education released *Merdeka curriculum* in 11 December 2019 (Santosa, 2022). *Merdeka curriculum* is revolved the concept of independent learning, but still enjoying learning atmosphere, that is having less burden of tasks and result of achievement score. There are 4 main point of this policy, which is outlined as follows:

1) Replacement of National Examination to Minimum Competency Assessment and Character Survey

The current learning is focused on mastery of content rather than the ability to think logically. In addition, national exams are seen as a major indicator of individual student success and therefore a burden for students, teachers and parents. To accommodate this, 2020 is the last national exam, and 2021 is the start of the minimum ability assessment and personality survey. This assessment is not based on subject or curriculum material proficiency, but on the student's mapping of her two minimum competencies. The emphasis on literacy and numeracy skills is also based on PISA test best practices. This assessment is conducted in grades 4, 8 and 11 and the results are intended to provide schools with important information to improve the following learning processes before students graduate at their school. A personality survey is not a test, but rather a survey of the extent to which students apply the principles of Pancasila as a way of life (Santosa, 2022).

2) Schools' Role in National Standard School Examination (USBN)

Based on the Minister of Education and Culture, the current situation in USBN limits the application of the National Education System Laws, which gives schools flexibility in

determining degrees. Due to the new political orientation, USBN was replaced by a school-sponsored exam (assessment) in 2020. Exams such as portfolio and other formal assessments are conducted to assess the student's ability. In this way, teachers and schools are more independent in assessing the learning outcomes of their students, thus developing the capacity of teachers and schools to improve the quality of learning (Santosa, 2022).

3) The Simplifications of Lesson Plan

This initiative is aimed to help the teachers. Simplified administration makes lesson planning efficient and effective, giving teachers' time to prepare and improve their skills and self-evaluate the learning process. Since the 13 components were previously very dense and very burdensome for teachers, he summarized his three main components on one page: learning objectives, learning activities, assessment or learning assessment. In developing lesson plan the most important is do not just writing it. In fact, the essence of lesson planning itself is a reflective process by the teacher.

4) Expanded Zoning Systems

The Ministry of Education and Culture will continue to use a zoning system when accepting new students to allow flexibility in addressing access and quality inequalities in various areas (excluding government-controlled remote areas). The configuration includes acceptance of at least 50 percent of students from the zone system, a confirmation pass of at least 15 percent, and a maximum transfer pass of 5 percent. Depending on local conditions, students with excellent grades may make up the remaining 30% of him. Local governments are given the technical authority to designate these zones (Santosa, 2022).

The four main principle or policy of *Merdeka* curriculum are designed that hoped to improve the previous curriculum. In addition, the Ministry of Education is initiative to make an enjoy learning without burdened the students with the number of result tasks or exams. In this curriculum, students are a center and study related to the students' needs and interest. There are five key messages for teachers to make small changes to their classes. According to Santosa (2022), there as follows:

- a) Encourage students to discuss;
- b) Give students opportunities to teach in class;
- c) Initiate community service projects involving the whole class;
- b) Discover talents in students;
- c) Teacher's help still in need.

a. The Concept of *Merdeka* curriculum

The concepts of *Merdeka* curriculum is a freedom to learn. The Independent Learning Policy is directly to realize the quality about the sustainable. *Merdeka* learning is students are having a freedom to learn and study about their interest and improve their skills. Then, the students are able to study in the more of one segment, could take a course in the other major related of students talents or interest (Iswanto, 2021). The concept of *Merdeka* curriculum is to restore the essence of the law to give schools freedom and independence to interpret the basic competencies of the curriculum into their assessment (Sihombing et al., 2020). According to Kemendikbud (2022), the core concept of the *Merdeka* curriculum is giving freedom from the bureaucracy who choose the fields that their like, the essence of the freedom of learning is a freedom for the schools, teachers, and students in the sense of being free to innovate, free to learn in independent and creative. Nadiem Makariem, explained that the students in Indonesia are a multi-intelligence in

their respective fields, so the freedom are given for the students in Indonesia. Below are some of the concepts provided by the independent tutorials.

1) Different places and times

When carrying out the learning process, it is not only spatially confined, such as in a classroom. Therefore, you can also improve the classroom atmosphere outside the classroom.

2) Free choice

Students can practice their learning methods in the way they feel most comfortable. As such, students are expected to continue to improve their skills.

3) Individualized learning

Teachers can adapt to the student's understanding of the material and work out the answers according to the student's ability. It's like playing a game. If he can solve the challenge, the average student skill levels up quickly so that he doesn't use his system.

4) Project based

Students are asked to apply the skills they have learned in a variety of situations. This experience can be used in everyday life.

5) Field experience

Matching and linking are important in the world of work. The materials available to students today have nothing to do with the world of work. Gaining hands-on experience helps students become more efficient in the world of work.

6) Data interpretation

Students will get a lot of information. It is hoped that the amount of information that comes in can solve the problem of needs, can be used to analyze problems, etc (Iswanto, 2021).

Based on the explanation above about the concept of *Merdeka curriculum*, it can be concluded that the goal of the concept of

Merdeka curriculum is to create enjoy and happy learning for the student, so that the student could feel comfortable in learning process and interest in their teaching and learning process without burdened the result of the tasks or exam, and the numbers of academic rank.

3. The Obstacles in Developing *Modul Ajar* for *Merdeka Curriculum*

a. The Teachers Obstacles in Face *Merdeka curriculum* in Indonesia

Based on Lestyanawati (2020), the challenges of teacher's are disconnect between the teachers were taught to teach and confused to delivered the content course to be effective classroom. This problem usually caused by unclear guidelines and expectations for faculty members. Then, the problem of the teacher's according to Palobo (2020), teacher's difficulties to implement constructive learning, teacher's feel challenges in determining media and time allocation. The main problem and challenges caused by the curriculum that have changed frequently. According to Palobo (2020), in 2013 curriculum the teachers have a challenges in developing the lesson plan. The teacher's found some of crucial problems and systematic failure of the teacher's preparation training. Although, the guideline book and workshop training in developing 2013 curriculum lesson plan have clear by the Minister of Education, the teacher's still confused due to the application of scientific approach that not fully understood and cannot be applied appropriately.

Then, nowadays, the education curriculum in Indonesia has changed to *Merdeka curriculum*. Teachers must learn from the beginning again with the new concept, principle of the curriculum, and new rules of *Merdeka curriculum*. The Ministry of Education has not provided the completely details and mechanism about the guidelines and procedures of *Merdeka curriculum* (Krishnapatria, 2021b). Established of the curriculum in Indonesia impact for the

successful of the learning process, but the Ministry of Education must care with the teacher's and other part of education in Indonesia. Interestingly, *Merdeka* curriculum is release in pandemic era, so the strategy of learning process more confused for the teacher and students. Teacher's must developing the lesson plan, manage the limit time to explain the long and many materials in the class, and also the learning activity is not full offline yet, still hybrid in online and offline classroom.

b. The Teachers Obstacles in Developing *Modul Ajar* for *Merdeka* curriculum

Some of English teachers in developing lesson plan referring to *Merdeka* curriculum found some difficulties likes difficult to choose themes or topic for lesson plan, design learning objectives, time allocation, design evaluation or assessment stage that related to the material and according to students ability and condition. According to Dwinalida and Setiaji (2022), teachers encounter similar challenges when putting together course plans that are appropriate for their students' majors, selecting subject matter that is relevant to their line of work, and selecting learning resources that will enable them to help their students meet set learning objectives. Then, according to Jusniati (2020), the result of the research indicated the problem faced by the teachers in developing lesson plan was consisted of three aspects, those are:

- 1) Teachers did not understand how to made lesson plan because most of them only take from the internet;
- 2) Teachers could not distinguish between developing lesson plan and implementing lesson plan; and
- 3) Teachers also lack understanding of Taxonomy Bloom Theory and teachers did not understand to formulate learning objectives.

The others opinions and results of the research about teachers challenges in developing lesson plan is according to Yulita and

Inderawati (2021), teachers think it is challenging to create a lesson plan that is effective, efficient, and student-oriented, while the time allocation of learning is reduced due to the pandemic and quite hard to decide the learning method that can be suitable for all students. Then, according to Suwandani and Nyoman (2020), the result showed that the difficulties experienced by teachers include:

- 1) Teachers difficult to making and developing assessment instrument;
- 2) Teachers difficult to assessing based on aspects of authentic assessment;
- 3) Teachers difficult to giving a score;
- 4) Teachers difficult to using authentic assessment techniques;
- 5) Teachers difficult to carrying out assessment in class;
- 6) Teachers difficult to processing grades.

Some of difficulties are influenced by several factors, including: a) the lack of teachers understanding about authentic assessment and very limited availability of times, b) and then there is not authentic assessment training materials. Besides that according to Magdalena (2021), teachers difficult in formulating learning objectives and teachers have difficulty in analyzing whether or not the available assessment are in accordance with all teaching and learning activities in the classroom. These are related with Halim (2018), teachers difficulty in integrating various social materials into SK/KD/Indicators as well as the selection of appropriate learning materials. These result are also supporting by Rindiyanti (2022), the results of the study contain the problems experienced by prospective educators in developing *Modul Ajar* like learning tools, including:

- 1) Teachers are not being able to read CP (*Capaian Pembelajaran/Learning Outcomes*) well;

- 2) Teachers are not able to compile TP (*Tujuan Pembelajaran/Learning Objectives*) from existing CP (*Capaian Pembelajaran/Learning Outcomes*);
- 3) Teachers not being able to compile ATP (*Alur Tujuan Pembelajaran/Flow Learning Objectives*) from TP (*Tujuan Pembelajaran/Learning Objectives*);
- 4) Teachers are difficulties in develop teaching modules, *Merdeka* curriculum allows thematic form.

As we know in *Merdeka* curriculum the term of lesson plan are changed likes TP (*Tujuan Pembelajaran/Learning Objectives*), CP (*Capaian Pembelajaran/Learning Outcomes*), and ATP (*Alur Tujuan Pembelajaran/Flow Learning Objectives*). Then, according to Tricahyati and Zaim (2023), teachers have obstacle in formulating CP (*Capaian Pembelajaran/Learning Outcomes*) and applied differentiated learning in the process in teaching learning.

The others problem that face by the teacher are using IT in learning and teaching activities. According to Tricahyati and Zaim (2023), teachers are feel difficulty in utilization IT to help teacher create interactive media. Then, supporting by Yanti (2020), the difficulties experienced by teachers are in developing IT-based media, operating IT-based media, incomplete facilities and infrastructure and teachers are less of creativity. Then, the result of this research is similar with Damayanti and Muhroji (2022), teachers are having difficulty in developing IT-based media because of IT-based media is limit.

Then, according to Kadis (2020), some of a teachers obstacles in developing lesson plan are caused by several factors, there are as follows:

- 1) The regulations governing learning have not been read in their entirety or seen never been read;

- 2) Teachers do not fully understand then essence of preparing lesson plans;
- 3) Teacher's easy to get lesson plan files from other teachers;
- 4) Developing the components of lesson plan without paying attention to the learning design.

Based on the explanation above, it can be conclude that the teacher's problem is not just caused from the Ministry of Education that not shown the details guideline for design lesson plan referring to *Merdeka curriculum* but also from the English teacher's behaviors and limit of IT-based media.

B. Previous Studies

There are the several previous studies that related with the topic, there are:

First, thesis entitled "*An Analysis of English Teacher Lesson Plan Referring to Merdeka at Program at SMPN 30 Palembang*" from Amilia Yulita in 2021, a student majoring English education study program at Universitas Sriwijaya. This research is to analyze the lesson plan made by English teachers based on curriculum *Merdeka* that just focusing in Learning Objectives, Learning Activities, and Assessment. The subjects of this research are English teacher at 9th grade of SMPN 30 Palembang. The data collected by documentation and interview. The data analyze by qualitative descriptive analysis technique. The result of this research is the lesson plan that made by the teacher is nicely and appropriate based on *Merdeka* curriculum. While the differences are this research focused on how the English teachers developing the lesson plan and how compatible is the lesson plan that designed by the teacher and what are the obstacles of the teacher in developing the lesson plan referring to curriculum *Merdeka Belajar*. The subjects of this research were English teachers at 7th grade of SMPN 1 Tambak, Banyumas.

Second, an article entitled "*Independent Learning: English Teacher's Problems in Developing a Good Lesson Plan in New Normal Era at MAN Rejang Lebong*" from Eka Apriani and friends in 2020, a students majoring

in English education study program at UIN Mataram. This research is to find out English teacher's problem in design lesson plan in new normal era at MAN Rejang Lebong. The data of this research is collected by qualitative approach. Then, to collect the data, the researcher use interview. The results of the research are the English teacher has a limited time in developing lesson plan, English teacher felt difficulties in choosing the methods, strategies, and material for student, and the last English teacher felt difficulties in developing evaluation test for student. The similarity with this researcher is to get the result about the challenges the teacher's in designing lesson plan. While the differences is the curriculum in this research discussed about the obstacles in developing *Modul Ajar* referring to *Merdeka* curriculum, then the similarity is the principle of curriculum prototype is same with *Merdeka* curriculum and the subject of this research were English teachers at 7th grade of SMPN 1 Tambak.

Third, an article entitled "*Crucial Problems in Arranged the Lesson Plan of Vocational Teacher*" from Muhammad Nurtanto and friends in 2021, students at University of Ageng Tirtayasa. The research is to explore the implementation of the 2013 curriculum in vocational schools, Banten. The research use quantitative approach. Data collected by questionnaire sheets, FGD notes, and observation. The results of this research are the implementation the teacher's faced the difficulties in readiness for learning tools in the component core competence and basic competences 45, 31%, program mapping 38,37%, learning plan preparation 39,45%, and then evaluation 36,78%. While the similarity from this research is about problem in developing lesson plan, then the differences of this research are the curriculum. This research discussed about lesson plan referring to *Merdeka* curriculum and this research method used qualitative approach and to collect the data used interviews and documentation, then the subject of the research were English teachers at SMPN 1 Tambak.

Fourth, an article entitled "*English Teachers Difficulties in Developing a Lesson Plan (RPP) Based on KTSP (A Study on English*

Teachers at Vocational High School in Bengkulu City)” from Suci Dwina Darma and Bambang Suwarno in 2017, a students majoring in English education study program at University of Bengkulu. This research is to find out the obstacles of the English teacher in Vocational High School in developing lesson plan based on KTSP. This research use descriptive quantitative methods. The data of this research is collected by questionnaire. The result of this research showed that there were not any significant difficulties that faced by the English teachers at Vocational High School in Bengkulu because all aspect was in all moderate predicates. The similarity of this research is the topic about the difficulties that teachers faced in developing lesson plan. While the differences are the research focused on the curriculum and data collecting process. Then this, research discussed about *Modul Ajar* and the data collected by interviews and documentation. Then, the subjects of the research were English teachers at 7th grade of SMPN 1 Tambak.

Fifth, thesis entitled *“The English Teachers Problems in Developing Lesson Plan at Islamic Boarding School of Al – Qur’an Harsallakum Bengkulu”* from Syakir Farhi in 2021, a student majoring English education study program at State Islamic University of Fatmawati Sukarno Bengkulu. This research is to find out and describe the English teachers’ problems in developing lesson plan. The subjects of this research are two English teachers at Islamic Boarding School of Al – Qur’an Harsallakum, Bengkulu. The research use qualitative approach. The data collected by documentation, recorder, and observation sheet. The result of this research is the obstacles of English teachers are difficulties in giving apperception; convey the competence, and giving final assessment. The similarity of this research is discussed about problems of the teacher in developing lesson plan. While the differences are this research focused on *Modul Ajar*, then the subjects of the research were English teachers at 7th grade of SMPN 1 Tambak.

Sixth, an article entitled *“Teachers Difficulties in Lesson Planning: Developing and Implementing”* from Srihidayanti, Desi Wijayanti Ma’rufah

and Jannah Khainur in 2015, a lecturer in English education study program at Islamic University of Kiai Haji Saifuddin Zuhri Purwokerto and Indonesia University of Education. The purpose of the study is to investigate teacher's difficulties in developing and implementing 2013 curriculum. This research is used qualitative as the method. To collect the data used interviews and open response items of questionnaire. The subjects of this research are seven English teachers of senior and vocational high school. The result of the study are the teachers have difficulties in the area of the components of lesson plan, basic principles of lesson plan and implementing lesson plan. The difficulties of the teacher are in determining time allocation. The similarity of this research is about to find out the difficulties of the English teachers in developing lesson plan. While the differences are this research focused on developing *Modul Ajar*, and then the subjects of the research were English teachers at SMPN 1 Tambak.

From the previous research above, can be concluded that there are some research that study about the lesson plan, especially about the problems in developing lesson plan, besides that this research is focused on the problems and difficulties of English teachers in developing lesson plan or *Modul Ajar* based on *Merdeka* curriculum, especially at SMPN 1 Tambak. The researcher is interested in conducting an analysis of the study to find out the problems of English teachers in developing lesson plan referring to *Merdeka* curriculum because this topic is still new and interesting to discuss.

CHAPTER III

METHODOLOGY

This chapter is conducted the methodology of the study, including: research design, research site and participants, object and subject of the research, data collection techniques, and data analysis.

A. Research Design

This research used a qualitative approach. According to Miles and Huberman (1994), the qualitative data is used to support the theory or the concept which is focused on the reality with the assumption that the human behavior has the meaning in the context. Qualitative approach mean a collection of interview, transcript, documentation that are systematically so that the researcher could be the conclusion about the data.

This research used qualitative descriptive method. This research conducted by interviews and documentations. The interviews were conducted with three English teachers at 7th grade SMPN 1 Tambak. The interviews used smartphone recorder and took a notes. The documentations are one *Modul Ajar*. Then, the data analyzed about the problems of English teachers in developing *Modul Ajar* with qualitative descriptive method and triangulation.

B. Research Sites and Participants

This research took place at SMPN 1 Tambak which located on Watuagung Street, Tambak, Banyumas, Jawa Tengah. The reasons of choosing are because SMPN 1 Tambak have implemented *Merdeka* curriculum and there was found a problems of English teachers in developing *Modul Ajar*. *Merdeka* curriculum was applied at 7th grade, so the participants of this research were just English teachers who teaching at 7th grade SMPN 1 Tambak. Total of 7th grade English teachers are three, so participants of this research were three English teachers.

C. Object and Subject of the Research

1. The subject of the research

The subjects of the research were the English teachers at 7th grade of SMPN 1 Tambak, Banyumas. English teachers who teach in 7th grade were just three English teachers, so the researcher conducted the research with three subjects of English teachers of 7th grade, because at SMPN 1 Tambak that used *Merdeka* curriculum is just still implemented in 7th grade. Then, 8th grade and 9th grade of SMPN 1 Tambak still uses 2013 Curriculum.

2. The object of the research

The object of the research are the steps done by the teachers in developing *Modul Ajar* for *Merdeka* curriculum, and the obstacles faced by the English teacher's in developing lesson plan for *Merdeka* curriculum at 7th grade of SMPN 1 Tambak, Banyumas.

D. Data Collection Techniques

It is the main factor of research. In this research, the researcher used two techniques to collect the data, those are:

1. Interview

This activity is to found out the data from the informant that answered the research questions number 1 and 2. This research used semi-structured interview because the answers cannot answered only with yes or no answers. Two types of assistance instruments are commonly used, namely: 1) in-depth interview guides or guidelines. This is a short post that lists the information that needs to be gathered. The questions are generally general, requiring long answers. There are 12 questions related to the steps and problems in developing *Modul Ajar* that answers all the research problem of this research. 2) Recording tools. The researcher records the interviews by smartphone, then took a notes on the papers. This technique is to get the information deeply about the topic.

In this case, the informants were three English teachers of 7th grade at SMPN 1 Tambak, Banyumas. The first interviews conducted on

28th October 2022 for observation preliminary research. Then, the second interview or actual thesis research did on 25 May 2023. Every English teacher answered 12 questions from the researcher, and the questions were in-depth questions there were no “yes” or “no” answers questions. Every question answered with long answers and explained by the informants clearly. The researcher did the interviews to the English teachers of SMP N 1 Tambak, Banyumas by ask questions related to the problems of English teachers in developing the *Modul Ajar* referring to *Merdeka* curriculum and the steps done by the English teachers in developing *Modul Ajar* or *Modul Ajar* at 7th grade of SMPN 1 Tambak

2. Documentation

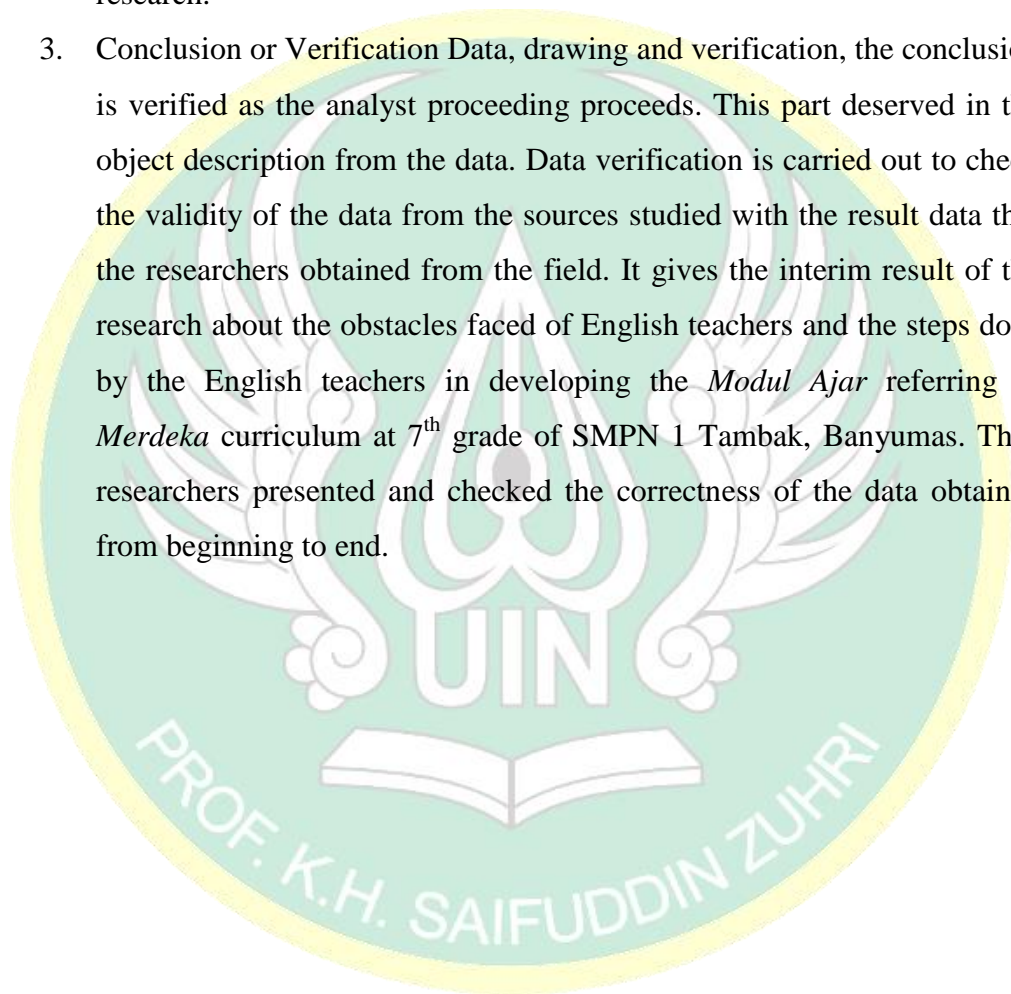
On this research, the documents were *Modul Ajar* that made by the 7th grade English teachers of SMPN 1 Tambak, handbook that English teachers used in teaching and learning process. The guide books by the Ministry of Education about the design lesson plan referring to *Merdeka* curriculum.

E. Data Analysis

The qualitative analysis consists of three stages by Miles and Huberman (1994), those are:

1. Data reduction, it refers to the process of selecting, concentrating, simplifying, abstracting, and manipulating the data that appears in written-up field notes or transcriptions. In this study, the researchers conducted interviews and documentation. Researchers combined these two techniques. The researcher did not include all the data from interviews and documentation, but the researcher chose the relevant data from the research finding. The data reduction technique in this study was taken by researchers from teachers' interviews about the problems of English teachers in developing lesson plan referring to *Merdeka* curriculum at 7th grade of SMP N 1 Tambak, Banyumas that taken to completed and simplified the data.

2. Data display is a well-organized, condensed collection of data that allows for conclusions to be drawn and actions to be taken. It takes part to deserve the data from the interviews and documentation, and the draft of information that selected in the short description. In this part, the data that not important and not related to the topics are discarded by the research, so that the data valid and answered all the problem of the research.
3. Conclusion or Verification Data, drawing and verification, the conclusion is verified as the analyst proceeding proceeds. This part deserved in the object description from the data. Data verification is carried out to check the validity of the data from the sources studied with the result data that the researchers obtained from the field. It gives the interim result of the research about the obstacles faced of English teachers and the steps done by the English teachers in developing the *Modul Ajar* referring to *Merdeka* curriculum at 7th grade of SMPN 1 Tambak, Banyumas. Thus researchers presented and checked the correctness of the data obtained from beginning to end.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reveals findings and discussion related to the results of the interview results about the steps done and obstacles faced by the 7th grade English teachers at SMPN 1 Tambak.

A. Findings

In findings, the results of interviews data are displayed. The results of the interviews were to found out the steps done by the English teachers and the obstacles of English teachers in developing *Modul Ajar* for *Merdeka* curriculum at 7th grade SMPN 1 Tambak.

a. The Results of the Interviews

The interviews were used to found out the steps done by the teachers and the problem of English teachers in developing *Modul Ajar*. Mainly, this instrument helped the researcher to answers the research questions numbers 1 and 2. The interviews were conducted on 25 May 2023 with the subjects of the research were three English teachers of 7th grade at SMPN 1 Tambak. The transcript and descriptions of the interviews can be seen below:

- a. The guidebook that English teachers used in developing *Modul Ajar*.

The answers of English teacher 1:

“We only use internet as a guide and also Merdeka textbooks. However, the guidebook from the government just arrived on May 24, 2023 yesterday.” (Translated in English)

The first 7th grade English teachers explained that they are just use internet and *Merdeka* textbooks that used for teaching and learning process in the classroom due to after a long time the guidebook from the government just arrived on the 24 May 2023.

The answers of English teacher 2:

“If the guidebook from school or official guidebook from Kemendikbud we haven't. So far we just only use the internet and

Merdeka textbooks from school library to design materials and Modul Ajar.” (Translatedd to English)

The second English teacher also explained that so far they have not the guidebook for developing *Modul Ajar*. So, English teachers in developing material just searching on the Internet and *Merdeka* textbooks.

The answers of English teacher 3:

“There is no official guidebook, but yesterday 24 May 2023, the official guidebook from Kemendikbud just arrived. So far we just use Internet and textbooks for design materials.” (Translated in English)

Same with the first 7th grade English teachers, the second English teachers also explained that the official guidebook from government just arrived on 24 May 2023. So, the 7th grade English teachers just used internet and textbooks for search the materials for developing *Modul Ajar*.

From the interviews above, can be concluding that the 7th grade of SMPN 1 Tambak have not the guidebooks in developing *Modul Ajar*. So far, they are used Internet to search the detail information and textbooks for developing materials.

- b. The problems that the 7th grade English teachers at SMPN 1 Tambak face in analyze the students’ needs and assessment diagnostics and also the solutions to fix the problems.

The answers of English teacher 1:

“Many characteristics of the students likes their backgrounds, differences of cognitive, the differences of learning style every student, and became challenges for me to design lesson plan that really considered for the students. Then, the solution is to analysis students need and diagnostic assessments used observation class before active learning, likes pre-test, quiz, and brief answer questions so that the material, learning activities, and methods in

teaching learning on the Modul Ajar could related with students skills and needs.” (Translated in English)

The first 7th grade English teacher explained that the problems are many characters, background, differences of cognitive and differences learning style that become a challenges for the teachers in developing lesson plan that appropriate for the students. Then, because the large of students’ number, English teachers analyze the students’ needs and assessments diagnostics of the students used observation class, pre-test, quiz, and brief answer questions. So, in developing *Merdeka* can be relating with students needs.

The answers of English teacher 2:

“Every student has their backgrounds. There are any students that have high skills in English and then some of them have low skills in English. It’s difficult, but as a teachers should have a solutions, to diagnostic assessment and student’s needs, I always did an observation class clearly and evaluation to evaluate students developments. So, in developing Modul Ajar could in accordance with students’ needs and conditions.” (Translated in English)

The second English teachers also explained that in analyze the students needs and assessment diagnostics are difficult, because there are many students characteristics, students background, and students skill levels. So, in analyze students needs and assessment diagnostics, English teachers always used obervasion class, and evaluation for evaluate the students developments. So, in developing *Modul Ajar* can in accordance with students needs and conditions.

The answers of English teacher 3:

“Students’ diversit, all of students’ diversity could be covered by the teachers and all of students could follow the learning process without feeling too easy or too hard for some of them. Then the solution that I did is used observation class before teaching and

learning process, with some test, some simple question, and quiz, pre-test. So, I could know easily the students' needs, students learning style, and could design lesson plan based on their skills and learning style, deeper in making an assessment.” (Translated in English)

Then, the third English teacher also explained the similar answers, students diversity likes learning style, students' development, and students' skills that should be covered by the teachers in the learning process fairly. So, in analyze the students' needs and assessments diagnostics the third English teacher also used observation class, pre – test, simple questions, and quiz. So, the data will be conducted and as a references for the teachers in developing lesson plan.

According to the interviews above, the problems in analyze the students needs and assessments diagnostics are many characteristics of the students, likes their backgrounds, the differences their learning style, the differences of skills and cognitive of the students. Then, some of the students have high skills in English, and then some of them have low skills in English. The differentials about the students learning style, so the teachers should developing material or strategy in teaching learning based on their students learning style, skills, and cognitive skills every single of the students. As a teachers' it is really hard, because in *Merdeka* curriculum, material and the strategy should related to the students learning style, backgrounds, and all of the learning activities should covered all of the differentials of students diversity. Then, three of the informants explained about the solutions, based on their problems, three of them used observation class to determining students diversity and diagnostic assessments, including: pre-test, quiz, simple question, questions and answers, and then brief answers questions at the beginning of the semesters or learning contract. So,

the teachers understand and found out the differentials of their students diversity, learning style, skills, cognitive skills and English comprehensions. After that, the teachers' could design *Modul Ajar* related to student's needs.

- c. The steps, the problems, and the solutions by the 7th grade English teachers in identify and choose learning themes (phases) in developing *Modul Ajar*.

The answers of English teacher 1:

“Discuss with MGMP English teachers. Choosing the topic or learning themes that are relevant and interesting based on students need, skills and students diversity. The problems are teachers' limited idea in choosing and identify topics that are relevant and interesting for the students. The solutions are searching inspiring idea from various sources and join the workshop.” (Translated in English)

The first English teacher is explained that in identify the learning themes (phases) on the CP (*Capaian Pembelajaran/Learning Outcomes*) are discuss together in the MGMP forums to choose the topics that relevant and interesting based on the students needs. Then, the problem that face by the first English teacher are limited idea, so teachers should many discuss and searcng inspiring ideas on the various sources. Then, join the workshop for improve teachers competencies.

The answers of English teacher 2:

“Have to discuss with MGMP, especially 7th grade English teachers to choose and identify the topics that's related to the students' needs. The topics should relate to the standard competencies Merdeka curriculum. The problems in choose learning themes usually teachers are limit of idea, so we are should discuss with other English teachers especially MGMP 7th grade all of Junior High School, and searching in various sources.” (Translated to English)

The second English teachers also explained that they are in identify the learning themes (phases) is discuss with MGMP English teachers to chose the relevant and interest themes based on the students needs and standard competencies of Merdeka curriculum. The second English teachers also explained abot the problems, same with the first English teachers, the problem is lack of idea in choosing and developing learning themes (phases). Then, the solutions are exactly discuss together in the MGMP forums and searching on the various sources.

The answers of English teacher 3:

“It is done by the MGMP forums, we are collected and disscuss to choose the topics based on students’ needs that relevant and interesting. The problems usually if the topics have already chosen, I difficult to choose the material that related to the topics and relate with Profile Students Pancasila. Then, solutions are discussing with others English teachers and search various sources on the internet or textbooks.” (Translate dto English)

Then, the third English teacher explained that the problems are difficult to choose the materials that related with the learning themes (phases) and Profile Students Pancasila. Then, for the steps are same with others English teachers, discuss with MGMP forums. Then, for the solutions are discuss with other English teachers and searching on the Internet or textbooks.

According to the interviews above, 7th grade English teachers at SMPN 1 Tambak chose topics or learning themes by discussing with 7th grade English teachers MGMP forums to choose the relevant and interested topics according to the students’ needs and interest. Then, also pay attention on the standard competencies in *Merdeka* curriculum. Meanwhile, English teachers also have some problems in choosing topics for *Modul Ajar* or *Modul Ajar*, based on the interviews the problems are English teachers difficulty in developing

ideas to choose the relevant, innovative, and interesting topics based on students' needs. In *Merdeka* curriculum the topics should interest and innovative, teachers should more be creative and free in developing ideas, so to face this problem, based on the interviews English teachers searching ideas in various sources, likes in internet, *Merdeka* textbooks, and discuss with other English teachers that have already applied *Merdeka* curriculum. Fortunately, workshop about developing and developing *Modul Ajar* by Education government has begun regularly in Banyumas district for 7th grade English teacher.

- d. The steps done by the 7th grade English teachers in identify learning objectives, and also about the problems and solutions that English teachers did.

The answers of Sources 1:

“First, conduct CP (Capaian Pembelajaran) analysis which includes material and competency knowledge, skills, and attitudes. After analysis CP, determine the main material or core content, and then determine learning objectives. Last, learning objectives formulation includes (knowledge, skills, and attitudes), content and meaningfulness in learning. The problems in identify learning objectives are sometimes confused in understand the CP. Then, the solutions are follow the workshop about Merdeka curriculum especially in developing Modul Ajar or Modul Ajar, then I have to understand the CP , and I have to consulatate and discuss with partner that teach English course too.”

The first English teacher steps in identify Learning Objectives are conduct the CP (*Capaian Pembelajaran*) which includes the material and competency knowledge, skills, and attitudes. Then, determine the main material or core content according to the CP (*Capaian Pembelajaran*). Last, formulate the Learning Objectives includes (knowledge, skills, and attitudes),

content and meaningfulness in learning. The first English teacher also explained about the problems in identify the Learning Objectives which are lack of understand the CP (*Capaian Pembelajaran*), so in identify Learning Objectives, English teacher little bit confused. Then, the solutions are joining the workshop about developing *Modul Ajar* for improve teachers competencies and more understand about the CP (*Capaian Pembelajaran*) and also currently discuss with others English teachers.

The answers of English teacher 2:

“Understand and read the CP (Capaian Pembelajaran), then compiles the Learning Objective (Tujuan Pembelajaran/TP), and the learning objectives should include knowledge, skills, and attitudes. Then, Learning Objectives should specifics based on students’ needs and related to the learning themes (fase).The problems are CP (Capaian Pembelajaran) written in paragraph, it is really hard to understand for me. Then, I couldn’t identify Learning Objectives. Then, Learning Objective should relate with the learning themes (fase) and also students’ needs. That all really complicated. The solutions are I discuss with other English teachers who teach at 7th grade which already implemented Merdeka curriculum, then I have to more carefully in understanding the CP, and Alhamdulillah, recently now the Merdeka workshop have already open by the educational government and school.” (Translated to English)

The second English teacher also explained the steps in the developing Learning Objectives; first teachers should understand and read the CP (*Capaian Pembelajaran*). Second, teacher compiling the Learning Objectives and includes knowledge, skills and attitudes. Third, Learning Objectives should specifics based on the students’ needs and relate with learning themes (phases). The second English teacher also explained about the problems face in identify Learning Objectives, which are the CP (*Capaian Pembelajaran*) is written in

paragraph so teacher confused and lack of understand. The other problems are Learning Objectives should relate to the students needs, meanwhile the teacher feel difficulty. Then, the solutions are discuss with other English teachers, have to more carefully in understanding the CP (*Capaian Pembelajaran*), and joining the workshop for improve the teacher competencies and skills in developing *Modul Ajar*.

The answers of English teacher 3:

“First, understand the CP. Second, identify Learning Objectives from the CP. Then, translating to the final Learning Objectives related to the fase or learning themes and students’ needs. The problems are I lack of understand the CP, because CP is written paragraph and really hard to understand and sometimes I not read the CP. The solutions are I consulate and discuss with other English teachers, and follow the workshop about Merdeka curriculum, especially in developing Modul Ajar.” (Translated to English)

The third English teacher also explained that the problems are lack of understand the CP (*Capaian Pembelajaran*), because CP (*Capaian Pembelajaran*) is written in paragraph. The solutions are same with others English teachers, which are discuss with others English teachers and follow the *Merdeka* workshop for improve teacher skills. Then, the steps in identify Learning Objectives are understand the CP (*Capaian Pembelajaran*), then identify Learning Objectives, and translating to the final learning objectives that relate with students needs.

According to the interviews, there are the any three types of the English teachers in identify learning objectives. The steps done by the English teachers in identify Learning Objectives, there are below:

- 1) Understand the CP (*Capaian Pembelajaran/Learning Outcomes*);

- 2) Identify Learning Objectives from the CP (Capaian Pembelajaran/Learning Outcomes);
- 3) Last, make sure Learning Objectives already related to the topics or learning themes or fase and students need.

According to the interviews, 7th grade English teachers have faced some problems in identify Learning Objectives, including:

- 1) Lack of understanding about the CP (*Capaian Pembelajaran/Learning Outcomes*) because the CP are written in paragraph, so the teachers difficult to understand;
- 2) Sometimes, teachers' are not reading yet the CP (*Capaian Pembelajaran/Learning Outcomes*), so confused in determine and identify the Learning Objectives;
- 3) Developing Learning Objectives should related to the topics or fase in Merdeka curriculum likes Profile Students Pancasila, and then should related with student needs, so it is more difficulty for the teachers.

Then, English teachers at 7th grade SMPN 1 Tambak have to fix the problems, based on the interviews the solutions are:

- 1) Reading and understand carefully about the CP (*Capaian Pembelajaran/Learning Outcomes*) first, before determining the Learning Objectives;
 - 2) Discuss with others English teachers who teach at 7th grade which implemented Merdeka curriculum.
 - 3) Follow and join the Merdeka workshop, especially about Merdeka curriculum, that already opens by the educational government and school.
- e. The steps of the 7th English teachers in determine the techniques and summative assesments and also the problems and the solutions that teachers did.

The answers of English teacher 1:

“First, analyze students’ needs and students skills. Then, determine the students’ skills in three levels: high, medium, and low. After that, design the indicators assessment based on the students levels. Then, determine the technique and assessment summative based on students levels: high, medium, low. So, the assessments are having three levels. High summative assessment levels for example likes the students should make a descriptive paragraph, then in medium levels students make a descriptive sentences, and then the low levels the students mentions the words that express about adjective. The problems are the students levels in English skills are differences, especially in students understanding and English skills. The solutions are using the techniques that cover the three students’ levels and summative test that appropriate for three students levels.”
(Translated to English)

The first English teacher is explained in determine the techniques and summative assessment are; first, analyze the students’ needs and determine in three levels: high, middle, and low. After that, design the indicators of succesfull assessment. Then, determine the technique and summative assessment based on the students levels. Then, the problems that english teacher face are the differences of students skills levels which is teachers must design in three differences level about the techniques and summative assessment. Then, the solutions are chose the techniques and summative assessment that cover and appropriate for three students levels.

The answers of English teacher 2:

“Collaborate and discuss with others English teachers. Then, identify summative instruments based on the content and students skills The problems are the differences students’ abilities, especially in theirs cognitive levels, I felt difficult in choose and determining the techniques of assessment that appropriate for 3 students levels.

The solutions are taking the most important points to be used as success indicator assessment based on students levels. I always discuss with other English teachers' for the solutions.” (Translated to English)

The second English teachers also explained about the problems in determine the techniques and assessments summative which are teachers did by the dicuss and collaborate with others English teachers based on students needs and students skills. Then, the problems are difficulty in choose the appropriate assessment summative and techniques for 3 students skills. Then, the solutions is chose the most important 3 students skills level of learning objectives for developing summative assessment. So, in design the summative assessment more efficiently and saving the time.

The answers of English teacher 3:

“Collaborate with others English teachers and discussed. The problems are students have differences skills which require teachers to make different assessments at each level of students' skills. Then. I don't know the techniques of assessment summative that appropriate with students ability that have a differences skills. The solution is choosing the most important point of learning objectives for design the summative assessment.” (Translated to English)

The third English teacher also explained in developing the techniques and summative assessment is also collaborating and discusses with others English teachers. Then, for the problems are difficult to choose the appropriate techniques and summative assessment for the students based on the students needs and students difference skills. The solution is choosing the most important point in developing summative assessment.

From the English teachers explanation can be concluding that the steps in determine techniques and identify summative assessment are below:

- 1) Analyze the students skills and students' needs by the observation class for facilitate identify the techniques and summative assessments, teachers should determine the students skills level: high, medium, and low levels skills;
- 2) Then, design the indicators of successful assessment based on students levels;
- 3) After that, discuss with others English teacher to make sure and correcting the indicators of successful assessment and choose the techniques of assessment.

From the steps in determine techniques and summative assessment English teachers face some problems, according to the interviews the problems are:

- 1) The differences of students' abilities make the teachers have to design several assessments according to the students' abilities;
- 2) Difficulty in choose the techniques of summative assessment that appropriate with the differences students skills.

Then, according to the interviews the English teachers have solutions to fix the problems above, there are:

- 1) Implemented differentiation assessment for three levels groups of students with different pattern and techniques;
 - 2) Taking the most important points to be used as success indicator assessment based on students levels;
 - 3) Use the same techniques and summative assessment that appropriate and cover the three students' levels.
- f. The teachers' steps, problems, and solutions in developing the Learning Activities.

The answers of English teacher 1:

“First, identify learning assessment and learning objectives which is determined in three students' levels. Then, design the learning media and learning strategy. After that, learning activities are arranged based on contents, learning strategy, learning media, learning

assessment, learning objectives and allocation time. Then, arranged the learning activities in sequences from introductions, core activities, and closing activities. After that, make sure the learning activities related to the learning objectives. Recheck the learning activities. The problems are about determining the allocation time, because in the learning activities should covered the three students levels, because in Merdeka curriculum just 3 hours of learning in one weeks. Then, the solutions to fix the problems are set the time allocation with coefficients, take the most important point of indicators assessment and used strategy that is most likely to be used.” (Translated to English)

The first English teacher explained the the steps in developing Learning Activities are identify learning assessment that will be assess in the classroom and learning objectives which is determined in three students levels. Then, design the learning strategy and learning media. After that, developing the learning activities from intoductions, core activities, and closing. Recheck the learning activities. Meanwhile, English teacher also face the problems, which are limits of time allocation for developing learning activities, because in Merdeka curriculum, English course just 3 JP/weeks. The solutions are manage the time allocation coefficiently and take the most important point of indicators assessments, and use strategy that most appropriate to be used.

The answers of English teacher 2:

“First, identify and understand about the learning objectives, assessment types and then adjust to be learning activitiess. The problems are difficult to determine the time allocation into learning activities because there is a lot of the material to be provided. The solutions are manage time effectively, the first 1 hours is used to explained learning objectives, ice breaking, trigger questions, check attendant list, quiz. Then, 2 hours for explained the material, the

students divided for 3 students levels group to discussing about the material.” (Translated to English)

The second English teacher also explained the steps done by the English teacher in developing Learning Activities are first, identify and understand about the learning objectives, assessment types, and then, adjust to be learning activities. The problems that teacher face is difficult in determine the time allocations. The solutions are manage the time effectively, for example 1 hours is used to explained learning objectives, ice breaking, trigger questions, and check attendant list. The 2 hours for explained the material and discuss about the material.

The answers of English teacher 3:

“The first step are understands the learning objectives, learning assessment, the topics, learning media and strategy, and then determine the time allocation. After that, design the trigger question based on the content to provoke students understanding. Then, design the learning activities based the learning assessment, indicators, learning objectives, strategy and learning media with pay attentions with the time allocation. Then, recheck the learning activities. The problems are 3 hours of learning is too short to explained the materials and catch the learning objectives. Then, the learning media must have three levels based on learning assessment. The solutions are managing the time allocation effectively and used the learning media that are easily for teachers and students.” (Translated to English)

The third English teacher also explained that the problems in developing Learning Activities are limit of time allocation because teacher are use differentials learning and many materials that should provided and explained to the students, meanwhile the time allocation just 3 JP and also difficult in choosing learning media. Then, the solutions are managing the time allocation efficiently and

use the learning media that are easily for the teachers and students. The steps done by the third English teachers in design Learning Activities are understands the learning objectives, learning assessment, the topics, learning media and strategy, and then determine the time allocation. After that, design the trigger question based on the content to provoke students understanding. Last, recheck the learning activities.

From the three answers above, can be concluding that the steps in developing learning activities that are below:

- 1) Identify and understand the learning objectives, learning assessment, indicators of successful assessment, learning media and the contents of learning;
- 2) Based on the contents, design the triggers questions to provoke the students understanding;
- 3) Developing the learning activities based on the learning assessment, learning objectives and indicators of the successful assessment with the best learning media and learning strategy;
- 4) Design the learning activities that include the introductions, core activities and closing based on the learning strategy and manage the time allocation effectively;
- 5) Rechecking learning activities carefully and must aligned with learning objectives, learning assessment, learning strategy and indicators of successful assessment.

Then, according to the interviews the three of 7th grade English teachers at SMPN 1 Tambak faced some problems in developing learning activities that are below:

- 1) Difficult to determine the time allocation because in *Merdeka* curriculum just have 3 hours of learning every weeks;
- 2) Learning assessment are determined in 3 levels, so teachers must design learning media based on 3 levels of assessment,

because teachers implemented the differential learning based on *Merdeka* curriculum.

Then, the solutions that 7th grade English teachers at SMPN 1 Tambak did to fix the problems according to the interviews which are:

- 1) Determine the time allocation effectively;
 - 2) Choose the important point in the learning assessment and indicators of successful assessment to arranged to be learning activities from the three levels students skills based on differential learning;
 - 3) Using the learning media that are easily for teachers and students.
- g. Recheck Learning Activities that should relate with Learning Objectives and applied the trigger questions and meaningful understanding on the Learning Activities.

The answers of English teacher 1:

“Of courses, learning activities must relate with the learning objectives. CP (Capaian Pembelajaran) derived into TP (Tujuan Pembelajaran) or Learning Objectives, then TP derived into ATP (Alur Tujuan Pembelajaran), then ATP derived into learning activities. Nah, the problems is sometimes too hard and complicated; every part of activities should contain the essential questions for the teachers’ reference in learning activities, so teachers could manage the time effectively in teaching process, but sometimes I freezing of idea, so I must discuss with others English teachers.” (Translated to English)

The first English teacher explained that learning activities should relate with learning objectives, so teacher always recheck the learning activities. Then, teacher also applied trigger question and meaningful understanding for provoke the students understanding in learning activities. The problems are teacher difficulty in design the

trigger question because every part of learning activities should contains the trigger questions, sometime teacher is freezing of idea and should discuss with other English teacher.

The answer of English teacher 2:

“I always double checking learning activities must relate to the learning objectives, because learning activities are according to the learning objectives and then also for the every part of learning activities there are any essential questions for teachers’ references in teaching and learning process and the students could reach the materials and goals easily. For the problems maybe limit of my idea. Usually, I searching on the internet and discuss with others teachers.”(Translated to English)

The second English teacher explained that teacher always recheck the relation between Learning Activities and Learning Objectivities, because Learning Activities are made based on the TP (*Tujuan Pembelajaran*/Learning Objectives). Then, second English teacher also applied the trigger question and meaningful understanding for teachers’ guidance in explaining the materials and provoke students understanding. Meanwhile, sometime teacher lack of ideas for developing the interest trigger question. Then, teacher search an inspiring trigger question on the internet and discuss with other English teachers.

The answers of English teacher 3:

“Of course, not only in Merdeka curriculum, but also in the past 2013 curriculum also learning activities should base on learning objectives Then, every part learning activities should any essentials question and meaningful understanding for simply the teaching and learning process, but for the problems I think just lack of ideas, then I should go to discuss with others English teachers or searching on the internet for make it simply.” (Translated to English)

The third English teacher also explained the similar answers, the third English teacher explained that Learning Activities surely should relate with Learning Objectives. Then, every part of learning activities English teacher always designs the trigger question for teacher guidance in learning process in the classroom. For the problems face by teacher just lack of idea in designs triggers questions and searching on the Internet for the inspiring and also discuss with other English teacher.

According to the answer above, the 7th grade English teachers of SMPN 1 Tambak are explained that all of English teachers are rechecking the learning activities in developing learning activities to make sure the learning activities are related to the learning objectives, according to the interviews above can be conclude that learning activities are made by divided the learning objectives or TP (*Tujuan Pembelajaran*) from the CP (*Capaian Pembelajaran/Learning Outcomes*), and then then TP derived into ATP (*Alur Tujuan Pembelajaran*), then ATP derived into learning activities. So, between learning objectives and learning activities are related each other's for reach the success of learning process. So, learning activities must relate with learning objectives or the TP (*Tujuan Pembelajaran*). So, the English teachers always double-checking for make sure the learning activities always related with learning objectives.

Then, according to the interviews, the 7th grade English teachers of SMPN 1 Tambak also contain the essentials questions and meaningful understanding in the learning activities for reference in learning activities. So far the challenges of the 7th grade English teachers of SMPN 1 Tambak just lack of ideas in developing or identify the essentials questions, so the solutions are English teachers of SMPN 1 Tambak looking for ideas in the internet or discuss with others English teachers, because in *Merdeka* curriculum, teachers

must continuously discuss and making forum with others English teachers.

- h. Preparing the students sheets, students' materials, and learning media based on the students readiness, students interest, and students learning profile and also the problem that face by the 7th grade English teachers and the solutions.

The answers of English teacher 1:

"I always design and prepare the students sheets, students' materials, and learning media based on theirs needs, interests, learning style, and also learning objectives because I used differentials learning that based on the differences students skills levels. Then, of course I have the problems, because I use differentials learning so I should design the students' sheets, students' materials, and learning media in three different levels. It is taking a time and then teachers should to be more carefully. I continuously discuss with others English teachers and MGMP forums to find ours solutions and helping each other's that face same problems with me. Then, the others problems are students' Merdeka textbook in our schools is limited, so I have to searching on the internet or YouTube for the students materials. Then, because I use differentials learning in teaching and learning process, so I have to design and choose the learning media in different levels too, I have to make many learning media in one material. The solutions, I just use an easy learning media that are available in our schools."(Translated to English)

The first English teachers explained that always developing the students' sheets, students' materials, and learning media based on the students interest, students' needs, students ability and also learning objectives because in *Modul Ajar* should base on the students characteristic, so English teachers implementing differential learning. Differential learning chosen for the learning strategy

because related with student's needs, interests, learning style, the differences of students' skills levels. Then, not only in developing students sheets, students materials and learning media, but also all of the components of the *Modul Ajar* or *Modul Ajar* are must base on the students' needs, students interest, and student profile so that all the aspects of the *Modul Ajar* can interconnected and become one units that should pay attentions on the students' needs and interest. Then, for the problems that face by the English teacher are difficulty in developing students' sheets, learning media, and learning media in three students' levels, taking a time and the limited of the Merdeka textbooks for design material. Then, solutions are discuss with MGMP forums, searching on the Internet for interest materials, and chose an easy learning media that appropriate for the students and teachers.

The answers of English teacher 2:

“All of components in Modul Ajar must according to the students' needs, students' interest, learning style, and students understanding. That's why, before developing Modul Ajar, as teachers must analyze the students' ability. So, teachers' developing the Modul Ajar, should understand about the topics that suitable with the students ability, the methods, and the media that mostly likely and suitable for learning, and also same in making students sheets, students materials, and learning media. For the problems I just lack of my ideas, sometimes little confused and need more a time to analyze, developing, and understanding. Then, in ours school Merdeka textbooks are limited, so for the learning activities we should looking for others sources like on the internet, YouTube, others English teachers levels. Then, I need to discuss with others English teachers for correct and clearly design Modul Ajar.” (Translated to English)

The second English teacher explained in developing students' sheets, learning materials, and learning media are based on the

students' needs, interest and students learning profile. All of the components of Modul Ajar are must according to the students analyze. Then, the problems that face by the teacher are lack of ideas in developing interest materials and learning media. Moreover, also the limits of Merdeka textbooks in SMPN 1 Tambak for references and guide for the teacher in developing material. Then, for the solution, English teacher is searching on the various sources likes Internet, and discuss with others English teachers that teach in different level or 8th grade and 9th grade.

The answers of English teacher 3:

“I always developing the student sheets, students material, and learning media based on students' needs and ability so that the materials, students sheets, and learning media could easily understand for the students and learning activities could more conducive. In Merdeka Belajar all the components of Modul Ajar must related and according to students analyze, and students' ability likes theirs individual skills, learning style, and students' interest. Then, for the problems that I face are there is no guidebook and Merdeka textbooks are limited so I should look for on the internet, others school, discuss on the MGMP or others English teachers for the material.” (Translated to English)

The third English teacher also explained that in developing students' sheets, student material, and learning media must according to students' needs, interest and students learning profile. *Merdeka* curriculum is oriented on the differences of students characteristics, students needs and interest, so the components of *Modul Ajar* must according to the students analyze. Then, for the problem that face by the third English are there is no guidebooks and limits of *Merdeka* textbooks for teacher references, and for the solutions are teacher searching on the Internet and looking for the

appropriate textbooks in others school and discuss with other English teachers and MGMP forums.

According to the third answers of interviews above, can be conclude that the 7th English teachers at SMPN 1 Tambak always design and prepare students sheets, students materials, and learning media based on the students' needs, interest, and students learning profile. All of the components of *Merdeka* lesson are must according to the students analyze so that the learning process can be conducive, efficient, easily to understand, and appropriate for the students.

Then, according to the interviews above, the entire 7th grade English teachers of SMPN 1 Tambak explained about the problems that are face by the teachers are below:

- 1) Lack of ides and sometimes being confused in understand and developing the learning media, learning materials and students sheets;
- 2) Then, the Merdeka textbooks for the students are limited;
- 3) There is no guidebook for teachers references;
- 4) Taking time in developing students' sheets, students materials, and learning media, because teachers implementing differentials learning based on the students ability, so teachers must developing in three levels material, learning media and students sheets.

Then, according to the interviews, the entire 7th grade English teachers of SMPN 1 Tambak explained about the solutions to fix the problems, these are below:

- 1) Searching on the internet about the materials for more sources;
- 2) Discuss with others English teachers levels;
- 3) Discuss in MGMP forums with other English teachers that have already implemented Merdeka curriculum for more ideas or solutions.

- i. The steps, the problem, and the solution by the 7th grade English teachers in choosing and design learning media, especially IT-based media.

The answers English teacher 1:

“In choosing learning media is based on the learning assessment, because in learning assessment used differential learning, determine the students levels and of course the learning assessment also divided in 3 levels. Then, for the IT, I used laptop and LCD. Then, of course I have a problems, especially in use IT, maybe the differences of time, gap of the age, I felt difficult for design PowerPoint that interesting for the students, meanwhile the difficulties also came by the students, because students come from lower middle class families, mountains zone, village who rarely introduced to IT media, they are also left behind and not really understand about the IT. Then, sometimes I use authentic media, The solutions for these problems that I have mentions it before, I use the media that students understand and have, likes smartphones, pictures, video by YouTube, LCD in the class, and my laptop.” (Translated to English)

The first English teacher explained that in choosing learning media is according to the learning assessment, because learning assessment have a three levels, and also learning media. Then, for the IT the first English teachers just using Laptop, LCD, Smartphone, because the lack of understanding about IT due to the gap of year and age factors. Then, the probems also come from the students that also left behind about the IT-based media. So, for the solutions is the first English teacher using authentic media, and using IT that teacher and students understand.

The answers of English teacher 2:

“I chose the learning media by the contents and indicators of successful assessment. Then, for the IT I chose based on the students backgrounds and IT skills of the students, for example smartphone,

and then I use PowerPoint, and LCD. I think learning media that I used must easily to use and easily to understand for the students and also for the teachers, especially IT, because not all of the students have and can use various IT, likes use their smartphone for submit the assessment, Quizzes, just a simple IT media. Then, sometimes I use authentic media for provoke the students understandings. The problems in chose learning media are actually in Merdeka curriculum teachers should using IT for teaching and learning process, but IT in our schools is stills limited, for the digital media actually there is left behind and not ready yet in school facilities. So, I use the simple digital IT likes PowerPoint, Quizzes, Google Scholar, YouTube.” (Translated to English)

The second English teacher also explained that in using learning media is according to the students' background, especially IT. Moreover, also understand about the content and indicator of successful assessment. The problem in developing learning media, especially IT are the limits IT facilities in SMPN 1 Tambak and the students backgrounds that still left behind in using IT. So, in developing learning media, the second English teacher using authentic media, learning media that easily to understand, and for the IT that students have and understand likes smartphone, laptop, LCD.

The answers of English teacher 3:

“I chose according to the contents and then, learning objectives or indicators of successful assessment. Sometimes, I using authentic media, for example in descriptive text, I using people or their students partners, then the students can mentions about the structure of their friends body likes sharp nose, black hair, tall, and others. Then, I also using pictures, maps, globe, PowerPoint, LCD, and video. The problems likes confused in using IT, making an interesting PowerPoint, it is because the gap of my age and differences of era. Then, to fix these problems I searching on the

internet, YouTube looking for inspirations, and sometimes I ask for help to the daughters or professional person for made me an interesting PowerPoint, but the materials are from me.” (Translated to English)

The third English teacher also explained that in choosing learning media are according to the contents, learning objectives and indicators of successful assessment. The third English teacher also gap of the era and gap of technology, so difficulty in using IT and developing interest PPT, so the third English teacher ask for help to her daughter or professional person to developing PPT, but the materials are from the third English teachers. Then, the third English teacher also using pictures, maps, and authentic media likes students' partner for the learning media.

According to the answers of the 7th grade of English teachers at SMPN 1 Tambak, in choosing learning media are based on the learning objectives, contents and indicators of successful assessment and also according to the students background, especially in choosing IT-based media. The problems that face by the English teachers are gap of the technology and also limits of IT facilities at SMPN 1 Tambak, and students background that not introduced about the various IT. The solutions are English teachers using easy and simple IT-based media, using authentic media, and simple learning media likes pictures, PPT, Video, YouTube, and etc. Then, English teachers also asking for help to the professional person for developing interest PPT.

- j. The steps, the problems, and the solutions of the 7th English teachers in developing learning assessment and assessment instrument likes rubrics, observations sheets, and checklist.

The answers of English teacher 1:

“Choosing the learning assessment based on learning objectives and learning materials. Then, developing the rubrics, checklist, and

observation sheets, but the assessment is made into three students levels, so I have to make three kinds of evaluation criteria or rubrics score, sometimes difficult in giving score. For the solutions I just made it by myself, and sometimes we make it together with other English teachers.” (Translated to English)

The first English teacher explained that in developing learning assessments are according to the learning objectives and learning materials. Then, teacher designs the rubrics, observation sheets, and checklist. Meanwhile, the assessments are determined in the three levels of students skills, so the rubrics also have three differences levels. Teacher is difficulty and taking a time. For the solutions are just made by self and discuss together with others English teachers.

The answers of English teacher 2:

“In developing learning assessment I just made it related to the materials and learning objectives. For the difficulties, I have problems in developing rubrics, I have to design 3 kinds of rubrics related to the students’ levels because I used differentials learning. So, rubrics are must 3 levels too. It is confused because limit of time. For fix these problem I have to many discuss with other English teachers, especially in MGMP.” (Translated to English)

The second English teacher explained that in developing learning assessment also according to the learning materials and learning objectives. For teacher difficulties are have to design the the three kinds of rubrics according to the students differences skills and limits of time. Then, for the solutions are made it together with other English teachers and discuss in MGMP forums.

The answers of English teacher 3:

“I have to understand about the materials and learning objectives for developing learning assessment. Then, because I used differentials learning strategy I have to design 3 kinds of rubrics and

it is taking a time and difficult in manage the time of learning assessment. Then, I currently discuss and developing together with other English teachers, then choose the assessment techniques that appropriate.” (Translated to English)

The third English teacher also explained that learning assessment is designed according to the learning objectives and learning materials. Then, teacher use differential learning so in developing learning assessment and instruments assessment also into three differences levels, so teacher feel difficulty. Then, teacher also difficult in manage the time allocation for learning assessment. For the solutions currently discuss and developing together with others English teachers to choose appropriate techniques and assessment.

According to the answers, the 7th grade English teachers at SMPN 1 Tambak in developing learning assessment are based on the learning materials, learning objectives, and the differential of students' skill levels. The difficulties that teachers face are difficulty in developing three differences kinds of rubrics, limits of time, and difficulty of giving score. Then, for the solutions are discuss continuously and developing together with others English teachers and MGMP forums.

- k. The double-checking the completeness of *Merdeka* components.

The answers of English teacher 1:

“Yes, of course from the first components until the last components for avoid the errors component or mistakes in developing Modul Ajar.” (Translated to English)

The first English teacher explained that always rechecking the completeness of component *Modul Ajar* for avoid the mistakes and errors.

The answers English teacher 2:

“I have to rechecking the completeness of the component Modul Ajar for avoiding the mistakes. Then, rechecking the interconnected

of every component likes learning objectives, ATP, learning assessment, the rubrics, learning media.” (Translated to English)

The second English teacher also explained that always rechecking the completeness of the component Modul Ajar and also rechecks the interconnected of every component, especially the learning objectives, learning activities, learning assessment, rubrics, learning media and the contents.

The answers of English teacher 3:

“I always recheck for avoiding the errors.” (Translated to English)

The third English teachers also recheck the completeness of the components *Modul Ajar* for avoiding the mistakes.

According to the interviews the 7th grade English teachers of SMPN 1 Tambak always rechecking the completeness of components *Modul Ajar* for avoid the errors and mistakes in developing *Modul Ajar*. Not only the completeness of the components but also all of aspect in *Modul Ajar* likes learning objectives, learning activities, learning assessment, and learning media that are must appropriate for the students.

1. The 7th grade English teacher opinions which one that most difficulties between developing 2013 lesson plan and *Modul Ajar*.

The answers of English teacher 1:

“Both of these lesson plans are needs more understanding about the concepts, but because Modul Ajar is still new and the guidebook or textbooks are still limited, I think Merdeka still hard for teachers. We need to understand more and join the workshop Merdeka curriculum continuously.” (Translated to English)

The first English teacher explained that both of 2013 lesson plan and *Modul Ajar* are have own difficulties and teacher also have to understand about the concept, but *Merdeka* is still new and there is no guidebook for teacher in developing lesson plan. So, *Modul Ajar*

is still hard for the teacher and needs more workshops and understand about the *Merdeka* continuously.

The answers of English teacher 2:

“I think both are the same, maybe because Modul Ajar is a new from Merdeka curriculum, and there aren’t many books, guidebooks, and textbooks about Merdeka and also workshop that make more difficulty for teachers and schools in the preparation and implementing Merdeka curriculum.”(Translated to English)

The second English teacher also have similar statement with the first English teacher, 2013 lesson plan and *Modul Ajar* both are have same difficulties, but *Merdeka* curriculum still new and there is no guidebooks, limits of workshop, and teacher difficult in preparation and implementing *Merdeka* curriculum. So, teacher should joining the workshop continuously for improve teacher skill in developing *Modul Ajar*.

The answers of Sources 3:

“So far Modul Ajar, because no guidebooks and limits of workshop in developing Modul Ajar, minim Merdeka textbooks. Moreover, Merdekaa Belajar is new curriculum in Indonesia and teachers need to understand more about the concept, principle, in implementing Merdeka curriculum. So, I searching on the internet for the references or sources, and discuss with other English teachers.”(Translated to English)

The third English teacher also explained that more difficulty in developing *Modul Ajar*, because no guidebooks, limits of workshop and training, and limits of *Merdeka* textbooks for teachers references. Teacher also still confused in understand the concept, principle, and implementing *Merdeka* curriculum. So, teacher has to searching on the internet for detail information and cources then discuss with other English teachers.

According to the answers above, the 7th grade of English teachers at SMPN 1 Tambak are *Modul Ajar* and 2013 lesson plan are have similar difficulty levels, but mostly difficult to develop *Modul Ajar* because *Merdeka* curriculum still new and teachers needs to understand more about the concept, principle, and strategy in developing *Modul Ajar*. Moreover, there is no guidebook yet and *Merdeka* textbooks still limited, so teachers difficult in looking for the materials sources and references. Then, teachers searching on the internet for looking for the materials sources and references and also join the workshop about *Merdeka* curriculum and developing *Modul Ajar*, discuss with other English teachers or MGMP forums for preparation and implementing *Modul Ajar*.

B. Discussion

This part is presented about the discussion of the research finding. The research finding about the steps and obstacles of 7th grade English teachers in developing *Modul Ajar* for *Merdeka* curriculum at SMPN 1 Tambak supported by the others research and theory that related with the topics. So, this part clearly discussed about the research finding and others theory that support the topics for answers the research question.

1. The Steps Done by the English Teachers in Developing *Modul Ajar* for *Merdeka* Curriculum at SMPN 1 Tambak

According to the research findings from the interviews result by the 7th grade English teachers at SMPN 1 Tambak, in developing lesson plan English teachers not have guidebooks yet, so in developing lesson plan just based on the internet and discuss with other English teachers or MGMP forums. According to Lestiyanawati (2020), in *Merdeka* curriculum there is unclear guidelines for developing *Modul Ajar*, so teachers are not have yet the officials steps in developing the *Modul Ajar*. The first step that the 7th grade English teachers' at SMPN 1 Tambak did is analyze the students 'characteristics and students assessment diagnostics before developing *Modul Ajar*, including: students' needs,

students backgrounds, students interest, students learning style, and students skills. According to Jenderal and Tinggi (2020), when developing the lesson plan should be into account the students characteristics differences the individual of students in their needs, interest, learning style, and skills. Then, teachers can adapt the materials based on students understanding and work out the answers according to the students ability (Belajar et al., 2020). Then, according to Puskur Dikbud Ristek (2021), the principle of developing lesson plan are carried out the principle of efficiency, effectiveness based on the students orientations. Then, according to Sabiq (2023), gender, age, learning experiences, school locality can influence the way students feel about the learning. So, according to Gravees (2000), teachers should find out the needs of the students, so that teachers will directly addressing the students about the materials, then should formulate the goals and objectives based on students' needs, because goals and objectives should interrelated until evaluation and feedback. So, the first the first steps that really important in developing *Modul Ajar* are analyze the students' characteristics and assessments diagnostics for identify the initial competent.

Then, the second steps is choosing topics or learning themes (phases). As we know, learning tools have changed along with the change in curriculum from K-13 to *Merdeka* curriculum (Magdalena et al., 2023). In *Merdeka* curriculum, Basic Competencies are updated to CP (*Capaian Pembelajaran/Learning Outcomes*) which are written from several paragraph sentences. Indicators are also updated to Learning Objectives or TP (*Tujuan Pembelajaran*). In *Modul Ajar* has three phases related to Learning Outcomes or CP (*Capaian Pembelajaran*). The 7th grade at junior high school is categorized phases D which is focuses on the students speaking skills and writing skills (Kemendikbudristek BSKAP, 2022). Then, according to Rindayati (2022), in *Modul Ajar* there is 3 phases, so teachers should collaborating all phases to reach the

learning objectives. In choosing the topics or learning themes (phases), the 7th English teachers are discuss with MGMP forums for choosing the interest topics or materials in every phases for junior high schools. So, the learning themes (phases) are chose by the MGMP forums which have been discussed with all English teachers by choosing interesting and relevant topics by read the CP (*Capaian Pembelajaran*).

The third steps, according to the research findings are identify the learning objectives. According to Rindayati (2022), in *Modul Ajar*, there is no Indicators, so directly design the learning objectives or TP (*Tujuan Pembelajaran*). In developing learning objectives the 7th grade English teachers conducting the CP (*Capaian Pembelajaran*), determining the main materials, and determining learning objectives based on the students differences skills, learning objectives designed on 3 students levels that related with the learning themes (phases) or topics, Profile Students Pancasila, and CP (*Capaian Pembelajaran*). According to Rindayati (2022), in developing Learning Objectives should read the CP (*Capaian Pembelajaran/Learning Outcomes*), learning objectives made for simplifying the CP (*Capaian Pembelajaran/Learning Outcomes*) so that learning activities will be reach every meeting. Then, learning objectives is a designed by the CP (*Capaian Pembelajaran/Learning Outcomes*) (Kemendikbudristek BSKAP, 2022). Then, according to Tricahyati and Zaim (2023), in implementing the *Merdeka* curriculum in the classroom, 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). So, in developing the learning objectives teachers not only should read and conducting the CP (*Capaian Pembelajaran*), but also teachers should fully understand about the students ability and individual characteristics of students.

Then, the next steps in developing *Modul Ajar*, according to the research findings is determine the summative assessment based on the

learning objectives or indicators of successful assessment. According to Adinda (2021), assessment summative is the assessment that carried out when the learning program has ended and considered to have been completed, the result is used in the assessment of report class. The 7th grade of English teachers at SMPN 1 Tambak determine the summative assessment based on the students analyze, because teachers implemented differential learning, in determining summative assessments, English teachers also determine the summative assessments in three levels of students skills: high, middle, and low levels. According to Tricahyati and Zaim (2023), in implementing *Merdeka* curriculum, students are determine in three levels: high, middle, and low skills levels. Then, according to Kementrian Pendidikan dan Budaya (2023), in determine the summative assessment in developing the summative assessment, teachers can choose the instruments assessment that appropriate for the students and assessment summative aims to assess the achievement of learning objectives and/or learning outcomes (CP) of students. Moreover, according to Sudirtha (2023), in *Merdeka* curriculum the learning activities are focus on students centered, teachers are free to design the lesson plan and assessment based on the students characteristics and students' needs, then Profile Students Pancasila use as guide all of the rules and developing of Educational Systems, include the learning and assessment. Then, the 7th grade English teachers at SMPN 1 Tambak determine the techniques that appropriate for the students' differences skills. According to Kementrian Pendidikan dan Budaya (2023), the summative assessment can be conduct based on the assessments summative scoring techniques and the assessment techniques that can be adapted by the teachers are: observation, performance, project, written test, speaking test, assessment, and portfolios . So, teachers can choose the appropriate assessments techniques based on the students skills. From the explanation above, determine the techniques and summative assessment based on the students' needs and students' skills, Profile

Students Pancasila, and learning objectives. The techniques of assessment can be conducted that is most appropriate for the students.

The next steps of the 7th grade English teachers are developing learning activities. In developing learning activities, English teachers are reading and understanding about the learning objectives, learning assessment, and learning media. In identifying the learning activities should understand and related to the learning objectives, students quantity, assessment, and strategy of learning (Empire State University, 2019). Then, the 7th English teachers at SMPN 1 Tambak design the trigger question to provoke the students for ask, answers and discuss about the materials or contents. According to Ahid (2022), trigger question is questions that are given by the teachers for the students and can provoke the students understanding about the materials or contents that expected can be answered by the students. Then, according to Trisnawati (2022), also explained that the trigger question should open questions, the essence of learning topics, generate questions, and discuss conceptual matters. After that, the 7th English teachers at SMPN 1 Tambak arranged the learning activities from introductions, core activities and closing activities related with identifying the time allocation effectively. According to Kementerian Pendidikan dan Budaya (2023), in developing learning activities should identify the time allocation that will be used for teaching and learning process: introduction, core activities, and closing activities. Then, time allocation is allocated for the teaching and learning process that available for the teachers, every course has a different time allocations, especially for English course related to the curriculum structures (Rencana et al., n.d.). So, English teachers should design the learning activities with taking into account the time allocation efficiently.

The next steps according to the research findings, the 7th grade English teachers at SMPN 1 Tambak is make the students sheets, learning media, and learning materials related to the students' needs, interests, and students profile. According to Mendikbudristek (2021),

teachers should taking into account the students' needs, interests, and students profile in developing the lesson plan. Then, according to Damayanti (2020), teachers are should make sure the learning media, learning style, and strategies of teaching innovation, creativity, and should find out the students' needs, interest, differences of learners characteristics, students skills, and students differences background. Then, the 7th grade English teachers at SMPN 1 Tambak determining in three students levels, because English teachers are implemented the differentials learning in the teaching and learning activities. According to Tricahyati and Zaim (2023), teachers in developing *Merdeka* should taking into account about the students differences of skills and characters, so in the learning activities teachers implemented the differentials learning, then the learning media, learning assessments and learning activities should covered the three kinds of students' skill levels: high, middle, and low levels.

Then, in choosing the learning media, the 7th grade English teachers, sometimes using the IT-based media, likes Laptop, LCD Projectors, Speakers, Video, PPT, and Smartphone. In SMPN 1 Tambak, the students are from the low middle class economic and the IT-based media facilities are limited, so the 7th grade English teachers' at SMPN 1 Tambak just using an simple IT-based media. Moreover, the 7th English teachers are still need to learn more the IT media. As we know, according to Mendikbudristek (2021), in *Merdeka Belajar*, teachers are should using IT-based media for teaching and learning process to face the 5.0 era. Then, according to Yulita and Inderawati (2021), developing lesson plan should using IT-based media or taking into account the application or technology, IT-based media is helping the teachers to explained the materials efficiently, effectively, and easily. So, the 7th English teachers in developing the learning media always using IT-based media but choose the IT-based media which is most simple for the teachers and the students. Sometimes, for the assessment learning, English teachers using

Quizzes, Google form, and Google Classroom by the students' smartphone.

Then, the next steps according to the research findings, the 7th grade English teachers at SMPN 1 Tambak are developing learning assessment and also based on the students' differences skills levels, in developing learning assessment English teachers are according to the learning objectives. Learning objectives are having 3 kinds of students' levels criteria, so English teachers are developing the learning assessment in 3 kinds of the students' levels criteria. Then, automatically, the rubrics scoring also have 3 kinds of the assessments scoring. According to Tricahyati and Zaim (2023), teachers should fully recognized the all of differentials of learners characteristics, likes students skills, students' needs, and students background, so teachers could adjust the learning objectives, learning activities, and learning assessment in three kinds of difference students skill levels: high, middle, and low levels. Then, according to Sudhirta (2022), assessment that given by the teachers should carried out the students' needs and the characteristics of the students in learning process. So, the 7th English teachers at SMPN 1 Tambak always determine the learning assessment and rubrics scoring in the three students levels. For example, in teaching descriptive text, for the high students levels the assessment is creating a paragraph about describe of the person or animals or nature. Then, for the middle students levels the assessment is create the sentences about describing the person or animals or nature. Then, last assessment for the low levels students is to mentions the characteristics of person likes skinny, tall, black hair, and etch. So, the 7th grade English teachers at SMPN 1 Tambak also design the rubrics scoring in the three assessment levels.

Then, after developing all the components of *Modul Ajar*, the 7th grade English teachers at SMPN 1 Tambak always did double-checking about the completeness of the components of *Modul Ajar*. Then, rechecking about the interconnected all of the contents of *Modul Ajar*,

likes the learning objectives, learning activities, learning assessment, the learning strategy, and learning media. The rechecking the completeness the components for minimize the errors. According to the 7th grade English teachers at SMPN 1 Tambak, in developing the *Merdeka* got the references from *Merdeka* textbooks, search on the internet, discuss with other English teachers, and MGMP forums. Then, 2013 lesson plan still be a references for the English teachers in developing *Modul Ajar*. According to Yulita and Inderawati (2021), in compiling the *Modul Ajar*, the teachers does not have to follow the existing rigid rules, teachers are design *Modul Ajar* freely , not have an official steps. So, the 7th grade English teachers should master professional competences in planning to implement learning in the classroom.

From the explanation above, can be conclude that the steps done by the 7th grade English teachers at SMPN 1 Tambak in developing *Modul Ajar* are below:

- a. Analyze the student needs and assessment diagnostics before developing the *Modul Ajar*;
- b. Discussing with MGMP forums to identify and understand the learning themes (phases) or topics on the CP (Capaian Pembelajaran/Learning Outcomes);
- c. Identify the Learning Objectives or TP (Tujuan Pembelajaran) based on the phases or CP (Capaian Pembelajaran) and students needs;
- d. Determining the techniques and summative assessment based on students' needs on the three levels students skills;
- e. Developing the learning activities based on differential learning, create the trigger questions and determine the time allocation effectively;
- f. Prepare the students sheets, learning materials, learning media based on the learning objectives and differential learning strategy;
- g. Developing the learning assessment and rubrics scoring in three kinds students skill levels;

- h. Rechecking the completeness of Modul Ajar for minimize the errors components.

The steps done by the 7th grade English teachers are related with the steps by *Kurikulum Merdeka dan Pengembangan Kurikulum (2022)*, including:

- a. Identify learning objectives that can be grouped in one scope material. One *Modul Ajar* can cover several learning objectives;
- b. Conducting the students' needs and assessment diagnostics to identify mastery initial competence of the students;
- c. Determine the summative assessment techniques and instruments along with the success indicators of the summative assessment to be carried out at the end of the scope;
- d. Identify time allocation or JP that needed;
- e. Make a series of learning activities from start until finish;
- f. Ensure learning activities are aligned with learning objectives;
- g. Each activity is equipped with meaningful understanding and essential questions that become a reference;
- h. Prepare study sheets, study materials, and learning media according to students readiness, interests, and learning profiles;
- i. Attach required assessment instruments such as checklist, rubrics or observation sheets;
- j. Recheck the completeness of the teaching module components.

The steps done by the 7th grade english teachers at SMPN 1 Tambak are related with the steps in developing the *Modul Ajar* above, but the steps that have done by the English teachers are little bit different, the first steps that English teachers did are analyze the students needs and assessment diagnostics, then the second steps is identify the learning themes (phases) on the CP (*Capaian Pembelajaran*), and then the third steps identify learning objectives based on the CP (*Capaian Pembelajaran*). Meanwhile, the steps by *Kurikulum Merdeka dan Pengembangan Kurikulum* the first step is identify learning objectives,

then the second steps directly identify students needs and diagnostic assessment, and there is no steps in identify the learning themes (phases). Then, the English teachers steps are have 8 steps and *Kurikulum Merdeka dan Pengembangan Kurikulum* have 10 steps, because in developing lesson plan, English teachers combined the steps number 4-6 in design learning activities and trigger questions, because there is no official guidebook yet in developing *Modul Ajar* that use by the English teachers at SMPN 1 Tambak, teachers are collaborate and discuss together in developing the Modul Ajar. As we know, in developing *Modul Ajar* teachers are freely in choose the steps and free in developing the *Modul Ajar*. So, teachers are expected to be more creative and innovative. Then, the 7th grade English teachers are got the information and inspired idea on the internet and discuss with others English teachers and also MGMP forums. Then, join the workshop about developing *Modul Ajar*.

2. The Problems Faced by English Teachers in Developing Lesson Plan Referring to *Merdeka*(MBKM) Curriculum at SMPN 1 Tambak

According to the research finding the 7th grade English teachers of SMPN 1 Tambak face several problems in developing *Modul Ajar*. The first problem in SMPN 1 Tambak is there is no guidebook yet, so far English teachers design the *Merdeka* lesson just looking for the references on the Internet and discuss with others English teachers or MGMP forums, the unclear guidebooks from Educational of Ministry make English teachers difficult for developing *Modul Ajar*. Then, to support this statement, according to Lestyanawati (2020), teachers challenges of teachers misunderstand between the teachers were taught to teach are confused in delivered the content course to be of effective classroom, because the unclear guidelines and expectations for faculty members. Then, according to Krishnapatria (2021), the Ministry of Education has not provided the completely details and mechanism about the guidelines and procedure *Merdeka curriculum*. It can be conclude that unclear guidelines and not details and mechanism procedure yet

about *Merdeka* curriculum impact in teachers understanding for developing *Modul Ajar* and design an effective classroom.

The second problems according to the research finding are in analyzing students' diagnostic assessments. According to Rohmadi (2022), for prepare learning materials, learning assessment, and learning media in implementing *Merdeka* curriculum, teachers needs data or students analyze about initials conditions of students who have been accepted in the schools. Then, according to Puskur Dikbud Ristek (2021), the principle in developing *Modul Ajar* should effective based on students analyze and students ability, so in developing *Modul Ajar* teachers should determine in students levels. According to the research finding, the 7th English teachers have problems in developing materials, learning assessment, and learning media based on students analyze and assessment diagnostic of the students. There are many students characteristics, especially in differences of students learning style, differences in students understanding, differences in students' needs and interest that teachers should determine the learning assessments, learning media and learning materials based on the students diagnostic assessment that have differences. Teachers must design in 3 levels of students understanding: high, medium, and low levels. Learning assessments must design in 3 students' levels, and also in developing the learning media and learning material. So, teachers felt difficulty and taking a time. These statement related with Ibrahim (2022), the inhibiting external factors in developing *Modul Ajar* is problems in preparing the contents learning or materials which are various based on differences students learning style. Then, according to Lesilolo (2022), teachers are have a challenges in considering learning models, knowledge, and methods based on students interest, and then students level of development, and in stimulate students to learn actively and creative in teaching and learning process. Then, according to Widiananda and Sabiq (2021), teachers have some challenges likes there are various students' achievements levels and lack of students

interest in classroom activities. Moreover, according to Kurnia and friends (2021), at the learning evaluation stage, some of the difficulties found include the level or difficulties level of the questions to be made and amount of students, so that it is impossible for the teachers to check one by one students using the attitude assessments. From some supporting statement above, can be conclude that the differences of students ability in diagnostic assessments that should make an learning materials, learning media, and learning assessment based on students levels make English teachers confused, difficulty, and taking a time.

The third problems that face by 7th grade English teachers of SMPN 1 Tambak according to the research findings are difficulty in developing ideas to choose the relevant, innovative, and interesting topics based on students' needs. According to Kemendikbudristek (2022), teachers are free to design and choose by the teachers. Meanwhile, because the limited of teachers idea, limited of *Merdeka* textbooks, the 7th grade of English teachers confused in choose and developing the themes of learning. So, English teachers just looking for the references on the internet and choose the themes of learning by discuss with others English teachers and MGMP forums. Then, according to Yanti (2020), several factors that make it teachers difficult to develop learning themes are for teachers that are used fixated on teachers books and students books, teachers are difficult to being innovative and creative in developing learning themes or learning tools.

Then, according to Rindayati (2022), teachers are lack of understanding of *Merdeka* curriculum, especially in principles and developing learning themes, so teachers are difficult and has to think extra in developing tools or themes integrated learning. From the some statement above, can be conclude that teachers problems in developing themes are lack of understanding about the developing innovative and creative learning themes. Then, the teachers that usually used fixated on teachers books and students' books are difficult to be creative and

innovative teachers to developing learning themes. Moreover, also the limited of *Merdeka* textbooks make it teachers more difficult to developing themes, because limited of materials references.

The fourth problems that face by the 7th grade English teachers of SMPN 1 Tambak, according to the research finding are in developing learning objectives or TP (*Tujuan Pembelajaran*) teachers are confused because lack of understanding about the CP (*Capaian Pembelajaran/Learning Outcomes*) because the CP (*Capaian Pembelajaran*) written in paragraph and teachers sometimes not reading yet about the CP (*Capaian Pembelajaran*) and teachers difficult to match the learning objectives with the CP (*Capaian Pembelajaran*), students' needs, and Profile Students Pancasila. These research findings related with Rindayati (2022), teachers are difficult in developing learning tools including: not being able to read the CP (*Capaian Pembelajaran*) well, teachers are not being able to compile TP (*Tujuan Pembelajaran/Learning Objectives*) from existing CP (*Capaian Pembelajaran/Learning Outcomes*), not being able to compile ATP (*Alur Tujuan Pembelajaran/Flow Learning Objectives*) from TP.

Then, according to Falah (2023), teachers faced various difficulties in implementing *Modul Ajar* in the form of lack of teachers readiness both in terms of training and funding, the use of replacement modules for lesson plans and implementation of Profile Students Pancasila. As we know, according to Puskur Dikbud Ristek (2021), Profile Students Pancasila is number of character traits and competencies that are expected to be achieved by students', which are on the noble values of Pancasila. So, in developing learning objectives also should relate with Profile Students Pancasila. Then, according to Magdalena (2021), teachers are difficulty in formulating learning objectives. Then, according to Zulaiha (2022), some problems that face by the teachers are difficulty in analyze CP (*Capaian Pembelajaran/Learning Outcomes*), compiling the TP (*Tujuan Pembelajaran/Learning Objectives*) and

arranging the ATP (*Alur Tujuan Pembelajaran/Flow Learning Objectives*) and *Modul Ajar*. From the explanation above, can be conclude that teachers in Indonesia still difficulty in developing learning objectives or TP from CP (*Capaian Pembelajaran*), one of the problems are lack of understand of the teachers about CP (*Capaian Pembelajaran*). Moreover, the CP (*Capaian Pembelajaran*) written in paragraph, so teachers difficulty to read and understand the CP (*Capaian Pembelajaran*), especially the 7th grade English teachers in SMPN 1 Tambak. Then, learning objectives that must relate to the Profile Students Pancasila also make teachers more difficulty.

The fifth problems that face by the 7th grade English teachers at SMPN 1 Tambak are in determining the technique and assessment summative based on indicators of successful assessment. Teachers are difficult to choose and determining the techniques based on differences of students' ability and students skills. Then, teachers are difficult to design the summative assessment based on three students skills levels and also teachers needs more time or really taking a time in developing summative assessment, because should determine in 3 students levels. According to Zulaiha (2022), teachers are difficult in identify the techniques of assessments and techniques for assessment based project. According to Adinda (2021), assessment summative is usually done at the end of the learning process and the purpose of the summative assessment is to understand how much the students achievement and understanding of the studies or materials that has been completed.

Then, according to Kemendikbud (2022), summative assessment is oriented on the students ability and characteristics of the students and then, learning result. So, in developing summative assessment should relate with students ability and characteristics of the students. Moreover, students ability is difference each other's, so teachers must design the summative learning in differences students' levels. Then, because of that the 7th grade English teachers' at SMPN 1 Tambak difficult in making

summative assessments and identify the techniques of summative assessment that appropriate with the students skill levels which is not detrimental for the students. Then, according to Fibra and Indrawadi (2021), unclear information about *Merdeka* curriculum impact in developing *Modul Ajar*, especially in developing summative assessment and identify the techniques, so teachers difficulty and confused. According to the discussion above, can be conclude that teachers still difficulty in identify and design the summative assessment and the techniques that appropriate for the students, because of the differences of students ability and characteristics, and also because the unclear information about *Merdeka* curriculum, especially *Modul Ajar*.

The sixth problems that face by the 7th grade English teachers at SMPN 1 Tambak, according to the research findings are in developing *Merdeka* lesson are in developing learning activities, teachers difficult in manage the time allocation because English course just 3 JP/weeks and the material are so many that should be explained by the teachers'. The others problems are because teachers' implementing differentials learning that should oriented on the differences students skills levels, in learning activities teachers' should determine in 3 levels learning activities, so it is needs more a time for learning and teaching process. According to Tricahyati and Zaim (2023), teachers are difficult in implementing differential learning, even the teachers are categorized ready, but teachers still needs more workshop and training which focused developing *Modul Ajar*. Then, Tricahyati and Zaim (2023), also explained that teachers should fully the recognized the all of students characteristics and students ability, so teachers could adjust the learning abilities which may be at high levels, middle levels, and low levels with differences learning style that will be given by the teachers, but in implementing learning activities teachers' still difficult because of the large number of the students' and limited hours of lessons so that focusing on students differences at each meeting is also ineffective.

Then, according to Zulaikha (2022), also explained that teachers difficult in manage time allocation on the learning activities. Then, Ibrahim (2022), have similar result that teachers difficult in developing learning activities because lack of learning time for teaching and learning process, and the materials, learning assessment are so many because oriented on the differentials of learning process. From the discuss above, can be conclude that teachers are difficulty in developing learning activities, especially on the manage the time allocation for teaching and learning process, because should related to the differences of students skills, so learning activities also determine in 3 students levels and materials are so many that should be explained by teachers, but the time of learning is limited just 3 JP/weeks. Then, the large of number of the students and limited hours are ineffective for the learning activities on the classroom.

The seventh problems that face by the 7th grade of English teachers at SMPN 1 Tambak, according to research findings are in developing trigger question or essentials questions and understanding meaning are lack of ideas. According to the Trisnawati (2022), understanding meaning is understanding that given by the teachers' for the students about the goals and benefits of learning activities and trigger questions are questions that can be trigger students focus on learning material and are expected to be answered by the students in learning activities. Trigger questions and understanding meaning are components of *Modul Ajar*. Then, Trisnawati (2022), also explained that trigger questions should open questions, the essence of learning topic, generate questions for the students, and discusses conceptual matters. The 7th grade English teachers at SMPN 1 Tambak, sometimes lack of ideas to create an interest trigger questions that can trigger the students to answers the teachers about the materials.

From the explanation above, can be conclude that the 7th grade English teachers at SMPN 1 Tambak difficult for create trigger questions and understanding meaning for the students due to lack of teachers ideas,

and then teachers difficult in create trigger questions that make the students active for ask and answers in the classroom in learning and teaching process.

The eighth problems that face by the 7th grade English teachers at SMPN 1 Tambak, according to the research findings are teachers difficult in developing students' sheets, students' materials, and learning media based on students ability, students interest, and students profile. As we know, according to Mendikbudristek (2021), before teachers developing lesson plan should taking into account about students characteristics difference the individual of learners in their needs, interests, potential, skills, learning style, learning speeds, background the culture, values, and students behaviors. Then, according to Fuadi and Aswita (2021), also explained that teachers in developing lesson plan should find out the students' needs, so teachers will directly addressing the students about the materials and also in developing learning objectives should base on students' needs. Meanwhile, the 7th English teachers at SMPN 1 Tambak are difficult to developing learning materials, learning media, and students sheets that should related with students' needs. The large of number of students and many characteristics and students skills that have many differences make the teachers difficult for design the materials, because materials should determine in 3 levels of students: high, middle, and low levels.

Then, Tricahyati and Zaim (2023), also explained that teachers should fully the recognized the all of students characteristics and students ability, so teachers could adjust the learning abilities which may be at high levels, middle levels, and low levels with differences learning style that will be given by the teachers, but in implementing learning activities teachers' still difficult because of the large number of the students' and limited hours of lessons so that focusing on students differences at each meeting is also ineffective. Then, the others caused are the limited of *Merdeka* textbooks for teachers' references to design the learning

materials. Moreover, Mendikbudristek (2021), teachers in developing lesson plan should adapt a textbooks and textbooks is a backbone for the teachers for developing learning materials that should be communicative, easy to understand, important to have a balance of activities and exercise. The limits of *Merdeka* textbooks which are making the 7th English teachers at SMPN 1 Tambak searching materials on the Internet and asking the others English teachers.

Then, due to the learning materials are determine in 3 levels of students skills, so the 7th grade English teachers at SMPN 1 Tambak must design the learning media also in 3 students levels. Then, according to Tricahyati and Zaim (2023), teachers are difficult in implementing differential learning, even the teachers are categorized ready, but teachers still needs more workshop and training which focused developing *Modul Ajar*. From the discussion above, can be conclude that students sheets, learning materials, and learning media should related with students' needs, interest, and students profile. Meanwhile, in implementing *Merdeka* curriculum there is limits of *Merdeka* textbooks for teachers' sources. Then, teachers should design the learning materials and learning media in 3 differences students levels that really difficult for the 7th grade English teachers at SMPN 1 Tambak, because there is large of number of the students and many students characteristics that should be covered with the learning materials and learning media. The 7th grade English teachers' still needs more training and workshop about developing and implementing *Modul Ajar*.

The ninth problems of the 7th grade English teachers' at SMPN 1 Tambak based on the research findings are in using and choosing IT-based media for learning and teaching process. As we know that according to Mendikbudristek (2021), teachers should using IT in teaching and learning process for face 4.0 era. Then, according to Yulita and Inderawati (2021), developing lesson plan should taking into the application or technology, IT-based media is help the teachers to

explained and implement the learning process systematically, easy, and efficient. Meanwhile, the 7th English teachers' at SMPN 1 Tambak are difficult in using IT. Factors age is the caused and differences of era that make the teachers difficulty in using IT media. Then, not only the teachers that difficult in using IT media, but also the students, because students in SMPN 1 Tambak are from lower middle class family and rarely introduced or using IT media. Then, the school facilities are limited, especially in the IT media. So, teachers just using IT media that are familiar for the students and the teachers likes LCD projector, laptop, computers, and self-phone.

According to Tricahyati and Zaim (2023), teachers are still needs training and workshop in utilization IT to help teachers create interactive media, so teachers' will be more prepare to implementation *Merdeka* curriculum. Then, also according to Winda and Dafit (2021), the difficulties experienced by the teachers' are difficulties in developing IT-media, operating IT-based media, incomplete facilities and infrastructure, and the last is teachers creativity. From the explanations above, in *Merdeka* teachers' should implement the learning process with directly introduced and using IT-based media for face the 5.0 era. Meanwhile, the 7th grade English teachers' at SMPN 1 Tambak still difficult and needs more training in using IT-based media. The others result research also shown that teachers still have problems in using and operating the IT-based media because of gap of age, differences of era, and still needs help and training for operate the IT-based media.

The tenth problems that face by the 7th grade English teachers at SMPN 1 Tambak, according to the research findings are difficult in developing learning assessment and developing rubrics scoring. The 7th grade English teachers should made learning assessment in three students levels, and also three kinds of rubrics scoring, and make the English teachers difficulty and taking a time. As we know, according to Mendikbudristek (2021), developing the learning assessment should base

on the assessment diagnostic or students' needs, interest, and characteristics of the students. Meanwhile, on the implementing of the concept of *Merdeka* curriculum, teachers' difficulty for do that concept due to there are many characteristics and students' ability, but English teachers just one in the classroom. According to the Tricahyati and Zaim (2023), also explained that teachers should fully the recognized the all of students characteristics and students ability, so teachers could adjust the learning abilities which may be at high levels, middle levels, and low levels with differences learning style that will be given by the teachers, but in implementing learning activities teachers' still difficult because of the large number of the students' and limited hours of lessons so that focusing on students differences at each meeting is also ineffective.

Then, according to Kurnia (2021), in the evaluation stage, teachers are difficulties in include the questions levels to be made and amount of students, so that's its impossible for the teachers to check one by one students using the attitude assessments. Then, according to the research findings teachers are difficult in developing rubrics' scoring due to the learning assessment levels. Then, according to Hajaroh and Adawiyah (2018), teachers also difficult in developing rubrics scoring, difficult in giving a score, difficult in manage the time allocations for the assessment and difficult due to the many of students characteristics. Then, also according to Ernawati and Safitri (2017), teachers are difficult in developing learning assessment and manage time allocation for the learning assessments. Moreover, according to Rindayati (2022), teachers difficulties in developing learning assessments are the limits of teachers time for developing instruments assessments, lack of understanding of the teachers in developing instruments assessments, the large of students numbers that make teachers difficult to developing learning assessments based on theirs characteristics and students ability. From the explanations above, can be conclude that teachers' are still difficult in developing instruments' assessments and especially difficult in developing rubrics

scoring due to the lack of teachers understanding developing assessments instrument, the time of limits for teachers' to developing the 3 kinds of rubrics scoring levels, the large of students numbers that have many characteristics and differences of students ability that make teachers' difficult for developing learning assessment and techniques that appropriate for the students. Then, teachers' still needs more training and understanding to improve theirs teachers' competencies for developing learning assessments.

According to the research findings, for the comparison of difficulty between 2013 lesson plan and *Modul Ajar*, the 7th grade English teachers at SMPN 1 Tambak choose more difficulty in developing *Modul Ajar*, because the unclear guide dance and *Merdeka* curriculum are still new, so the 7th grade English teachers still needs more times for understand and prepare the *Modul Ajar*, about the concepts, principle, and choose the appropriate techniques. The 7th grade of English teachers at SMPN 1 Tambak needs more training and workshop for improving their understanding about the developing *Modul Ajar*. Then, this is related with Lesilolo (2022), the unclear information about the *Merdeka* curriculum make the teachers confused in developing *Modul Ajar*. So, for face the problems teachers needs to join the workshop about the developing *Modul Ajar*, discuss with others teachers' on the KKG, In House Training and join the supervise in the classroom. According to Suwandani (2020), teachers always discuss with others teachers, KKG forums, and teachers' also use the internet to find the information needed and always help each teachers' who don't understand how to process and developing *Modul Ajar*.

Although there are many problems faced by the 7th grade English teachers at SMPN 1 Tambak. According to the research finding, English teachers are always rechecking the components of *Modul Ajar* and correct them if there found any errors', not only the completeness of the components, but also the contents of the *Modul Ajar* that should related

of the contents materials, learning objectives, learning activities, learning assessment and the learning media that must connected each other's and also must appropriate with the differences of students characteristics and students interest. According to research finding, the 7th English teachers at SMPN 1 Tambak always improve and trying to developing and developing an appropriate *Modul Ajar*. Improving the 7th grade English teachers at SMPN 1 Tambak with join the workshop and training about developing *Modul Ajar*, discuss with others English teachers' and MGMP forums and looking inspired idea on the internet, YouTube, and others platforms. Moreover, according to the research finding, the guidebooks for developing *Modul Ajar* from educational governments' just arrived on 24 May 2023, that will make the 7th grade English teachers' of SMPN 1 Tambak easier to developing *Modul Ajar* and improve better for prepare the appropriate lesson plan, learning materials, learning activities, learning assessments, and learning media for the students. Then, for IT-based media, English teachers trying to keep pace with technological advances and modern era that has been applied IT-based media for learning activities.

From the discussion above, can be conclude that the 7th grade English teacehrs of SMPN 1 Tambak face many problems in developing *Modul Ajar*, that including:

- a. Difficulty in analyze the students' needs, interest, and students characteristics;
- b. English teachers' are difficult in developing learning objectives that must base on the CP (Capaian Pembelajaran/Learning Outcomes), Profile Students Pancasila, and differences of students ability;
- c. English teachers are difficult in developing learning activities, because the limits of time allocation, meanwhile the materials are many and the large of students number;

- d. English teachers' are difficult in developing learning media that appropriate with the differences of students skills levels, especially on operating and use IT-based media;
- e. English teachers' are difficult in design learning assessment and rubrics scoring that should base on students differences skills and difficult to developing rubrics scoring in 3 kinds of differences students levels;
- f. The unclear guidance and information from educational government make English teachers confused and difficult in developing Modul Ajar.

The some problems above are caused of lack of teachers understanding in identify Learning Objectives from CP (*Capian Pembelajaran*), the large of students number that have many differences characteristics and differences of students ability, lack of teachers ideas in developing an interest learning, the limits of *Merdeka* textbooks for teachers references, the limits of IT-based media facilities in the schools, the gap of teachers years in face 5.0 era that mostly use IT-based media, and the unclear of information and there is no guidebooks for teachers hand guide in developing *Modul Ajar*. But, the 7th grade English teachers' trying to improve their skills and competencies in developing *Modul Ajar* with join the training and workshop *Merdeka* curriculum, discuss on the other English teachers' and MGMP forums, looking for the inspired ideas and information on the internet, YouTube, and the others platforms. Then, for make it easier and improve teachers understanding the guidebooks for developing *Modul Ajar* from educational government just arrived on the 24 May 2023 that really help for the English teachers'. Then, the 7th English teachers' of SMPN 1 Tambak trying to operate and using IT-based media for face the 5.0 era, join the IT-based media training and ask for help with others teachers or IT professional for improve IT skills. All the efforts that did by the English teachers' are expected to improve in preparing and giving an

appropriate learning activities on the *Modul Ajar* based on student's needs, interest, and 5.0 era.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will be conducted about the discussion regarding the research findings and discussion about the topics that explained on the previous chapter, and then the limits of the study and suggestion are presented in this research. These are expected to be beneficial for other researcher who conducts the study in the same field.

A. Conclusion

According to the research findings and discussions about the steps and obstacles faced by the 7th grade English teachers at SMPN 1 Tambak in developing *Modul Ajar* on the previous chapter, several things that can be concluded. First, the steps done by the 7th grade English teachers in developing *Modul Ajar* are: 1) analyze the students' needs and assessment diagnostics, 2) identify and choose the learning themes (phases) or topics on the CP (*Capaian Pembelajaran*) based on the students' needs with the MGMP forums, 3) identify the learning objectives according to the learning themes (phases) and CP (*Capaian Pembelajaran*) on the three students levels, 4) Determining the techniques and summative assessment based on students' needs on the three levels students skills, 5) Developing the learning activities based on differential learning, create the trigger questions and determine the time allocation effectively, 6) Prepare the students sheets, learning materials, learning media based on the learning objectives and differential learning strategy, 7) Developing the learning assessment and rubrics scoring in three kinds students skill levels, 8) Rechecking the completeness of *Modul Ajar* for minimize the errors components.

Second, the obstacles faced by the 7th grade English teachers at SMPN 1 Tambak are: 1) In analyze and determine the students' needs, interest, and students characteristics, 2) Developing Learning Objectives from the CP (*Capaian Pembelajaran*), Profile Students Pancasila, and students differences skill levels, 3) Developing learning activities that should covered the 3 kinds

of students levels, 4) Determine and manage the time allocation for the learning process in the classrooms, 5) Developing learning materials because of the limits of *Merdeka* textbooks, 6) Developing learning media, especially in using IT-based media, 7) Developing learning assessment and rubrics scoring.

The 7th grade English teachers' always trying to improve their skills and competencies in developing *Modul Ajar* with joining the training and workshop *Merdeka* curriculum, discuss on the other English teachers' and MGMP forums, looking for the inspired ideas and information on the internet, YouTube, and the others platforms. Then, for make it easier and improve teachers understanding the guidebooks for developing *Modul Ajar* from educational government just arrived on the 24 May 2023 that really help for the English teachers'. Then, the 7th English teachers' of SMPN 1 Tambak trying to operate and using IT-based media for face the 5.0 era, join the IT-based media training and ask for help with others teachers or IT professional for improve IT skills. All the efforts that did by the English teachers' are expected to improve in preparing and giving an appropriate learning activities on the *Modul Ajar* based on student's needs, interest, and 5.0 era.

B. Limitation of Study

This research limited only discuss the steps done and the problems that face by the 7th grade English teachers at SMPN 1 Tambak in developing *Modul Ajar*. This research did not come to discuss the differences of 2013 curriculum and *Merdeka* curriculum. Besides, this research is only qualitative research. So, it cannot explore further regarding the steps done and the problems of 7th grade English teachers at SMPN 1 Tambak in developing *Modul Ajar* with the match techniques. Then, this research also limited of the research subjects. For further research, is better to conduct the study with more research subjects and use mixed method to get broader, clearly, and more in-depth research results.

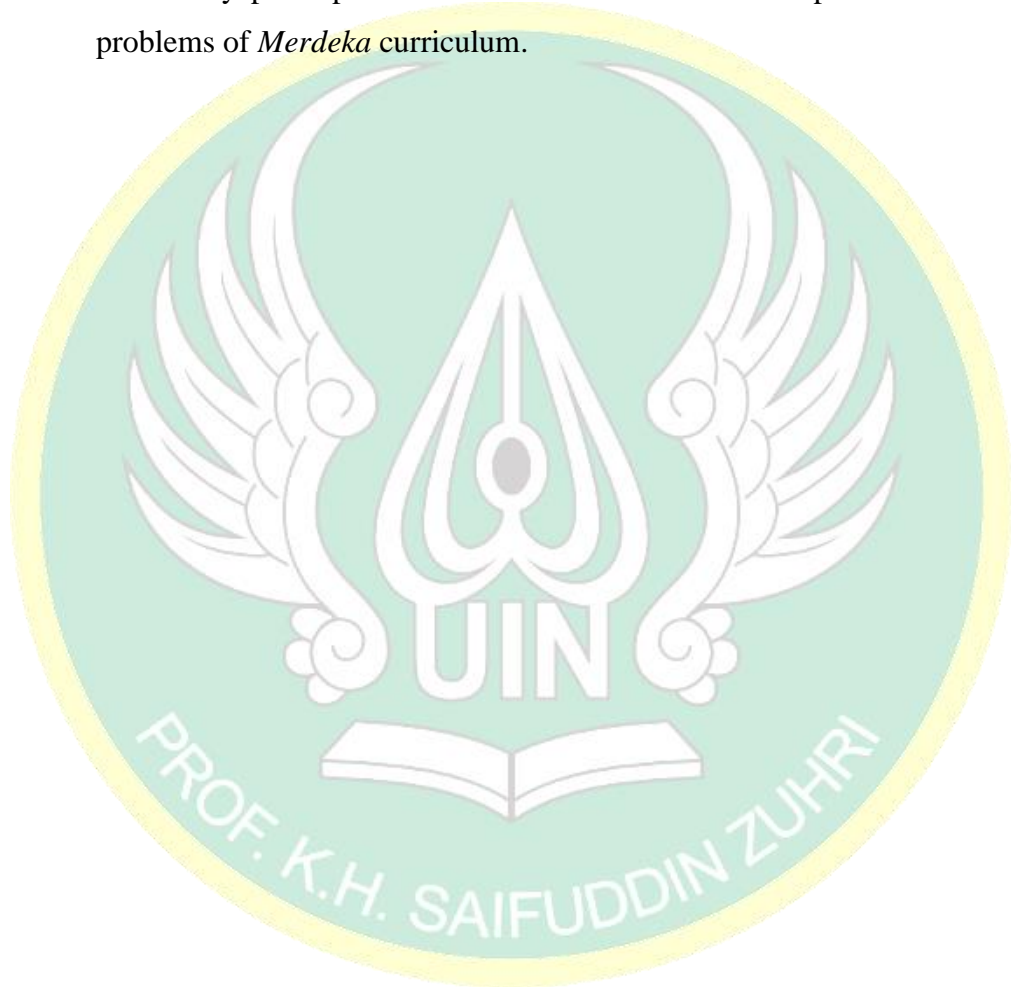
C. Suggestion

Some suggestions regarding the study are recommended for some parties as shown below:

- 1. For teachers:** it is suggested that teachers should increase their abilities and competencies in developing *Modul Ajar*. Then, also suggested that teachers raise awareness of deficiencies in preparing the *Modul Ajar* because it is important to design an appropriate, creative, innovative lesson plan and learning activities so that related with *Merdeka* curriculum.
- 2. For the institution:** it is hoped the institution can deserve more better facilitation for support the learning process, especially in IT-based media and the *Merdeka* textbooks for guide and teachers references in developing *Modul Ajar*. Then, the institution hoped to give more workshop and attention for the teacher in developing *Modul Ajar* and implementation *Merdeka* curriculum for more effective, creative, and innovative learning process.
- 3. For the MGMP forums:** it is hoped to more discuss frequently and socialization in the MGMP forums so that teachers can improve and get new information and skills in developing *Modul Ajar* and create interest learning process. Then, not only the steps of develop and principle about *Modul Ajar*, but also better to give some creative and innovative strategy and methods in developing *Modul Ajar*.
- 4. For government:** since not all teachers have joined in the socialization about *Merdeka* curriculum, it is expected that government can provide more detail information, clear guidance, clear concept and principle, workshop and training about developing *Modul Ajar*. It is suggested for government to not create a curriculum and then change it when the Ministry of Education changed, because educational program in Indonesia will unstable. Teachers will be preoccupied with administration rather than teaching and imparting knowledge to the students in the classroom. So, government should pay attention to it and

important to have ripen the *Merdeka* curriculum. Then, *Meerdeka Belajar* program will run well, stable, and teachers can carry out its implementation.

- 5. For other researchers:** it is hoped that others researchers who conduct the research in the same field can discuss and carry out in more in-depth analysis of the *Modul Ajar*. Moreover, the other researchers can involve with many participants and sources to discuss the implementation and problems of *Merdeka* curriculum.



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