

**THE IMPLEMENTATION OF THE MERDEKA CURRICULUM IN
ENGLISH LESSON AT MAN 2 PONOROGO**

THESIS

BY

AFIYA ULIN NUHA ANNAFIAH

NIM. 19180018



**ENGLISH EDUCATION DEPARTMENT
FACULTY TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

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ENGLISH LESSON AT MAN 2 PONOROGO**

THESIS

Submitted to

The Faculty Tarbiyah and Teacher Training in Partial Fulfillment of the
Requirement for the Degree of English Language Teaching (S.Pd.) in the English
Education Department

BY

AFIYA ULIN NUHA ANNAFIAH
NIM. 19180018



**ENGLISH EDUCATION DEPARTMENT
FACULTY TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

2023

APPROVAL SHEET

This thesis entitled "**Implementation of The Merdeka Curriculum in English Lesson at MAN 2 Ponorogo**" by **Afiya Ulin Nuha Annafiah** has been checked and approved to be submitted to the examination session.

Advisor,



Dr. Alam Aji Putera, M.Pd
NIP. 19890421201802011153

Acknowledged by
Head of English Education Department,



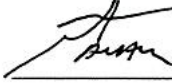


Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

LEGITIMATION SHEET

This thesis, titled "The Implementation of The Merdeka Curriculum in English Lesson at MAN 2 Ponorogo" by Afiya Ulin Nuha Annafiah, has been defended in front of the examining board and declared **PASS** on July 7, 2023.

The Board of Examiners,

		Signature
1.	<u>Dr. Hj. Like Raskova Octaberlina, M.Ed</u> NIP. 197410252008012015	Main Examiner 
2.	<u>Wahyu Indah Mala Rohmana, M.Pd</u> NIP. 199210302019032017	Chairman 
3.	<u>Dr. Alam Aji Putera, M.Pd</u> NIP. 19890421201802011153	Secretary/Advisor 

Approved by

Dean of Faculty Tarbiyah and Teacher Training

Maulana Malik Ibrahim State Islamic University Malang



Dr. Nur Ali, M. Pd
NIP. 196504031998031002

Dr. Alam Aji Putera, M.Pd
Lecturer of Faculty Tarbiyah and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang

THE OFFICIAL ADVISOR'S NOTE

Hal : Thesis of Afiya Ulin Nuha Annafiah

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The Honorable,
Dean of Faculty Tarbiyah and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang
In
Malang

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After conducting several times of guidance in terms of content, language, writing technique, and after reading students' thesis as follow:

Name : Afiya Ulin Nuha Annafiah
Student ID Number : 19180018
Department : English Education
Thesis : The Implementation of The Merdeka Curriculum
in English Lesson at MAN 2 Ponorogo

Therefore, we believed that the thesis of Afiya Ulin Nuha Annafiah has been approved for further approval by the board of examiners.

Wassalamu'alaikum Wr. Wb

Advisor,



Dr. Alam Aji Putera, M.Pd

NIP. 19890421201802011153

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, I:

Name : Afiya Ulin Nuha Annafiah
Student ID Number : 19180018
Department : English Education
Address : Pramuka Street Gang 2, Mangunsuman, Siman,
Ponorogo, East Java, Indonesia.

Declare that:

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NIM. 19180018

MOTTO

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا

QS. Al-Nisa (4:9)

“And let those fear (in their behaviour toward orphans) who if they left behind them weak offspring would be afraid for them. So let them mind their duty to Allah, and speak justly.”

DEDICATION

There is no more beautiful sheet in this thesis report except the dedication sheet;
with all my body and soul and sincerity, I dedicate this thesis to my parents,

Mr. Basuki and Mrs. Siti Hamidatin,

who sincerely gave their best prayers, gave the best support for every step I took.

Thank you for reassuring me that everything will be fine.

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In the Name of Allah SWT, The Beneficent, The Merciful

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Malang, June 23, 2023

Afiya Ulin Nuha Annafiah
NIM. 19180018

ARABIC- LATIN transliteration GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the joint decision of the Indonesian Minister of Religious Affairs and the Indonesian Minister of Education and Culture No. 158 based on the joint decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 the year 1987 and No. 0543 b/U/1987, which can be outlined as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ‘
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Dipthong Vocal

أو = aw

أي = ay

أو = û

إي = î

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ABSTRAK

Annafiah, Afiya Ulin Nuha. 2023. Implementasi Kurikulum Merdeka Pada Pembelajaran Bahasa Inggris di MAN 2 Ponorogo. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Alam Aji Putera, M.Pd

Kata Kunci: Pembelajaran Bahasa Inggris, Kurikulum Merdeka

Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi (Kemendikbudristek) telah mengembangkan kebijakan Kurikulum Merdeka sebagai solusi untuk mengatasi learning-loss pasca pandemi COVID-19. Kebijakan ini berlaku untuk semua satuan pendidikan, termasuk madrasah yang merupakan sekolah umum berbasis Islam di bawah bimbingan Kementerian Agama. Namun, dalam hal regulasi mata pelajaran, madrasah mengikuti peraturan Kemendikbudristek kecuali untuk pelajaran Agama dan Bahasa Arab. Implementasi Kurikulum Merdeka di madrasah, khususnya di MAN 2 Ponorogo, menghadapi tantangan tersendiri. Terlebih, MAN 2 Ponorogo telah dipilih sebagai salah satu madrasah percontohan dalam mengimplementasikan Kurikulum Merdeka.

Penelitian ini akan berfokus pada tahap proses perencanaan implementasi Kurikulum Merdeka dan tahap implementasi pembelajaran dan pengajaran bahasa Inggris dalam Kurikulum Merdeka di MAN 2 Ponorogo.

Penelitian ini menggunakan pendekatan kualitatif. Sumber data dalam penelitian ini adalah kata-kata dan tindakan. Data kata-kata diperoleh dari empat informan melalui wawancara mendalam, sedangkan data yang berbentuk tindakan diperoleh dari hasil observasi terhadap dua guru Bahasa Inggris di kelas 10.

Setelah data-data tersebut terkumpul, peneliti melakukan reduksi data sesuai dengan fokus penelitian, kemudian ditelaah dengan teori dan disajikan. Dari sajian data, ditemukan dua temuan. *Temuan pertama*, tahapan proses perencanaan implementasi Kurikulum Merdeka di MAN 2 Ponorogo, terdiri dari lima poin: (1) perancangan Kurikulum Operasional Satuan Pendidikan berada pada tahap berkembang; (2) perancangan Alur Tujuan Pembelajaran berada pada tahap berkembang dan mahir; (3) perencanaan pembelajaran dan asesmen berada pada tahap mahir; (4) penggunaan dan pengembangan perangkat pembelajaran berada pada tahap berkembang; dan (5) Perencanaan Proyek Penguatan Profil Pelajar Pancasila (P5) berada pada tahap mahir. *Temuan kedua*, tahapan implementasi pembelajaran Bahasa Inggris dalam Kurikulum Merdeka di kelas 10 di MAN 2 Ponorogo, terdiri dari delapan poin: (1) implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) berada pada tahap siap; (2) penerapan pembelajaran yang berpusat pada siswa berada pada tahap awal dan tahap siap; (3) integrasi penilaian dalam pembelajaran berada pada tahap berkembang dan tahap mahir; (4) implementasi pembelajaran sesuai tahap belajar siswa berada pada tahap awal dan tahap mahir; (5) kolaborasi antar guru untuk tujuan kurikulum dan pembelajaran berada pada tahap berkembang; (6) kolaborasi dengan keluarga siswa dalam pembelajaran berada pada tahap berkembang; (7) kolaborasi dengan masyarakat/industri berada pada tahap siap; dan (8) refleksi, evaluasi, dan peningkatan kualitas implementasi kurikulum berada pada tahap berkembang.

ABSTRACT

Annafiah, Afiya Ulin Nuha. 2023. The Implementation of The Merdeka Curriculum in English Lesson at MAN 2 Ponorogo. Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Thesis Advisor Dr. Alam Aji Putera, M.Pd

Keywords: English Lesson, Merdeka Curriculum

The Ministry of Education and Culture has developed the Merdeka Curriculum policy to overcome learning loss after the COVID-19 pandemic. This policy applies to all educational units, including madrasah, which are Islamic-based public schools under the guidance of the Ministry of Religious Affairs. However, regarding subject regulation, madrasah follow Ministry of Education and Culture regulations except for Islamic religious education and Arabic lessons. Implementing Merdeka Curriculum in Madrasah, especially at MAN 2 Ponorogo, faces challenges. Moreover, MAN 2 Ponorogo has been chosen as one of the pilot madrasah in implementing the Merdeka Curriculum.

This research will focus on the planning stage of implementing the Merdeka Curriculum and the implementation stage of English learning and teaching in the Merdeka Curriculum at MAN 2 Ponorogo.

This research uses a qualitative approach. The data sources in this study are words and actions. Word data were obtained from four informants through in-depth interviews, while data in actions were obtained from observations of two English teachers in 10 grade.

After the data was collected, the researcher reduced the data according to the focus of the research, then reviewed it with theory and displayed it. From the data display, two findings were found. The first finding, the planning process stage for implementing the Merdeka Curriculum at MAN 2 Ponorogo, consists of five points: (1) Designing Education Unit Operational Curriculum (KOSP) is at a developing stage; (2) Designing Learning Objectives Flow (ATP) is at a developing and advanced stage; (3) learning and assessment planning is at an advanced stage; (4) usage and development of learning tools are at a developing stage; and (5) Pancasila Student Profile Strengthening Project (P5) planning is at an advanced stage. The second finding, the stages of implementing English learning in the Merdeka Curriculum in grade 10 at MAN 2 Ponorogo, consists of eight points: (1) the implementation of Pancasila Student Profile Strengthening Project (P5) is at the ready stage; (2) the implementation of student-centred learning is at the beginning and ready stage; (3) the integration of assessment in learning is at the developing and advanced stage; (4) the implementation of Teaching at the Right Level (TaRL) is at the beginning and advanced stage; (5) collaboration between teachers for curriculum and learning purposes is at the developing stage; (6) collaboration with students' families in learning is at the developing stage; (7) collaboration with the community/industry is at the ready stage; and (8) reflection, evaluation, and quality improvement of curriculum implementation are at the developing stage.

ملخص

النافعة, عافية اولى النهى. ٢٠٢٣. تطبيق تعلم اللغة الإنجليزية في المناهج المستقلة بالمدرسة العالية الحكومية الثانية فونورزغو. البحث الجامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولنا مالك إبراهيم الإسلامية الحكومية مالنج. المشرف: الدكتور عالم آجي بوتيرا الماجستير.

الكلمات المفتاحية: تعلم اللغة الإنجليزية، المناهج المستقلة

طورت وزارة التعليم والثقافة سياسة المناهج المستقلة كحل للتغلب على فقدان التعلم بعد جائحة COVID-19. وتنطبق هذه السياسة على جميع الوحدات التعليمية، بما في ذلك المدارس الدينية التي هي مدارس عامة إسلامية تحت إشراف وزارة الزراعة. ومع ذلك، من حيث تنظيم المواد، تتبع المدارس لوائح وزارة التعليم والثقافة باستثناء الدروس الدينية والعربية. يواجه تنفيذ المنهج المستقل في المدارس الدينية، وخاصة في المدرسة العالية الحكومية الثانية فونورزغو، تحدياته الخاصة. علاوة على ذلك، تم اختيار المدرسة العالية الحكومية الثانية فونورزغو كواحدة من المدارس التجريبية في تنفيذ المناهج المستقلة.

سيركز هذا البحث على مرحلة عملية التخطيط لتنفيذ المنهج المستقل ومرحلة تنفيذ تعلم اللغة الإنجليزية وتدرسيها في المنهج المستقل في المدرسة العالية الحكومية الثانية فونورزغو.

يستخدم هذا البحث نهجا نوعيا. مصادر البيانات في هذه الدراسة هي الكلمات والأفعال. تم الحصول على بيانات من أربعة مخبرين من خلال مقابلات متعمقة، بينما تم الحصول على بيانات على شكل عمل من ملاحظات اثنين من مدرسي اللغة الإنجليزية في الفصل العاشر.

بعد جمع البيانات، يقوم الباحثون بتقليل البيانات وفقا لتركيز الدراسة، ثم تحليلها مع النظرية وعرضها. من عرض البيانات، تم العثور على نتيجتين. النتيجة الأولى، مراحل عملية التخطيط لتنفيذ المنهج المستقل في المدرسة العالية الحكومية الثانية فونورزغو، تتكون من خمس نقاط: (١) تصميم المنهج التشغيلي لوحدة التعليم (KOSP) في مرحلة التطوير. (٢) تصميم تدفق هدف التعلم (ATP) في مرحلة متطورة وبارعة؛ (٣) تخطيط التعلم وتقييمه في مرحلة متقدمة؛ (٤) استخدام أدوات التعلم وتطويرها في مرحلة التطور؛ و (٥) التخطيط P5 في مرحلة متقدمة. والنتيجة الثانية، وهي مرحلة تنفيذ تعلم اللغة الانكليزية في المنهج المستقل في الصف العاشر في المدرسة العالية الحكومية الثانية فونورزغو، تتألف من ثماني نقاط: (١) تنفيذ P5 في مرحلة الاستعداد؛ (٢) تطبيق التعلم المتمحور حول الطالب في مرحلة الاستعداد؛ (٣) دمج التقييم في التعلم في مرحلة متقدمة؛ (٤) بلغ تنفيذ قانون حقوق الملكية الصناعية مرحلة متقدمة؛ (٥) التعاون بين المعلمين لأغراض المناهج والتعلم في مرحلة التطور؛ (٦) التعاون مع أسر الطلاب في التعلم في مرحلة التطور؛ (٧) التعاون مع المجتمع / الصناعة في مرحلة الاستعداد؛ و (٨) التفكير والتقييم وتحسين جودة تنفيذ المناهج الدراسية في مرحلة التطور.

CHAPTER I

INTRODUCTION

A. Background of the Study

After the COVID-19 pandemic, education in Indonesia has experienced a distinct learning loss in students' literacy and numeracy attainment. A learning recovery policy is needed within a certain period related to the implementation of the curriculum by the school to overcome this learning loss. In 2021, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) developed a Prototype Curriculum as part of the national curriculum to encourage learning recovery during the COVID-19 pandemic. The national curriculum has three options that all schools can choose for learning recovery starting in 2022. The three curriculum options include the 2013 Curriculum, the Emergency Curriculum (the simplified 2013 Curriculum), and the Prototype Curriculum (Kemdikbud, 2021). Curriculum implementation by schools must pay attention to the competency achievement of students in every school in exceptional conditions with a note that they must use a curriculum that follows the learning needs of students. Also, the school must pay attention to the competency achievement of students in the context of learning recovery. The decision follows Allah SWT's words in Surah Ar-Ra'd verse 11.

إِنَّ اللَّهَ لَا يُعَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُعَيِّرُوا مَا بِأَنفُسِهِمْ ۗ

“Indeed, Allāh will not change the condition of a people until they change what is in themselves” (Ar-Ra’d (13): 11).

The Prototype Curriculum launched by the Ministry of Education and Culture (MoEC) was initially implemented in 2,500 schools that are members of the Sekolah Penggerak and Vocational Centers of Excellence program in 2021. In its implementation, schools are given flexibility and independence to provide learning projects that are relevant and close to the school environment. Along with the MoEC's continuous monitoring of the implementation of this Prototype Curriculum, the MoEC has re-released the Merdeka Learning program titled Merdeka Curriculum and Merdeka Learning Platform in 2022. The Minister of Education, Culture, Research and Technology, Nadiem Makarim (2022), explained that this Merdeka Curriculum is the new name from the Prototype Curriculum that has been tested before. Makarim (2022) said that all levels of education could implement the curriculum in stages according to the readiness of each school (Direktorat Sekolah Menengah Pertama, 2022).

In addition to schools included in the Sekolah Penggerak, many schools have started implementing the Merdeka Curriculum. Some of them are still in the stage of adjusting to the curriculum. In Ponorogo, two state Islamic senior high schools have received permission from the Director General of Islamic Education to implement the Merdeka Curriculum: MAN 1 and MAN 2 Ponorogo. They are currently transitioning from the 2013 curriculum to the Merdeka Curriculum. The research location take place at MAN 2 Ponorogo because, of the two Islamic high schools approved by the Director General of Islamic Education to start implementing the Merdeka curriculum, MAN 2 Ponorogo is a school that has quite a lot of achievements at the national and international levels. Therefore, the Madrasah's efforts were differ from other schools.

In the preliminary study, which was carried out on November 7, 2022, the researcher had the opportunity to conduct interviews with the head of the school and two English teachers in 10th grade. From the preliminary results, the head of the school explained that MAN 2 Ponorogo was one of the Islamic high schools in Ponorogo, which made the Merdeka curriculum an option in order to strengthen the independence of the school in managing education and learning, as well as improving the quality of learning and graduates. He also stated that MAN 2 Ponorogo was appointed by the Directorate General of Islamic Education of the Ministry of Religion as one of the pilot madrasah, especially in Ponorogo. In addition, from the interviews with two 10th-grade English teachers, the researcher found that the current Merdeka Curriculum has yet to be fully implemented. Schools are still trying to adjust gradually by continuing to study the flow of implementation and the provisions contained in the Merdeka Curriculum. From the interview, it can be concluded that MAN 2 Ponorogo is gradually transitioning from the 2013 Curriculum to the Merdeka Curriculum.

Several previous studies discussed the implementation of the Merdeka Curriculum. The first is the study by Rahayu et al. (2022). In this study, they explained the implementation of the Merdeka Curriculum in one of the Sekolah Penggerak in Bandung. This study includes the role of principals and teachers in successfully implementing the Merdeka Curriculum in their schools, analyzes whether it is efficient to implement, and the problems or constraints that school principals and teachers feel during implementing the curriculum. As a result, the researcher explained that in implementing the Merdeka Curriculum, the principal as a school leader must be able to move, direct, and inspire teachers to want to

change towards a better education. In addition, good cooperation is needed between stakeholders so that the implementation of the Merdeka Curriculum in schools can be realized optimally (Rahayu et al., 2022).

Another researcher Sari (2023), revealed the implementation and teacher's problems during the Merdeka Curriculum implementation in English teaching-learning. This research found that the problem faced by the teacher is the limited time to design differentiated learning based on students' individual needs, and the teacher cannot maintain student enthusiasm until the end of the lesson (A. A. Sari, 2023).

The following study is by Usman et al. (2022), Ferdaus and Shinta (2023), Kharimah et al. (2023) and Malikah et al. (2022), who intended to determine the implementation of the Merdeka Curriculum in the Sekolah Penggerak, which includes an approach, models, methods, achievements, learning objectives, learning processes, and learning evaluations. It was considered that the implementation of the Merdeka curriculum was more interactive, practical, and varied. The learning is done by adjusting the student's and teachers' learning styles. However, obstacles arise related to perception changing from teacher-centered learning to student-centered. Thus, in implementing this curriculum, schools still be constrained by the infrastructure arrangement and need more material references (Ferdaus & Novita, 2023; Kharimah et al., 2023; Malikah et al., 2022; Usman et al., 2022).

Considering these previous studies, the research that revealed the implementation of the Merdeka Curriculum at Madrasah is rarely conducted. Unlike Merdeka Curriculum at Sekolah Penggerak, the Merdeka curriculum at the madrasah should use two regulations, i.e., Regulation of the implementation of the

Merdeka Curriculum by the Ministry of Education and Research No. 56 of 2022 and Guidelines for implementing Merdeka Curriculum in Madrasah “KMA No. 347 of 2022”.

Furthermore, the Merdeka Curriculum in education units, in this case, Madrasahs, must consider planning and implementation aspects. Referring to the guidelines and stages of implementing the Merdeka Curriculum in education units, the planning and implementation elements include 13 aspects. Five aspects on the planning element and eight aspects on the implementation element (BSKAP Kemendikbudristek, 2022d). In this study, the researcher focused on how the planning aspect and implementation aspect was implemented at Madrasah especially in English lessons at MAN 2 Ponorogo regarding curriculum transition at school.

B. Research Questions

By looking at the urgency of implementing the Merdeka Curriculum in schools following the new policy calls from the government, researchers conducted this research to find out how teachers implement it into learning, especially English lesson at MAN 2 Ponorogo. The research questions that focus this study are:

1. How is the planning stage of implementing the Merdeka Curriculum in English teaching and learning at MAN 2 Ponorogo?
2. How is the implementation stage of the Merdeka Curriculum in English teaching and learning at MAN 2 Ponorogo?

C. Limitation of the Study

This research focuses on how teachers implement the Merdeka curriculum in English lesson in 10th grade at MAN 2 Ponorogo. It includes school

and teachers' efforts in implementing the Merdeka Curriculum in learning in madrasah, especially English lesson, the completeness of curriculum and learning tools, and how teachers practice in the classroom. The findings then be presented in detail so that they can be used as a reference for other madrasah in implementing the Merdeka Curriculum and for English teachers in implementing English lesson during the transitional period of the curriculum in their schools. Four English teachers teach 10th grade in this school, but the researcher would observe only two teachers.

D. Objectives of the Study

Referring to the formulation of the research question described earlier, this study aims to:

1. Determine the planning stage of the Merdeka Curriculum in English teaching and learning at MAN 2 Ponorogo.
2. Determine the implementation stage of the Merdeka Curriculum in English teaching and learning at MAN 2 Ponorogo.

E. Significance of the Study

The researcher of this study hopes that later, the findings in this study can be helpful for the madrasah managers, English teachers, English class students, and other researchers. For madrasah managers, the researcher hopes this study's finding can inform new references and information about how this pilot madrasah strives to implement the Merdeka Curriculum well. For English teachers, the researcher hopes this study's findings can inform new references and information about how teachers can implement English learning to the Merdeka Curriculum. For students, the researcher hopes that this study can provide new insights to prospective teachers

and help them improve their English language skills. For other researchers, it is expected that the findings from this study can serve as a resource for future researchers who are also interested in researching the implementation of English lesson in the Merdeka Curriculum but with a different focus.

F. Definition of the Key Terms

There are several key terms provided in this study, they are:

1. **Implementation** is a general term that can refer to the process of putting plans or ideas into action.
2. **The Merdeka Curriculum** (previously referred to as the prototype curriculum) is part of the learning restoration effort, developed as a more flexible curriculum framework while focusing on essential material and developing the character and competence of students.
3. **English Lesson** is a learning process in which students act as subjects and teachers act as facilitators

CHAPTER II

LITERATURE REVIEW

The literature review contains theories that are relevant to the research to be then used as material for discussion and reading of the research data that has been collected. The theories that are presented refer to the variables in this study, which consist of references and provisions for implementing learning in accordance with the Merdeka Curriculum. In addition, this chapter presented the detailed previous studies and a research framework in the form of a concept map.

A. Background of Merdeka Curriculum Implementation in Madrasah

Madrasah is formal schools with general and vocational education based on the Islamic religion under the guidance of the Ministry of Religion (Presiden RI, 2003). The Ministry of Religious Affairs regulates the Madrasah curriculum for religious subjects, and the Ministry of Education and Culture regulates the Madrasah curriculum for general subjects. In this context, implementing the independent curriculum in a madrasah must follow the regulations stipulated in KMA No. 347 of 2022 and Permendikbudristek No. 56/M/2022 (KMA Number 37 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah, 2022).

Implementing the Merdeka Curriculum in madrasah is necessary because, as an Islamic-based public school, madrasah must follow the Ministry of Education, Culture, Research, and Higher Education policies. In addition, with the changing learning paradigm of the 21st century and the development of a dynamic world, a new pattern is needed to manage madrasah education and learning (KMA Number 37 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah,

2022). Therefore, the Ministry of Religious Affairs issued guidelines for curriculum implementation in madrasas, including ten main elements in implementing the Merdeka Curriculum. The ten elements include Graduation Standards, Content Standards, Curriculum Structure, Curriculum Implementation in Madrasah, Learning and Assessment, Strengthening the Pancasila Learner Profile, Madrasah Operational Curriculum, Monitoring and Evaluation of the Implementation of the Merdeka Curriculum in Madrasah, Socialization and Assistance in Implementing the Merdeka Curriculum in Madrasah, and Learning Outcomes.

In addition to the Merdeka Curriculum implementation guidelines published by the Ministry of Religious Affairs for madrasah, the Ministry of Education and Culture is the primary stakeholder in the establishment of the Merdeka Curriculum as a candidate for the national curriculum that will be implemented as a whole in 2024, has also released various guidelines for the implementation of the Merdeka Curriculum for all education units (Kemendikbudristek, 2022). These guidelines include the Guidance for the Stages of Implementation of the Merdeka Curriculum in Education Units, Guidelines for Developing the Operational Curriculum for Education Units (KOSP), Learning and Assessment Guidelines, and Guidelines for Developing Projects to Strengthen the Pancasila Student Profile.

B. Elements of Merdeka Curriculum Implementation at Education Units

1. Education Unit Operational Curriculum (KOSP)

Implementing the Education Unit Operational Curriculum (KOSP) in schools needs to be a dynamic document which requires continuous renewal, reference in daily life, reflection, and continuous development. Several principles

can be applied in its preparation, including student-centred, contextual, essential, accountable, and involving various stakeholders. In addition, in its preparation, the government authorizes each school to determine the format and systematics of its preparation, provided that it still refers to the curriculum structure and standards set by the government and harmonizes it with the characteristics and needs of students, schools and regions (BSKAP Kemendikbudristek, 2022b)

In the preparation and review process, several components become the main focus. The main components of the KOSP include education unit characteristics, vision, mission and objectives, learning organization and learning planning. Education unit characteristics and vision, mission and objectives are the components that are reviewed every 4-5 years. Meanwhile, the organization of learning and learning planning are the components that are reviewed every year (BSKAP Kemendikbudristek, 2022b).

2. Learning

The provisions for implementing the learning process are summarized in the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 16 of 2022 concerning Process Standards for early childhood education, primary education, and secondary education. This regulation explains that there are minimum criteria for the learning process based on path, level, and type of education to achieve graduate competency standards set by the government. These criteria are called Process Standards (Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

The Process Standard guides an effective and efficient learning process to optimally develop students' potential, initiatives, abilities, and independence. Process standards in learning include learning planning, learning implementation, and learning process assessment.

a. Learning Planning

Lesson plans and assessments guide teachers in daily learning to achieve a learning goal. In the Merdeka Curriculum, the teacher must follow several planning steps in planning learning and assessment. These steps begin with the teacher understanding the Learning Outcomes (CP), formulating learning objectives, compiling the Learning Objectives Flow (ATP), and planning lessons and assessments (Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 Concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery, 2022).

At the stage of compiling ATP, teachers can prepare ATP independently by adjusting school readiness, using examples of ATP that are already available, or modifying ATP examples while still adjusting to student needs and the characteristics and readiness of schools. However, the government still recommends that the ATP be developed with the Subject Teacher Conference (MGMP) to unite the allocation of lesson hours.

At the stage of planning lessons and assessments, it should be noted that lesson plans are made based on ATP that has been prepared beforehand. The government also emphasized that every teacher needs a lesson plan to help direct the learning process to reach CP. This lesson plan can be in the form of lesson plans

or teaching modules. If the teacher chooses to use the teaching module, then the teacher does not need to make a lesson plan because the components in the teaching module cover more fully the components in the lesson plan. If the teacher uses teaching modules, in this case, they can choose and modify examples of available teaching modules or develop their own according to the students' context, needs, and characteristics (Anggreana et al., 2022).

The minimum components in lesson plans and teaching modules include things, as seen in table 2.1 (Anggreana et al., 2022).

Table 2.1 The Minimum Components in Lesson Plan and Teaching Module

Minimum Components In RPP	Minimum Components In Teaching Modules
<ul style="list-style-type: none"> • Learning objectives (one of the objectives in the learning objectives flow) • Steps (activities) learning • Learning assessment contains an assessment plan at the beginning of learning and an assessment plan at the end of learning to check the achievement of learning objectives 	<ul style="list-style-type: none"> • Learning objectives (one of the objectives in the learning objectives flow) • Steps (activities) learning • Assessment plan for early learning along with the instruments and methods of assessment. • Assessment plan at the end of the lesson to check the achievement of learning objectives and the instruments and methods of assessment. • Learning media used, such as reading materials, activity sheets, videos, or website links, that students need to learn.

From these descriptions, it can be concluded that at the planning stage, the 2013 curriculum change to the Merdeka Curriculum gave teachers more flexibility to plan lessons that prioritize students' needs, commonly referred to as differentiated learning. In this new curriculum, the government provides many

examples of learning tools, such as ATP and teaching modules, that teachers can modify while referring to student needs and school readiness (BSKAP Kemendikbudristek, 2022a).

b. Learning Process

In the implementation of learning, there are several policy changes that make the Merdeka Curriculum different from the 2013 Curriculum. These changes include various aspects, including aspects of the approach used, the focus of learning, and suggestions for activities in learning.

1) Approach

In the 2013 curriculum, the recommended learning approach is to use a scientific approach for all subjects. Competency characteristics at the senior high school level are thematic and subject, prioritizing models such as Problem-Based Learning, Discovery Learning, and Project Based Learning (Zetriuslita & Alzaber, 2020). In the Merdeka Curriculum, the government seeks to strengthen differentiated learning (learning that accommodates student learning needs) or teaching at the right level (TaRL) following student achievement levels (Nugroho & Narawaty, 2022).

2) Learning Focus

In the 2013 curriculum, generally, learning is only focused on intracurricular (face-to-face learning). The maximum allocation of study load for co-curricular activities is only 50% outside face-to-face hours. However, co-curricular implementation is not required in the form of specially planned activities, so the activities are left to the creativity of the supporting teacher. In comparison, the learning applied in the Merdeka Curriculum combines intra-curricular and co-

curricular learning. The co-curricular is in the form of projects to strengthen the profile of Pancasila. The allocation of intracurricular learning loads is around 70-80% of lesson hours, and co-curricular is around 20-30% of lesson hours (Nugroho & Narawaty, 2022).

In the Merdeka Curriculum, learning competencies are called Learning Outcomes (CP). The CP for English lessons in the Merdeka Curriculum consists of six skills: listening, speaking, reading, viewing, writing, and presenting. Learning targets are not spelled out as in the previous curriculum. Still, they are mentioned in general, and it is the teacher's job to understand and analyze CP so that they can become learning objectives that are then used in their own lessons by adjusting students' needs and mastery levels (Decree of the Head of the Education Standards, Curriculum and Assessment Agency on Learning Outcomes, 2022)

3) Learning Activities

The provisions for implementing learning in the Merdeka Curriculum are listed in the Minister of Education and Culture of the Republic of Indonesia Number 16 of 2022 concerning Standard Processes in Early Childhood Education, Elementary Education Levels, and Secondary Education Levels. In this Permendikbud, there are no provisions for the stages of activities in implementing learning. However, there are recommendations for criteria for a learning atmosphere and the role of the teacher during the learning process carried out (Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

The implementation of learning by teachers should be carried out by providing examples to students in the form of noble behavior in everyday life. In

addition, mentoring by providing challenges, support, and guidance to students during the learning process and providing facilitation in the form of access and learning opportunities according to student needs is also recommended. More importantly, learning is done by paying attention to the learning atmosphere. According to Indonesian laws and regulations, some of the criteria for a good learning atmosphere are: Interactive, inspirational, fun, challenging, motivate students to participate actively, and provide sufficient space for initiative, creativity, and independence following the talents, interests and physical development and psychology of students.

3. Assessment

In the Merdeka Curriculum, as stated in Permendikbud Number 16 of 2022, assessment is mainly done on the learning process. The learning process assessment in Merdeka Curriculum is an assessment of the planning and implementation of learning, carried out after learning at least once a semester. The teacher carries out this assessment through self-reflection on the implementation of planning, the learning process, and the results of assessments by fellow teachers, the principal, or the students (BSKAP Kemendikbudristek, 2022a).

However, in the Merdeka Curriculum, the assessment paradigm has changed. In the previous curriculum, assessments tended to focus on summative assessments as a reference for filling out learning outcomes reports. The assessment results have yet to be used as feedback for improving learning. Unlike the assessment paradigm in the Merdeka Curriculum, teachers are expected to focus more on formative rather than summative assessments. The formative assessment results will be used to improve the continuous learning process. Therefore, the

assessment in the Merdeka Curriculum is more of a learning process (assessment as learning) and an assessment for the learning process (assessment for learning) (BSKAP Kemendikbudristek, 2022a).

The difference in the assessment paradigm in the 2013 Curriculum and the Merdeka Curriculum can be seen in Figure 2.1.

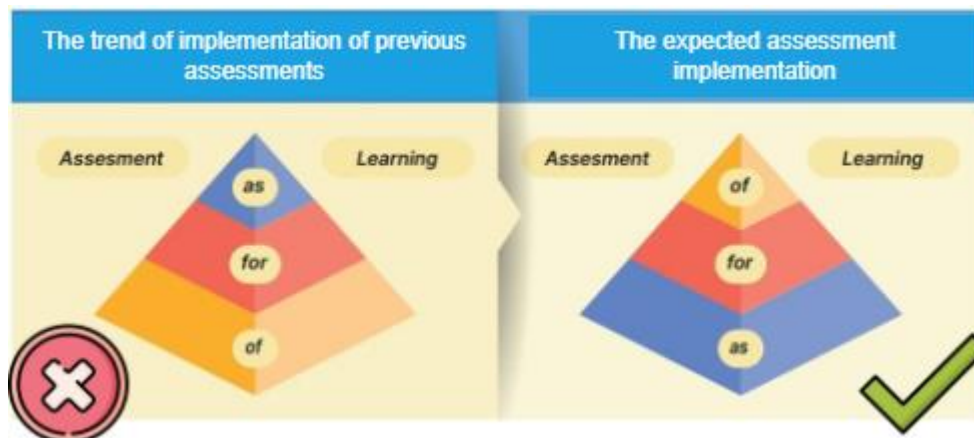


Figure 2.1 The Assessment Paradigm in the 2013 Curriculum and the Merdeka Curriculum

Source:

https://res.cloudinary.com/harytri/Figure/upload/v1639318862/Blog/asesmen1_wycluc.png

Based on the Figure, in the assessment of the Merdeka Curriculum, teachers are emphasized to strengthen formative assessments. The assessment results can be used to design learning according to the stage of student achievement. In addition, authentic assessments are also carried out primarily in projects to strengthen the profile of Pancasila students. The most striking difference between the assessment system in the 2013 curriculum and the Merdeka Curriculum is that there is no separation between the assessment of attitudes, knowledge, and skills.

4. Pancasila Student Profile Strengthening Project (P5)

Strengthening the Pancasila learner profile in Madrasah differs slightly from projects implemented in other schools. The Ministry of Religious Affairs recommends that Madrasah highlight strengthening the Pancasila student profile in two aspects, including the Pancasila Student Profile and the *Rahmatan lil 'alamin* Student Profile. The purpose of the *rahmatan lil 'alamin* learner profile is the profile Pancasila learners in madrasas who can realize the insight, understanding, and behavior of *tafaqquh fiddin* (learn religious knowledge) as the distinctiveness of religious competence in madrasas and can play a role in society as a moderate figure, useful amid diverse community life and actively contribute to maintaining the honor and glory of the state and nation of Indonesia (KMA Number 37 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah, 2022).

As with the Pancasila Student Profile Strengthening Project (P5), whose regulations are set by the Ministry of Education and Culture, the profile of *rahmatan lil 'alamin* students is also prepared based on the Graduate Competency Standards. The implementation of the project to strengthen the profile of students *rahmatan lil alamin* (P4RL) can be integrated with the implementation of P5, which is carried out flexibly in terms of content, activities, and implementation time (KMA Number 37 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah, 2022).

P4RL planning has the same concept as P5, which follows the Ministry of Education and Culture planning guidelines. In the book "Guide to the Development of the Pancasila Student Profile Strengthening Project," there is a profile project planning flow, which consists of five stages, including forming a P5 facilitator team, identifying the level of readiness of education units, designing

dimensions, themes, and time allocations in P5, compiling project modules, and the last is designing a strategy for reporting project results (BSKAP Kemendikbudristek, 2022c)

In this case, the P5 module is crucial because it is a document that contains the objectives, steps, learning media, and assessments needed to implement P5. In its preparation, educators have the flexibility to create, select, and modify the available P5 modules according to students' context, characteristics, and needs (BSKAP Kemendikbudristek, 2022c).

C. Implementation Stages of the Merdeka Curriculum

The stages of implementing the Merdeka Curriculum published by the government are not patent regulations or standards. These stages are compiled to assist teachers and education units set targets for implementing the Merdeka Curriculum. Because the readiness of each school and teacher is different, the government designed these stages so that teachers and schools are more confident that they can continue to learn to implement the Merdeka Curriculum better. The existence of these stages strives for teachers and schools to implement the Merdeka Curriculum starting from the lowest stage compared to other schools. However, its implementation still adheres to the principles of curriculum design (BSKAP Kemendikbudristek, 2022d).

In general, the stages of implementing the Merdeka Curriculum include 13 aspects divided into two main aspects: planning and implementation. Each aspect consists of 4 stages: the beginning, developed, ready, and advanced. The planning aspect includes the first five aspects, and the implementation aspect includes the last eight. These 13 aspects apply to all levels of education

1. Planning Aspects

a. Designing the Education Unit Operational Curriculum (KOSP)

Table 2.2 Indicators of Designing the KOSP

Stage	Indicator
Beginning Stage	At this stage, schools make minor adjustments to the sample KOSP document Ministry of Education and Culture (MoEC) provided.
Developing stage	At this stage, the school can develop the KOSP based on the sample KOSP document provided by MoEC by modifying the organizing and lesson planning sections according to school conditions without being based on reflection on the results of the analysis of school characteristics.
Ready Stage	At this stage, the school can develop the KOSP based on examples from the MoEC by modifying the organization and planning of learning based on analysis and reflection on the conditions, facilities, infrastructure, and teaching and education personnel at the school by involving student representatives, parents, or the community
Advanced Stage	At this stage, the school can develop a KOSP that is contextualized and in accordance with the aspirations of the school community as well as the results of school self-analysis and reflection. In addition, the school can also structure learning according to the vision-mission and context of the school by involving student representatives, parents, and the community.

b. Designing the Learning Objective Flow (ATP)

Table 2.3 Indicators of Designing the ATP

Stage	Indicator
Beginning Stage	At this stage, schools use the sample ATP provided by MoEC.
Developing stage	At this stage, schools adjust the ATP provided by MoEC based on student needs.
Ready Stage	At this stage, the school revamps the ATP provided by MoEC based on student needs

Stage	Indicator
Advanced Stage.	At this stage, the school develops the ATP independently concerning the Learning Outcomes (CP). In addition, the curriculum coordinator at the school leads the design process, monitors implementation, and leads the ATP development and evaluation process so that ATP development becomes part of the education unit curriculum planning and evaluation system

c. Learning and assessment planning

Table 2.4 Indicators of Learning and Assessment Planning

Stage	Indicator
Beginning Stage	At this stage, schools use the sample lesson plans and assessments provided by MoEC.
Developing stage	At this stage, schools adjust the sample lesson plans and assessments provided by MoEC based on student needs.
Ready Stage	At this stage, schools revamp the sample lesson plans and assessments provided by MoEC based on student needs
Advanced Stage.	At this stage, schools develop learning and assessment plans based on student needs.

d. Usage and development of teaching tools

Table 2.5 Indicators of Usage and Development of Teaching Tools

Stage	Indicator
Beginning Stage	At this stage, schools use textbooks and teaching modules as the primary source of instruction.
Developing stage	At this stage, teachers can select materials from textbooks, teaching modules, and other teaching materials to suit the local context and students' needs.
Ready Stage	Teachers can combine various teaching tools at this stage to suit the local context and students' needs. In addition, teachers can modify some parts of the teaching modules provided by the Ministry of Education and Culture for one or part of the subject matter.
Advanced Stage.	Teachers can combine various teaching tools at this stage according to the local context and student needs. In addition, teachers can develop teaching modules for one or part of the subject matter and share their teaching modules with other teachers. In addition, schools organize collaborative teaching module development sessions.

e. Project Planning for Strengthening the Profile of Pancasila Students

Table 2.6 Indicators of Project Planning for Strengthening the Profile of Pancasila Students

Stage	Indicator
Beginning Stage	At this stage, schools use the project modules provided by MoEC without customization or with minimal customization
Developing stage	At this stage, schools adjust the project modules provided by MoEC according to the local context and student needs
Ready Stage	At this stage, the school makes adjustments to the project module provided by the MoEC according to the local context, needs, and interests of students by involving students' opinions and ideas
Advanced Stage.	At this stage, schools develop ideas and project modules according to the local context, needs, and interests of students by involving students' opinions and ideas.

2. Implementation Aspects

a. Implementation of the Pancasila Student Profile Strengthening Project

Table 2.7 Indicators of Implementation of the Pancasila Student Profile Strengthening Project

Stage	Indicator
Beginning Stage	At this stage, schools implement projects to strengthen the Pancasila learner profile with less or more than recommended by MoEC. The projects implemented aim to produce artifacts (such as food and drinks), not yet focusing on understanding concepts and problem-solving.
Developing stage	At this stage, the school implements a project to strengthen the profile of Pancasila students with the amount recommended by the Ministry of Education and Research. The applied project begins with problem identification that is guided or directed more by the teacher so that project activities begin to be oriented towards understanding concepts and problem-solving according to the theme
Ready Stage	At this stage, the school implements the project of strengthening the profile of Pancasila students with the amount recommended by the Ministry of Education and Culture. The applied project begins with problem identification facilitated by the teacher so that project activities begin to be oriented towards understanding concepts and problem-solving according to the theme

Stage	Indicator
Advanced Stage.	At this stage, the school implements a project to strengthen the profile of Pancasila students with the amount recommended by the MoEC. The applied project begins with problem identification that is mainly carried out based on student initiatives and facilitated by teachers and community partners involved as facilitators or resource persons so that project activities are oriented towards understanding concepts and problem-solving according to the theme.

b. Implementation of student-centered learning

Table 2.8 Indicators of the Implementation of Student-Centered Learning

Stage	Indicator
Beginning Stage	At this stage, the teacher uses various teaching methods but is still dominated by an instructor-like role that directs students' activities throughout the learning process.
Developing stage	At this stage, teachers use varied and student-centered learning methods and methods that align with the learning objectives
Ready Stage	At this stage, teachers use varied and student-centered learning methods following learning objectives and student needs. In practice, the role of the facilitator is more dominant, demonstrated by providing more opportunities for students to learn independently and take responsibility for their learning process.
Advanced Stage.	Teachers differentiate learning methods at this stage according to students' needs, achievements/performance, and interests. Teachers are also more skillful in their role as facilitators by providing more opportunities for students to learn independently and take responsibility for their learning process

c. Integration of assessment in learning

Table 2.9 Indicators of the Integration of Assessment in Learning

Stage	Indicator
Beginning Stage	At this stage, teachers conduct assessments at the beginning of the learning process but do not use them to plan lessons or identify students who need special attention. Teachers also start to conduct assessments several times (not just when approaching reporting time), but these assessments are only used to give grades to students and have yet to be utilized to plan lessons. Teachers only use the assessments available in textbooks and teaching modules.

Stage	Indicator
Developing stage	At this stage, teachers conduct formative assessments at the beginning of learning, and the results are used to identify students who need more attention. When designing assessments, teachers start to pay attention to the suitability of the assessments with the learning objectives.
Ready Stage	At this stage, teachers conduct formative assessments at the beginning of the lesson, and the results are used to design subsequent lessons that match the achievements of most students in their class (not yet a differentiated learning plan). Teachers also conduct assessments to get feedback on student learning needs and determine follow-up
Advanced Stage.	At this stage, teachers conduct formative assessments at the beginning of the lesson, and the results are used to design differentiated learning according to the students' stage of achievement (teaching at the right level (TaRL)). Teachers can also make adjustments throughout the learning process so all students achieve the learning objectives. In addition, schools develop policies that encourage teachers to use assessment results in designing curriculum and learning

d. Learning according to students' learning stages

Table 2.10 Indicators of Learning According To Students' Learning Stages

Stage	Indicator
Beginning Stage	At this stage, based on the formative assessment at the beginning of the lesson, the teacher teaches all students in the class according to the Learning Outcomes phase of the majority of students in the class.
Developing stage	At this stage, based on the formative assessment at the beginning of the lesson, the teacher teaches all students in his/her class according to the learning achievement phase of the majority of students in his/her class and by paying particular attention to some students who need different treatment (learning materials and methods).
Ready Stage	At this stage, based on the formative assessment at the beginning of learning, students in the same class are divided into two groups according to their learning achievements. Thus, each student can learn according to his/her learning outcomes. In addition, the school organizes additional learning programs for students who need more time to be ready to learn according to their grades.

Stage	Indicator
Advanced Stage.	At this stage, based on the formative assessment at the beginning of learning, students in the same class are divided into two groups according to their learning outcomes. Thus, each student can learn according to his/her learning outcomes. In addition, the school organizes various study programs, such as extra lessons for students who are not ready to learn according to their grades and for students who need more enrichment or challenge.

e. Collaboration between teachers for curriculum and learning purposes

Table 2.11 Indicators of Collaboration between teachers for curriculum and learning purposes

Stage	Indicator
Beginning Stage	At this stage, teachers have not collaborated for intracurricular learning purposes but have collaborated to strengthen the profile of Pancasila students.
Developing stage	At this stage, teachers collaborate in the learning planning process at the beginning or end of the semester, for example, discussions about student learning progress at the end of the semester, sharing good practices, sharing information about teaching tools, and the rest., and collaborate for the project to strengthen the profile of Pancasila learners.
Ready Stage	At this stage, teachers collaborate in lesson planning at the beginning of the semester and in the learning process throughout the semester, for example, through discussions on student learning progress, sharing good practices, sharing info on teaching tools, and the rest., and collaborating for the Pancasila learner profile strengthening project and engaging in curriculum evaluation at school.
Advanced Stage.	At this stage, teachers collaborate in lesson planning at the beginning of the semester and in the learning process throughout the semester, for example, through discussions on student learning progress, sharing good practices, sharing info on teaching tools, and the rest., and collaborating for the Pancasila learner profile strengthening project and involved in the development of KOSP. In addition, the school also has policies and mechanisms that encourage teacher collaboration for intracurricular learning activities and projects, for example, through classroom observations, learning reflection activities, sharing good practices, and the rest.

f. Collaboration with parents or students' families regarding the learning

Table 2.12 Indicators of Collaboration with Parents or Students' Families Regarding the Learning

Stage	Indicator
Beginning Stage	At this stage, teachers through the school provide information about students' learning progress to parents/guardians when receiving report cards and when students experience learning problems. However, communication tends to be one-way from the school or teacher to the parents; for example, the teachers advise parents on how they can support the student's learning process.
Developing stage	At this stage, teachers, in coordination with other teachers throughout the school, provide information about students' learning progress to parents/guardians when receiving report cards and periodically in the learning process. However, communication still tends to be one-way, from the school or teacher to the parents; for example, teachers advise parents on how they can support the student's learning process.
Ready Stage	At this stage, teachers, in coordination with other teachers throughout the school, provide information about students' learning progress to parents when receiving report cards and periodically in the learning process. Communication is a two-way dialogue where the school, teachers, and parents seek ideas and agreements on what should be done together to support student learning
Advanced Stage.	At this stage, teachers, in coordination with other teachers throughout the school, provide information about students' learning progress to parents when receiving report cards and periodically in the learning process. There are regular communication channels for parents to provide feedback on curriculum and learning. Parents can be involved in learning, such as resource persons in intracurricular and Pancasila learner profile-strengthening projects. Communication involves three parties, which include teachers, students, and parents, to discuss the stages of learning and the follow-up that needs to be done to support the student's learning process.

g. Collaboration with society, community, or industry

Table 2.13 Indicators of Collaboration with Society, Community, or Industry

Stage	Indicator
Beginning Stage	At this stage, the school has designed the involvement of the society/community/industry in the intracurricular learning process and the project of strengthening the profile of Pancasila learners, but it has not yet been implemented
Developing stage	At this stage, the school involves the society/community/industry only to support activities that are not sustainable or unrelated to intracurricular learning or projects to strengthen the profile of Pancasila students
Ready Stage	Schools at this stage involve the community/ industry to support intracurricular learning or student profile-strengthening projects for longer-term activities
Advanced Stage.	At this stage, the school involves the community/industry on an ongoing basis to support intracurricular learning and the Pancasila learner profile strengthening project. This stage involves a more diverse community/industry according to the objectives of intracurricular learning and the Pancasila learner profile strengthening project

h. Reflection, evaluation, and quality improvement of curriculum implementation

Table 2.14 Indicators of Reflection, Evaluation, and Quality Improvement of Curriculum Implementation

Stage	Indicator
Beginning Stage	At this stage, the school has designed the involvement of the society/community/industry in the intracurricular learning process and the project of strengthening the profile of Pancasila learners, but it has not yet been implemented
Developing stage	At this stage, the school involves the society/community/industry only to support activities that are not sustainable or unrelated to intracurricular learning or projects to strengthen the profile of Pancasila students
Ready Stage	Schools at this stage involve the community/ industry to support intracurricular learning or student profile-strengthening projects for longer-term activities

Stage	Indicator
Advanced Stage.	At this stage, the school involves the community/industry on an ongoing basis to support intracurricular learning and the Pancasila learner profile strengthening project. This stage involves a more diverse community/industry according to the objectives of intracurricular learning and the Pancasila learner profile strengthening project

D. Previous Studies

The first is the study by Rahayu et al. (2022). In this study, they explained the implementation of the Merdeka Curriculum in one of the Sekolah Penggerak in Bandung, using descriptive qualitative method. This study includes the role of principals and teachers in successfully implementing the Merdeka Curriculum in their schools, analyzes whether it is efficient to implement, and the problems or constraints that school principals and teachers feel during implementing the curriculum. As a result, the researcher explained that in implementing the Merdeka Curriculum, the principal as a school leader must be able to move, direct, and inspire teachers to want to change towards a better education. In addition, good cooperation is needed between stakeholders so that the implementation of the Merdeka Curriculum in schools can be realized optimally (Rahayu et al., 2022).

The following study is by Usman et al. (2022). This research used a type of qualitative research by conducting the direct observation. This study intended to determine how the Biology lesson uses the Merdeka Curriculum, which includes an approach, models, methods, achievements, learning objectives, learning processes, and learning evaluations applied at SMAN 7 Tangerang. The study found that using the Merdeka Curriculum, Biology lesson in these schools was considered more interactive, practical, and varied. The learning is carried out by adjusting the

student's and teachers' learning styles. The assessment is carried out without setting the Minimum Completeness Criteria (KKM) following the directions from the Ministry of Education and Culture. However, in implementing this curriculum, schools still need to be constrained by the infrastructure arrangement and need more material references (Usman et al., 2022). Considering this previous research, in addition to the research gap in the type of school that became the research location, the research focus is also different. This research focused on the discussion of English lessons, not Biology.

The third study is by Malikah et al. (2022). This research is qualitative research with an ethnographic design. In this study, the researchers attempted to describe the management of mathematics lesson in the Merdeka Curriculum at SMP Negeri 1 Jumo Temanggung. The research includes planning mathematics lesson, implementing mathematics learning, and evaluating mathematics learning. The results of the research included (1) the mathematics lesson plan was prepared through a school-level mathematics teacher deliberation (MGMP) and was guided by the education unit operational curriculum (KOSP); (2) the implementation of mathematics lesson is guided by the mathematics lesson plan and integrated into the applied KOSP; schools carry out (3) evaluation of the implementation of mathematics lesson at the end of each semester through documentation and observation (Malikah et al., 2022).

The following study is by Ferdaus and Novita (2023). This research intends to analyze the implementation of the Merdeka Curriculum in English subjects at a vocational high school in Sidoarjo, a Center of Excellence for Vocational High Schools (SMK PK). This research focuses on the following six

areas related to the implementation of the Merdeka Curriculum: 1) implementation of teaching modules, 2) teaching and learning process, 3) use of learning materials, 4) use of learning media, and 5) implementation of assessment. The researchers found that the Merdeka Curriculum in one of the vocational high schools has been widely implemented. However, the obstacle that arises is the perception change from teacher-centered to student-centered learning. All approaches taken in the teaching and learning process of English learning have resulted in a student-centered approach, which also follows the results of the Pancasila Student Profile. The integration of the Pancasila Student Profile orientation and the student-centered approach in English learning is intended to produce a generation that is independent, able to think critically, creatively, innovatively, pleasant, and able to communicate and collaborate. In addition, the principle of freedom upheld in this Merdeka curriculum has encouraged students and teachers to maximize a more meaningful teaching and learning process (Ferdaus & Novita, 2023).

The next study is by Kharimah et al. (2023). This article aims to explain the Application of the Merdeka Curriculum for Formal English Learning. The results showed that implementing the Merdeka Curriculum at the Primary S level prioritizes project-based learning. The implementation of learning not only focuses on the world of knowledge but emphasizes mastery of character, literacy, skills, and technology. Implementing the Merdeka Curriculum in English Language Learning at the junior high level is by applying the Project Based Learning method, namely the student-oriented learning. Implementing the Merdeka Curriculum at the high school level of English Learning is by implementing the curriculum, namely the

Basic Framework, Target Competencies, Curriculum Structure, Learning Process, Assessment, Teaching Resources, and Curriculum Tools (Kharimah et al., 2023).

The last previous study is by Sari (2023). The objectives of this research were to describe the implementation of the Merdeka Curriculum in English teaching learning and to find the teacher's problems during the implementation of the Merdeka Curriculum in English teaching-learning at the seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023. The study results show that the Merdeka Curriculum has been implemented in English teaching-learning. The teacher makes Alur Tujuan Pembelajaran and Modul Ajar based on the Merdeka Curriculum, which is adapted to the characteristics of the educational unit. The teacher has also implemented a learning cycle and conducted an assessment based on the Merdeka Curriculum. Learning components in objectives, materials, methods, media and evaluation have been fulfilled in English teaching-learning. The problem faced by the teacher is the limited time to design differentiated learning based on students' individual needs, and the teacher cannot maintain student enthusiasm until the end of the lesson (A. A. Sari, 2023).

Considering these previous studies, the research that revealed the implementation of the Merdeka Curriculum at Madrasah is rarely conducted. Unlike Merdeka Curriculum at Sekolah Penggerak, the Merdeka curriculum at the madrasah should use two regulations, i.e., Regulation of the implementation of the Merdeka Curriculum by the Ministry of Education and Research No. 56 of 2022 and Guidelines for implementing Merdeka Curriculum in Madrasah "KMA No. 347 of 2022". Moreover, this research's novelty is the focus of the discussion. This research focused on English lessons about how the school and teachers prepare for

integrating Merdeka Curriculum in the learning and teaching activities, how they prepare and implement the Merdeka Curriculum at Madrasah, how they conduct English teaching and learning activity in the class using the Merdeka Curriculum, what kind of approaches they use, and how they conduct the assessment. All of them are focused on its implementation in the Merdeka Curriculum. The final result referred to the conclusion of the analysis, at which stage Madrasah have successfully implemented the Merdeka Curriculum especially in English teaching and learning ar 10th grade.

E. Research Thinking Framework

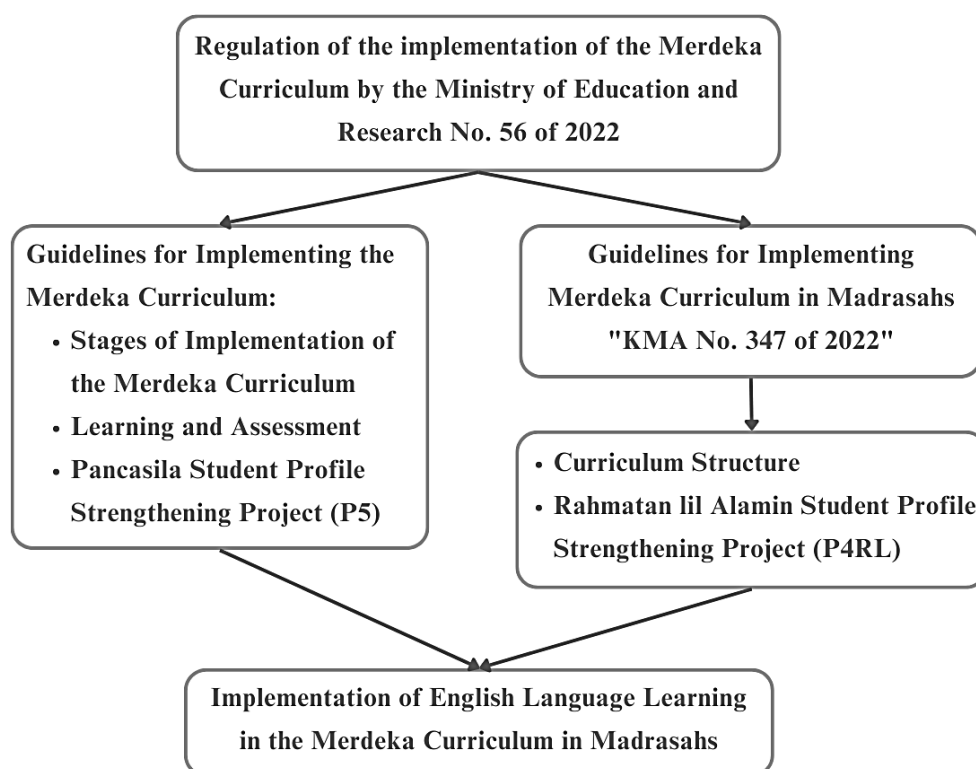


Figure 2.2 Research Thinking Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the research method used in this study. It consists of research approach, research location, research participants, data source, research instrument, data collecting, data validity test, data analysis, and research procedure.

A. Research Methodology

Research methodology is a scientific process or way to obtain data for research purposes. In the research entitled "Implementation of English Lesson in the Merdeka Curriculum at MAN 2 Ponorogo", researcher need a deep understanding in order to be able to fully and deeply describe the reality that occurs in the field based on the results of the researcher's observations. Therefore, a qualitative approach with a study case theory is the proper method to be applied during the research to answer the research questions. Simons (2009) proposed a case study definition based on a critical review by looking for commonalities between the various case study definitions. He stated that case studies are in-depth explorations from various perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in real life (Starman, 2013).

In addition, the researcher used case study theory because the research was carried out at a senior high school under the auspices of the Ministry of Religion (Islamic Senior High School/ Madrasah). So, the form of the planning and the implementation of English lesson in the Merdeka curriculum at Madrasah are different from other senior high schools under the auspices of the Ministry of

Education and Culture. This is because schools under the auspices of the Ministry of Education and Culture had received intense guidance for approximately one year before the Merdeka curriculum was launched.

B. Research Location

In this study, the research location was at MAN 2 Ponorogo, addressed at Soekarno Hatta Street Number 381 Keniten Village, Ponorogo District, Ponorogo Regency, East Java. This location was chosen because it is one of the Islamic senior high schools in Ponorogo, which was approved by the Ministry of Religion of the Republic of Indonesia (Kemenag) to begin implementing the Merdeka curriculum in stages in 2022. This is based on the Decree of the Directorate General of Islamic Education Number 3811 of 2022 concerning Madrasahs Implementing the Merdeka Curriculum for the 2022/2023 Academic Year. The decree also stated that the implementation provisions, namely the Merdeka curriculum, could be implemented only in 10th grade.

C. Research Participants

In qualitative research, the subjects were selected purposively; that is, they were selected with specific considerations and objectives. Researchers have the right to choose by considering anyone who is seen to understand the issues raised in research (Sugiyono, 2006). The subjects or research informants in this study were Nasta'in, S.Pd, M.Pd.I; the principal of MAN 2 Ponorogo, Siti Sa'diyah, S.Pd as staff of curriculum development, and two English lesson teachers out of a total of four English subject teachers in class X MAN 2 Ponorogo; they are Trina Purwiyati, S.Pd, and Enny Yuliani, M.Pd. The choice of school principal and one staff of curriculum development as informants was because, in this study,

researchers intended to discover the development of changes to the curriculum that schools implemented. Then, the selection of two English subject teachers was because one of them, Mrs. Trina Purwiyanti, got the most teaching schedules with a total of 4 classes in 10th grade, and the other, Mrs. Enny Yuliani only gets 1 class with her as the homeroom teacher. Therefore, it is hoped that these informants can assist researcher in answering questions in the research.

D. Data Source

The data in the study are raw materials collected by researcher from the research locations studied. These materials are in the form of particular matters that form the basis of the analysis. According to Patton (1980), qualitative data is what the subject or informant says according to the questions posed by the researcher. The words put forward by the subjects are the primary source of qualitative data, both through questions in the form of interviews and in writing through document analysis. In line with the opinion expressed by Neuman (2000), qualitative data is in the form of words, including quotations or descriptions of special events (Ahmadi, 2014). Concerning these definitions, this study's types and data sources are words, actions, written sources, and documentation.

The first data is words. The words regarding these contexts are what the informant said during the interview with the researcher (Sugiyono, 2006). In this study, the words considered as data were the words of the principal and the English Lesson teacher in 10th grade.

The second data is action. In this study, action is the action of the observed subjects, namely the actions of the English Lesson teachers in 10th grade while doing the teaching and learning activities.

The third data is a written source. The researcher needs two kinds of written data in this study, primary and secondary. The written data that is not included in the primary data type in this study is a Decree of the Directorate General of Islamic Education Number 3811 of 2022 concerning Madrasah Implementing the Merdeka Curriculum for the 2022/2023 Academic Year and Learning Objectives Flow (ATP). Besides, the primary written data is the Learning Module or the Lesson Plan (RPP) document

The fourth data is the documentation. In this study, researchers used documentation in the form of photos, videos, and voice recordings to reinforce the results of observations and interviews.

E. Research Instrument

In qualitative research, if the problem needs to be clarified and specific, then the research instrument is the researcher himself. However, after the problem to be studied is clear, the researcher can develop supporting instruments. Supporting instruments that are developed can be simple instruments that are expected to complement the data and compare with the data that has been found (Sugiyono, 2006). Researcher developed supporting instruments from interviews, observations, and documentation that would assist researcher in answering research questions.

The researcher used an interview instrument to obtain data on English language teaching and learning aspects, and information about curriculum implementation in madrasah. Meanwhile, the observation instrument helped researcher obtains data derived from documents, and also the data derived from the subject's actions.

F. Data Collection

This study uses data collection techniques in the form of in-depth interviews, observation, and documentation. These techniques align with Catherine Marshall and Gretchen B. Rossman (1998) who argue that in qualitative research, data collection is carried out in natural conditions with primary data sources. Data collection techniques are mainly carried out through observation, in-depth interviews, and documentation (Sugiyono, 2006). The research schedule can be seen in Table 3.1.

Table 3.1 The Research Schedule

No.	Activity	Date
1.	Preliminary research	7 th , November 2022
2.	Submission of research permit to the school	14 th , March 2023
3.	Conducting interviews	17 th March-4 th , April 2023
4.	Analyzing Documents	17 th , March-4 th , April 2023
5.	Conducting observations	17 th , March-4 th , April 2023
6.	Conducting data triangulation	30 th , March-21 st June 2023

1. Interview

An interview is a conversation between two or more people and takes place between the interviewee and the interviewer. As expressed by Esterberg (2002), an interview is a meeting of two people to exchange information and ideas through question and answer so that meaning can be constructed on a particular topic. Furthermore, according to Susan Stainback (1988), through interviews, researchers learn more in-depth about participants in interpreting situations and phenomena that occur, where this cannot be found through observation (Sugiyono, 2006).

In this study, the type of interview used by the researcher was an open interview, which means that in this interview, the informant knows that he is being interviewed for research purposes. Informants also know the intent and purpose of the interview. Meanwhile, the interview technique was a semi-structured interview, which means the question and answer were carried out like a daily conversation with a few questions arranged by the researcher. Furthermore, the interview transcript sheet recorded all the raw data obtained. In brief, the list of informants and data obtained is as follows:

- a. Nasta'in, S.Pd, M.Pd.I, as the head of MAN 2 Ponorogo. The interview was conducted on November 7, 2022, with data obtained about the school profile.
- b. Siti Sa'diyah, S.Pd, as madrasah curriculum development staff. The interview was conducted on June 18, 2023, with the data obtained including KOSP design, P5 planning and implementation, and reflections on implementing the Merdeka Curriculum.
- c. Trina Purwiyati, S.Pd, as a grade 10 English teacher. The interview was conducted on March 17, 2023, with the data obtained including ATP design, lesson planning and assessment, use and development of teaching tools, application of student-centered learning, the integration of assessment in learning, TaRL, and forms of teacher collaboration.
- d. Enny Yuliani, M.Pd, as a grade 10 English teacher. The interview was conducted on March 18, 2023, with data obtained including ATP design, lesson planning and assessment, use and development of teaching tools, application of student-centered learning, the integration of assessment in learning, TaRL, and forms of teacher collaboration.

2. Observation

Through this technique, the researcher conducts passive participatory observation. According to Spradley (1988), passive participatory observation means that the researcher comes to the place where the subject is being observed but is not involved in the activity (Sugiyono, 2006). Well in this case, the researcher starts the observation with descriptive observation, meaning the researcher has yet to bring up the problem to be studied, so the researcher conducts a general and thorough exploration, describing everything seen, heard, and felt. This stage is carried out through preliminary research.

Furthermore, after the researcher got the first conclusion, the researcher continued to the focused observation stage. At this stage, the researcher conducts a taxonomic analysis to find a research focus. Then, the observation continued to the selected observation stage. At this stage, the researcher described the data in more detail so that the researcher is expected to be able to find an in-depth understanding.

All observational data are recorded in field notes containing what the researcher hears, sees, experiences, and thinks in the context of data collection. Furthermore, all of these data are reflected by researcher, including implementation of Merdeka Curriculum in Madrasah, which focuses on its implementation in English language learning in 10th grade in several classes taught by research informants. The observations were carried out by researchers in Mrs. Trina's learning activities on March 30th, 2023, and Mrs. Enny April 4th, 2023.

3. Documentation

Document or documentation techniques generally collect data from non-human sources, including documents, sound recordings, and photographs.

According to Lincoln and Guba (1981), documents can be used in the research process because this source is always available, is a stable source of information, can be re-analyzed without changing, is a source of contextually relevant and fundamental information, and is a legal statement that can be meet accountability (Fadli, 2021).

G. Data Validity Test

1. Prolonged Involvement

The role of the researcher as a key instrument in qualitative research makes the participation of the researcher something important. The participation of researchers is not only carried out in a short time but requires a prolonged involvement. Prolonged involvement also strengthen the relationship between researchers and informants so that the information obtained are complete. This research extended the time for data collection starting from June 10-June 21, 2023.

2. Persistence observation

The persistence of the observation in question is finding the characteristics and elements in situations that are very relevant to the problems or issues related to learning activities during the transition period from the 2013 Curriculum to the Merdeka Curriculum. In addition, increasing persistence can also be done by making continuous observations and reading various references, such as guidelines for implementing learning and assessment in the Merdeka curriculum, decrees from the Ministry of Religion, and government laws regarding standards for implementing learning processes and assessments. In addition to reading references, researcher can also re-read research results and related documentation so that researcher's insights are broader and sharper. In this study, the researcher

carried out the research diligently by conducting the recording process independently, recording the data in manuscript form, and analyzing carefully.

3. Triangulation

Data triangulation can be interpreted as checking data through various sources, techniques, and time to increase qualitative research's theoretical, methodological, and interpretive strengths. In this research, the techniques used include triangulation with the source, the method, and the investigator.

a) Triangulation with sources

Triangulation with sources means comparing and checking back the level of trust in information obtained through various sources (Mekarisce, 2020). The application of triangulation with sources example in this study is checking the data validity regarding the implementation of the Merdeka Curriculum, which is carried out in stages by schools. The researcher compared the data obtained from various sources, they are the school principal, one curriculum development staff, two English teachers in 10th grade, and a document in the form of a Decree by the Directorate General of Islamic Education Number 3811. From these three sources, the researcher described and categorized which views are the same, which are different, and which are specific.

b) Triangulation with method

Triangulation with the method in this study is used to test the credibility of the data by checking data from the same source using different methods (Mekarisce, 2020). Its application in this research is in the form of data from interviews on implementing the Merdeka Curriculum in 10th-grade English lessons checked again using observation and documentation. If the three methods produce

different data, the researcher conducts further discussions with the relevant data sources to ensure which data is correct or all three are correct because the processes are different.

H. Data Analysis

To perform data analysis, researchers must capture, record, interpret, and present the information obtained. Data analysis must be done immediately to determine the following data collection. According to Miles and Huberman (1984), there are three types of activities in data analysis, namely data reduction, data display, and conclusions (Fadli, 2021).

1. Data reduction

In this step, the researcher summarized, choosed the main things, focused on the essentials, looked for themes and patterns, and removed unnecessary data while adjusting to the research focus. Thus, the reduced data provided a clearer picture and made it easier for researcher to collect further data and look for it when needed (Sugiyono, 2006).

2. Data Display

After the data reduction, the next step is data display. In this step, the researcher presented the data following each research focus in descriptions, charts connecting categories, etc. According to Miles and Huberman (1984), narrative text is the most frequently used form of data presentation in qualitative research (Sugiyono, 2006). Well, this study presented the data in the form of narrative text or description.

3. Conclusion

The conclusion is the final step in the data analysis stage. The researcher drew the conclusions and verify data. According to Sugiyono (2006), the expected conclusions in qualitative research are new findings that have never existed. Findings can be in the form of a description of an object previously dim or dark so that the object becomes clear when examined. Findings can be causal or interactive relationships, hypotheses, or theories (Sugiyono, 2006).

The flow of data analysis according to Miles and Huberman (1984), can be seen in Figure 3.1.

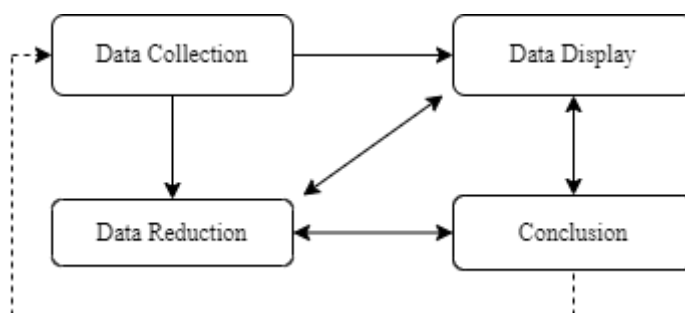


Figure 3.1 The Flow of Data Analysis

From this figure, after the researchers collected data from interviews, observations, and documentation, the researchers sorted out the data according to the research focus (data reduction). The data has been sorted out, examined with the appropriate theory, and strengthened by the results of previous research, then presented in finding and discussion (data display). From the data display, researchers then formulated research conclusions.

I. Research Procedure

There are three stages of research in this research: preliminary research, core research, and reporting of research results.

1. Preliminary Research

In this stage, the researcher carried out preliminary research, which included preparing a rough research plan, selecting research locations, arranging research permits, assessing and assessing field conditions, selecting and utilizing informants, and preparing research equipment. After that, the researcher began to prepare a research proposal to be submitted to the university to carry out the core research. This stage was held from November 2022-January 2023.

2. Core Research

At this stage, the researcher enters the field or research location and collects data. At this stage, the researcher simultaneously analyzed the data that has been collected.

3. Reporting Research Results

Reporting research results is the last stage for researchers, especially after conducting core research and data analysis.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. General Description of the Research Object

This section presented general information about the madrasah, including the madrasah profile, vision, mission, goals, current curriculum, facilities and infrastructure, and teacher and student profiles.

1. Profile of MAN 2 Ponorogo

MAN 2 Ponorogo has identity number 20584466 and madrasah statistic number 1331135020002 with A accreditation as of 2016. The total building area of MAN 2 Ponorogo is 2,444 m², with its land area being 9,788 m². In carrying out its role, MAN 2 Ponorogo develops the credo of "Ulul Albab" Madrasah, which means Strong in Faith and Taqwa (IMTAQ) and Strong in Science and Technology (IPTEK). MAN 2 Ponorogo is strategically located near the Madiun-Ponorogo main route, precisely located at Soekarno Hatta Street Number 381, Kertosari, Keniten, Ponorogo.

2. Vision, Mission, and Goals

To improve the quality of education, MAN 2 Ponorogo formulated several visions and missions to be achieved, including the aspects of Religious, Excellent, Cultured, and Integrity.

Religious means fostering religious behavior that strengthens faith and devotion. Excellent means fostering a creative mentality for madrasa residents and implementing a culture of high discipline for madrasa residents. Cultured means

fostering an appreciation of regional and national culture and cultural diversity. Integrity means instilling harmony of speech and action for madrasa residents.

In addition to the Vision and Mission, MAN 2 Ponorogo also formulated several goals to succeed the Vision and Mission. The goals that have been formulated also support the four aspects of the vision and mission. The first is in the religious aspect, including efforts to foster religious behavior that strengthens faith and devotion, fosters the spirit and habit of sincerity in charity, realizes moral behavior, and realizes awareness of congregational prayer. In the excellent aspect, it includes efforts to foster a creative mentality for madrasa residents, implement a culture of high discipline for madrasa residents, develop a curriculum according to future needs, implement effective and efficient learning following the demands of cultural and technological developments, and foster the habit of reading, writing and producing work.

In the aspect of culture, school goals include fostering an appreciation of regional and national culture and cultural diversity, implementing a culture of cooperation for madrasa residents, fostering an independent and responsible person towards tasks, and fostering a culture of healthy living for community members. Moreover, finally, in the aspect of integrity, the school's goals include efforts to instill harmony of speech and actions for madrasah residents and make the character of integrity the foundation of madrasah residents in providing services, working, learning, processing, and obtaining results.

3. Curriculum of MAN 2 Ponorogo

In 2023, MAN 2 Ponorogo implemented two types of curriculum, including the 2013 Curriculum and the Merdeka Curriculum. Based on the results

of the interview with the principle of MAN 2 Ponorogo on November 2022, The 2013 Curriculum is applied at the 11th and 12th-grade levels with three majors: Mathematics-Natural Sciences, Social Sciences, and Religion. Meanwhile, the Merdeka Curriculum is applied to grade 10 without any majors following government regulations.

Informant 3 interview excerpt:

“For now, we are implementing the Merdeka Curriculum as recommended by the Ministry of Religious Affairs and the Ministry of Education and Culture, namely only in 10th-grade. 11th and 12th-grade continue to use the 2013 Curriculum. (Nasta’in, personal communication, November 7, 2022)”

4. Facilities and Infrastructures

MAN 2 Ponorogo has developed various educational programs as a form of Madrasah readiness to become a quality Madrasah and become the choice of the ummah. The existence of PDCI classes (Special Intelligent Learners) or Accelerated classes and Achievement Development Classes is a concrete manifestation of realizing quality Madrasah. The facilities provided include representative and comfortable rooms, air-conditioned rooms equipped with an audiovisual, library, computer laboratory, multi-media laboratory, physics laboratory, biology laboratory, chemistry laboratory, electrical laboratory, sewing laboratory, mosque, gazebo, healthy canteen, basketball court, volleyball court, tennis court, sports hall, hall, large parking lot, 24-hour hotspot area, learning garden, School Health Unit (UKS), and music studio.

5. Teachers and Students Profile

Improving the quality of education at MAN 2 Ponorogo is supported by the number of teaching staff totaling 82 people, with details of 32 teachers with

magister education and four teachers still pursuing magister education, with 25 non-educational staff. Meanwhile, the total number of students is 1.151 students. In MAN 2 Ponorogo, there is excellent cooperation between students, teaching staff, non-educational staff, and committees with their respective roles to continue improving the quality of education at MAN 2 Ponorogo.

B. Findings

This section presented research results based on in-depth interviews, observations, and documentation that researchers have conducted with informants when conducting research on the implementation of English subjects in the Merdeka curriculum at MAN 2 Ponorogo.

1. Planning Aspects

This section presented the field findings on the planning aspect of the implementation of the Merdeka Curriculum at MAN 2 Ponorogo, which includes aspects of designing the Education Unit Operational Curriculum (KOSP), designing the Learning Objective Flow (ATP), learning and assessment planning, usage and development of teaching tools, and the planning of Pancasila Student Profile Strengthening Project (P5).

a. Designing The Education Unit Operational Curriculum (KOSP)

The KOSP document is one of the crucial documents that must be owned by the education unit implementing the Merdeka Curriculum. Based on the results of interviews with one of the MAN 2 Ponorogo curriculum development staff, Mrs. Siti Sa'diyah, who is also Informant 2, there were several efforts made by the madrasah in preparing the KOSP document. The madrasah's first step was to carry out the Merdeka Curriculum review after being officially appointed as one of the

madrrasah implementing the Merdeka Curriculum. In the next step, the madrasah participated in the socialization of the implementation of the Merdeka Curriculum organized by the Regional Office of the Ministry of Religion of East Java Province online, then held a workshop with a discussion in the form of technical instructions for implementing the Merdeka Curriculum by inviting National Instructor speakers. As a follow-up to the workshop, the deputy head of the curriculum section and the curriculum development team at MAN 2 Ponorogo worked to compile the KOSP document.

In addition to describing the process and efforts of the madrasah in preparing the KOSP document, Informant 2 also mentioned several parties involved in the KOSP preparation process.

Informant 2 interview excerpt:

“Those involved during the preparation are more or less the madrasah head, deputy head of curriculum, curriculum development team, madrasah committee, and madrasah supervisor (S. Sa'diyah, personal communication, June 18, 2023).”

b. Designing The Learning Objective Flow (ATP)

Understanding the Learning Outcomes (CP) listed in government regulations is the first step that teachers must master before starting the lesson. Based on the results of interviews with Mrs. Enny Yuliani, an English subject teacher of 10th grade and Informant 4, understanding CP is an important thing that teachers must master because it affects the next stage.

Informant 4 interview excerpt:

“...we as teachers are given the freedom to choose the materials listed in the CP, so automatically the teacher determines for him/herself what the goal is, and also the learning flow. Which material comes first, etc... (E. Yuliani, personal communication, March 18, 2023).”

This statement shows that teachers' understanding of Learning Outcomes (CP) is crucial to formulating learning objectives, learning flow, and what material should be prioritized in learning.

On another occasion, Mrs. Trina Purwiyati, an English teacher of 10th grade and Informant 3, explained the stages of formulating the Learning Objective Flow (ATP) used to the researcher. In this explanation, the informant pointed out that she understood the Learning Outcomes (CP) quite well, as seen by how she delivered them.

The second step is formulating learning objectives. One of ways to formulate learning objective by analyzing the competencies and scope of material in CP. Based on the interview results with Mrs. Enny Yuliani, she uses this alternative way to formulate the learning objectives that she will apply.

Informant 4 interview excerpt:

"...we as teachers are given the freedom to choose the materials listed in the CP, so automatically the teacher determines for him/herself what the goal is, and also the learning flow. Which material comes first, etc... (E. Yuliani, personal communication, March 18, 2023)."

Mrs. Enny Yuliani mentioned that teachers should determine the learning objectives they use themselves. Teachers are also free to determine and choose which material to prioritize. This statement reinforces that in preparing learning objectives, Mrs. Enny Yuliani first analyzes the scope of material and competencies contained in the CP.

For the next step, regarding the ATP preparation, based on the results of interviews and documentation, the two informants were different regarding preparing the ATP. The Informant 3 understands that the ATP used are all the same, so teachers do not need to compile their own ATP to be used, so they only need to

use the examples provided by the government. In the interview process, Informant 3 emphasized:

Informant 3 interview excerpt:

"The ATP is the same, I don't make it myself (T. Purwiyati, personal communication, March 17, 2023)."

This statement was supported by the results of the documentation conducted by the researcher. Informant 3 showed the ATP document she used in the form of an ATP example provided by the government.

TUJUAN PEMBELAJARAN			ALOKASI WAKTU	ACUAN KEBAHASAAN
NO (Materi, Sub Keterampilan, Instrumen/Aliran)	A. MENYIMAK dan BERBICARA			
10. A.1	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan personal preference, feelings and emotions serta strategi inisiasi dan pemertahanan pertuturan)	8 JP	1. TOPIK <ul style="list-style-type: none"> Natural & Social phenomena Effective learning Interest, hobby, and Leisure time activities Digital technology & Social Media Usage in Learning Indonesia Cultural Diversity The Physical & Social Environment of Community Academic & Social Activities Life styles & Current affairs Human, Flora & Fauna Personal History Biography Indonesia history World history 	
10. A.2	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan thinking verbs serta strategi inisiasi dan pemertahanan pertuturan)	8 JP		
10. A.3	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk argu dan puisi secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP		
10. A.4	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi	8 JP		

ELVY/FASE EF/INGGRIS/2021 4

Figure 4.1 The First Page of the ATP Used by Informant 3

Meanwhile, from the interview with Informant 4, it is known that he formulated her own ATP to be used in learning. Informant 4 emphasized:

Informant 4 interview excerpt:

"I made my own ATP, without adapting it (E. Yuliani, personal communication, March 17, 2023)."

The statement was also corroborated by the documentation by the researcher. Informant 4 showed the ATP document that she compiled herself.

ELEMEN/ CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	JP	KATA/FRASA KUNCI, TOPIK/ KONTEN, DAN PENJELASAN SINGKAT	PROFIL PELAJAR PANCASILA/ RAHMATAN LIL ALAMIN	KEGIATAN	GLOSARIUM
Menyimak-Berbicara Peserta didik menggunakan Bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks deskripsi lisan yang disajikan dalam bentuk multimoda dengan topik atlet berprestasi.		Kata/frasa kunci: Kontek, gagasan utama, deskripsi, multimoda Topik/konten Inti: Menyimak dan berbicara Penjelasan singkat: fokus pembelajaran adalah menyimak dan berbicara untuk mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks deskripsi	1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. 2. Berkebinekaan Global 3. Bergotong Royong 4. Kreatif 5. Bernalar Kritis. 6. Mandiri Bernalar kritis yang ditunjukkan melalui kegiatan mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks deskripsi.	mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks deskripsi	Kontek: gagasan utama... deskripsi... multimoda...

Figure 4.2 The First Page of the ATP Compiled by Informant 4

c. Learning and Assessment Planning

In the learning and assessment planning, Informant 3 and 4, who are 10th-grade English teachers, agreed that the teaching module must be compiled by themselves. According to both of them, the preparation of individual teaching modules aims to make the learning process adaptable to the conditions and needs of students.

Informant 3 interview excerpt:

"I made the module by adapting the examples provided by the government. If I only use the module provided, it will not suit my class (T. Purwiyati, personal communication, March 17, 2023)."

Informant 4 interview excerpt:

"I made my own teaching module without adapting it (E. Yuliani, personal communication, March 18, 2023)."

"...adjusting to the needs of the students in my class. Their conditions are different from the conditions of students in other classes, so I have to make my own (E. Yuliani, personal communication, March 18, 2023)."

Besides the interview stage, documentation was also carried out to reconfirm the validity of each informant's statement. According to the results of documentation on the teaching modules used by informants, it is known that each

teaching module made has met the minimum standards of the main components that must be contained in a teaching module. There are five main components that must be included in the teaching module. The first component is learning objectives. In the teaching module that be observed by the researcher, Informant 4 focused on the analytical exposition materials, as can be seen on Figure 2.

1. TUJUAN PEMBELAJARAN
<p>Saya mengajarkan materi : teks analytical exposition Dengan tujuan siswa mampu</p> <ol style="list-style-type: none"> 1. Menyebutkan fungsi social, generic structure, dan ciri-ciri kebahasaan teks analytical exposition 2. Mengidentifikasi gagasan utama dan info terperinci teks analytical exposition 3. Mengidentifikasi makna tersurat teks analytical exposition 4. Menulis teks analytical exposition

Figure 4.3 Learning Objectives Contained in Informant 4's Teaching Module

The second component is learning steps or activities. Informant 4 mentioned learning activities for several meetings in one teaching module, as can be seen on Figure 2.

<p>Kegiatan Inti Pembelajaran 1</p> <ul style="list-style-type: none"> • Siswa dibagi kelompok kecil/berpasangan • Peserta didik membacakan dialog berpasangan • Setiap kelompok mengidentifikasi expres: giving opinion dan asking opinion beserta jawabannya dan mengajikan di table yg disediakan guru • Setiap kelompok bergantian menyampaikan hasil kerjanya 	75 menit
<p>Kegiatan Inti Pembelajaran 2</p> <ul style="list-style-type: none"> • Siswa dibagi kelompok kecil/berpasangan • Peserta didik merangkum ekspresi opinion dan asking opinion ke dalam buku tulis • Setiap kelompok bergantian tanya jawab pendapat tentang segala sesuatu yang ada di lingkungan sekolah menggunakan ekspresi yg sudah dipelajari • Guru moving berkeliling mengamati dan memberi masukan kalau ditemukan kesulitan pada peserta didik 	75 menit
<p>Kegiatan Inti Pembelajaran 3</p> <ul style="list-style-type: none"> • Siswa dibagi 2 kelompok • Peserta didik sebagian diberikan topik pentingnya seragam sekolah pada anak SMA, dan sebagian lainnya topiknya Seragam sekolah tidak penting diterapkan pada siswa SMA • Setiap kelompok mencari argumen2 untuk mendukung pendapatnya • Setiap kelompok mempresentasikan hasil kerjanya • Guru dan siswa memberi kesimpulan terhadap topik yg baru dibahasnya 	75 menit

Figure 4.4 Learning Activities Included in Informant 4's Teaching Module

The third component is assessment plan for early learning. In the Informant 4's teaching module, she provided the sparking question as the early learning assessment. It consisted of five questions as can be seen on Figure 2.

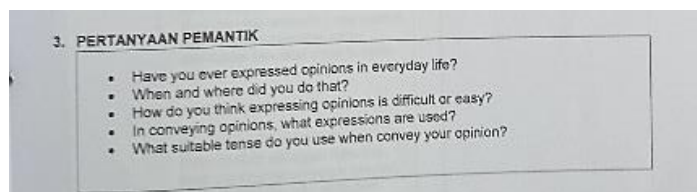


Figure 4.5 The Questions for Early Learning Assessments in Informant 4's Teaching Module

The fourth component is assessment plan at the end of the lesson along with the instruments, as be seen on Figure 2.

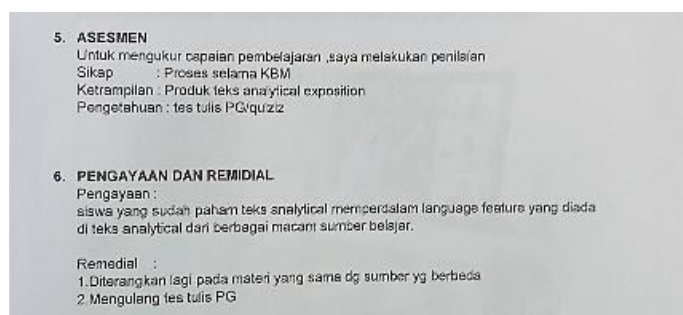


Figure 4.6 Assessment Plan at The End of The Lesson in Informant 4's Teaching Module

And the last component is learning media used during the lesson, as can be seen on Figure 2.



Figure 4.7 Media Used in Learning in Informant 4's Teaching Module

In designing learning and assessment, English teachers also explained that one of the main orientations in planning learning and assessment is that teachers must know what skills will be the targets and objectives of the learning itself. As Informant 3 said, she explained that as much as possible, the learning carried out in her class leads to the mastery of certain skills.

Informant 3 interview excerpt:

“In each material, I try to train and develop the 4 skills in English. Starting from reading, then moving on to writing, then to speaking. For listening I am still limited to relying on myself, so I haven't gotten to using certain audio from native speakers (T. Purwiyati, personal communication, March 17, 2023).”

d. Usage and Development of Teaching Tools

In addition to the KOSP, teaching tools are essential documents that teachers must own and develop. Based on the results of interviews with Informants 3 and 4, English teachers choose teaching materials from textbooks, teaching modules, and other teaching materials in the form of online sources. The selection of teaching materials is adjusted to the learning objectives achieved in class.

Informant 3 interview excerpts:

“For the reading skill, I usually give the text on the slide, then I give an example of how to read it first, then I ask the students to repeat it together. This kind of practice also trains speaking. Because in my opinion, if you want your child to be proficient in speaking, then train them first with light things like this. It will slowly build their confidence (T. Purwiyati, personal communication, March 17, 2023).”

“Most of the time I use ppt slides, but sometimes I can also use flashcards, pictures, just to adjust the material and needs (T. Purwiyati, personal communication, March 17, 2023).”

From this information, Informant 3 more often used ppt slides for learning that focuses on reading skills that also train the students' speaking skills slowly.

In addition, Informant 4 also mentioned that in addition to using textbooks, teaching modules, and online resources, she also uses learning resources in the school environment while still adjusting to the needs of students.

Informant 4 interview excerpt:

"I also occasionally carry out learning outside the classroom. Usually, the activity is in the form of observing the environment. Well, this material relates to an object or location description. So I ask the students to make a list of vocabulary individually by adjusting what objects their group agrees to observe, then later in groups, they make the text together. (E. Yuliani, personal communication, March 18, 2023)."

From this explanation, learning outside the classroom by Informant 4 is usually related to descriptive text material. The activity was explained to increase students' enthusiasm for learning.

e. The Planning of Pancasila Student Profile Strengthening Project (P5)

The regulation of implementing the Merdeka Curriculum in academic units is closely related to the Pancasila Student Profile Strengthening Project, or what is familiarly called P5. In preparing to implement this P5, the madrasah must make various efforts. Based on the results of interviews with Informant 2 regarding developing the P5 module in madrasahs, Informant 2 explained that madrasahs first organized a P5 implementation facilitation team. The team that has been formed is then distributed with their respective tasks and continues with the preparation process of compiling P5 modules and journals.

Informant 2 interview excerpt:

"Madrasah started by organizing a team of facilitators to implement P5. This team was then given their job descriptions. Then the preparation process was carried out to compile the P5 module and journal by first choosing the theme that would be implemented in Phase E in grade 10." (S. Sa'diyah, personal communication, June 18, 2023)."

2. Implementation Aspects

This section presented the field findings on the implementation aspect of the implementation of the Merdeka Curriculum at MAN 2 Ponorogo, which includes the implementation of Pancasila Student Profile Strengthening Project (P5), the implementation of student-centered learning, the integration of assessment in learning, the implementation of teaching at the right level, the collaboration between teachers for curriculum and learning purposes, the collaboration with parents/ students families in learning, the collaboration with community/ industry, and reflection, evaluation, and quality improvement of curriculum implementation.

a. The Implementation of Pancasila Student Profile Strengthening Project (P5)

The government has also issued guidelines for implementing P5 in education units. Based on the results of interviews with Informant 2, who is a member of the curriculum development team, there are several things that researchers can get, including the number of themes in the project implemented, project orientation, and the role of teachers in the project. Three themes are implemented in implementing P5: sustainable living, Unity in Diversity (Bhineka Tunggal Ika), and building the soul and body.

In addition, Informant 2 also explained the orientation of the implemented project, the teacher's role in implementing P5, and the time allocation.

Informant 2 interview excerpt:

“The Project-oriented comprehensive approach that guides learners to work individually or in groups and relates to real-world topics, with the three themes chosen, will shape the character dimension of the Pancasila learner profile. (S. Sa’diyah, personal communication, June 18, 2023).”

“Teachers play an essential role in implementing P5 because the Institute issues a letter of assignment for the facilitator team that

accompanies P5 activities consisting of 2 facilitators in each class, and P5 activities are plotted on Fridays during the 3rd to 6th lesson hours. The activity is from 08.05 to 11.00 every week. (S. Sa'diyah, personal communication, June 18, 2023).“

From this explanation, Informant 2 also informed some parties involved in the project: teachers, homeroom teachers, students, parents, madrasah committees, education practitioners, and the community. She also explained the time of implementation of project activities, which is held every Friday during the third to sixth lesson hours every week.

b. Implementation of Student-Centered Learning

Based on the interviews with the informants, the researcher found differences in the models of English learning activities applied in each of the classes they teach.

Informant 3 interview excerpt:

"For the reading, I usually give the text on the slide, then I give an example of how to read it first, then I ask the students to follow along. I go around the class to see who has not followed the reading, once I find them, I reprimand them and ask them to repeat it again with a louder voice. This kind of practice can also train their speaking ability (T. Purwiyati, personal communication, March 17, 2023)."

Informant 3's statement shows that her learning activities usually start by giving students a text displayed on the projector and guiding them to read it aloud with good and correct reading. The activity is carried out with the teacher still watching each student carefully. According to her, learning activities in this way automatically trains students' speaking skills as well.

Then, data collection continued with the observation process of teacher learning and teaching activities in the classroom on Thursday, March 30, 2023, from 07.30 to 08.50 Western Indonesian Time. During the observation, the teacher

conducted a lesson with speaking material in class 10-D. The development of speaking skills was combined with spelling bee exercises by students.

Coinciding with the first lesson time, the teacher instructs the students to pray first before greeting the students. After praying, the teacher greeted the students and started the lesson. The teacher greets the students, asks how they are, and then reads the class attendance.

In the previous meeting, the teacher distributed a paper containing a list of the vocabulary used to practice the spelling bee. After reading the attendance, the teacher called three students with better skills in English to come forward to the teacher. They were asked to spell some English vocabulary words according to the list.



Figure 4.8 Teacher Calls Three Students to Practice for Spelling Bee

After the three students with better skills finished practicing the spelling bee with the teacher, they were asked to tutor their peers. The teacher divides all students into three groups, and then each advanced student is responsible as a peer tutor to the group that has been divided.

Students who have finished practicing spelling with their friends' tutors are invited to come forward to meet the teacher to be trained in speaking skills using

flash cards. The teacher has prepared some flashcards containing vocabulary, pictures, and questions that can be applied to train students' speaking skills.

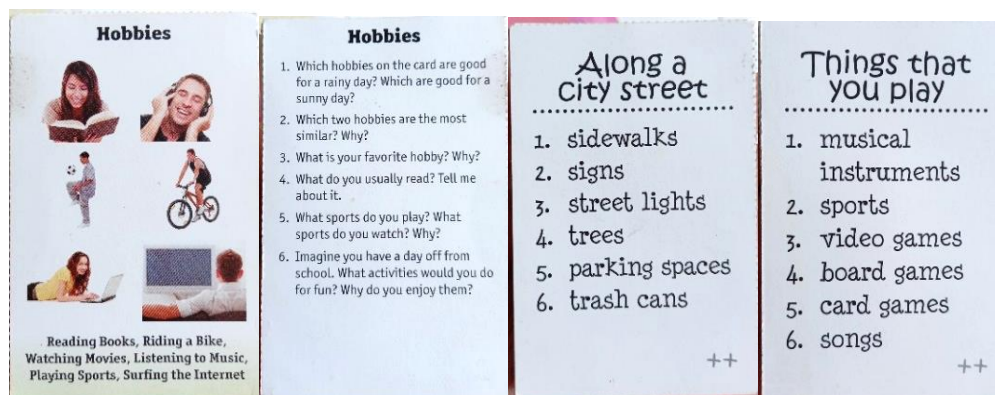


Figure 4.9 Flashcard as Learning Media

At this stage, the teacher gives clues or descriptions about the vocabulary listed on the flashcards if students need help guessing or mentioning the vocabulary in English.



Figure 4.10 Students Take Turn Facing the Teacher to Practice Speaking Using Flashcards in Turn

Students who have practiced spelling and speaking using flashcards are given one flashcard to practice with their friends in pairs. While students are practicing in pairs, the teacher supervises and gives directions by going around the class.



Figure 4.11 The Teacher Goes Around the Class to Monitor and Give Advice

After the practice was completed, two students from the class who were sent to be the school delegation to participate in the speech competition were asked to come forward and practice the results of their training. Afterward, the teacher motivated the students to continue developing their interests, talents, and potential. At around 08.45, the teacher ended the class with a greeting.

Interviews and observations were also conducted with Informant 4. Based on the results of the interview on Saturday, March 18, 2023, related to learning activities carried out by teachers, Informant 4 explained several activities that she usually applies in the classroom.

Informant 4 interview excerpts:

"...for example, the first 1/3 of the hour is used for students to learn independently, the next 1/3 is continued with questions and answers with the teacher, then the last is discussion and assignments. In the self-study stage, I usually ask the students in groups to look for material or a brief explanation of the theme of the material I provide. They can search through the internet using their cellphones. Then the results are written down for discussion and questions and answers with the teacher (E. Yuliani, personal communication, March 18, 2023)."

"...I often prioritize writing skills. For reading and speaking skills, only occasionally. I train reading and speaking at the same time during the assignment. So for example, I give an assignment in the form of a procedure text, then after creating the text, I ask them to practice the procedure. Just simple things to train their reading and speaking skills (E. Yuliani, personal communication, March 18, 2023)."

"Besides these methods, I also sometimes carry out learning outside the classroom. Usually, the activity is in observing the environment, well this material is related to the description of an object or location. So I ask the students to make a list of vocabulary individually by adjusting what objects their group agrees to observe, then later in groups, they write the text together (E. Yuliani, personal communication, March 18, 2023)."

Informant 4's statement shows that she usually applies several classroom learning activities, adjusting to the studied material or skill focus. Then, data collection continued with observing learning and teaching activities in the classroom. The observation was conducted on Tuesday, April 4, 2023, from 07.30 to 08.50 Western Indonesian Time. At the time of observation, the teacher carried out learning with reading skills material in class 10-K. The material used was a report text entitled "Cats."

After entering the class, the teacher greeted the students and asked them to continue the prayer by reading the Qur'an. After the students finished, the teacher greeted the students and read the class attendance. The teaching and learning activities began with the teacher telling the students about the material they would learn, followed by the teacher asking the students sparking questions such as "what is report text?", "what do you know about report text?", "what does the report text discuss?" and so on. After that, the teacher explained the general meaning of the text type. The teacher then distributes a paper containing an English report text with an animal theme to every two students, and then the teacher asks students in pairs to practice reading the text aloud in turn with their classmates. This activity lasts about ten minutes.

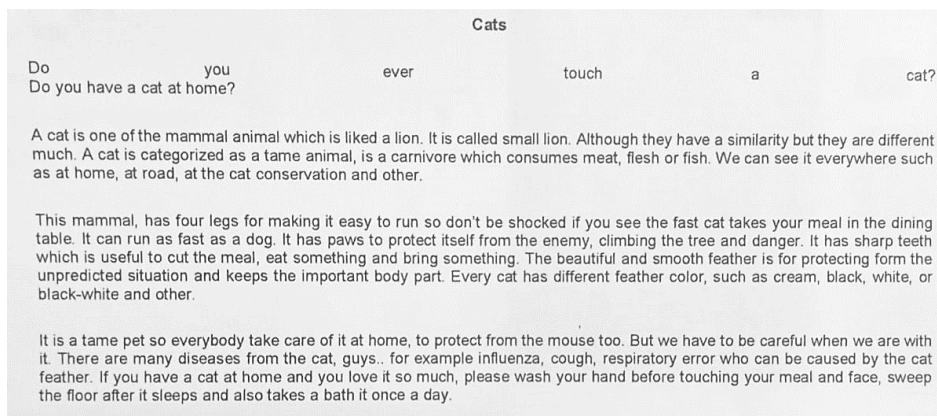


Figure 4.12 Report Text Used During Learning

After the students finish reading, the teacher chooses a random student to read the text aloud. Each student who is chosen gets to read one paragraph. After this activity, the teacher invites students to interpret the text sentence by sentence together. The teacher asks the students if anything needs to be clarified or sentences they need help understanding.

Next, the teacher explains the generic structure of the report text and invites students to discuss and determine the main idea of each paragraph. After that, the teacher asks students to mention the characteristics and purpose of the text type according to what the teacher has just explained. The material is finished, and the teacher invites students to review the material they have just learned. Once the lesson ends, the teacher closes the learning session by leading the students to read *Hamdalah* together. The teacher then greeted the students and left the class.

c. Integration of Assessment in Learning

To find out what types of assessments are applied by teachers in learning, the researcher conducted interviews and also observations on the implementation of learning by teachers in the classroom. Based on the results of the interview with Informant 3 regarding what kind of assessment she applies in the classroom,

Informant 3 explained that, at the beginning of the lesson, she conducted the diagnostic assessment to evaluate and map students' abilities. This mapping is used to facilitate teachers in determining the appropriate treatment for students.

Informant 3 interview excerpt:

"Diagnostic assessment is used to facilitate teachers in determining the treatment for students (T. Purwiyati, personal communication, June 18, 2023)."

Moreover, generally, she also conducted formative assessment through observation to evaluate the learning process.

Informant 3 interview excerpts:

"I apply assessment in the form of my own observation of the students' learning process as an evaluation of further learning. In addition to observations, of course, assignments too, can be in the form of writing or speaking practices (T. Purwiyati, personal communication, March 17, 2023)."

"I also give assignments to the students in the form of Quizziz several times. But it is rarely, only in certain materials (T. Purwiyati, personal communication, March 17, 2023)."

Then, based on the results of observations on Thursday, March 30, 2023, while carrying out learning activities, the teacher also carried out formative assessments in the form of oral formative tests. In this case, the teacher directly asked students to practice speaking with the teacher with the help of flashcards.

The researcher also interviewed Informant 4. Based on the interview results, Informant 4 explained that she usually applies formative assessment through group assignments.

Informant 4 interview excerpt:

"...I usually give group assignments (E. Yuliani, personal communication, March 18, 2023)."

"...usually writing texts, for example descriptive texts, I will ask students to observe or determine one object to observe, then each student in the

group collects as much vocabulary as possible to make the text together. Later, after the task, I give individual homework. Sometimes they produce products, sometimes using Quizziz (E. Yuliani, personal communication, March 18, 2023)."

This statement shows that Informant 4 usually provides formative assessments, which include group observation and writing.

Then, based on the results of observations carried out on Tuesday, April 4, 2023, while carrying out learning activities, the teacher also asked simple questions to students several times so that discussions were formed between teachers and students.

Observation excerpt:

» Teacher: *"What type of text structure does the first paragraph belong to?"*»

» Teacher: *"From this text, what is the purpose of the text?"* »

d. Implementation of Teaching at the Right Level (TaRL)

Based on the results of the interview with Informant 3, she teaches all students in her class using the same materials and the same methods. For the small number of students who have yet to achieve the targeted learning objectives, Informant 3 assists them after class by asking them to come to see her in the office.

Informant 3 interview excerpt:

"During this learning process, I position myself as a mentor who supervises and allows them to consult about the difficulties they experience. So I guide them one by one. For students who are still lacking, I usually ask them to meet me again in the office after class hours so that their learning achievements are the same as their other friends. (T. Purwiyati, personal communication, March 17, 2023)."

In striving to learn according to their level by giving more attention to students who still need to be ready, Informant 3 also provides more enrichment and diverse challenges to students that she considers already at the advanced stage. The

form of challenge is like being a peer tutor or being proposed to participate in various competitions outside the school.

Based on the observation on Thursday, March 30, 2023, Informant 3 asked three students who were considered to have higher learning achievements to tutor their friends. They practiced spelling English vocabulary in groups, each tutored by one student at the advanced stage.



Figure 4.13 Spelling Practice by All Students in Group

Observations were also made on the lesson conducted by Informant 4 on Tuesday, April 4, 2023, in class 10-K. The lesson carried out was about the linguistic structure of the report text. The lesson was carried out with the English teacher explaining the general meaning of the report text, asking students to read aloud, then continued with the English teacher explaining the general structure of the text by occasionally inviting students to discuss. At the end of the lesson, the English teacher also invited students to review the material they had learned.

e. Collaboration between Teachers for Curriculum and Learning Purposes

Based on the interview results, when preparing the teaching module, Informant 3 stated that she occasionally held discussions with other teachers to share their knowledge.

Informant 3 interview excerpt:

"In the process, I did sharing with other teachers. We just take the knowledge, the rest still goes back to the needs of my own class (T. Purwiyati, personal communication, March 17, 2023)."

Meanwhile, based on the results of interviews with Informant 4, she explained that in the madrasah there is an internal MGMP forum. This forum serves to share information among English teachers about lesson planning and implementation. Nevertheless, she emphasized that in preparing teaching modules, she compiled them independently by referring to the instructions in the guidelines provided by the government.

Informant 4 interview excerpt:

"In this madrasah, there is an internal MGMP which is usually used to share information about learning. But even so, I designed my own by referring to the guidelines and adjusting the needs of the students in my class (E. Yuliani, personal communication, March 18, 2023)."

f. Collaboration with Parents/ Families in Learning

Collaboration between teachers and parents in learning is carried out after the implementation of the project, at the end of even semester. Based on Informant 3 explanation, the homeroom teacher coordinates with parents through the Whatsapp group after the project ends. Information about student development and obstacles experienced by students is obtained by homeroom teachers from each subject teacher.

Informant 3 interview excerpt:

"Usually the homeroom teacher gets the information from the subject teacher, then it is conveyed and coordinated to the parents through the Whatsapp group (T. Purwiyati, personal communication, June 18, 2023)."

g. Collaboration with Community/ Industry

The Merdeka curriculum encourages education units to collaborate with various parties to support learning. Based on the results of interviews with one of the madrasah curriculum development staff as well as Informant 2 regarding which parties are involved in learning, especially co-curricular learning or P5, she mentioned that the madrasah collaborates with parents, educational practitioners, and the community.

Informant 2 interview excerpt:

“Several parties are involved in the project: teachers, homeroom teachers, students themselves, parents, the madrasah committee, education practitioners, and the community. (S. Sa’diyah, personal communication, June 18, 2023).”

h. Reflection, Evaluation, and Quality Improvement of Curriculum

Implementation

MAN 2 Ponorogo has reflected on the end of the even semester of the 2022-2023 academic year on the implementation of the Merdeka Curriculum. This reflection found obstacles in the curriculum implementation process, especially in the diagnostic assessment. Solutions to these obstacles are sought through sharing with teachers and bringing in National Instructor resource persons from the Ministry of Education and Culture. This description was conveyed by Informant 2.

Informant 2 interview excerpt:

“We organized a workshop by conveying in National Instructors related to the implementation of Merdeka Curriculum Technical Guidelines (S. Sa’diyah, personal communication, June 18, 2023).”

C. Final Findings

Based on the research findings and discussion, the final findings of this study are as follows:

1. The planning process stage of implementing the Merdeka Curriculum at MAN 2 Ponorogo is as follows:
 - a. Designing the KOSP at MAN 2 Ponorogo is at the developing stage because even though it has designed the KOSP independently, in designing the document, it has yet to involve various stakeholders following the Ministry of Education and Culture's recommendations.
 - b. Designing ATP in grade 10 English lessons by Informant 3 and 4 at MAN 2 Ponorogo are at various stages. Each informant reaches a different stage, the developing and advanced stages. In designing ATP, each informant has different principles. However, the decisions and actions taken remain following applicable regulations.
 - c. Learning and Assessment planning in grade 10 English lessons by Informant 3 and 4 at MAN 2 Ponorogo are at the advanced stage. Both informants develop lesson plans and assessments independently based on student needs.
 - d. Usage and development of teaching tools in grade 10 English lessons by Informant 3 and 4 at MAN 2 Ponorogo are at the developing stage. Apart from using teaching materials sourced from textbooks and modules, both informants utilize online sources and the surrounding environment as additional teaching materials.
 - e. P5 planning at MAN 2 Ponorogo is at the advanced stage. Madrasah and the facilitator team develop project ideas and modules according to the local context, student needs, and student interests.
2. The implementation stage of English learning and teaching in the Merdeka Curriculum at MAN 2 Ponorogo

- a. The implementation of P5 at MAN 2 Ponorogo is at the ready stage. Madrasah implement projects with the amount following the regulation, 3-4 themes in Phase E. The teacher acts as a facilitator, and the projects developed are oriented toward understanding the theme concept. Madrasah also integrate P5 with P4RL following the Ministry of Religious Affairs regulations.
- b. Implementing student-centered learning in grade 10 English lessons by Informant 3 and 4 at MAN 2 Ponorogo are at a varied stage, the beginning stage and the ready stage. Both English teachers use varied learning methods that follow learning objectives and students' needs. Informant 3 is skilled as a facilitator by providing more opportunities for students to learn independently and be responsible for their learning process. However, Informant 4 is still biased in implementing this method.
- c. Integration of assessment in learning in grade 10 English lessons by Informant 3 and 4 at MAN 2 Ponorogo are at the developing and advanced stage. English teachers use the results of diagnostic assessments to design differentiated learning according to students' achievements and can make learning adjustments throughout the learning process. Informant 3 applied the diagnostic assessment result well; however, Informant 4 still needs some adjustments.
- d. The implementation of TaRL in grade 10 English lessons by Informant 3 and 4 at MAN 2 Ponorogo are at the beginning and advanced stage. Informant 3 divides students in the class into two groups based on their learning outcomes. The teacher also guides students who need more practice and provides

additional enrichment for proficient students. However, Informant 4 still needs to implement differentiated learning treatments in her class.

- e. Collaboration between teachers for curriculum and learning purposes at MAN 2 Ponorogo is at the developing stage. English teachers discuss with other English teachers to share understanding and information about lesson planning and implementation through the internal MGMP forum. Teachers are also actively involved in the implementation of the P5 project.
- f. Collaboration with students' families in learning at MAN 2 Ponorogo is at the developing stage. Homeroom teachers coordinate with other subject teachers to discuss students' progress and obstacles to be conveyed to parents or students' families through WhatsApp groups.
- g. MAN 2 Ponorogo's collaboration with the community/industry is at the ready stage. MAN 2 Ponorogo involves the community in the implementation of P5.
- h. Reflection, evaluation, and quality improvement of curriculum implementation at MAN 2 is at the developing stage. Madrasah conduct reflection and evaluation with some teachers, and still need to be data-based. Some teachers use the results to adjust lesson planning.

D. Discussions

This section presented data discussion on the planning and implementation process of the Merdeka Curriculum at MAN 2 Ponorogo, especially in English language learning in class 10.

1. Planning Aspects

This section presented the discussion about the findings that have been presented. It includes the implementation aspect of the planning of the Merdeka

Curriculum at MAN 2 Ponorogo, consisting aspects of designing the Education Unit Operational Curriculum (KOSP), designing the Learning Objective Flow (ATP), learning and assessment planning, usage and development of teaching tools, and the planning of Pancasila Student Profile Strengthening Project (P5).

a. Designing The Education Unit Operational Curriculum (KOSP)

Based on the data above, it can be seen that the preparation of the KOSP document at MAN 2 Ponorogo was carried out by the deputy head of the curriculum section and the curriculum development team. The other parties involved are the madrasah head, madrasah committee, and supervisor. Based on the parties involved in the preparation of the document, the madrasah, in this aspect, is included in the developing stage category (BSKAP Kemendikbudristek, 2022d).

The KOSP document is a document that contains the entire plan of the learning process organized in the school and also as a guideline for the implementation of learning in schools (Merliza, 2022). In developing the KOSP, several principles must be adhered to by education units. These principles include student-centered, contextual, essential, accountable, and involving various stakeholders. The stakeholders include the school committee, parents, organizations, and various centers (BSKAP Kemendikbudristek, 2022b). If these stakeholders are not all involved, the school has yet to reach the advanced stage, even though it has successfully developed a contextualized KOSP independently (BSKAP Kemendikbudristek, 2022d).

b. Designing The Learning Objective Flow (ATP)

Based on the data above, it was found that the two English teachers had differences in designing the ATP. Informant 3 designs ATP by making adjustments

to the ATP provided by the Ministry of Education and Culture by adjusting to student needs. From this data, regarding The Stages of Implementing the Merdeka Curriculum by the Ministry of Education and Culture, Informant 3 is at the developing stage in designing ATP (BSKAP Kemendikbudristek, 2022d).

In addition, Informant 4 designed the ATP by developing the ATP independently by referring to the Learning Outcomes according to the phase. Informant 4 explained that preparing the ATP begins with understanding the Learning Outcomes and formulating learning objectives. After these two steps are completed, then the English teacher compiles the ATP from the learning objectives that have been compiled. Based on this data, regarding The Stages of Implementing the Merdeka Curriculum by the Ministry of Education and Culture, Informant 4 is at the advanced stage in the aspect of designing the ATP (BSKAP Kemendikbudristek, 2022d)

Moreover, Informant 4 also explained that in the second stage of ATP design, namely formulating learning objectives, informant 4 formulated it by analyzing the competencies and scope of material in the learning outcomes. This action follows the direction of the Ministry of Education and Culture in the Guidelines for Implementing Learning and Assessment. In the guide, the government explains three alternative ways teachers can apply to formulate learning objectives. The first alternative, teachers can directly formulate based on CP. The second alternative, teachers can formulate learning objectives by analyzing the competencies and scope of material in CP. Furthermore, the third alternative, teachers can formulate learning objectives across CP elements. In conclusion,

Informant 4 formulated the learning objectives following the second alternative (BSKAP Kemendikbudristek, 2022a).

From the findings of the two informants above, the importance of teachers' ability to design the Merdeka Curriculum in the aspect of designing ATP is a necessity (Putri et al., 2022). Because in the context of the Merdeka Curriculum, the government allows teachers to design ATP according to students' abilities so that no students experience learning loss (Jojor & Sihotang, 2022). The concept of the Merdeka Curriculum, which prioritizes the formation of independence in thinking, requires teachers to develop innovative learning concepts for students because teachers are the main milestone in supporting success in education (Manalu et al., 2022).

c. Learning and Assessment Planning

Based on the data above, both English teachers have conducted lesson planning and assessment by developing teaching modules independently based on students' needs. This data shows that both English teachers are at the advanced stage in the aspect of lesson planning and assessment (BSKAP Kemendikbudristek, 2022d).

In addition, both informants also stated that they chose to develop the module independently to suit their students' needs. As stated in a study by Maulida (2022), teaching modules significantly support teachers in designing learning. Therefore, ideally, teachers need to compile teaching modules optimally (Maulida, 2022). This statement is emphasized in research by Setiawan (2022), which explains that teachers need to know and understand the concept of teaching modules to make the learning process more exciting and meaningful (Setiawan et al., 2022).

Furthermore, based on the results of document observation, the teaching modules prepared by informants have included the minimum components that must be included in the teaching modules according to the guidelines published by the Ministry of Education and Culture. However, in the assessment plan component, informants have yet to include the implementation and function of the assessment in detail, so the teaching modules do not fully meet the criteria. Moreover, an explanation of the implementation and function of the assessment is needed in the teaching module to make it easier for teachers to carry out quality learning (Adicita et al., 2023; Wahyuni & Fatimah, 2023).

In addition to understanding the concept of teaching modules, teachers must also understand the orientation and learning targets to be implemented, which will be contained in the learning activity points. Therefore, orientation and learning targets need to be planned before planning the teaching module (Nurhikmayati et al., 2023). Based on the interview results with Informant 3 and 4, they mentioned that before compiling the teaching module, they first designed the activities that would be carried out in class. The activities they designed were oriented toward students' mastering four English skills, including reading, writing, speaking, and listening. The planning is, of course, following the stages of designing teaching modules (Nurhayati et al., 2022).

According to Informant 3, she explained the activities that usually she conduct in the class. She usually applies a drilling system to develop both reading and speaking skills. She presents the text through the projector, practices reading properly and correctly, and asks students to follow together or randomly point to individual students to repeat. Well, according to her, speaking skills can be

developed by training students with activities such as drilling so that students' pronunciation is first trained. Then students are given more intense speaking exercises such as spelling bees and simple conversation practices with the help of flashcards.

Also, to train writing skills, Informant 3 usually assigns students in groups to create concept maps of the text they will create according to the theme that has been given. Each group generally only contains about 3-4 people, so students can play an active role in their respective groups. Groups that have finished compiling concept maps will be asked to consult the results of their work with the teacher. Groups still having difficulty even after class hours will be asked to go to the teacher in the teacher's room for more guidance.

Meanwhile, according to Informant 4, she often prioritizes writing skills. In developing writing skills, Informant 4 usually conducts activities outside the classroom, such as observing the environment. This kind of activity is related to the description text. Informant 4 asks students to make a vocabulary list individually by adjusting to the objects they decided to observe. Then the vocabulary will help them to write the description text.

Moreover, for reading and speaking skills, Informant 4 explained that she trained in reading and speaking simultaneously during the assignment. For example, she gave the students a group assignment to make the procedure text. After creating the text, the students are asked to read the text and practice the procedure without reading the text.

In addition, based on the explanation above, English teachers' understanding that English skills consist of four skills differs from the latest

regulations in the Merdeka Curriculum. In the Merdeka Curriculum, students' English language skills consist of three elements, each of which consists of two skills, so the total English language skills in the Merdeka Curriculum are six. These elements and skills are listening-speaking, reading-viewing, and writing-presenting. (Keputusan Kepala BSKAP Kemendikbudristek Tentang Capaian Pembelajaran, 2022). From this information, it can be shown that English language skills in this curriculum are more than just emphasized four types of skills, including reading, writing, listening, and speaking (Nisa et al., 2023). Also, teachers' understanding of the skills that must be developed in students in the Merdeka Curriculum is still biased with the skills in the 2013 Curriculum.

d. Usage and Development of Teaching Tools

Based on the data exposure above, several findings exist in using and developing teaching tools that focus on the teaching materials used. In this aspect, English teachers use teaching materials sourced from textbooks, teaching modules, and other teaching materials in the form of online resources and learning resources around the school environment. This data shows that both English teachers are at the developing stage (BSKAP Kemendikbudristek, 2022d). As stated in a series of indicators of the Implementation Stages of the Merdeka Curriculum in Education Units, teachers are at a developing stage if they can select materials from textbooks, teaching modules, and other teaching materials to suit the local context and student needs (BSKAP Kemendikbudristek, 2022d).

What the two English teachers have done is very appropriate in developing teaching tools because, in addition to using textbooks and teaching modules, English teachers have used other teaching materials based online and in

the surrounding environment (Aisyah et al., 2023). This statement is supported by research by Rosmianti et al. (2022), which explains that efforts that can be made to improve learning effectiveness include selecting and using teaching materials that are under the conditions and needs of students (Rosmianti et al., 2022).

Based on the interview results, Informant 3 also explained that she utilized PowerPoint slides to teach reading and speaking skills-oriented materials. She presented the text through PowerPoint slides displayed on a projector. Then, she reads the text well and correctly and asks students to follow her, either together or in turn. According to Informant 3, repeating the teacher while reading the text can train speaking skills gradually, especially practicing pronunciation so that when students are faced with more difficult speaking materials, students are ready. Therefore, using PowerPoint as one of the teaching tools is considered to be quite helpful for both teachers and students, especially in improving students' ability in English reading skills (Hadiyanti, 2019). In addition, PowerPoint is also effective in helping to increase students' interest in speaking (Nurohmat et al., 2023). So, the teacher's decision to utilize PowerPoint to help the English learning process in her class is the right step.

In addition, based on the interview with Informant 4, it is known that she also planned English learning outdoors to increase students' enthusiasm. Informant 4 carried out learning outside the classroom on materials that focus on developing students' writing skills, with materials such as descriptive text. The activities can be in the form of observing objects in the environment. From these observations, students are asked to write down the vocabulary that matches the observed object. From the vocabulary list, students can begin to compose a complete description text

about the object they observed. Based on a study, an outdoor learning can reduce foreign language anxiety in students. In addition, outdoor learning also has many benefits that can be felt directly by both teachers and students, such as increased learning motivation and more active learning (Morlans, 2023).

e. Project Planning for Pancasila Student Profile Strengthening Project

(P5)

Based on the data above, at the P5 planning stage, the madrasah made several efforts to prepare to implement P5 in the madrasah. The most important thing is to develop the implementation module. In the process, the madrasah formed a team of facilitators to develop the project module. The facilitator team then prepares the project module, from selecting themes and objectives to the development of activities and assessments independently. These efforts show that the development of the project module at MAN 2 Ponorogo is at an advanced stage even though (BSKAP Kemendikbudristek, 2022d). Even though in its preparation, the facilitator team fully plans the P5 module without involving students' opinions and ideas, madrasah have made considerable efforts in designing P5 projects (BSKAP Kemendikbudristek, 2022c).

In planning the implementation of P5, schools need to develop a module. The P5 module is a document containing the objectives, steps, learning media, and assessments needed to implement the project (Mahanani et al., 2023). In its preparation, schools, through the facilitator team, have the flexibility to create, select, and modify the available project modules by adjusting students' context, characteristics, and needs (BSKAP Kemendikbudristek, 2022c). However, the involvement of various stakeholders in the module development process must also

be considered so that the implementation of the project runs smoothly, mainly by listening to the opinions and ideas of students as the target implementers (Aulia et al., 2023).

2. Implementation Aspects

This section presented the discussion about the findings that have been presented. It includes the implementation aspect of the implementation of the Merdeka Curriculum at MAN 2 Ponorogo, consisting the implementation of Pancasila Student Profile Strengthening Project (P5), the implementation of student-centered learning, the integration of assessment in learning, the implementation of teaching at the right level, the collaboration between teachers for curriculum and learning purposes, the collaboration with parents/ students families in learning, the collaboration with community/ industry, and reflection, evaluation, and quality improvement of curriculum implementation.

a. The Implementation of Pancasila Student Profile Strengthening Project (P5)

Based on the data exposure above, there are several findings related to the implementation of P5 in madrasah, including the number of project themes implemented, project orientation, and the role of teachers in project implementation.

The government has set a minimum and maximum number of themes to be selected for the project. The division of this number is categorized based on the phase that the student is in. In Phase E, the government recommends that education units take 3 to 4 profile projects with different themes (BSKAP Kemendikbudristek, 2022c). Based on Informant 2's explanation, MAN 2 Ponorogo chose three themes

for their project. The themes include a sustainable lifestyle, Unity in Diversity (Bhineka Tunggal Ika), and Building the Soul and Body. This amount certainly follows the government's recommendation to choose at least three themes for Phase E (BSKAP Kemendikbudristek, 2022c).

The selection of the three themes, especially the theme of Unity in Diversity, is an excellent step to integrate the P5 program by the Ministry of Education and Culture with P4RL by the Ministry of Religion, following the recommendations written in KMA Number 347 of 2022 concerning Guidelines for Implementing the Merdeka Curriculum in Madrasah (KMA Number 37 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah, 2022). The embodiment of the theme of Unity in Diversity explained by the Ministry of Education and Culture is that students are expected to be able to recognize and promote a culture of peace and non-violence and learn to build a respectful dialogue about diversity and the values of their teachings. Students are also expected to learn the perspectives of various religions and beliefs, critically and reflectively examining negative stereotypes and their impact on conflict and violence (Saputra et al., 2022). Therefore, the theme of Bhineka Tunggal Ika is closely related to the orientation of P4RL, i.e., religious moderation.

The following finding is related to the orientation of project implementation at MAN 2 Ponorogo. Informant 2 explained that P5 at MAN 2 Ponorogo is oriented towards a comprehensive approach that instructs students to work individually or in groups and relates to real-world topics. The two orientations chosen represent an understanding of the concepts according to the project theme

(Saraswati et al., 2022). They hope that the chosen theme and orientation can shape students' dimensional character.

The last finding in the implementation aspect of P5 is about the role of teachers in the project. Based on data exposure, teachers are the facilitator that accompanies the activities. It is supported by the results of research by Nafaridah et al. (2023), which explained that in the implementation of the project, the teacher plays an essential role in order to helping students build the characters targeted in the project by acting as a facilitator (Nafaridah et al., 2023).

From these three findings, in the aspect of implementing P5, MAN 2 Ponorogo is at the ready stage. Based on the criteria in the Implementation Stages of the Merdeka Curriculum by the Ministry of Education and Culture, an educational unit is said to be at the ready stage if it implements P5 in the amount recommended by the government. In addition, the project runs with the teacher as a facilitator so that project activities begin to be oriented towards understanding the concept of the theme taken (BSKAP Kemendikbudristek, 2022d).

Furthermore, based on the data, MAN 2 Ponorogo has not integrated English learning into the projects implemented. In this case, several ways can be considered, including incorporating English learning into projects. Projects can provide students with more opportunities to develop their English language skills, for example, by asking students to research, analyze, and present the results of their projects using English (Cahya & Syafrizal, 2022).

b. Implementation of Student-Centered Learning

Based on the data above, both English teachers use various teaching methods in implementing student-centered learning. However, their roles in the

classroom are different. In the learning process, Informant 3 plays a more dominant role as a facilitator, as shown by giving more opportunities for students to learn independently and take responsibility for their learning process. From the data, in this aspect, Informant 3 is at the ready stage (BSKAP Kemendikbudristek, 2022d). On the other hand, in the learning process, Informant 4 acts a lot like an instructor who directs students' activities throughout the learning process. Therefore, from the data, Informant 4 is at the beginning stage of implementing student-centered learning (BSKAP Kemendikbudristek, 2022d).

In student-centered learning, the teacher acts more as a facilitator. As facilitators, teachers are essential in building a learning environment that supports successful student learning and motivates students to achieve their goals (Kosimova, 2023). In this case, Informant 3 discovered it by providing students with learning activities like spelling practice. Students in groups were tutored by one of their friends to take turns spelling various vocabulary words provided by the teacher. Students were also given flashcards containing clues and specific images that can become speaking topics, such as images of various places. They are mountains, forests, beaches, and the rest. The students can conduct the conversation referring to the images, like where they want to live. It is near the forest, near the beach, or somewhere else. The flashcards also provided a question list that guided the students about the topics they could take. The practice of speaking using flashcards is carried out in pairs. With this activity, the teacher also succeeded in creating a learning atmosphere recommended by the government, namely an interactive, fun, and motivating learning atmosphere for students to participate

actively (Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

Several previous studies have also suggested the success of English language learning that applies to student-centered learning (Athirah et al., 2020; Jaiswal & Al-Hattami, 2020; Kassem, 2019). Implementing student-centered learning improved memory and proficiency in English vocabulary knowledge, improved students' affective ability, and increased student achievement. Student-centered learning can be implemented by assigning students' roles, using props such as pictures, charts, audio, games, and worksheets, evaluating the learning process and learning products done in groups to test the success of their collaboration, and providing more language-based learning activities.

c. Integration of Assessment in Learning

Based on the data above, there are several findings on integrating assessment in learning, including using initial assessment (diagnostic assessment) by English teachers and implementing formative assessment.

First, based on the interview results, English teachers have carried out assessments at the beginning of learning to evaluate and map students' abilities, which then become a reference for determining appropriate treatment according to the level of ability that has been identified. The actions teachers have taken are under the function of diagnostic assessment, which is a tool to diagnose students' basic abilities (BSKAP Kemendikbudristek, 2022a). In line with research by Kosimov (2022), which explains that through diagnostic assessments, teachers can analyze student needs because this assessment will help teachers identify the weaknesses and strengths of their students. (Gafforov & Abdulkhay, 2022).

In addition, in the Learning and Assessment Guidebook published by the Ministry of Education and Culture, there are several assessment principles, one of which states that assessment is an integrated part of the learning process which is realized by educators strengthening assessment at the beginning of learning to design learning according to student readiness (BSKAP Kemendikbudristek, 2022a).

The second finding in this aspect is the implementation of formative assessment by English teachers in their respective classes. Based on the results of interviews with both informants, they both implement formative assessment during the learning process they carry out. The difference lies in the type of assessment activities implemented. The assessment techniques used by the informants seem to be in line with the examples of assessment techniques provided by the government. Referring to the Learning and Assessment Guidelines published by the Ministry of Education and Culture, there are several examples of assessment techniques that can be adapted by teachers, such as observation, performance, projects, written tests, oral tests, assignments, and portfolios (BSKAP Kemendikbudristek, 2022a). Some assessment techniques adapted by Informants 3 and 4 are observation, performance, oral testm and assignments.

The first is observation. It is an assessment of students carried out on an ongoing basis through periodic observation of observed behavior, which can be carried out in daily tasks or activities. According to Informant 3, observation is done by herself on the students' learning process, how their abilities and understanding develop, how students respond to the tasks given, and how students' attitudes are during the learning process.

The second is performance. The assessment requires students to demonstrate and apply their knowledge to various contexts according to the desired criteria, such as practicing, producing products, doing projects, or creating portfolios. Informants 3 and 4 conducted performance assessments by giving students tasks like producing products such as writing to measure students' writing skills. Informant 3 also applies practices such as speaking practice to measure students' speaking skills and vocabulary mastery.

The third is written test. Tests with questions and answers presented in writing can take the form of essays, multiple choice, or other forms of written tests. Informant 3 adapts written tests by using Quizziz media on certain materials in English language learning.

The fourth is an oral test. It gives questions requiring students to answer orally and can be given classically when learning. Informant 3 did the oral test by asking students some questions with flashcards during the lesson. Meanwhile, Informant 4 questions students with simple questions are done several times between the delivery of material to create discussion between teachers and students. The questions asked are about the definition of a text, the general structures, and the text's purpose.

The last is giving tasks to students to measure knowledge and facilitate students to gain or improve knowledge. Informant 4 gave assignments to students in the form of group assignments. Students are asked to observe an object, write down vocabulary related to the object, then compile it into a descriptive text.

Moreover, both English teachers carry out formative assessments intending to evaluate students' abilities, which will then be used to present learning

more in line with students' learning achievements. As stated in the research by Budiono & Hatip (2023), the formative assessment results can be used as a basis for carrying out subsequent learning improvements (Budiono & Hatip, 2023).

In addition, based on the data exposure regarding the follow-up of formative assessments carried out by English teachers in the classroom, Informant 3 said that the formative assessment results will help teachers identify students who need additional coaching. This coaching plan encourages students to achieve the same learning outcomes as other students. This action is described in research by Darwin et al. (2023) that formative assessment also encourages teachers to be more systematic and consistent in viewing each student in all areas of development, allowing students to get individualized direction according to their needs. For example, high-achieving students can continue to increase their potential with various enrichments, and lower-achieving students can receive the support they need (Darwin et al., 2023).

From these two findings, the two English teachers are at different stages in the aspect of integrating assessment into learning. Informant 3 is at the advanced stage, and Informant 4 is at the developing stage (BSKAP Kemendikbudristek, 2022d).

d. Implementation of Teaching at the Right Level (TaRL)

Based on the data above, the two English teachers implement different learning in implementing learning that is appropriate to students' learning stages. Informant 3 divides students into two groups in her class according to their learning achievement. She also provides extra lessons for students who need more time to be ready to learn according to their class. Informant 3 gave an example of the form

of additional assistance she usually does, such as in writing material; Informant 3 usually assigns students individually or in groups to create concept maps of the text they will create according to the theme that has been given. Students that have finished compiling concept maps will be asked to consult the results of their work with the teacher. Students identified as needing additional guidance will be asked to come to the office to meet the teacher and then be guided intensively based on the students' weak points. After the students have improved their ability and can be categorised as achieving the learning target like his other friends, the teacher invites the student to return to class. These extra lessons are conducted after class hours.

In addition, based on the observation of English learning in the classroom, Informant 3 implemented TaRL by applying one of the implementation examples provided by the government, namely by providing more diverse challenges for advanced students, such as becoming peer tutors (BSKAP Kemendikbudristek, 2022a). With a total of three advanced students, they were asked to tutor their peers in spelling practice activities. In addition, for more advanced students, Informant 3 provides opportunities for them to develop their potential by coaching and providing opportunities to participate in English competitions as school delegates, of course, in various fields such as speeches, storytelling, and essays. Therefore, the learning carried out by Informant 3 can be categorized as being at the advanced stage (BSKAP Kemendikbudristek, 2022d).

On the other hand, Informant 4 conducts classroom teaching by following the learning outcomes of most students in her class. She has not provided additional coaching for students who have yet to reach the target learning outcomes or enrichment for more advanced students. Therefore, the learning implemented by

Informant 4 can be categorized as being in the beginning stages (BSKAP Kemendikbudristek, 2022d).

In the Merdeka Curriculum, the learning principle indicates the importance of developing learning strategies according to the stage of student learning achievement, known as differentiated learning or teaching at the right level (TaRL). However, for some educators, doing differentiated learning is complex (BSKAP Kemendikbudristek, 2022a). Some studies also convey the difficulties experienced by teachers in implementing differentiated learning, such as difficulties in designing content differentiation, difficulties in determining learning models and media that can be used even with different student abilities, and there are even some teachers who do not understand the correct concept of differentiated learning (Jatmiko & Putra, 2022; Melani & Gani, 2023; Rodi et al., 2022).

e. Collaboration between Teachers for Curriculum and Learning Purposes

Based on the data exposure above, the two informants collaborate with teachers for curriculum and learning purposes. Informant 3 explained that she sometimes held discussions with other English teachers to share knowledge and understanding related to lesson planning and implementation in the Merdeka Curriculum. Likewise, Informant 4 said that the madrasah had formed an MGMP forum for discussion among subject teachers. Regarding this collaboration, Informant 2 also added information that all teachers are involved in implementing the Pancasila Learner Profile Strengthening Project, with teachers acting as a team of facilitators who assist in project activities. Thus, based on these three statements, both informants are at the developing stage regarding collaboration between

teachers for curriculum and learning purposes (BSKAP Kemendikbudristek, 2022d).

Collaboration between teachers is one of the programs in the Merdeka Curriculum. The provision of this collaboration is because strengthening teacher competence in the long term can be done through collaboration-based learning and teacher interaction. In other words, teachers teach teachers (Jannati et al., 2023). This statement is corroborated by the presentation of research results by Suryaningrum (2023), which explains that strengthening teacher capacity can be done through training and professional development, mentoring, and collaboration between teachers and education policymakers (Suryaningrum, 2023).

Teacher collaboration is also needed in classroom learning in planning and implementing the Pancasila Student Profile Strengthening Project, a co-curricular activity. Because technically, optimizing the implementation of profile projects is related to the ability of teachers and schools to manage the running of a series of profile project activities effectively and efficiently (BSKAP Kemendikbudristek, 2022c). Therefore, teachers must be able to master good collaboration in order to create meaningful projects (Hamdi et al., 2022).

f. Collaboration with Parents/ Families in Learning

In this aspect, collaboration with parents or students' families includes several things, communication patterns and the involvement of parents in intracurricular and co-curricular learning. Informant 2 explained that teachers, especially homeroom teachers, communicate with parents through WhatsApp groups after the P5 project ends. Teachers convey information about student development and obstacles experienced by students during learning. Homeroom

teachers obtain information on student development and obstacles experienced by students through coordination with teachers in each lesson. In this case, the coordination between teachers in providing information about students to parents shows that in this aspect, MAN 2 Ponorogo can be categorized in the developing stage (BSKAP Kemendikbudristek, 2022d).

Parents are the closest family to the students and the place of primary education for them. Therefore, the family is essential to the child's education process. This statement makes teacher collaboration with parents essential because the collaboration will effectively solve student-related problems at school (Irwan et al., 2023). Research by Sari et al. (2022) also reinforces the understanding that collaboration aims to achieve the desired common goal by helping each other. Therefore, in this aspect, what is expected from the collaboration between teachers and parents is that they try to carry out their respective roles aimed at student success in the learning process (D. P. Sari et al., 2022).

g. Collaboration with Society/ Community/ Industry

Based on the data exposure above, in collaboration with the society, community, or industry, the madrasah collaborates with parents, educational practitioners, and the community in implementing the P5 project. In this case, following what is stated in the Stages of Implementing the Merdeka Curriculum in the Education Unit, MAN 2 Ponorogo is at the ready stage (BSKAP Kemendikbudristek, 2022d).

Collaboration of education units with the society/community/academics and practitioners aim to enrich the P5 project material implemented (BSKAP Kemendikbudristek, 2022c). Collaboration with these parties is also one of the

supporting factors for successfully implementing learning and P5 projects in schools (Asiati & Hasanah, 2022; Nur et al., 2023).

h. Reflection, Evaluation, and Quality Improvement of Curriculum

Implementation

Based on the data above, in reflection, evaluation, and improving the quality of curriculum implementation, the madrasah conducts reflection and evaluation at the end of the semester to identify the obstacles faced. From the results of the reflection and evaluation, the madrasah then discusses solutions and takes actions that are deemed appropriate. Therefore, the madrasah is at the developing stage (BSKAP Kemendikbudristek, 2022d).

The importance of reflection and evaluation by madrasah is supported by the results of research by Jani (2023), which states that reflection and evaluation of all processes that have been carried out are important elements to see achievements and challenges, then plan future actions (Jani, 2023). Strengthened by the results of research by Mujitahid (2022), reflection is a stage intended to review the actions taken thoroughly. Then based on the data that has been collected, an evaluation is then carried out to improve the next action (Mujitahid, 2022).

Reflection and evaluation activities should involve all teachers, with a reflection and evaluation process that is not one-way from the principal (BSKAP Kemendikbudristek, 2022d). The involvement of all teachers in the reflection and evaluation process will be used to share experiences of good practices and challenges. This activity is closely related to the importance of collaboration between teachers to implement the curriculum in learning successfully (Jani, 2023).

CHAPTER V

CONCLUSION

A. Conclusion

This study aims to find out the planning stages and implementation stages of the Merdeka Curriculum at MAN 2 Ponorogo, especially in English lessons. The results of this study indicate that in the aspects of planning and implementing the Merdeka Curriculum, the madrasah is at four stages: the beginning stage, the developing stage, the ready stage, and the advanced stage.

First, madrasah is in the beginning stage on two aspects: the implementation of student-centered learning by Informant 4 and the implementation of TaRL by Informant 4. *Second*, madrasah is in the developing stage on seven aspects: designing KOSP, designing ATP by Informant 3, usage and development of teaching tools, the collaboration between teachers, collaboration with students' families, and in the aspects of reflection, evaluation, and quality improvement of Merdeka Curriculum implementation. *Third*, the madrasah is at the ready stage in implementing P5, implementing student-centered learning by Informant 3, and collaborating with society/community/industry. *Last*, the madrasah is at the advanced stage in designing ATP by Informant 4, learning and assessment planning, P5 planning, integration of assessment in learning, and the implementation of TaRL by Informant 3.

The limited number of informants from English teachers makes the results of the analysis of each aspect that leads to English learning cannot be generalized. Therefore, future research can increase the number of informants from English teachers by at least more than half of the number of English teachers or can

also choose English teachers who have the most class schedules so that they can help researchers conclude the overall achievements of the school or madrasah.

Moreover, the researcher expects that other researchers, English teachers, English class students, and madrasah managers will find value in the study's findings. Researchers hope that the results of this study will help madrasah managers by offering new resources and details on how this pilot madrasah intends to adopt the Merdeka Curriculum successfully, especially in English teaching and learning. Researchers hope that the results of this study will help English teachers by offering additional resources and details about how to integrate English teaching within the Merdeka Curriculum. Researchers think this study will benefit students by educating aspiring teachers and assisting them in honing their English language proficiency. It is hoped that the results of this study will serve as a resource for other academics who are also interested.

B. Suggestion

Based on the results of this study, the researcher provides suggestions for several parties involved directly or indirectly in this study.

1. For madrasah managers

Implementing the Merdeka Curriculum at MAN 2 Ponorogo had developed rapidly, starting from when the madrasah was appointed as one of the pilot madrasah by the Directorate General of Islamic Education of the Ministry of Religion. This research can be a reference for other madrasahs just starting or finding it difficult to implement the Merdeka Curriculum. In addition, researchers hope that madrasah can pay attention to and strengthen the MGMP function so that

collaboration between teachers can continue in the hope that the learning carried out can align with the aims and objectives of the Merdeka Curriculum.

2. For educators

The results of this study can serve as a reference for implementing learning better. In addition, it is hoped that educators will pay more attention to the importance of collaboration with various parties, fellow teachers, parents, and the community, and learn more about how the learning orientation is expected in the Merdeka Curriculum.

3. For other researchers and readers

The researcher hopes that this research can be a reference and scientific insight later if other researchers are interested in analyzing the implementation of the Merdeka Curriculum in Madrasah in more depth. Because the informants in this study are still very limited, the researcher suggests that other researchers interested in the same field sharpen their research by increasing the number of informants, especially English teachers. In addition, future research can deepen the discussion of how English language learning can be well integrated into implementing the P5 project, especially in Madrasah.

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APPENDICES

Appendix I Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 553/Un.03.1/TL.00.1/03/2023 08 Maret 2023
 Sifat : Penting
 Lampiran : -
 Hal : **Izin Penelitian**

Kepada
 Yth. Kepala MAN 2 Ponorogo
 di
 Ponorogo

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Afiya Ulin Nuha Annafiah
 NIM : 19180018
 Jurusan : Tadris Bahasa Inggris (TBI)
 Semester - Tahun Akademik : Genap - 2022/2023
 Judul Skripsi : **Implementation of English Lesson in The Merdeka Curriculum at MAN 2 Ponorogo**
 Lama Penelitian : **Maret 2023** sampai dengan **Mei 2024** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
 Wakil Dekan Bidang Akademik

 Dr. Muhammad Walid, MA
 NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Letter of Research Completion



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PONOROGO
MADRASAH ALIYAH NEGERI 2**

NSM: 131135020002 NPSN: 20584466 AKREDITASI: A
Jalan Soekarno Hatta Nomor 381 Ponorogo., telepon 0352-481168
Email : man2ponorogo@gmail.com, Website : manduaponorogo.sch.id

SURAT KETERANGAN

Nomor : B-344/Ma.13.02.02/PP.00.6/07/2023

Nama : Afiya Ulin Nuha Annafiah
NIM : 19180018
Semester : 8 (delapan)
Tahun Akademik : 2022/2023
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang
Falkutas : Ilmu Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : "The Implementation of The Merdeka Curriculum in English Lesson at MAN 2 Ponorogo"
Keterangan : Bahwa yang bersangkutan telah selesai melaksanakan penelitian individual di lembaga pendidikan kami guna memenuhi persyaratan untuk menyelesaikan penyusunan **Skripsi**, yang sudah dilaksanakan pada tanggal 17 Maret s.d 22 Juni 2023.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Dikeluarkan : Di Ponorogo
Pada tanggal : 17 Juli 2023
Kepala Madrasah

Drs. TARIB, M.Pd.I
NIP. 196505051994031021

Appendix III Validation Sheet

Validation Sheet

English Language Teaching and Learning Test

"IMPLEMENTATION OF ENGLISH LESSON IN THE MERDEKA CURRICULUM AT MAN 2 PONOROGO"

Validator : Dr. H. Langgeng Budianto, M.Pd
 NIP : 197110142003121001
 Expertise : English Language Teaching
 Instance : Maulana Malik Ibrahim State Islamic University Malang
 Validation Date :
 (07/03/2023)

A. Introduction

This validation sheet is used to get the validator's (Mr./Ms.) opinion on the research instrument I'm using. Every comment and suggestion is crucial to enhancing the instrument's quality. I sincerely appreciate your agreeing to serve as a validator for my study.

B. Guidance

In this part, please give a score to each item with a sign (√) in the following columns below:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

C. Assessment Rubric

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	The research instrument is relevant to the research objectives.				√		

2.	Research instrument used communicative language				✓	
3.	The research instrument is well constructed.				✓	
4.	The question that is made do not cause double interpretation or misunderstanding.				✓	
5.	The research instrument can help the researcher find out the English language teaching and learning in the Merdeka curriculum				✓	

D. Comment and Suggestion

The instrument has been design properly

E. Conclusion

Based on the validation sheet above, it can be concluded that the instrument that has been made is:

Please cross out the answer that doesn't match your conclusion.

1. These instruments are proper to use to collect data without revision.
2. These instruments are proper to use to collect data within revision.
3. These instruments are not proper to use to collect data.

Malang, March 7th, 2023

Validator,



Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix IV Decree of the Directorate General of Islamic Education



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
DIREKTORAT JENDERAL PENDIDIKAN ISLAM**

Jl. Lapangan Banteng Barat No. 3 – 4 Jakarta
Tel. (021) 3811523 Pes. 528, Fax. (021) 3520951

Nomor : B-1775/DJ.I/Dt.I.I/PP.00/07/2022

13 Juli 2022

Lamp. : 1 (satu) berkas

Hal : Madrasah Pelaksana Kurikulum Merdeka TP 2022/2023

Kepada Yth.

Kepala Kantor Wilayah Kementerian Agama Provinsi

Up. Kepala Bidang Pendidikan Madrasah/Pendidikan Islam

di – seluruh Indonesia

Assalamu'alaikum Wr. Wb.

Dalam rangka Implementasi Kurikulum Merdeka pada Madrasah, disampaikan hal-hal sebagai berikut:

1. Direktorat Jenderal Pendidikan Islam Kementerian Agama Republik Indonesia telah menetapkan Surat Keputusan Direktur Jenderal Pendidikan Islam Nomor 3811 Tahun 2022 tentang Madrasah Pelaksana Kurikulum Merdeka Tahun Pelajaran 2022/2023;
2. Madrasah yang telah ditetapkan sebagaimana poin 1 (satu) dapat mengimplementasikan kurikulum merdeka secara bertahap mulai Tahun Pelajaran 2022/2023 pada jenjang RA, MI kelas 1 dan 4, MTs kelas 7, dan MA/MAK kelas 10;
3. Madrasah yang sudah mendaftar pada aplikasi PDUM, tetapi belum ditetapkan sebagai pelaksana kurikulum merdeka, serta madrasah yang belum mendaftar, dapat melakukan persiapan secara mandiri implementasi kurikulum merdeka.

Demikian, atas perhatian dan kerjasama Saudara ducapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Direktur Jenderal
Direktur KSKK Madrasah



Moh. Isom

Tembusan Yth:

Direktur Jenderal Pendidikan Islam:

NO	NSM	NAMA LEMBAGA	KABUPATEN	PROVINSI
166	131133710001	MAN KOTA MAGELANG	KOTA MAGELANG	JAWA TENGAH
167	131233710001	MAS AL IMAN	KOTA MAGELANG	JAWA TENGAH
168	131133720001	MAN 1 SURAKARTA	KOTA SURAKARTA	JAWA TENGAH
169	131133720002	MAN 2 SURAKARTA	KOTA SURAKARTA	JAWA TENGAH
170	131133730001	MAN SALATIGA	KOTA SALATIGA	JAWA TENGAH
171	131133740002	MAN 2 KOTA SEMARANG	KOTA SEMARANG	JAWA TENGAH
172	131133750008	MAN INSAN CENDEKIA PEKALONGAN	KOTA PEKALONGAN	JAWA TENGAH
173	131134010002	MAN 2 KULON PROGO	KABUPATEN KULON PROGO	D. I. YOGYAKARTA
174	131134020002	MAN 3 BANTUL	KABUPATEN BANTUL	D. I. YOGYAKARTA
175	131134030001	MAN 1 GUNUNGKIDUL	KABUPATEN GUNUNGKIDUL	D. I. YOGYAKARTA
176	131134040003	MAN 3 SLEMAN	KABUPATEN SLEMAN	D. I. YOGYAKARTA
177	131134710001	MAN 1 YOGYAKARTA	KOTA YOGYAKARTA	D. I. YOGYAKARTA
178	131134710002	MAN 2 YOGYAKARTA	KOTA YOGYAKARTA	D. I. YOGYAKARTA
179	131135010001	MAN PACITAN	KABUPATEN PACITAN	JAWA TIMUR
180	131135020001	MAN 1 PONOROGO	KABUPATEN PONOROGO	JAWA TIMUR
181	131135020002	MAN 2 PONOROGO	KABUPATEN PONOROGO	JAWA TIMUR
182	131135030001	MAN 1 TRENGGALEK	KABUPATEN TRENGGALEK	JAWA TIMUR
183	131235030007	MAS TERPADU AL ANWAR DURENAN	KABUPATEN TRENGGALEK	JAWA TIMUR
184	131135040001	MAN 1 TULUNGAGUNG	KABUPATEN TULUNGAGUNG	JAWA TIMUR
185	131135040002	MAN 2 TULUNGAGUNG	KABUPATEN TULUNGAGUNG	JAWA TIMUR
186	131135040003	MAN 3 TULUNGAGUNG	KABUPATEN TULUNGAGUNG	JAWA TIMUR
187	131135050001	MAN 1 BLITAR	KABUPATEN BLITAR	JAWA TIMUR
188	131135050002	MAN 2 BLITAR	KABUPATEN BLITAR	JAWA TIMUR
189	131135050003	MAN 3 BLITAR	KABUPATEN BLITAR	JAWA TIMUR
190	131235050016	MAS NURUL ISLAM	KABUPATEN BLITAR	JAWA TIMUR
191	131235050018	MAS ASSALAM JAMBEWANGI	KABUPATEN BLITAR	JAWA TIMUR
192	131135060001	MAN 3 KEDIRI	KABUPATEN KEDIRI	JAWA TIMUR
193	131135060004	MAN 4 KEDIRI	KABUPATEN KEDIRI	JAWA TIMUR
194	131135060005	MAN 2 KEDIRI	KABUPATEN KEDIRI	JAWA TIMUR
195	131135070001	MAN 1 MALANG	KABUPATEN MALANG	JAWA TIMUR
196	131135070003	MAN 3 MALANG	KABUPATEN MALANG	JAWA TIMUR
197	131235070045	MAS AL HUDA	KABUPATEN MALANG	JAWA TIMUR
198	131135080001	MAN LUMAJANG	KABUPATEN LUMAJANG	JAWA TIMUR
199	131235080004	MAS MIFTAHUL MIDAD	KABUPATEN LUMAJANG	JAWA TIMUR
200	131235080006	MAS MA'ARIF NU NURUL ISLAM	KABUPATEN LUMAJANG	JAWA TIMUR
201	131235080012	MAS SYARIFUDDIN	KABUPATEN LUMAJANG	JAWA TIMUR
202	131235080025	MAS PESANTREN TERPADU AL-FAUZAN	KABUPATEN LUMAJANG	JAWA TIMUR

Appendix V Teacher Interview Blueprint

Research Question	Element	Aspects	Interview Questions	Following Questions
How is the planning process stage of implementing the Merdeka Curriculum at MAN 2 Ponorogo?	Planning Stage	Designing KOSP	Does the madrasah already have a KOSP document?	What is the process for the madrasah to develop the KOSP document?
			Who was involved in the process of preparing the KOSP document?	
		Designing ATP	How do you make ATP?	Did you compile it or adapt it from the example provided by the government? Why?
		Learning and Assessment Planning	What do you use for the study guide? RPP or module?	Did you compile it or adapt it from the example provided by the government? Why?
		Usage and Development of Teaching Tools	What teaching materials do you use in learning?	Why did you choose these teaching materials?
		P5 Planning	How is the planning process of project module in madrasah?	Who was involved?
How is the implementation stage of English learning and teaching in the Merdeka	Implementation Stage	Implementation of P5	How many project themes are applied?	What are the themes?
			What is the project orientation applied?	

Curriculum at MAN 2 Ponorogo?			What is the role of the teacher in the application/ implementation of the project?	
			Who are involved in the project?	
		Implementing student-centered learning	What kind of strategies or activities do you apply in the learning process?	
		Integration of assessment in learning	Do you conduct assessments at the beginning of learning?	What is the main purpose of the assessment?
				What is the follow-up of the assessment results?
		Implementation of TaRL	How do you implement differentiated learning?	What is your treatment like?
			Is there any particular attention or action for students who still need to achieve the expected learning outcome targets?	What kind of action did you take?
		Collaboration between teachers for curriculum and learning purposes	Do you collaborate with other teachers for learning purposes?	When do you collaborate with other teachers?
				In what aspects do you collaborate with other teachers?

		Collaboration with students' families in learning	Do you collaborate with parents for learning purposes?	How is collaboration with parents done?
				When is the collaboration done?
		Collaboration with the community/ industry	Do teachers communicate students' progress and obstacles to parents?	How do teachers communicate it to students' parents?
		Reflection, evaluation, and quality improvement of curriculum implementation	Is there any reflection and evaluation of implementing the independent curriculum in Madrasah?	Who are involved in reflection and evaluation activities?
				What are the materials for reflection and evaluation?
				What is the follow-up of the reflection and evaluation results?

Appendix VI Teachers' Interview Scripts

*R : Researcher

*I : Informant

Informant 1

Informant : Dr. Nasta'in, S.Pd, M.Pd.I
 Day, Date : Sunday, November 7, 2022
 Time : 10.15-10.45 WIB
 Duration : 30 minutes
 Location : Principle's office at MAN 2 Ponorogo

R/I	Interview Script
R	<i>Apakah madrasah sudah mengimplementasikan Kurikulum Merdeka?</i> Has the madrasah implemented the Merdeka Curriculum?
I	<i>Iya, sudah mulai tapi masih sangat awam sekali karena SK baru diterbitkan, dan kami belum ada sosialisasi apapun dari Kemenag</i> Yes, it has, but we are still very unfamiliar with it because the decree has just been issued, and we have not had any socialization from the Ministry of Religious Affairs.
R	<i>Di kelas berapa saja penerapan Kurikulum Merdeka mulai dilaksanakan?</i> In which grades has the implementation of Merdeka Curriculum begun?
I	<i>Untuk sementara ini, mengikuti SK, hanya di kelas 10.</i> For the time being, following the decree, only in the 10th grade.

Informant 2

Informant : Siti Sa'diyah, S.Pd
 Day, Date : Monday, June 18, 2023
 Time : 15.14-18.35 WIB
 Media : WhatsApp

R/I	Interview Script
R	<i>Apakah madrasah sudah memiliki dokumen KOSP?</i> Does the madrasah already have a KOSP document?
I	<i>Iya, sudah punya KOSP</i> Yes, we already have KOSP
R	<i>Bagaimana proses madrasah menyusun dokumen KOSP?</i> What is the process for madrasah to develop the KOSP document?
I	<i>Dengan ditetapkan MAN 2 Ponorogo sebagai Pilot Project Penyelenggara Kurikulum Merdeka Tahun Pelajaran 2022/2023, maka kami berinisiatif melaksanakan bedah Kurikulum Merdeka pada bulan Februari 2022 di Hotel Amanah Jawa Tengah. Di Bulan Juni 2022, kami mengikuti sosialisasi IKM yang diselenggarakan oleh Kanwil Kemenag Provinsi Jawa Timur secara Daring, kemudian menyelenggarakan workshop dengan mendatangkan narasumber Instruktur Nasional Terkait Petunjuk Teknis IKM.</i>

	<p><i>Sebagai tindak lanjut dari Workshop, maka Waka kurikulum bersama tim Pengembang kurikulum MAN 2 Ponorogo bekerja menyusun Kurikulum Operasional di Satuan Pendidikan (KOSP).</i></p> <p>With the determination of MAN 2 Ponorogo as the Pilot Project for the Independent Curriculum Organizer for the 2022/2023 Study Year, we took the initiative to carry out the Independent Curriculum review in February 2022 at the Amanah Hotel in Central Java. In June 2022, we participated in the socialization of IKM organized by the Regional Office of the Ministry of Religion of East Java Province online, then held a workshop by inviting National Instructor resource persons related to IKM Technical Guidelines. As a follow-up to the workshop, the Head of Curriculum together with the MAN 2 Ponorogo Curriculum Development team worked to develop the Operational Curriculum in Education Units (KOSP).</p>
R	<p><i>Siapa saja yang terlibat dalam proses menyusun dokumen KOSP?</i></p> <p>Who was involved in the process of preparing the KOSP document?</p>
I	<p><i>Kepala Madrasah, Waka Kurikulum dan Tim Pengembang kurikulum Madrasah, Komite Madrasah dan Pengawas Madrasah</i></p> <p>Madrasah Head, Deputy Head of Curriculum and Madrasah Curriculum Development Team, Madrasah Committee and Madrasah Supervisor</p>
R	<p><i>Untuk pertanyaan selanjutnya, terkait proyek pelaksanaan profil pelajar Pancasila ya Bu.</i></p> <p>Bagaimana proses perencanaan modul proyek di madrasah?</p> <p>For the next question, related to the project implementation of the Pancasila student profile, ma'am.</p> <p>How is the project module planning process in madrasah?</p>
I	<p><i>Madrasah Terlebih dahulu Menyusun Tim Fasilitator Pelaksana P5, dilanjutkan Pembagian Job diskripsi, proses Persiapan menyusun Modul P5 dan Jurnal, terlebih dahulu memilih Tema yang akan dilaksanakan pada Fase E di Kelas X.</i></p> <p>Madrasah first organized the P5 Implementation Facilitator Team, followed by the distribution of job descriptions, the preparation process for compiling P5 Modules and Journals by first choosing the theme to be implemented in Phase E in Class X.</p>
R	<p><i>Apakah madrasah sudah mulai menerapkan proyek?</i></p> <p>Has the madrasah started implementing projects?</p>
I	<p><i>Iya, sudah</i></p> <p>Yes, we have</p>
R	<p><i>Berapa jumlah proyek yang diterapkan?</i></p> <p>How many projects are implemented?</p>
I	<p><i>Ada 3 tema. Gaya hidup berkelanjutan, Bhineka Tunggal Ika, dan Bangunlah Jiwa dan Raganya</i></p> <p>There are 3 themes. Sustainable lifestyle, Unity in Diversity (Bhineka Tunggal Ika), and Build the Body and Soul.</p>
R	<p><i>Apa orientasi proyek yang diterapkan?</i></p> <p>What is the project orientation applied?</p>
I	<p><i>Pendekatan komprehensif yang memberikan petunjuk bagi peserta didik, bekerja secara individu atau kelompok, dan berhubungan dengan topik di dunia nyata, dengan 3 tema yang dipilih akan membentuk karakter yang berdimensi:</i></p> <p>1) Beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia; 2) Mandiri; 3) Bergotong-royong; 4) Berkebinekaan global; 5) Bernalar kritis; dan 6) Kreatif</p> <p>Oriented towards a comprehensive approach that provides instructions for learners to work individually or in groups, and relates to real-world topics, the 3 themes chosen will form a dimensional character: 1) Faithful, devoted to God Almighty and noble; 2)</p>

	Independent; 3) Mutual cooperation; 4) Global diversity; 5) Critical reasoning; and 6) Creative
R	<i>Bagaimana peran guru dalam penerapan/pelaksanaan proyek?</i> What is the role of the teacher in implementing the project?
I	<i>Peran guru yang besar dalam pelaksanaan P5, karena Lembaga menerbitkan surat tugas Tim fasilitator yang mendampingi kegiatan P5 yang terdiri atas 2 fasilitator di setiap kelasnya, dan kegiatan P5 diplot pada hari Jum'at pada jam pelajaran ke 3 s.d Ke 6 (dimulai pukul 08.05 s.d. pukul 11.00) setiap pekan.</i> Teachers play a vital role in the implementation of P5, as the Institute issues a letter of assignment for the facilitator team that accompanies P5 activities, which consists of 2 facilitators in each class, and P5 activities are plotted on Fridays during the 3rd to 6th lesson hours (starting at 08.05 to 11.00) every week.
R	<i>Siapa saja yang terlibat di dalam proyek?</i> Who are involved in the project?
I	<i>Guru, Wali Kelas, Siswa, Orang tua, Komite Madrasah, Praktisi Pendidikan dan Masyarakat.</i> Teachers, Homeroom Teachers, Students, Parents, Madrasah Committee, Education Practitioners and the Community.

Informant 3

Informant : Trina Purwiyati, S.Pd
 Day, Date : Friday, March 17, 2023
 Time : 08.51-09.30 WIB
 Duration : 49 minutes
 Location : Teachers' office at MAN 2 Ponorogo

R/I	Interview Script
R	<i>Apakah anda membuat ATP?</i> Do you make ATP?
I	<i>ATP sama semua mbak, saya tidak buat sendiri.</i> ATP is all the same, I didn't make it myself.
R	<i>Apa yang anda gunakan sebagai pedoman pembelajaran? RPP atau modul ajar?</i> What do you use as a learning guide? Lesson plans or teaching modules?
I	<i>Saya membuat modul dengan mengadaptasi dari contoh yang diberikan pemerintah. Kalau hanya memakai modul yang disediakan, jadinya tidak sesuai sama kelas saya. Makanya saya buat sendiri.</i> I made the module by adapting the examples provided by the government. If I only used the module provided, it would not suit my class. That's why I made my own.
R	<i>Bagaimana proses pembuatannya?</i> How is it made?
I	<i>Dalam prosesnya ya saya sharing-sharing dengan guru yang lain. Kita mengambil ilmunya saja, selebihnya tetap kembali lagi ke kebutuhan kelas saya sendiri.</i> In the process, I do sharing with other teachers. We just take the knowledge, the rest still goes back to the needs of my own class.

R	<p><i>Kenapa anda memilih untuk membuat modul ajar sendiri dari pada memakai contoh yang disediakan pemerintah?</i></p> <p>Why did you choose to create your own teaching module instead of using the examples provided by the government?</p>
I	<p><i>Karena yang akan menggunakan kan saya, kalau hanya sebatas untuk kepentingan arsip, ya mengambil yang sudah disediakan pasti lebih mudah dan simple. Tapi poinnya kan bukan itu, modul yang dibuat tujuannya untuk benar-benar digunakan di kelas.</i></p> <p>Because the one who will use it is me, if it is only for archival purposes, then taking the one that has been provided is definitely easier and simpler. But the point is not that, the module is made to actually be used in class.</p>
R	<p><i>Dalam proses pembelajaran, strategi atau kegiatan seperti apa yang anda terapkan?</i></p> <p>In the learning process, what kind of strategies or activities do you implement?</p>
I	<p><i>Di setiap materi itu saya mencoba melatih dan mengembangkan juga 4 skill nya di bahasa inggris. Mulai dari reading, kemudian nanti lanjut ke writing nya, baru ke speaking.</i></p> <p><i>Untuk readingnya, saya biasanya kasih teks di slide, nanti saya beri contoh dulu membacanya bagaimana, baru anak-anak saya minta mengikuti bersama-sama. Itu saya sambil keliling kelas untuk lihat siapa yang belum mengikuti membaca, begitu ketemu, saya tegur dan saya minta mereka mengulangi lagi dengan suara yang lebih keras.</i></p> <p><i>Praktek seperti ini kan sekaligus melatih speaking juga. Karena menurut saya, kalau ingin anak mahir speakingnya, ya latih dulu dengan hal-hal ringan seperti ini. Itu perlahan akan membangun rasa percaya dirinya anak. Kalau tiba-tiba disuruh maju speaking ya tidak bisa. Itu malah akan bikin anak gentar, takut, akhirnya tidak akan mau mencoba.</i></p> <p><i>Biasanya kalau sedang saya beri latihan, saya beri latihan secara berkelompok. Nah, anak-anak yang sudah bisa akan saya minta untuk mengawal teman-temannya yang belum bisa. Jadi mereka juga berbagi pengetahuan sekaligus kemampuan (parter teman sebaya).</i></p> <p>In each material, I try to train and develop the 4 skills in English. Starting from reading, then moving on to writing, then to speaking.</p> <p>For reading, I usually give the text on the slide, then I give an example of how to read it first, then I ask the children to follow along. I go around the class to see who hasn't followed the reading, when I find them, I reprimand them and ask them to repeat it again in a louder voice. This kind of practice also trains speaking. Because in my opinion, if you want your child to be proficient in speaking, then train them first with light things like this. It will slowly build their confidence. If they are suddenly told to speak, they won't be able to. That will actually make the child afraid, scared, and eventually they won't want to try.</p> <p>Usually, when I give exercises, I give them in groups. I ask the children who can do it to supervise their friends who can't do it yet. So they also share knowledge as well as skills (peer parter).</p>
R	<p><i>Bagaimana jika ada siswa yang belum mencapai target belajar yang anda tetapkan?</i></p> <p>What if there are students who have not achieved the learning targets you set?</p>

I	<p><i>Biasanya, di akhir-akhir pelajaran itu saya panggil anaknya, saya minta untuk nanti menghadap saya di kantor, untuk saya bombing lagi sampai pemahaman atau kemampuannya sama dengan teman-teman sekelasnya.</i></p> <p>Usually, at the end of the lesson, I call the child, ask him to come to me later in the office, for me to bombard him again until his understanding or ability is the same as his classmates.</p>
R	<p><i>Bentuk asesmen seperti apa yang anda terapkan?</i></p> <p>What kind of assessments do you implement?</p>
I	<p><i>Untuk asesmen saya menekankan pada anak-anak untuk tidak berpatokan pada nilai. Jadi, sebisa mungkin saya bangun mindsetnya anak-anak bahwa proses yang baik akan lebih baik dari pada nilai yang baik. Nilai bagus bukan tujuan utama di kelas saya. Oleh karena itu, saya menerapkan asesmen berupa pengamatan saya sendiri terhadap proses belajarnya anak-anak sebagai evaluasi pembelajaran selanjutnya. Selain pengamatan, tentunya penugasan juga, bisa berupa praktik menulis atau speaking itu tadi. Walaupun begitu, saya juga beberapa kali memberi tugas ke anak berupa quizziz. Tapi itu jarang sekali, hanya di materi-materi tertentu saja.</i></p> <p>For assessment, I emphasize to the students not to rely on grades. So, as much as possible I build the mindset of the students that a good process will be better than a good score. Good grades are not the main goal in my class. Therefore, I apply assessment in the form of my own observations of the students' learning process as an evaluation of further learning. In addition to observation, of course, there are also assignments, which can be in the form of writing or speaking practices.</p> <p>Even so, I also give assignments to students in the form of quizzes several times. But that's rare, only in certain materials.</p>
R	<p><i>Media apa yang anda gunakan untuk membantu proses pembelajaran?</i></p> <p>What media do you use to help the learning process?</p>
T	<p><i>Seringnya saya pakai slide ppt, tapi kadang bias juga pakai flashcard, gambar, ya pokoknya menyesuaikan materi dan kebutuhan.</i></p> <p>I often use ppt slides, but sometimes I can also use flashcards, pictures, just to adjust the material and needs.</p>
R	<p><i>Kenapa anda memilih media-media tersebut?</i></p> <p>Why did you choose these media?</p>
I	<p><i>Lebih sering memakai ppt karna kegiatan saya kan banyak yang saya menyontohkan dulu cara bacanya dan lain-lain, jadi saya butuh slide PPT agar lebih mudah dan lebih optimal.</i></p> <p>I often use ppt because I do a lot of activities where I model how to read and so on, so I need PPT slides to make it easier and more optimal.</p>

Informant 4

Informant : Enny Yuliani, M.Pd
 Day, Date : Saturday, March 18, 2023
 Time : 08.00-09.13 WIB
 Duration : 1 hour and 13 minutes
 Location : Teachers' office at MAN 2 Ponorogo

R/I	Interview Script
R	<i>Apakah anda membuat ATP?</i> Do you create ATP?
T	<i>Iya, ATP membuat sendiri, tanpa mengadaptasi.</i> Yes, I made my own ATP, without adapting it.
R	<i>Kenapa anda memilih untuk membuat sendiri?</i> Why did you choose to create it yourself?
T	<i>Pertama, kami sebagai guru kan diberi keleluasaan untuk memilih materi yang tercantum di CP, jadi otomatis guru menentukan sendiri tujuannya apa, sekaligus alurnya bagaimana. Materi mana yang didahulukan, dan lain-lain, mengingat CP nya ini berlaku untuk satu tahun pelajaran.</i> First, we as teachers are given the freedom to choose the material listed in the CP, so automatically the teacher determines for themselves what the goal is, as well as the flow. Which material is prioritized, etc., considering that the CP is valid for one school year.
R	<i>Apa yang anda gunakan sebagai pedoman pembelajaran? RPP atau modul ajar?</i> What do you use as a learning guide? Lesson plans or teaching modules?
T	<i>Modul ajar pun saya membuat sendiri tanpa mengadaptasi</i> I also made my own teaching module without adapting any
R	<i>Bagaimana proses pembuatannya?</i> How is it made?
T	<i>Saya rancang sendiri dengan tetap mengacu ke pedoman dan menyesuaikan kebutuhan siswa di kelas saya. Yang penting kan komponen-komponen utamanya sudah tertera, itu sudah bagus. Kalau ada waktu lebih, ya bias dilengkapi lagi komponennya.</i> I designed my own by referring to the guidelines and adjusting the needs of the students in my class. The important thing is that the main components have been listed, which is good. If I have more time, I can add more components.
R	<i>Kenapa anda memilih untuk membuat modul ajar sendiri dari pada memakai contoh yang disediakan pemerintah?</i> Why did you choose to create your own teaching module instead of using the examples provided by the government?
T	<i>Karena kan menyesuaikan kebutuhan siswa saya, kondisi mereka berbeda dengan kondisi siswa di kelas lain, jadi saya harus membuat sendiri. Ini saya buat permateri, itu sudah mencakup beberapa kali pertemuan.</i> Because it depends on the needs of my students, their conditions are different from the conditions of students in other classes, so I have to make my own. I made this per material, it already covers several meetings.

R	<p><i>Dalam proses pembelajaran, strategi atau kegiatan seperti apa yang anda terapkan?</i> <i>In the learning process, what kind of strategies or activities do you apply?</i></p>
T	<p><i>Strategi pembelajaran yang sering saya pakai itu rotasi station. Jadi pakai online, kemudian arahan guru, lalu kerja atau diskusi kelompok.</i> <i>Selain itu bisa juga dengan metode flip classroom. Jadi tugasnya saya berikan dulu di rumah, kemudian nanti didiskusikan di kelas. Atau dengan sistem begini, misal 1/3 jam pertama digunakan untuk anak-anak belajar mandiri, kemudian dilanjutkan dengan tanya jawab bersama guru, lalu yang terakhir baru diskusi dan penugasan.</i> <i>Di tahap belajar mandiri, biasanya saya minta anak secara berkelompok mencari materi atau sekilas penjabaran dari tema materi yang saya berikan. Mereka bisa cari di internet pakai HP mereka begitu. Nanti hasilnya ditulis, untuk bahan diskusi dan tanya jawab bersama guru. Nah, nanti setelah tahap diskusi dan tanya jawab dengan guru, saya beri tugas. Biasanya tugasnya secara berkelompok, kalau individu jarang. Cuman saya seringkali lebih mengutamakan writing. Untuk reading dan speakingnya hanya sesekali saja. Reading dan speakingnya saya latih sekaligus saat penugasan. Jadi misal saya berikan tugas berupa teks prosedur, nanti setelah membuat teksnya, saya minta mereka untuk mempraktekkan prosedur tersebut. Yang simple-simple saja untuk melatih reading dan speakingnya.</i> <i>Menurut saya, dengan kegiatan pembelajaran yang seperti itu sudah cukup memantik semangat siswa karna saya menekankan belajar mandiri. Jadi siswa dilatih untuk berpikir kritis. Hasil belajarnya juga cukup baik.</i> <i>Selain metode seperti itu, saya juga sesekali melaksanakan pembelajaran di luar kelas. Biasanya kegiatannya berupa mengamati lingkungan, nah ini materinya berkaitan dengan deskripsi suatu benda atau lokasi. Jadi siswa saya minta untuk membuat daftar kosa kata secara individu dengan menyesuaikan objek apa yang kelompok mereka sepakati untuk diamati, baru nanti secara berkelompok, mereka membuat teks bersama-sama. Kegiatan yang seperti ini, selain membuat siswa tidak mudah bosan, juga memberikan suasana belajar yang lebih seru.</i> The learning strategy I often use is station rotation. So use online, then teacher direction, then group work or discussion. In addition, it can also be the flip classroom method. So I give the assignment first at home, then later discuss it in class. Or with this system, for example, the first 1/3 hour is used for children to learn independently, then continued with questions and answers with the teacher, then finally discussion and assignments. In the self-study stage, I usually ask children in groups to look for material or a glimpse of the explanation of the theme of the material I provide. They can search the internet using their cellphones. Later the results are written down, for discussion and questions and answers with the teacher. Well, later after the discussion and question and answer stage with the teacher, I give assignments. Usually the assignments are in groups, if individuals are rare. But I often prioritize writing. For reading and speaking, it's only occasionally. I train reading and speaking at the same time during the assignment. So for example, I give an assignment in the form of a procedure text, then after making the text, I ask them to practice the procedure. Just simple things to train their reading and speaking.</p>

	<p>In my opinion, with learning activities like that, it is enough to spark students' enthusiasm because I emphasize independent learning. So students are trained to think critically. The learning results are also quite good.</p> <p>In addition to such methods, I also occasionally carry out learning outside the classroom. Usually the activity is in the form of observing the environment, well this material is related to the description of an object or location. So I ask the students to make a list of vocabulary individually by adjusting what objects their group agrees to observe, then later in groups, they make the text together. Activities like this, in addition to making students not easily bored, also provide a more exciting learning atmosphere.</p>
R	<p><i>Bentuk asesmen seperti apa yang anda terapkan?</i> What kind of assessments do you use?</p>
T	<p><i>Tugas biasanya saya beri tugas kelompok, individunya jarang. Kalau tugas kelompok biasanya menulis teks, missal teks deskriptif, nanti siswa saya minta mengamati atau menentukan satu objek untuk diamati, kemudian masing-masing siswa perkelompok itu mengumpulkan vocabulary sebanyak-banyaknya untuk bahan membuat teks bersama-sama. Nanti setelah tugas itu, baru saya beri PR individu. Kadang menghasilkan produk, kadang pakai Quizziz.</i></p> <p><i>Kalau untuk ujian-ujian bersama satu madrasah saya pakai e-learning.</i></p> <p>I usually give group assignments, individual assignments are rare. If group assignments usually write texts, for example descriptive texts, then I ask students to observe or determine one object to observe, then each student in the group collects as much vocabulary as possible to create texts together. Later after the task, then I give individual homework. Sometimes they produce products, sometimes they use Quizziz.</p> <p>For exams with one madrasah, I use e-learning.</p>
R	<p><i>Media apa yang anda gunakan untuk membantu proses pembelajaran? Kenapa?</i> What media do you use to facilitate the learning process? Why?</p>
T	<p><i>Seringnya saya pakai HP karena kan dari kegiatan tadi, siswa butuh browsing. Atau pakai lembar kerja dari modul untuk latihannya. Selain itu lingkungan juga sebagai media.</i></p> <p>I often use my cellphone because from the activity, students need to browse. Or use worksheets from the module for practice. Besides that, the environment is also a medium.</p>

Appendix VII Observation Instrument

Variables	Indicators	Sub-indicators	Yes	No	Note
ATP	The teacher has an ATP.	Contains competence (abilities) that can be demonstrated by students.			
		Contains content (the main concepts) that need to be understood at the end of one learning unit.			
		Contains variation (thinking skills) that need to be mastered by students to be able to achieve learning goals.			
Module	The teacher uses teaching module				
	The teaching module contains a minimum standard of components.	Contains learning objectives.			
		Contains steps (learning activities)			
		Contains an assessment plan for the beginning of learning along with assessment instruments and methods.			
		Contains assessment plan at the end of the lesson along with the instruments and methods of assessment.			
		Contains learning media used.			
Process	The teacher implement the differentiated learning.	The teacher divides students into two groups according to their learning achievements.			
		Teachers provide additional practice and enrichment programs outside of class hours			
	The teacher implement student-centered learning				
	The teacher builds a learning	Interactive			
		Inspirational			

	atmosphere following learning process standards by the government.	Pleasant			
		Challenging			
		Motivate students to participate actively.			
		Provide sufficient space for initiative, creativity, and independence following students' talents, interest, and physical and psychological development.			
Assessment	The teacher uses assessment as a learning process (emphasizing formative rather than summative assessment).				

Appendix VIII Narration of Observation Results

Observation 1

Date : Thursday, March 30, 2023
 Time : 07.30 - 08.50 WIB
 Duration : 1 hour 20 minutes
 Location : Classroom X-d MAN 2 Ponorogo
 Teacher : Mrs. Trina Purwiyati, S.Pd

A few days before the observation day, the researcher asked the informant for permission to carry out observations in the classroom when the informant was carrying out the lesson. The informant gave permission and invited the researcher to class on Thursday, March 30, 2023. Learning is held in class Xd and starts at 07.30 WIB. Because it coincides with the month of Ramadan, students are free not to wear official uniforms, as well as the entire teacher council.

Coinciding with the first hour of learning, the teacher instructs students to pray before greeting them. After the prayer, the teacher greeted the students and started the lesson. The teacher greeted the students and asked how they were doing, followed by reading the class attendance. In the previous meeting, the teacher distributed a paper containing a vocabulary list for practicing spelling bees. After reading the attendance, the teacher called three students with advanced skills in English to come forward to the teacher. They were asked to spell some English vocabulary words according to the list.

After the three students with advanced skills finished practicing the spelling bee with the teacher, they were asked to accompany their friends. The teacher divided all students into three groups; each advanced student was responsible for the group that had been divided as a peer tutor.

Students who have finished practicing spelling bee with their peer tutors are invited to come forward to meet the teacher to be trained in speaking skills using flash cards. The teacher has prepared some flashcards containing various vocabulary, pictures, and questions that can be applied to train students' speaking skills. At this stage, the teacher gives clues or descriptions about the vocabulary listed on the flashcards if the students need help guessing or mention the vocabulary in English.

After that, students who have practiced spelling bee and speaking using flash cards are given one flash card to practice with their friends in pairs. While students practiced with their friends, the teacher supervised and gave directions by going around the class. After the practice was completed, two student representatives from the class who were sent to become speech competition delegates as school representatives were asked to come forward and practice the results of their training. Afterward, the teacher motivated the students to continue developing their interests, talents, and potential. At around 08.45, the teacher ended the class with a greeting.

Observation 2

Date : Tuesday, April 4, 2023
Time : 07.30 - 08.50 WIB
Duration : 1 hour 20 minutes
Location : Classroom X-k MAN 2 Ponorogo
Teacher : Mrs. Enny Yuliani, M.Pd

A few days before the observation day, the researcher asked the informant for permission to carry out observations in the classroom when the informant was carrying out the lesson. The informant gave permission and invited the researcher to class on Tuesday, April 4, 2023. Learning is held in class Xk and starts at 07.30 WIB.

Coinciding with the first hour of learning, when arriving in class, students have almost completed reading the prayer before learning. After the students finished, the teacher greeted them and asked the students to continue by reading the Qur'an. After that, the teacher greeted the students and read the class attendance.

The teacher stood at the front of the class and announced the learning material to be learned (report text), followed by questioning the students with triggering questions. After that, the teacher explains the general meaning of the text type. The teacher then distributes a paper containing an English report text with an animal theme to every two students; then, the teacher asks students in pairs to practice reading the text aloud in turn with their classmates. This activity lasts about ten minutes.

After the students finish reading, the teacher randomly assigns students to read the text aloud. Each student who is appointed gets to read one paragraph. After this activity, the teacher invites students to interpret the text sentence by sentence together. The teacher asks the students if anything needs to be clarified or sentences they need help understanding.

Next, the teacher explains the generic structure of the report text and invites students to discuss and determine the main idea of each paragraph. After that, the teacher asks students to mention the characteristics and purpose of the text type according to what the teacher has just explained. The material is finished, and the teacher invites students to review the material they have just learned.

The lesson ended, and the teacher closed the learning session by leading the students to recite Hamdalah. The teacher then greeted the students and left the class.

Appendix IX Observation Checklist Results

Teacher : Mrs. Trina Purwiyati, S.Pd

Variables	Indicators	Sub-indicators	Yes	No	Note
ATP	The teacher has an ATP.	Contains competence (abilities) that can be demonstrated by students.	✓		Mengadaptasi contoh dari Kemendikbud dengan menyesuaikan kebutuhan siswa
		Contains content (the main concepts) that need to be understood at the end of one learning unit.	✓		
		Contains variation (thinking skills) that need to be mastered by students to be able to achieve learning goals.	✓		
Module	The teacher uses teaching module		✓		Mengadaptasi contoh dari Kemendikbud dengan menyesuaikan kebutuhan siswa
	The teaching module contains a minimum standard of components.	Contains learning objectives.	✓		
		Contains steps (learning activities)	✓		
		Contains an assessment plan for the beginning of learning along with assessment instruments and methods.	✓		
		Contains assessment plan at the end of the lesson along with the instruments and methods of assessment.	✓		
		Contains learning media used.	✓		

Process	The teacher implement the differentiated learning.		✓		Teacher divides students into two groups according to their learning achievements; provides additional practice and enrichment programs outside of class hours	
	The teacher implement student-centered learning		✓		Teacher dominant as fasilitator by giving students chance to study independently	
	The teacher builds a learning atmosphere following learning process standards by the government.	Interactive		✓		
		Inspirational		✓		
		Pleasant		✓		
		Challenging		✓		
Motivate students to participate actively.			✓			
	Provide sufficient space for initiative, creativity, and independence following students' talents, interest, and physical and psychological development.			✓	*Not yet	
Assessment	The teacher uses assessment as a learning process (emphasizing formative rather than summative assessment).		✓		Conducts formative assessment through observation	

Teacher : Mrs. Enny Yuliani, M.Pd

Variables	Indicators	Sub-indicators	Yes	No	Note
ATP	The teacher has an ATP.	Contains competence (abilities) that can be demonstrated by students.	✓		teachers develop ATP independently by referring to students' abilities
		Contains content (the main concepts) that need to be	✓		

		understood at the end of one learning unit.			
		Contains variation (thinking skills) that need to be mastered by students to be able to achieve learning goals.	✓		
Module	The teacher uses teaching module		✓		Develop it independently by referring to students' abilities
	The teaching module contains a minimum standard of components.	Contains learning objectives.	✓		
		Contains steps (learning activities)	✓		
		Contains an assessment plan for the beginning of learning along with assessment instruments and methods.	✓		
		Contains assessment plan at the end of the lesson along with the instruments and methods of assessment.	✓		
		Contains learning media used.	✓		
Process	The teacher implement the differentiated learning.	The teacher divides students into two groups according to their learning achievements.		✓	*not yet
		Teachers provide additional practice and enrichment programs outside of class hours		✓	
	The teacher implement student-centered learning		✓		almost in accordance with the recommendations
	The teacher builds a learning atmosphere	Interactive		✓	Not yet; too focused on standing on one side of the class
		Inspirational	✓		

	following learning process standards by the government.	Pleasant		✓	
		Challenging	✓		
		Motivate students to participate actively.	✓		
		Provide sufficient space for initiative, creativity, and independence following students' talents, interest, and physical and psychological development.		✓	Not yet
Assessment	The teacher uses assessment as a learning process (emphasizing formative rather than summative assessment).		✓		Implementing diagnostic assessments

Appendix X Learning Tools Documents

No. 01

Teacher : Mrs. Trina Purwiyati, S.Pd
 Date found : Thursday, March 30, 2023
 Time found : 09.13 AM
 Location found : MAN 2 Ponorogo Teacher's Room
 Document : ATP

CAPAIAN PEMBELAJARAN FASE E (SMA KELAS 10)

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti **narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli** menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginannya/petanyaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari situasi/mendapatkan informasi. Keterampilan inferensi terasir ketika memahami informasi dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

A. MENYIMAK & BERBICARA

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan mereka. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecapatan bicara, dan nada suara untuk dapat dipahami dalam berbagai konteks.

B. MEMBACA & MEMIRSA

Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti **narasi, deskripsi, prosedur, eksposisi, recount, dan report**. Mereka membaca untuk mempelajari sesuatu atau mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isi-isi atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilan untuk melakukan inferensi sederhana dalam memahami informasi terasir dalam teks.

C. MENULIS & MEMPRESENTASIKAN

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkehidupan Global, Bergotong-royong, Mandiri, Berakhlak Kritis dan Kreatif.

ELV/FASE EF/INGGRIS/2021 2

ALUR dan TUJUAN PEMBELAJARAN BAHASA INGGRIS FASE E (SMA KELAS 10)

CAPAIAN PEMBELAJARAN

Glosarium: Aktivitas C1-C6 adalah aktivitas berpikir berjenjang yang mengacu pada taksonomi Bloom revisi yakni C1-mengingat, C2-memahami, C3-mengaplikasi, C4-menganalisis, C5-mengevaluasi, dan C6-mencipta.

ELV/FASE EF/INGGRIS/2021 3

	secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.		
10.C.4	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk prospek (proposal) terkait topik kelestarian alam dan sosial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	7. ALOKASI WAKTU <ul style="list-style-type: none"> • 4 JP (Pertemuan (JP: Jam Pelajaran) • Secara umum tiap tujuan pembelajaran berdurasi 8 JP (2 pertemuan) • Terdapat 17 JP untuk teks undangan, iklan, pengumuman dan Recount. • Total 17 Tujuan pembelajaran • Total JP selama setahun 144 JP
10.C.5	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk recount terkait topik kegiatan sosial, hobi, dan prestasi berprestasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	

ELVY/FASE EF/INGGRIS/2021 7

No. 02

Teacher : Mrs. Enny Yuliani, M.Pd

Date found : Thursday, March 18, 2023

Time found : 09.13 AM

Location found : MAN 2 Ponorogo Teacher's Room

Document : ATP

CAPAIAN PEMBELAJARAN BERDASARKAN ELEMEN	
A. CP Fase E Berdasarkan Elemen	
Elemen	Capaian Pembelajaran
Menyimak - Berbicara	<p>Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sekelas dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulainya dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi yang pendek yang disajikan dengan dukungan periodik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dapat dengan melibatkan pemirsa dan untuk membahas minat. Mereka membahas pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, ekspresi bicara, dan nada suara untuk dapat dipahami dalam berbagai konteks.</p> <p>By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss individual interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.</p>
Membaca - Meminta	<p>Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti surat, iklan, prosedur, laporan, resume, dan report. Mereka membaca untuk memperoleh sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengkonstruksi detail spesifik dari ide dan berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital; termasuk di antaranya teks visual, multimedia atau interaktif. Pemahaman mereka terhadap isi pokok, tujuan atau paragraf yang lebih detail berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilan untuk melakukan inferensi sederhana dalam memahami informasi terdapat dalam teks.</p> <p>By the end of Phase E, students read and respond to a variety of texts, such as notices, advertisements, explanations, reports and reports. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimedia or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's</p>

TABEL KOMPETENSI, KONTEN, DAN TUJUAN PEMBELAJARAN FASE E BERDASARKAN CP		
KOMPETENSI	KONTEN	TUJUAN PEMBELAJARAN
Menyimak	<ul style="list-style-type: none"> • Diskusi lisan terkait topik kelestarian alam dan sosial • Diskusi lisan terkait topik kelestarian alam dan sosial 	<ul style="list-style-type: none"> • Siswa dapat mengidentifikasi informasi yang relevan dari diskusi lisan • Siswa dapat mengidentifikasi informasi yang relevan dari diskusi lisan
Membaca dan Berbicara	<ul style="list-style-type: none"> • Laporan dan prosedur • Laporan dan prosedur 	<ul style="list-style-type: none"> • Siswa dapat memahami dan mengkonstruksi detail spesifik dari ide dan berbagai macam jenis teks • Siswa dapat memahami dan mengkonstruksi detail spesifik dari ide dan berbagai macam jenis teks

Materi : Kompetensi dan isi dengan KKD
 Rujukan : Kurikulum 2013
 Buku : Teks bacaan sesuai berdasarkan CP

6

LEMBU/ PANGKALAN	TUJUAN PEMBELAJARAN	IP	SAYA PAKSA SIKU/ DAN PERILAKU BAHAMANI IL	PROFIL PELAJAR BAHAMANI IL	KEGIATAN	GLOSARIUM
Membaca dan memahami isi teks yang berkaitan dengan kehidupan masyarakat, budaya, dan lingkungan. Mengetahui dan memahami isi teks yang berkaitan dengan kehidupan masyarakat, budaya, dan lingkungan. Mengetahui dan memahami isi teks yang berkaitan dengan kehidupan masyarakat, budaya, dan lingkungan.						

ALUR DAN TUJUAN PEMBELAJARAN BERKAITAN DENGAN PAKSA E PANGKALAN

RASIONAL

Salah satu aspek yang harus diperhatikan dalam proses pembelajaran adalah tujuan. Tujuan pembelajaran adalah pernyataan yang menggambarkan secara jelas dan spesifik apa yang akan dicapai oleh siswa setelah mengikuti proses pembelajaran. Tujuan pembelajaran yang baik harus memenuhi kriteria SMART (Specific, Measurable, Achievable, Relevant, dan Timely).

Tujuan pembelajaran yang baik harus memenuhi kriteria SMART (Specific, Measurable, Achievable, Relevant, dan Timely). Tujuan pembelajaran yang baik harus memenuhi kriteria SMART (Specific, Measurable, Achievable, Relevant, dan Timely).

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LEMBU/ PANGKALAN	TUJUAN PEMBELAJARAN	IP	KETAJARAN SIKU/ DAN PERILAKU BAHAMANI IL	PROFIL PELAJAR BAHAMANI IL	KEGIATAN	GLOSARIUM
Membaca dan memahami isi teks yang berkaitan dengan kehidupan masyarakat, budaya, dan lingkungan. Mengetahui dan memahami isi teks yang berkaitan dengan kehidupan masyarakat, budaya, dan lingkungan. Mengetahui dan memahami isi teks yang berkaitan dengan kehidupan masyarakat, budaya, dan lingkungan.						

ALUR DAN TUJUAN PEMBELAJARAN BERKAITAN DENGAN PAKSA E PANGKALAN

RASIONAL

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LEMBU/ PANGKALAN	TUJUAN PEMBELAJARAN	IP	KETAJARAN SIKU/ DAN PERILAKU BAHAMANI IL	PROFIL PELAJAR BAHAMANI IL	KEGIATAN	GLOSARIUM
Membaca dan memahami isi teks yang berkaitan dengan kehidupan masyarakat, budaya, dan lingkungan. Mengetahui dan memahami isi teks yang berkaitan dengan kehidupan masyarakat, budaya, dan lingkungan. Mengetahui dan memahami isi teks yang berkaitan dengan kehidupan masyarakat, budaya, dan lingkungan.						

ALUR DAN TUJUAN PEMBELAJARAN BERKAITAN DENGAN PAKSA E PANGKALAN

RASIONAL

Salah satu aspek yang harus diperhatikan dalam proses pembelajaran adalah tujuan. Tujuan pembelajaran adalah pernyataan yang menggambarkan secara jelas dan spesifik apa yang akan dicapai oleh siswa setelah mengikuti proses pembelajaran. Tujuan pembelajaran yang baik harus memenuhi kriteria SMART (Specific, Measurable, Achievable, Relevant, dan Timely).

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No. 03


Teacher : Mrs. Enny Yuliani, M.Pd

Date found : Thursday, March 18, 2023

Time found : 09.13 AM

Location found : MAN 2 Ponorogo Teacher's Room

Document : Teaching Module

<p style="text-align: center;">MODUL AJAR</p> <p>NAMA : ENNY YULIANI MAPEL : BAHASA INGGRIS MATERI : TEKS ANALYTICAL EXPOSITION KELAS : X</p> <p>1. TUJUAN PEMBELAJARAN</p> <p>Siswa mengerjakan materi teks analytical exposition Dengan tujuan siswa mampu</p> <ol style="list-style-type: none"> Menyebutkan fungsi social, genre, structure, dan ciri-ciri kebahasaan teks analytical exposition Mengidentifikasi gagasan utama dan info terpendek teks analytical exposition Mengidentifikasi makna tersembunyi teks analytical exposition Menulis teks analytical exposition <p>2. PEMAHAMAN BERMAKNA</p> <p>Setelah mengikuti proses pembelajaran, manfaat yang akan siswa peroleh untuk di terapkan dalam kehidupan sehari-hari</p> <ul style="list-style-type: none"> Siswa bisa mendiskusikan, berdiskusi dengan masyarakat di lingkungan mereka dengan bijaksana dan lebih baik. Siswa berani menyampaikan opini di depan umum Melatih mental peserta didik <p>3. PERTANYAAN PEMANTIK</p> <ul style="list-style-type: none"> Have you ever expressed opinions in everyday life? When and where did you do that? How do you think expressing opinions is difficult or easy? In conveying opinions, what expressions are used? In conveying your opinion, do you use when convey your opinion? <p>4. KEGIATAN PEMBELAJARAN</p> <table border="1"> <thead> <tr> <th>KEGIATAN PEMBELAJARAN</th> <th>WAKTU</th> </tr> </thead> <tbody> <tr> <td>Pendahuluan <ul style="list-style-type: none"> Salam Mengajak kehadiran siswa Menyampaikan tujuan pembelajaran </td> <td>10 menit</td> </tr> </tbody> </table>	KEGIATAN PEMBELAJARAN	WAKTU	Pendahuluan <ul style="list-style-type: none"> Salam Mengajak kehadiran siswa Menyampaikan tujuan pembelajaran 	10 menit	<ul style="list-style-type: none"> Motivasi belajar siswa Guru menyampaikan dialog tentang expression giving opinion <p>Kegiatan Inti Pembelajaran 1</p> <ul style="list-style-type: none"> Siswa dibagi kelompok kecil/berpasangan Peserta didik membaca dan dialog berpasangan Setiap kelompok mengidentifikasi ekspresi giving opinion dan asking opinion beserta jawabannya dan mengisikan di table yg disediakan guru Setiap kelompok bergantian menyampaikan hasil kerjanya <p>Kegiatan Inti Pembelajaran 2</p> <ul style="list-style-type: none"> Siswa dibagi kelompok kecil/berpasangan Peserta didik mengikun ekspresi opinion dan asking opinion ke dalam buku tulis Setiap kelompok bergantian tanya jawab pendapat tentang segala sesuatu yang ada di lingkungan sekolah menggunakan ekspresi yg sudah dipelajari Guru meng berkeliling mengamati dan memberi masukan kalau diperlukan kesulitan pada peserta didik <p>Kegiatan Inti Pembelajaran 3</p> <ul style="list-style-type: none"> Siswa dibagi 2 kelompok Peserta didik sebagian diberikan soal pertanyaan tentang sekolah pada anak SMA, dan sebagian lainnya lainnya. Sebagai sekolah tidak penting diterapkan pada siswa SMA Setiap kelompok mencari argumen untuk mendukung pendapatnya Setiap kelompok mempresentasikan hasil kerjanya Guru dan siswa membuat kesimpulan terhadap topik yg baru dibahasnya 																																																
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<p>Kegiatan Inti Pembelajaran 4</p> <ul style="list-style-type: none"> Guru menyediakan tema bertingka di depan UTM pada siswa SMA Peserta didik melakukan ekspresi alternatif teks analytical exposition di antara mereka siswa Setiap siswa melakukan kerangka karangan tentang tema tersebut di atas sesuai genre struktur di lembar kerja siswa Guru meng berkeliling mengamati dan memberi masukan kalau diperlukan kesulitan pada peserta didik Siswa membuat teks sesuai kerangka karangan yg sudah di buatkan Karya yang selesai dikumpulkan untuk dinilai guru <p>Penutup</p> <ul style="list-style-type: none"> 1 guru dan siswa merefeksi KBM 2 guru menyampaikan materi berikutnya 3 salam perpisah <p>6. REFLEKSI</p> <p>a. Refleksi KBM bagi Guru</p> <table border="1"> <thead> <tr> <th>Nomor</th> <th>Pertanyaan Refleksi</th> <th>Ya</th> <th>Tidak</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Apakah peserta didik antusias belajar saat KBM?</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Apakah antusias peserta didik tinggi?</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Apakah ada kendala saat proses pembelajaran?</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Apakah anak-anak paham dengan materi yg telah disampaikan oleh guru?</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Apakah dilakukn pembelajaran berbasis siswa bisa meningkatkan motivasi yang baru saja dipelajari?</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Apakah siswa senang dengan metode pembelajaran yang digunakan guru saat KBM?</td> <td></td> <td></td> </tr> </tbody> </table>	Nomor	Pertanyaan Refleksi	Ya	Tidak	1	Apakah peserta didik antusias belajar saat KBM?			2	Apakah antusias peserta didik tinggi?			3	Apakah ada kendala saat proses pembelajaran?			4	Apakah anak-anak paham dengan materi yg telah disampaikan oleh guru?			5	Apakah dilakukn pembelajaran berbasis siswa bisa meningkatkan motivasi yang baru saja dipelajari?			6	Apakah siswa senang dengan metode pembelajaran yang digunakan guru saat KBM?			<p>b. Refleksi KBM bagi Peserta Didik</p> <table border="1"> <thead> <tr> <th>Nomor</th> <th>Pertanyaan Refleksi</th> <th>Ya</th> <th>Tidak</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Apakah kamu selalu mengikuti pelajaran Bahasa Inggris?</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Apakah ada kendala yang kamu hadapi saat proses pembelajaran?</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Apakah anak-anak paham dengan materi yg telah disampaikan oleh guru?</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Apakah diajak berdiskusi dengan kamu bisa meningkatkan materi yang baru saja dipelajari?</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Apakah kamu senang dengan metode pembelajaran yang digunakan guru saat KBM?</td> <td></td> <td></td> </tr> </tbody> </table> <p>5. ASESMEN</p> <p>Untuk mengukur capaian pembelajaran, saya melakukan penilaian Sikap : Proses selama KBM Kemampuan : Produk teks analytical exposition Pengetahuan : tes tulis PG/quiz</p> <p>6. PENGETAHUAN DAN REMEDIAL</p> <p>Pengetahuan siswa yang sudah paham teks analytical mempresentasikan language feature yang diajari di teks analytical dan berbagai macam sumber belajar</p> <p>Remedial 1. Diterangkan lagi pada materi yang sama dg sumber yg berbeda 2. Mengulang tes tulis PG</p> <p>7. LAMPIRAN</p> <p>a. Materi Ajar Teks Dialog Pertemuan 1</p> 	Nomor	Pertanyaan Refleksi	Ya	Tidak	1	Apakah kamu selalu mengikuti pelajaran Bahasa Inggris?			2	Apakah ada kendala yang kamu hadapi saat proses pembelajaran?			3	Apakah anak-anak paham dengan materi yg telah disampaikan oleh guru?			4	Apakah diajak berdiskusi dengan kamu bisa meningkatkan materi yang baru saja dipelajari?			5	Apakah kamu senang dengan metode pembelajaran yang digunakan guru saat KBM?		
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Dialog 1
 Tiara: Hey, Susi. How was your vacation?
 Susi: Yes, I have ever been there twice.
 Tiara: What do you think about it?
 Susi: I like it. It's a very beautiful city with many interesting places to visit.
 Tiara: I've been wanting to go there for a long time. But I'm not sure if it's worth it.
 Susi: I think it is. You should definitely enjoy your time there.
 Tiara: Alright, I'm convinced. I think I'm going to book a trip soon. Thanks for the recommendation, Susi.
 Susi: You're welcome. I'm sure you'll have a great time. Enjoy your vacation!



Dialog 2
 Tiara: Hi, Susi. I heard that we will study online starting next week.
 Susi: I didn't know about that. Where did you get the information?
 Tiara: From our teacher. She said that we should prepare for it.
 Susi: Hmm, I'm not sure if that's a good idea.
 Tiara: Why? Don't you think it would be fun?
 Susi: I'm not sure. I prefer face-to-face classes.
 Tiara: But with online classes, we can study anytime and anywhere we want.
 Susi: I know, but I'm just not used to it.
 Tiara: Well, I think we should give it a try. Who knows, we might like it.
<https://www.english.com/online-learning-advantages.html>

b. 2 Materi Ajar Pertemuan

How to Ask for an Opinion

- What do you think of/about...
- What do you feel about...
- What's your opinion of/about...
- In your opinion...
- Do you agree/disagree about...

How to Give an Opinion

- I think that...
- I feel that...
- I believe that...
- It seems to me that...
- In my opinion...
- As far as I'm concerned...
- From my point of view...
- It was interesting, but I and...
- I'm not sure, but...

C. Materi Ajar Pertemuan 3

Fill and give reasons the table according to the instructor

Uniform For Senior High School In Indonesia		
	Important	Not important
Reasons		

C. Materi Ajar Pertemuan 4

Name:	Class:
The Important Of National Final Examination For Senior High School Students	
Thesis	
Argument	
Conclusion	

WRITING

Name: _____

Class: _____

Daftar Pustaka

Edukasi Grade. (2014). *Pathway To English For Senior High School Grade XI General Program*. Jakarta: Cengage.
<https://www.cengage.com/indonesia/learning-solutions/>
<https://www.english.com/online-learning-advantages.html>

Universitas
 Sebelas Maret

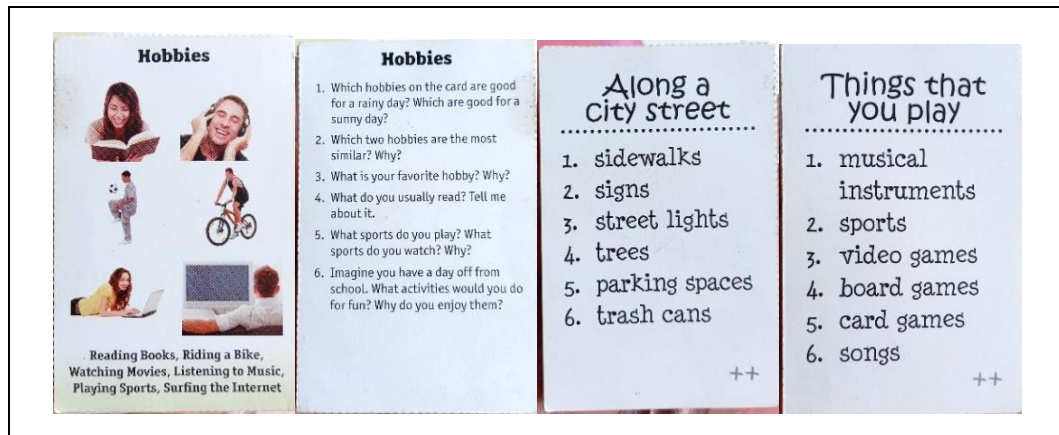
Prosesor: ...
 Core: Multi-Processor

Surabaya, 2021
 N.P. 19741042031210118

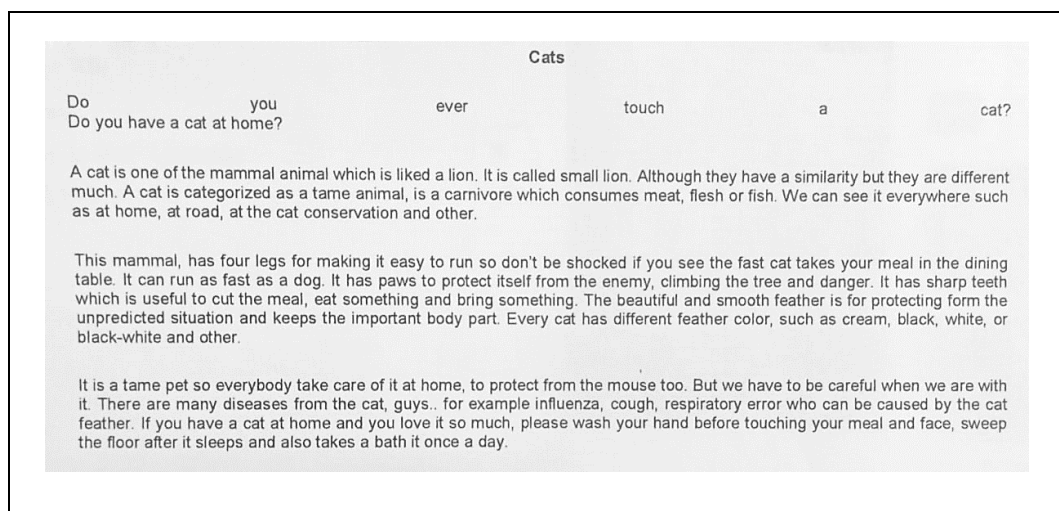
Surabaya, 2021
 N.P. 19741042031210118

No. 04

Teacher : Mrs. Trina Purwiyati, S.Pd
 Date found : Thursday, March 30, 2023
 Time found : 09.13 AM
 Location found : MAN 2 Ponorogo Teacher's Room
 Document : Media-Flashcards

**No. 05**

Teacher : Mrs. Enny Yuliani, M.Pd
 Date found : Thursday, April 4, 2023
 Time found : 08.00 AM
 Location found : Classroom of 10-k class
 Document : Materials-Report text



Appendix XI Documentations



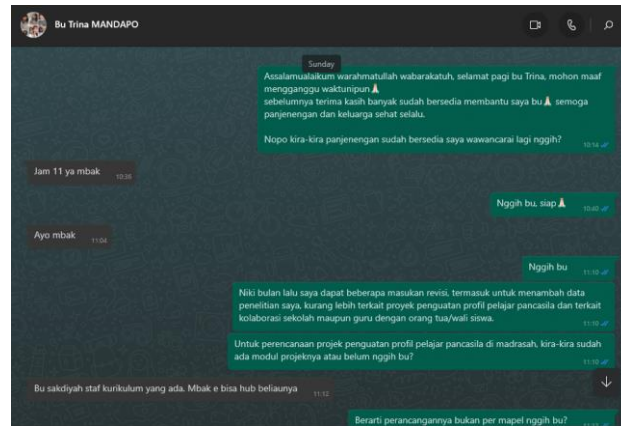
Interview with Informant 3: March 17, 2023



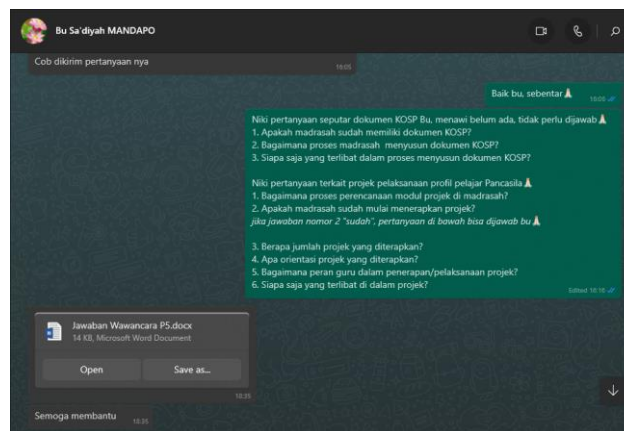
Class observation with Informan 3: March 30, 2023



Class observation with informant 4: April 4, 2023



Interview with Informan 3 via WhatsApp: June 18, 2023



Interview with Informan 2 via WhatsApp: June 18, 2023

