THE IMPLEMENTATION OF ENGLISH LANGUAGE TEACHING IN THE MERDEKA CURRICULUM SETTING AT SMP NU BULULAWANG

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY MALANG

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THESIS

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

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Appendix   : -

The Honorable,
To the Dean of Faculty of Education and Teaching Training
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Assalammu'alaikum Wr. Wb
After conducting several times of guidance in terms of content, language writing, and techniques, and after reading the student's thesis as follow:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, August 11th, 2023

The Researcher,

Nadia Rahmadhani

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MOTTO

Just remember that slow progress is still progress. Do your best and pray. God will take care of the rest. Fighting!

(Ingatlah bahwa progres yang lambat tetaplah sebuah progress. Lakukan yang

terbaik, kemudian berdoalah. Tuhan yang akan mengurus sisanya. Semangat!)

-Qnstarz-

DEDICATION

This thesis is proudly dedicated to:

My beloved and great parents

My beloved sister

My beloved best friend

My big family

All of my friends

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious, the Most Merciful

All praise be to our God, Allah SWT, who has given the Taufik, grace, and guidance so that the researcher can finish this thesis with the title, *"The English Language Teaching and Learning in The Merdeka Curriculum Setting at SMP NU Bululawang"* as the final assignment as one of requirement in the undergraduate program (S1) majoring in English Education degree. Then, Sholawat to the Prophet Muhammad SAW, who has guided us from the darkness to the brightness of Dinul Islam.

Following that, the author would only finish this thesis with many people's help, support, and advice. Therefore, the author wants to show her sincere gratitude, appreciation, and thanks to:

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2. Prof. Dr. H. Nur Ali M. Pd., as the Dean of the Faculty of Education and Teacher Training.

3. Prof. Dr. H. Langgeng Budianto, M. Pd., is the Head of the Department of English Education, and Maslihatul Bisriyah, M. TESOL is the Secretary of the Department of English Education.

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10. Her friends in the English Education Department (FASTCO'19) cannot be mentioned one by one. May God love, blesses, and guide them all.

Finally, the author recognizes that this thesis still has many things that could be improved. The author is willing to accept a suggestion from various parties. Therefore, the author hopes that this thesis can be helpful to every people who read it.

Malang, August 11th 2023

Nadia Rahmadhani

NIM. 19180038

TRANSLITERATOR GUIDELINES OF LATIN ARABIC

The writing of Arabic-Latin transliteration in this thesis is very useful. It uses transliteration guidelines based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

A. Alphaet

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	=	**h**	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 Vowel

Long (a) vowel	=	**â**
Long (i) vowel	=	**î**
Long (u) vowel	=	**û**

C. Diphthong Vowel

و أ	=	**aw**
يأ	=	**ay**
و أ	=	**û**
يا	=	**î**

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ABSTRACT

Rahmadhani, Nadia. 2023. The Implementation of English Language Teaching in The Merdeka Curriculum Setting at SMP NU Bululawang. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Alam Aji Putera, M.Pd

Key Words: Merdeka Curriculum, English Language Teaching, National Education Standard

Mastering English is one of the most essential needs in today's era. Currently, mastering English language can be learned though formal and informal education. Moreover, the quality education depends upon the curriculum it employs. The curriculum serves as the foundational framework for education, playing a crucial role in shaping an educational system and defining what is expected of individuals to be developed within the context of that society. In the meantime, Indonesia attempts to develop innovation through the Merdeka Curriculum. Merdeka Curriculum places significant emphasis on the crucial subject matter, the cultivation of character, and the development of competence in students' interests and talents. This curriculum has been implemented as an alternative in all educational institutions, dependent on the school's readiness. SMP NU Bululawang is one of the schools implementing the Merdeka curriculum depending on the Education National Standard.

This study aims to determine how the implementation of English language teaching in the Merdeka Curriculum setting at SMP NU Bululawang. The study conducted interviews and observation, and documentation as the data collection technique. This qualitative study used a case study design involving 30 students from class 7A at SMP NU Bululawang.

The results of this research shows that the implementation of English language teaching in the Merdeka Curriculum setting is elaborated in certain aspects, such as developing KOSP by the school's principal, deputy head of curriculum, curriculum development team, school committee, and school supervisor. After that, the teacher should understand the learning outcome (CP) phase D. Then, the teacher formulating TP based on CP and the chracteristics of the students. TP was developen by MGMP which consists of two English teachers: the informant (F1) and the English teacher in the eighth class. After developing the learning objective (TP), the teacher designs the learning objective flow (ATP) based on the learning outcome (CP) and the learning objective (TP). In addition, the teachers develop a comprehensive instructional module to serve as a pedagogical resource for teachers. Then, the teacher decided to use a collaborative learning method using a problem-based learning approach. In the Merdeka curriculum, it implies several aspects for supporting English language teaching, such as intra-curricular, co-curricular, and extracurricular. Intra-curricular is face-to-face learning in the class, co-curricular is implemented in the strengthening Pancasila student profile project, and extracurricular activity, such as English Club activity. This activity is for supporting the intra-curricular activities in English language teaching.

ABSTRAK

Rahmadhani, Nadia. 2023. Implementasi Pembelajaran Bahasa Inggris di Kurikulum Merdeka di SMP NU Bululawang. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alam Aji Putera, M.Pd

Kata Kunci: Kurikulum Merdeka, Pengajaran Bahasa Inggris, Standar Nasional Pendidikan

Penguasaan Bahasa Inggris menjadi salah satu kebutuhan yang sangat penting di era sekarang. Dewasa ini, penguasaan bahasa Inggris dapat dipelajari melalui pendidikan formal maupun informal. Selain itu, pendidikan yang berkualitas sangat bergantung pada kurikulum yang digunakan. Kurikulum berfungsi sebagai kerangka dasar untuk pendidikan, memainkan peran penting dalam membentuk sistem pendidikan dan mendefinisikan apa yang diharapkan dari individu yang akan dikembangkan dalam konteks masyarakat. Sementara itu, Indonesia berupaya mengembangkan inovasi melalui Kurikulum Merdeka. Kurikulum Merdeka memberikan fokus yang signifikan pada materi pelajaran yang penting, pengembangan karakter, dan pengembangan kompetensi dalam minat dan bakat siswa. Kurikulum ini telah diimplementasikan sebagai alternatif di semua lembaga pendidikan, sesuai dengan kesiapan sekolah. SMP NU Bululawang merupakan salah satu sekolah yang menerapkan kurikulum Merdeka sesuai dengan Standar Nasional Pendidikan.

Penelitian ini bertujuan untuk mengetahui bagaimana implementasi pengajaran Bahasa Inggris Kurikulum Merdeka di SMP NU Bululawang. Penelitian ini menggunakan wawancara dan observasi, serta dokumentasi sebagai teknik pengumpulan data. Penelitian kualitatif ini menggunakan desain studi kasus yang melibatkan 30 siswa dari kelas 7A di SMP NU Bululawang.

Hasil dari penelitian ini menunjukkan bahwa implementasi pengajaran bahasa Inggris dalam pengaturan Kurikulum Merdeka dijabarkan dalam aspek-aspek tertentu, seperti mengembangkan KOSP oleh kepala sekolah, wakil kepala kurikulum, tim pengembangan kurikulum, komite sekolah, dan pengawas sekolah. Selanjutnya, guru harus memahami capaian pembelajaran (CP) tahap D. Kemudian, guru merumuskan TP berdasarkan CP dan karakteristik siswa. TP dikembangkan oleh MGMP yang terdiri dari dua guru bahasa Inggris: informan (F1) dan guru bahasa Inggris di kelas delapan. Setelah mengembangkan tujuan pembelajaran (TP), guru merancang alur tujuan pembelajaran (ATP) berdasarkan capaian pembelajaran (CP) dan tujuan pembelajaran (TP). Sebagai tambahan, guru mengembangkan modul pembelajaran yang komprehensif sebagai sumber daya pedagogis bagi para guru. Kemudian, guru memutuskan untuk menggunakan metode pembelajaran kolaboratif dengan menggunakan pendekatan pembelajaran berbasis masalah. Dalam kurikulum Merdeka, terdapat beberapa aspek yang mendukung pengajaran bahasa Inggris, seperti intra-kurikuler, ko-kurikuler, dan ekstrakurikuler. Intra-kurikuler adalah pembelajaran tatap muka di kelas, ko-kurikuler diimplementasikan dalam proyek penguatan profil mahasiswa Pancasila, dan ekstrakurikuler, seperti kegiatan English Club. Kegiatan ini untuk mendukung kegiatan intra-kurikuler dalam pengajaran bahasa Inggris.

مستخلص البحث

رحمداني، نادية. 2023. تنفيذ تعلم اللغة الإنجليزية في المناهج المستقلة في SMP NU Bululawang. أطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. علام آجي بوتيرا ، دكتوراه في الطب

الكلمات المفتاحية: منهج Merdeka ، تدريس اللغة الإنجليزية ، معايير التعليم الوطنية

مع دخول القرن الحادي والعشرين، تغيرت حياة الناس إلى العالم الحديث في جوانب مختلفة. من المتوقع أن يحدث العالم الحديث ثورة كبيرة. من أجل مواجهة عالم سريع التغير، أصبح إتقان اللغة الإنجليزية حاجة مهمة للغاية في العصر الحالي. في الوقت الحاضر، يمكن تعلم إتقان اللغة الإنجليزية من خلال التعليم الرسمي أو غير الرسمي. يشمل التعليم عناصر مختلفة، خاصة التعليم الرسمي الذي يتكون من الإدارة والتكنولوجيا والإعلام والطلاب. وبصرف النظر عن ذلك، فإن جودة التعليم تعتمد بشكل كبير على المنهج المستخدم. يعد المنهج بمثابة الإطار الأساسي للتعليم، ويلعب دورًا مهمًا في تشكيل النظام التعليمي وتحديد ما هو متوقع من الأفراد لتطويره في سياق المج

تركيزًا Merdeka وفي الوقت نفسه، تحاول إندونيسيا تطوير الابتكار من خلال المنهج المستقل. يوفر منهج . كبيرًا على الموضوعات المهمة وتنمية الشخصية وتنمية الكفاءة في اهتمامات الطلاب ومواهبهم. وقد تم تطبيق هذا المنهج كبديل في كافة المؤسسات التعليمية بما يتوافق مع جاهزية المدرسة. بناءً على لائحة وزير التعليم Permendikbud No. في جمهورية إندونيسيا، وتحديدًا (Mendikbudristek) والثقافة والبحث والتكنولوجيا مرسوم اتحادي رقم 56 لسنة 2022 بشأن صياغة المبادئ التوجيهية لتنفيذ المناهج في سياق التعلم التعافي تعد وفقًا لمعايير التعليم الوطنية، Merdeka المتوسطة إحدى المدارس التي تطبق منهج NU Bululawang مدرسة NU. في مدرسة Merdeka ويهدف هذا البحث إلى معرفة كيفية تطبيق تدريس اللغة الإنجليزية بمنهج المتوسطة Bululawang

يستخدم هذا البحث المقابلات والملاحظة، فضلا عن التوثيق كتقنيات لجمع البيانات. استخدم هذا البحث . المتوسطة. تظهر نتائج NU Bululawang في مدرسة A النوعي تصميم دراسة حالة تضم 30 طالبًا من الصف 7 هذا البحث أن تنفيذ تدريس اللغة الإنجليزية في إعداد المنهج المستقل موصوف في جوانب معينة، مثل تطوير من قبل مدير المدرسة، ونائب رئيس المناهج، وفريق تطوير المناهج، ولجنة المدرسة، ومشرف المدرسة KOSP

CP بناءً على TP بعد ذلك، يقوم المعلم بصياغة D. للمرحلة (CP) بعد ذلك، يجب على المعلم فهم نتائج التعلم . ومعلم (F1) والتي تتكون من مدرسين للغة الإنجليزية: المخبر MGMP بواسطة TP وخصائص الطالب. تم تطوير يقوم المعلم بتصميم تدفق أهداف التعلم ،(TP) اللغة الإنجليزية في الصف الثامن. بعد تطوير أهداف التعلم بالإضافة إلى ذلك، يقوم المعلمون بتطوير وحدات (TP). وأهداف التعلم (CP) بناءً على نتائج التعلم (ATP) تعليمية شاملة كموارد تربوية للمعلمين

ثم قرر المعلم استخدام أسلوب التعلم التعاوني باستخدام منهج التعلم المبني على حل المشكلات. يوجد في . منهج مستقل العديد من الجوانب التي تدعم تدريس اللغة الإنجليزية، مثل المناهج الدراسية واللامنهجية واللامنهجية. داخل المناهج الدراسية هو التعلم وجهًا لوجه في الفصل، ويتم تنفيذ المناهج الدراسية المشتركة في المشروع لتعزيز ملف طالب بانكاسيلا، واللامنهجية، مثل أنشطة نادي اللغة الإنجليزية. يهدف هذا النشاط إلى دعم الأنشطة داخل المنهج في تدريس اللغة الإنجليزية.

CHAPTER I

INTRODUCTION

The researcher discusses some points related to this research in this chapter. It consists of the research background, research question, research objective, research significance, research limitation, and definition of key terms used in this research.

1.1 Research Background

Progressive and massive transformations have been built by people living in the 21st century. The emergence of these various changes has turned the wheels of human life towards the modern world. The modern world is expected to bring about a significant revolution. To cope with this rapidly changing world, mastering English is one of the most essential needs in today's era. As English becomes an international language, mastering English can connect us internationally and benefit our personal and professional lives.

Learning English is a significant investment that can open up many possibilities, and the workplace is no exception. So, mastering English is necessary for pre-employment qualifications (Durga, 2018). According to what was said by entrepreneurs in the research of Su-Hie et al. (2017), career growth demands solid English skills. Many local and multinational companies seek staff who can communicate in English to explore various fields and industries, gain knowledge and establish international cooperation. Given the urgency, English is one of the core subjects in many countries, especially in Indonesia, which can be learned through formal or informal education.

Education plays a crucial role in fostering a sustainable future that affords opportunities for enhanced quality of life across various dimensions of human existence. Education is a process that involves the acquisition of structured knowledge and skills, serving as a fundamental requirement for preparing individuals with the necessary tools to navigate both personal and professional realms. Lysenko and Zharinova (2021) assert a mutually beneficial connection exists between the quality of education, an individual's quality of life, and a person.

In the context of the 21st century, Wrahatnolo and Munoto (2018) contend that education is widely regarded as the fundamental basis. They assert that education includes various elements, specifically formal education, which comprises administration, technology, media, and students. In the initial phase, a curriculum framework incorporating essential topics is employed to support acquiring knowledge, cultivating creativity, developing technological proficiency, and enhancing information media literacy. Moreover, the quality of education is dependent upon the curriculum it employs.

Education in schools applies the curriculum as a set of educational programs. The curriculum aims to achieve academic goals where several components are interrelated and support one another. According to Tedesco (2014), the curriculum is central to all educational activities. The curriculum serves as the foundational framework for education, playing a crucial role in shaping an educational system and defining what is expected of individuals to be developed within the context of that society.

Lee (2020) asserts that curriculum paradigms and viewpoints provide a framework for guiding curricula design, implementation, and evaluation. They serve as crucial elements in curriculum development for both subject-based and integrated curricula and in schools that focus on life, values, religion, and spiritual education for children. According to the findings of Shofiyah (2018), the development of a curriculum will be expected to conform to two fundamental principles. The first principle encompasses general aspects such as relevance, flexibility, sustainability, practicality, and effectiveness. The second principle focuses on specific elements, including the educational purpose, educational content, teaching and learning methodologies, utilisation of media and technology, and the evaluation process.

In response to this matter, Indonesia attempts to develop innovation through the Merdeka Curriculum. From 2022 to 2024, this curriculum has been implemented as an alternative in all educational institutions, dependent on the school's readiness. Following the decree issued by the Minister of Education, Culture, Research, and Technology (Mendikbudristek) of the Republic of Indonesia, precisely decree 56 of 2022, the Guidelines for Implementing the Curriculum in the Order of Recovery Learning were formulated. The main goal of this curriculum is to address the negative impacts of the COVID-19 pandemic, specifically the learning loss and learning gap that have emerged as a result.

In her study, Arifa (2022) defined three key determinants that require attention to expedite the process of education recovery. Firstly, it is imperative to ensure the existence of targeted regulations that facilitate this process.

Secondly, the allocation of financial resources should be carefully planned, not disproportionately, to burden educational institutions, especially those of smaller scale. Lastly, it is crucial to improve the preparedness of human resources and the appropriateness of facilities and infrastructure to carry out the recovery efforts successfully.

Following the findings of Puspendik Kemdikbud (2021), it has been observed that implementing the Merdeka curriculum has some positive results in enhancing the teaching and learning process. This curriculum significantly prioritizes essential learning materials aligned with specified educational objectives. The current educational framework is centred around the concept of the "Pancasila Student Profile". Additionally, according to Rosmana et al. (2022), the Merdeka curriculum emphasizes character education by utilizing Pancasila student profiles. The implementation of character education holds significant importance as it plays a crucial role in shaping the character of a nation, aligning with the objectives of national education (Pratomo & Herlambang, 2021).

Besides, Wiguna and Tristaningrat (2022) have expressed that the Merdeka Curriculum places significant emphasis on the crucial subject matter, the cultivation of character, and the development of competence in students' interests and talents. This important implication promotes the development of innovative learning patterns within the teaching and learning context. According to Yamin and Syahrir (2020), the objectives of the Merdeka Curriculum are to implement the principles of innovative and creative critical thinking and develop collaboration and communication skills. According to

the Ministry of Education and Culture, which aligns with the President's Vision and Mission, educational standards encourage cultural development, such as pursuing an advanced, independent, and unique Indonesia by implementing Pancasila. The Pancasila values here consist of students who can think critically, show creativity, show independence, show loyalty, show piety to God Almighty, have a noble character, collaborate effectively, and embrace global diversity.

In his address on February 12th, 2022, Nadiem Anwar Makarim, as the Minister of Education, Culture, Research, and Technology (Mendikbudristek), expressed that the Merdeka Curriculum offers a greater level of conciseness, simplicity, and flexibility. This curriculum aims to bring a new paradigm concept of "freedom" for educators and learners. Therefore, it is imperative that the goal of educational freedom is to bring about independence, flexibility, and improvisation in teaching and learning (Angga & Iskandar, 2022). It is imperative for students to perceive the process of learning as enjoyable and purposeful, so they develop a sense of independence and a desire for lifelong learning.

According to Indarta et al. (2022), the concept of freedom within the Merdeka Curriculum encompasses the capacity for independent thought and the potential for lasting advantages. It is anticipated that the Merdeka curriculum will go through a transformation towards a student-centred learning approach, wherein the emphasis will be placed on the students themselves and their individual educational requirements. According to Pertiwi et al. (2022), this pedagogical approach promotes student engagement

by positioning them as active participants, with teachers assuming the roles of facilitators, guides, and controllers. It emphasises that teachers are not the exclusive providers of knowledge.

Considering the importance of the Merdeka curriculum, the Ministry of Education and Culture explains the benefits of the Merdeka curriculum (2021b), which focuses on essential material and develops student competencies gradually so that students can learn more deeply, meaningfully and enjoyably. In its implementation, the government formulated the Merdeka curriculum to adjust learning limits to student characteristics and learning outcomes (Kasman & Lubis, 2022). As a result, improving students' learning outcomes can also improve the quality of education. To enhance the quality of education, the school should develop a curriculum. The curriculum must align with the National Education Standards.

The National Education Standards play a fundamental role in the strategic development, implementation, and supervision of education, with the ultimate objective of achieving high-quality national education. The main objective of the National Education Standards is to establish higher academic standards nationally, with a particular emphasis on fostering individuals who have respect, national identity, and cultural improvement.

Following the laws stated in Law no. 20 of 2003, which pertains to the National Education System, it is stated that: (1), The curriculum development process is carried out by the National Education Standards to achieve the objectives set by the national education system. Moreover, the National Education Standards, as stated in PP number 4 of 2022 (an amendment to

Government Regulation number 57 of 2021 concerning National Education Standards), have been developed by the government to carry out this policy. The national education standards cover a wide range of topics, including graduate competency standards, content standards, educational process standards, standards for educators and Education Personnel, standards for Facilities and Infrastructure, Management Standards, Standards for Education Financing, and Standards for Education Assessment.

SMP NU Bululawang is one of the schools implementing the Merdeka curriculum depending on the Education National Standard. In the Merdeka Curriculum, teaching English is focused on strengthening mastery of English in six language skills: listening-speaking; reading-viewing; writing-presenting in an integrated manner in various types of text.

In addition, the curriculum at SMP NU Bululawang is developed by taking into account four domains, namely social-emotional, intellectual, skills, and behaviour, under the umbrella of spiritual competence, which is carried out in the form of theme-based learning or an integrated curriculum in English Subjects. The content curriculum in the education unit contains several components, including intra-curricular learning content, projects to strengthen Pancasila Student Profiles and extracurriculars (Shilviana & Hamami, 2020).

Seeing the importance of the Merdeka Curriculum in learning English, researchers want to discuss this issue further at SMP NU Bululawang. In a preliminary research conducted on November 3, 2022, researcher interviewed a seventh-grade English teacher at SMP NU Bululawang. From the interview results, the teacher explained that SMP NU Bululawang is one of the schools

that implement the Merdeka curriculum as an option to strengthen school independence in managing education and learning, as well as improve the quality of learning and graduates. In addition, SMP NU Bululawang is one of the Islamic schools in Malang City that focuses on instilling good values and attitudes. In supporting this, SMP NU Bululawang implemented the Merdeka curriculum to support the school's goal of instilling Pancasila values in students.

In addition, the interview with the teacher shows that there are six skills in English, namely listening-speaking, reading-viewing, and writing-presenting. Unlike the skills in K-13, in the Merdeka Curriculum, the two skills are combined with maintaining interaction, expressing the main points to be conveyed comprehensively; and maintaining communication.

On the other hand, the interview also showed differences in learning English in the Merdeka Curriculum and K-13 at SMP NU Bululawang. In K-13, learning English focuses more on Basic Competencies (KD) in the form of scope and sequence grouped into 4 Core Competencies (KI), namely Spiritual Attitudes, Social Attitudes, Knowledge, and Skills.

Meanwhile, in the Merdeka Curriculum, learning English focuses on learning outcomes arranged per phase. SD/equivalent phase consists of Phase A (equivalent to grade I and II SD); Phase B (equivalent to class III and IV elementary school); Phase C (equal to grade V and VI elementary school); Phase D (equivalent to Grade 7-9 Junior High School); Phase E (Class 10 High School Equivalent). Furthermore, the results of the interviews show that

the curriculum at SMP NU Bululawang is structured based on the National Education Standards.

The Merdeka Curriculum's implementation was covered in several earlier studies. The first is the research done by Ferdaus and Novita (2023) with the title **"The Implementation of Merdeka Curriculum in English Subject at A Vocational High School in Indonesia"**. The research used the descriptive-qualitative method as the research design, and the data were obtained through observations and semi-structured interviews. The subject of this research was an English teacher for 11th graders, and the data sampling used was purposive random sampling in the 11th -grade class.

This research explained that Sidoarjo's vocational high schools has implemented the Merdeka curriculum for English learning, which emphasizes teachers' and students' independence in the student-centered learning process. In line with this, several applied learning methods involve active interaction between teachers, students, and other students. The teacher believes that the government's support of freedom in the teaching and learning process is beneficial and can improve education. However, implementation offers numerous challenges, such as considering student characteristics, attitudes, and backgrounds. However, all the concepts provided encourage creativity and innovative thinking, which align with the skills needed in the future. The outcomes of the Merdeka Curriculum cannot be measured instantly; it requires a lengthy process and the commitment of all parties in the education industry to execute it properly.

The following researches come from Pertiwi & Pusparini (2021) with the title **"Vocational High School English Teacher's Prespective on 'Merdeka Belajar' Curriculum".** The method used in this research was qualitative-descriptive that involved 8 English teachers from different Vocational High Schools in Surabaya. The data collected through questionnaires and semi-structured interviews. This research aims to identify the teacher's perspective on the concept of the Merdeka curriculum and simplify the lesson plan (RPP).

This research shows that not all teachers understand the concept of the Merdeka curriculum. One of the leading causes is the need for more in-depth information about the curriculum. At the same time, all learning participants have implemented and understood the simplified RPP . Regardless of all the issues that arose, all participants fully supported this "Merdeka curriculum". All the teachers also suggested improving the implementation of "Freedom to Learn". It is because the curriculum's quality influences the education system's quality.

The last research is by Astari (2023) with the title **"The Implementation of Assessment in Teaching English in Merdeka Curriculum"**. This research aimed to examine the implementation of assessment in teaching English within the Merdeka curriculum at SMK N 3 Sukawati. This research investigated the implementation of formative assessment in teaching English in the Merdeka curriculum. This research employed a case study. The subjects of this study were two tenth-grade English teachers selected using a purposive sampling technique and also tenth-grade students.

The result shows that Both teachers had implemented formative assessments integrated with profile pancasila students in English in the Merdeka curriculum based on characteristic implementation formative assessment, the principle of the implementation assessment in the Merdeka curriculum, the principle for evaluation in English language learning, and the procedure of the implementation assessment. However, the researcher found a lack of both teachers in implementing the assessment. The lack of Teachers A and B did not use a scoring rubric to analyze the result in the formative assessment. Besides that, Teacher B did not give feedback on the student's performance in implementing formative assessment.

Some of the previous research above focused on other variables, such as focusing on teachers' perspectives on the Merdeka curriculum, only focusing on the implementation of assessment in teaching English, and analyze the implementation of Merdeka Curriculum in Vocational High School. In hance, this research finds the gap in the previous studies which focused in this research, the researcher will focus on the implementation of English language teaching in the Merdeka curriculum setting at SMP NU Bululawang.

1.2 Research Question

Seeing the urgency of the government's decision to implement the Merdeka Curriculum, researchers want to find out how the implementation of English language teaching in the Merdeka curriculum setting. The following are some research objectives:

1. How is the implementation of English language teaching in the Merdeka Curriculum setting at SMP NU Bululawang?

1.3 Research Objective

Based on the research questions previously mentioned, this research aims to:

1. to know the implementation of English language in the Merdeka
    Curriculum setting at SMP NU Bululawang.

1.4 Research Significance

        The researcher hopes that the finding of the research should be useful to English teachers, students, and other scholars. The impact on English teachers is knowing how the Merdeka curriculum integrates English language teaching process. This research can provide teachers with information to help the student become more proficient in the English language. The results of this research may serve as references for other researchers that have a similar interest in studying English language teaching within the Merdeka curriculum in different focus.

1.5 Research Limitation

        This research focuses on how the implementation of English language teaching in the Merdeka Curriculum setting at SMP NU Bululawang. The findings present in detail. In addition, it can be a reference for other English teachers in implementing English language teaching in the Merdeka Curriculum. There are one English teacher and five students in seventh grade that interviewed.

1.6 Definition of Key Terms

In this research, the researcher has several keys to elucidate to avoid the occurrence of other perceptions of the terms associated with the title in writing this research. They are as follows:

1. **English Language Teaching:** It consists of methods, techniques, procedures, and processes that the teacher uses. This occurs when learning activities transfer information or knowledge from one person to another. It includes several learning processes from one person to another.

2. **Merdeka Curriculum:** The new curriculum formulated by the government is prepared to adjust the learning corridor with essential material and develop student character and competence. This curriculum also emphasizes student characteristics and learning outcomes. In this curriculum, students play an essential role in the teaching and learning process.

3. **National Education Standards/Standar Pendidikan Nasional (SPN):** The minimum requirements that must be met by academic institutions or educational units within the jurisdiction of the Unitary State of the Republic of Indonesia for the implementation of various parts of the national education system. To realize national quality education, national education standards serve as a framework for planning, administering and regulating education. Ensuring the

quality of national education in the context of forming the character and culture of a cultured nation is the goal of national education standards.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the researcher explains the theoretical framework used in this research. This chapter includes the English Language Teaching theory, Merdeka Curriculum theory, and National Education Standard *(Standar Pendidikan Nasional theory).*

2.1 English Language Teaching

An educator must have a mastered educational background. The educational experience is obtained from an educational institution that has the authority to produce academic staff, one of which is an English teacher. The English teacher has the task of being responsible for the implementation of English learning activities in the classroom. In general, English teachers must have the same competencies as other teachers, but some unique competencies differentiate them. As a teacher, you must master communicative competence in teaching. According to Thomas (2020), communicative competence includes the following aspect that must be learned by English teachers, such as:

- have some knowledge about how to practice a language of different functions,

- teacher must build a variation activity in using language based on the setting and participant (ex: noticing when using speech in an informal or formal context or when

practising language for written and spoken communication context),

- understand how to produce and implement different kinds of text (ex: narrative, interviews, conversation), and

- understanding to maintain communication even though one has limited knowledge of one's language.

An excellent educational institution has good management to run the institution. Good education needs great teachers who are competent in teaching the students. Teachers must be creative and sensitive to various student characteristics, what students need, and how students can understand the material given. Teachers have a responsibility not only to transform textbook knowledge but also must have a good quality education based on teachers' professional skills and practice it in the educational policy of moral integrity in education (Visser, 2020).

The educational institution must be selective in choosing a teacher with a million teaching experiences to help the student to get good writing in English lessons. There are many can separate factors in the success of educational learning. The first factor comes from internal factors, which are from the child. The second factor comes from external factors from outside the child. The teacher must guide the students to learn English lessons without coercion; one is learning writing.

An English teacher who has not mastered the five competencies does not mean that he is not an English teacher. According to Alzeebaree

& Hasan (2021), there are many ways to be English teachers improve their personality which is by increasing their competence. Being a good teacher is same the with be able to give understandable information related to the material to the learners. The information can be some knowledge of the lesson and context, pedagogy, and mastering skill. Here's how to become a good English teacher, namely:

a. being disciplined and responsible by utilizing diverse teaching methods;

b. are masters in the teacher's field;

c. highly flexible and enthusiastic; and

d. self-officious who believe in their skill.

A good teacher actually can be mastering the knowledge of the subject matter and have good personal characteristics. A good teacher is being someone who explains the material clearly and gives different examples. According to Alqahtani (2015), a good teacher who was joyful, friendly with the learner, patient, sociable, loved, fair, not easy to be mad, and has a good nature.

There are many definitions of teachers, teachers can be interpreted as educators who educate the nation in all aspects, both spiritual and emotional, intellectual and other elements. Teachers are used as examples for their students. so, while being a teacher, one should keep good speech and do good things. This is done so that students can imitate the excellent behaviour exemplified by a teacher. Thus, when the teacher asks his

students to behave well, the teacher must also do it, as in the Qur'an surah Al-Mujadalah verse 11.

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍّ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

The meaning: "O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do."

A teacher must have a dream to help students to grow with knowledge. Being a knowledgeable person will be elevated by Allah SWT because the teacher understands science in carrying out life, the point is not stupid. a teacher participates in learning activities where there will be a transfer of knowledge from teacher to student.

2.2 Merdeka Curriculum

2.1.1 The Characteristics of The Merdeka Curriculum for Junior High School

The Merdeka curriculum for junior high school is characterized by specific attributes (Rizaldi & Fatimah, 2022):

a. The contents of faith lessons for adherents of belief in God Almighty are carried out following the provisions of the laws and regulations governing belief education services in God Almighty.

b. Educational units providing education, including SMP/MTs/other forms of the same level, provide special needs program services according to the conditions of students that focus on the essential materials.

c. The learning load for education providers with the Semester Credit System (SKS) is carried out following the provisions of the laws and regulations governing SKS.

d. The process of identifying and cultivating students' interests, talents and abilities is carried out by teachers whom BK teachers coordinate. If the availability of counselling teachers is insufficient, then other teachers carry out coordination.

According to Sari & Sinthiya (2022), 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.

2.1.2   Elements of Merdeka Curriculum

2.1.2.1 Education Unit Operational Curriculum (KOSP)

The successful implementation of the Education Unit Operational Curriculum (KOSP) at educational institutions necessitates the creation of a dynamic document that undergoes continual renewal, is referenced in everyday activities, encourages reflection, and promotes ongoing progress. There are several principles that can be employed in the creation of the

curriculum, namely student-centeredness, contextualization, essentiality, accountability, and stakeholder involvement. Furthermore, as part of the preparatory process, the government grants authorization to individual schools to establish the format and systematics of their preparations. However, it is imperative that these preparations remain aligned with the curriculum structure and standards established by the government, while also taking into account the unique characteristics and requirements of students, schools, and regions (BSKAP Kemendikbudristek, 2022b).

During the preparation and review process, certain components emerge as the primary areas of emphasis. The key elements of the KOSP encompass the characteristics of the education unit, the vision, goal, and objectives, as well as the concepts of a learning organization and learning planning. The components that undergo periodic evaluation every 4-5 years are the features of the education unit, as well as its vision, mission, and objectives. In accordance with the BSKAP Kemendikbudristek (2022b), the evaluation of learning organization and learning planning takes place on every year.

2.1.2.2 Learning

a) **Elements of The Learning Outcome (CP) of English Lesson in The Merdeka Curriculum**

The learning outcomes (CP) for English education include six elements, each of which is characterized by the following description:

1. Listen

   Effective communication encompasses several key components, including the capacity to comprehend information, demonstrate respect towards the people, and comprehend the received information to provide meaningful and contextualized responses. The listening process encompasses various cognitive functions, including the reception of auditory stimuli, the identification and comprehension of linguistic sounds, and the interpretation of meaning.

   Listening skills encompass non-verbal communication abilities, such as the capacity to comprehend both implicit and explicit meanings conveyed in oral presentations, as well as to grasp the primary and secondary concepts within the informational content and the contextual framework of the presentation (Petri, 2017).

2. Read

   According to the OECD (2000), reading encompasses the capacity to comprehend, employ, and analyze texts in alignment with one's objectives and personal tendencies. This skill facilitates the development of an individual's knowledge and capabilities, supporting them to participate in society actively.

3. Viewing

   Visual literacy refers to the capacity to comprehend, employ, and analyze visual texts in alignment with their original goals and areas of focus.

4. Speak

Verbal communication refers to the capacity to effectively express ideas, thoughts, and emotions through spoken language during interpersonal exchanges.

5. Write

The capacity to effectively and comprehensibly convey ideas, communicate, and express creativity through various types of text is dependent upon employing appropriate organizational structures and language components that grab and engage readers.

6. Presenting

Presenting is the capacity to effectively articulate thoughts with spoken word, accuracy, and personal responsibility across various forms of communication. Presenting includes visual, digital, and audiovisual formats while maintaining comprehension by the audience. The delivery of speeches and presentations should be organized and refined based on the specific needs or characteristics of the audience.

b) Learning Planning

To attain the desired learning outcome, it is imperative for the teacher to develop a comprehensive lesson plan and design appropriate assessments. In the Merdeka Curriculum, teachers must keep to several stages when developing and implementing lesson plans. The initial phase involves the teacher's comprehension of the learning outcome (CP), the formulation of learning objectives (TP), the compilation of the learning

objective flow (ATP), and the subsequent design of both the lesson and assessment (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).

According to the head of BSKAP's Decree, the autonomous curriculum's English language learning objective (TP) are intended to contribute to the following:

1. English language proficiency in communicating through various multimodal texts (oral, written, visual, and audiovisual).

2. Understanding and appreciating Indonesian and international cultures' viewpoints, practices, and products requires intercultural competency.

3. The ability to speak with confidence as a responsible and independent person.

4. Talents in creativity and critical reasoning.

After formulating TP, the teacher constructs the learning outcome flow known as the ATP. Teachers can employ various methods to prepare Assessment and Teaching Plans (ATP). These methods include: 1) creating their own plans based the learning outcome (CP) and learning objective (TP), 2) adapting and modifying the existing examples to suit the specific needs of students and the unique characteristics and readiness of the school, and 3) utilizing examples provided by the Government (Kemendikbudristek, 2022). Nevertheless, it is advised by the government that the development of learning objective flow (ATP) should be

undertaken in conjunction with the Subject Teacher Conference (MGMP) in order to establish a standardized distribution of lesson hours.

c) Problem Based-Learning Method

These points can be very helpful for the teacher to design and assign the problem to the students (Ali, S. S. 2019).

1. Assigning the Problem

   Identify and discuss the important parts of the problem.

2. Arranging the Student into Group and Looking for The Information

   Arranging the students into group. This point can discuss the background knowledge and materials they need to solve this. Then, they discuss it together with their friends.

3. Guiding the Students in Investigation

   At this stage, the students can discuss the reasons, assumptions about the problem. In a group, the students can list what their team needs to know to solve the problem.

4. Each Group Member Has to Present the Report

   The students are finishing the exercises and presenting in front of the class.

d) Learning Process

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).

2.1.2.3 Assessment in the Merdeka Curriculum

According to Permendikbud Number 16 of 2022, the Merdeka Curriculum places its primary focus on the assessment of the learning process. The learning process assessment in the Merdeka Curriculum relates to evaluating the planning and execution of educational activities conducted after the completion of learning activities at least once per semester. The teacher conducts the assessment by engaging in self-reflection regarding the implementation of planning, the process of learning, and the evaluations provided by classmates, the principal, or the students (BSKAP Kemendikbudristek, 2022a).

However, within the context of the Merdeka Curriculum, there has been a change in the assessment paradigm. In the previous curriculum, assessments focused 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 application of assessment outcomes can inform the development of teaching methods for individual student's academic progress. Furthermore, authentic evaluations are predominantly conducted inside the project to strengthen Pancasila student profiles. Activities to enhance the Pancasila students' profile.

2.2.2.4 The Dimension of Project to Strengthen Pancasila Student Profiles

Co-curricular activities are carried out with a project to improve student character based on Pancasila values. This activity is called the Strengthing Pancasila student profiles project (Farwati and Metafisika, 2022).

According to (Kemendikbudristek, 2022), there are six dimensions of the Pancasila student profile, namely 1) dimensions of faith, fear of God Almighty, and noble character, which are meant for students in Indonesia to understand religious teachings and apply them in everyday life. 2) the global diversity dimension, intended for Indonesian students to maintain a noble culture and locality, and remain open-minded towards other cultures, can appreciate the formation of a positive new culture. 3) the dimension of cooperation, namely the ability to carry out activities together and help each other. 4) independent dimension, namely, students are responsible for their learning process and results. 5) the critical reasoning dimension, namely processing information, building

relationships between various information, analyzing information, evaluating and concluding it. 6) creative dimension, namely creative students can modify and produce something original, meaningful, practical, and impactful.

2.1.3 Implementation Stages of The Merdeka Curriculum

2.1.3.1 Planning Aspects

a. Designing the Education Unit Operational Curriculum (KOSP)

Table 2.1 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	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 visionmission and context of the school by involving student representatives, parents, and the community.

b) Designing the Learning Objective Flow (ATP)

Table 2.2 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

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 2.3 Indicator of Learning and Assessment Planning

Stage	Indicators
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 2.4 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 to Strengthen Pancasila Student Profile**

Table 2.5 Indicator 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.

2.1.3.2 Implementation Aspects

a) **Implementation of the Pancasila Student Profile Strengthening Project**

Table 2.6 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.
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) Intergration of The Integration of Assessment in Learning

Table 2.7 Indicator 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.
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 learningAt 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.

2.3 National Education Standard *(Standar Pendidikan Nasional)*

Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. National Education Standards are the key to realizing a quality education system. The National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. The scope of the SNP consists of 8 (eight) standards, namely graduate competency standards, content standards, process standards, educational assessment standards, academic staff standards, facilities, and infrastructure standards, management standards, and financing standards.

However, the standards that analyzed in this study are 1) Graduate competency standards, which are requirements for a graduate's abilities that take into account the attitudes, knowledge, and skills that students must acquire from the primary or secondary educational setting (Permendikbud, 2016). 2) Standard of Content is a set of requirements that address the depth of the subject matter and the level of proficiency needed to meet graduate competency standards established at a certain educational level. The developed graduate competency standards cover attitudes,

knowledge, and abilities. The Standards of Content include the curriculum framework, student learning load, unit-level curriculum, and the national academic calendar (Permendikbud, No. 21, 2016). 3) Educational Process Standards, where there must be sufficient space for initiative, creativity, and freedom in academic units. This standard of educational proses is intended so that the learning process takes place dynamically, inspiring, exciting, and challenging, as well as motivating students to participate actively. In this process, standards are determined by students' talents, interests, and levels of physical and psychological development. In addition to providing examples, educators facilitate learning. Each academic unit should plan, implement and evaluate the learning process and assess learning outcomes to carry out an effective and efficient learning process (Permendikbud, 2016) 4) Standard of Educational Assessment, that teachers and each academic unit analyze the learning outcomes (Permendikbud, 2016).

2.4 Previous Researches

The researcher collects several previous researches to strengthen the originality of the researcher's research.

The first research is the research conducted by Shinta Amalia Ferdaus and Dian Novita with the title "The Implementation of The Merdeka Curriculum in English Subject at A Vocational High School in Indonesia". The similarity of this study with the research conducted by the researcher is that both have a research focus on the implementation of the Merdeka Curriculum in English lesson. Several points distinguish this

research form research conducted by researcher. In this previous research, the researcher wanted to analyze the implementation of the Merdeka Curriculum in English subject at one of the vocational high schools in Sidoarjo as the Centre of Excellence of Vocational High School (SMK PK).

The subject of this research was an English teacher for 11th graders, and the data sampling used was purposive random sampling in the 11th -grade class. Meanwhile, this research was conducted to analyze the English language teaching and learning in the Merdeka Curriculum setting at SMP NU Bululawang. The research was examined using a qualitative approach utilizing a case study design. In addition, the previous research used the descriptive-qualitative method as the research design, and the data were obtained through observations and semi-structured interviews to get the data (Ferdaus and Novita, 2023)

The second research was conducted by Anita Kusuma Pertiwi, Ririn Pusparini with the research's title "Vocational High School English Teachers' Perspectives on "Merdeka Belajar" Curriculum. In this research, the researcher focused in more detail on the analysis of the implementation of the English language teaching and learning in the Merdeka curriculum setting at SMP NU Bululawang.

The research subject in the previous research were eight English teachers from different vocational high schools that were SMK Barunawati, SMK Farmasi Surabaya, SMKN 5, SMKN 10, SMK KAL-1, SMK Al-Irsyad, SMK Bhakti Samudra, SMK Adika Wacana. Meanwhile,

this research chose seventh graders of junior high school and one seventh grade English teacher as the research subjects. In addition, the previous research used qualitative-descriptive method, and collected through questionnaires and semi-structured interviews, while this research used observation, interview, and documentation as instrument and data reduction, data display, and conclusion drawing (Pertiwi and Pusparini, 2021).

The third research is research conducted by Dewa Ayu Made Juli Astari, Ni Nyoman Padmadewi, Ni Luh Putu Eka Sulistia Dewi with the title "The Implementation of Assessment in Teaching English in Merdeka Curriculum". This previous research focused to examine the implementation of assessment in teaching English within the Merdeka curriculum at SMK N 3 Sukawati. While the research conducted by the researcher focuses on the English language teaching and learning in the Merdeka curriculum for seventh grade student at junior high school student. In addition, the research design used in previous research was a case study design. In this research, the researcher used a qualitative descriptive study with a case study design (Astari et al., 2023).

Some of the previous research above focused on other variables, such as focusing on teachers' perspectives on the Merdeka curriculum, only focusing on the implementation of assessment in teaching English, and analyze the implementation of Merdeka Curriculum in Vocational High School. In this research, the researcher will focus on the implementation of English language teaching in the Merdeka curriculum

setting at SMP NU Bululawang. Then, this research will be designed in a descriptive qualitative manner with research instruments in the form of observation, interviews, and document analysis. Data from observation and interviews analyzes in three stages, namely data reduction, data display, and conclusion drawing.

CHAPTER III

RESEARCH METHOD

This chapter explains the research method used by the researcher. It contains the research methodology, research location, research participants, data source, research instrument, data collecting procedure, and data analysis process.

3.1 Research Methodology

The research titled "The Implementation of English Language Teaching in The Merdeka Curriculum Setting at SMP NU Bululawang" requires an in-depth understanding to explain the actuality present in the field, as per the findings derived from the research observations. Hence, a qualitative approach utilizing a case study framework is considered an appropriate methodology to address the research inquiry. The case study design is a comprehensive method that thoroughly examines a specific event, situation, entity, or social group.

According to Yin (2018), a case study involves thoroughly examining phenomena within their authentic context. Case studies involve comprehensive examinations of the intricacies and unique characteristics of a particular project, policy, institution, program, or system in real-world contexts, considering multiple viewpoints (Starman, 2013). Consequently, a case study design employs in this research to investigate the implementation of English language teaching in the Merdeka curriculum at SMP NU Bululawang.

3.2 Research Location

The research location is a place that the researcher conducts the research. In this research, the researcher chooses research location at SMP NU Bululawang, addressed at Raya Bululawang Street Number 22, Bululawang District, Malang Regency, East Java. This location was chosen because the school has implemented the Merdeka Curriculum in English language teaching. In addition, SMP NU Bululawang is one of the Islamic schools in Malang City which focuses on improving academic, instilling good values and attitudes. Furthermore, implementing the Pancasila student profile project in the Merdeka Curriculum supported the school's goal of instilling Pancasila values for students, especially in English lesson.

3.3 Research Participants

The research focused on Mrs. Endang Istikhomah, S.Pd as an English teacher in the seventh grade, as the primary subject of investigation. The decision to appoint the English subject teacher was based on her youthfulness and strong preference towards innovative approaches in designing learning activities, particularly in the context of English language education within the Merdeka Curriculum. The data collection process involves the researcher conducting observations of teaching activities in a comprehensive manner at various stages, as well as conducting an interview with a seventh-grade English teacher at SMP NU Bululawang. Furthermore, the chosen class for observation taken place in class 7A and will consist of a total of 30 students. The researcher selected a sample of five students from the class to participate in interviews. The students chosen by the researcher is the students who are

being active and having great grade in the class. This fact was proven by the teacher when the researcher conducted interviews in the preliminary research.

3.4 Data Source

The research's data are primary materials gathered by researcher from the research sites examined. These materials are specific matters that will serve as the premise for the analysis. According to Patton (1980), qualitative data consists of what the subject or informant states in response to the researcher's questions. This theory is consistent with Ahmadi's (2014) assertion that qualitative data takes the form of words, such as quotations or descriptions of special events. Regarding these definitions, the types and data sources for this research are words, actions, written sources, and documentation.

The initial data are words. The informant made these context-specific statements during the interview with the researcher (Sugiyono, 2006). In this investigation, the words of the seventh-grade principal and English teacher were considered to be data.

Action is the second data point. In this research, action refers to the behavior of the observed subjects, specifically the actions of the seventh-grade English Lesson teachers as they engage in teaching activities.

The third source is a written document. In this research, researchers require two categories of written data: primary and secondary. The Decree of the Minister of Education, culture, research, and Technology of the Republic of Indonesia Number 56/M/2022 regarding Guidelines for Implementing the Merdeka Curriculum in the Framework of Learning Recovery and Learning Objective Flow (ATP) constitutes the secondary written data for this research.

In addition, the Learning Module or Learning Implementation Plan (RPP) document is the primary written data.

The documentation is the fourth piece of data. In this research, researchers utilized photographs, videos, and audio recordings to supplement the results of observations and interviews.

3.5 Research Instrument

In qualitative research, the problem needs to be clarified by using research instrument. Research instrument here is the researcher herself. However, after the problem to be studied is clear, the researcher can develop supporting instrument. The researcher can develop supporting instrument that are expected to get the data and compare with the data that has been found (Sugiyono, 2006). The researcher conducted interviews and observations as the supporting instrument in answering the research question. The interview and observation guideline adapted the questions or statements from the previous research by Zulkarnain (2022).

The researcher will use an interview instrument to obtain data on the English language teaching and learning implemented in the Merdeka Curriculum setting. Meanwhile, the observation instrument helps researcher obtains data from documents, and student's action.

3.5 Data Collection Procedure

This research used 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	11th, February 2023
3.	Conducting interview	20^{th,} February - 13th March 2023
4.	Analyzing Document	20^{th,} February - 13th March 2023
5.	Conducting Observation	20^{th,} February - 13th March 2023
6.	Conducting data triangulation	30th March - 15th July 2023

1. Interview

An interview is a form of dialogue involving multiple participants, typically consisting of an interviewee and an interviewer. According to Esterberg (2002), an interview can be defined as a formal interaction between two individuals aimed at exchanging information and ideas through a structured question-and-answer format, with the purpose of constructing meaning on a specific topic. Moreover, as stated by Stainback (1988), conducting interviews allows researchers to gain a deeper understanding of

participants' interpretations of situations and phenomena, which cannot be obtained solely through observation (Sugiyono, 2006).

In this research, the researcher employed an open interview format, in which the informant was aware of their participation in a research interview. Informants know the underlying intention and objective of the interview. In this research, the interview technique employed was a semi-structured interview format. This approach involves the semi-structured interview technique that seems like a daily conversation, with the researcher arranging some questions which will be adapted from the previous research conducted by Zulkarnain (2022). In addition, the interview transcript sheet will document all the raw information acquired.

2. Observation

The researcher intends to employ observational methods to address the first research objective regarding implementing English language teaching in the Merdeka curriculum at SMP NU Bululawang. The researcher prepared the observation guideline which will be adapted from the previous research conducted by Zulkarnain (2022). The observation guideline statement answered various inquiries concerning incorporating national education standards into English lessons within the Merdeka curriculum.

3. Documentation

Document or documentation techniques typically involve gathering data from sources not of human origin, such as

documents, sound recordings, and photographs. Accordint to
Lincoln and Guba (1981), documents hold significant value in the
research process due to their perpetual availability, stability as a
source of information, capacity for re-analysis without
modification, provision of contextually relevant and fundamental
data, and a legal statement that ensures accountability.

3.6 Data Analysis Process

The collected data subsequently requires analysis through multiple
stages, including observations and interviews. The data can be analyzed using
three processes. These processes are data reduction, display data/visualization,
and conclusion drawing/verification (Miles et al., 2014).

1. Data Reduction

    The term "reduction" pertains to the procedure of seeking
    out underlying themes, emphasizing significant points, condensing
    information, and recognizing the main components. The data
    obtained from observations and interviews is divided in order to
    offer a more precise and comprehensive explanation. According to
    Sugiyono (2006), data reduction facilitates the collection of
    incomplete data by future researchers.

2. Display Data/Visualization

    The subsequent stage in data processing involves the
    presentation or display of the data. According to Sugiyono (2006),
    qualitative researchers have the ability to present data in a variety

of formats. Examples of visual aids commonly used in academic settings include concise descriptions, charts, flowcharts, and illustrations depicting relationships between categories, among other types of visual representations. The data obtained from observations and interviews presents in a narrative format and organized in tables for enhanced comprehension.

3. Conclusion Drawing/Verification

This stage encompasses new findings in qualitative research, wherein previously ambiguous depictions manifestes with clarity after thorough investigation. The clarity of an object can manifest in various ways, such as through hypotheses, theories, or causal and interactive relationships (Sugiyono, 2006).

Upon completing the English language teaching and learning implemented in the Merdeka curriculum, the data obtained from observations and interviews summarized and presented as narrative text and tables. Subsequently, the researcher utilized these data to address the research questions and draw appropriate conclusions regarding how English language teaching is implemented in the Merdeka curriculum.

Furthermore, the researcher undertakes a data triangulation process to validate the collected data and conduct data analysis. Data triangulation, as defined by Sugiyono (2014), is a methodological approach that involves consolidating multiple data sources and verifying their credibility through cross-checking.

Assessing the validity of a data instrument holds significant importance within a research investigation, as it enables the creation of meaningful and suitable interpretations (Sugiyono, 2011). The process of data triangulation involved the integration of findings obtained from both observations and interviews.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher describes and elaborate on the research findings and discuss the current results about the implementation of English language teaching in the Merdeka Curriculum setting at SMP NU Bululawang.

4.1 Findings

4.1.1 The Planning Stages of SMP NU Bululawang implement the Merdeka Curriculum in English Language Teaching and Learning

4.1.1.1 Developing The Education Unit Operation Curriculum (KOSP)

The Education Unit Operation Curriculum (KOSP) document was one of the crucial documents that should be owned by the education unit implementing the Merdeka Curriculum. There were several stages carried out for developing KOSP, such as following the socialization of the implementation of the Merdeka Curriculum which was organized by the Regional Office of the Ministry of Religion of East Java Province, attending a workshop on technical instructions regarding the implementation of the Merdeka Curriculum. When the informant (F1) was asked about the process of preparing the KOSP at SMP NU Bululawang, she elaborated,

> "Those involved during the preparation were the headmaster of the school, deputy head of curriculum, curriculum development team, school committee, and school supervisor (Endang Istikhomah (F1), personal communication, February 24, 2023)"

4.1.1.2 *Understanding learning outcome (CP)*

The government set the learning outcome (CP) as a student competency target. The initial step taken by the teacher (F1) before compiling learning activities was to understand the learning outcome (CP) in English. The learning outcome (CP) contained of several elements according to the level of education. Furthermore, at the SMP level, the learning outcome (CP) Stage D was used. When asked about the learning outcome, the informant (F1) emphasized,

> "At the junior high school level, the learning result pertaining to the learning outcome (CP) in phase D. During this stage, the objective of English language instruction was to provide students with the ability to engage in communication utilising a diverse range of textual forms, both in formal and informal contexts. However, in the context of education, curriculum planning was customised to accommodate the unique qualities and needs of students within a school setting. The student population at this institution was characterised by a relatively low proficiency in the English language and a preference for collaborative study settings with peers. According to their perspective, engaging in group study could potentially reduce feelings of discomfort while asking for clarification from their friends or the teacher. In the context of education, my primary emphasis contained of facilitating students' comprehension of textual material pertaining to daily activity, hence supporting the development of a varied vocabulary. Furthermore, students should have the ability to have inference skills when understanding implied information (Endang Istikhomah (F1), personal communication, February 24, 2023)"

This statement was supported by the result of the documentation conducted by the researcher. The informant (F1) showed the learning outcome (CP) document by the government. The learning outcome (CP) phase D can be seen in image 4.1.

Image 4.1 The Learning Outcome (CP) Phase D that Given by The Teacher

Capaian Pembelajaran Fase D	
Fase Capaian Pembelajaran (CP)	Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

4.1.1.2 *Formulate the learning objective (TP)*

The teacher (F1) formulated the learning objective (TP) by considering the competences and scope of material in CP. The teacher formulated the learning objective (TP) based on the characteristics and the needs of the student in grade 7 at SMP NU Bululawang. Researcher supported data from observation and interview. The informant F1 said,

> "To establish learning objectives, SMP NU Bululawang organized a meeting for subject teachers. The learning objective (TP) should refer to the learning outcome (CP) and the characteristics of students at SMP NU Bululawang. Implementing the learning objective (TP) should also aim to develop students' communicative skill and student's understanding in written text. In addition to this, the learning objective (TP) was to develop inferential skill in the learning activity. So, in the learning objective (TP), it was hoped that students could create a descriptive text for communicating in informal or formal situation (Endang Istikhomah (F1), personal communication, February 24, 2023)"

This finding was supported by the result of the documentation conducted by the researcher. The informant (F1) shared the TP documentation that had been arranged by MGMP that consist of two

English teachers, one was the informant (F1) and the other was English

teacher in the eighth class.

Image 4.2 The Learning Objective (TP) that Given by The Teacher

Tujuan Pembelajaran	Para peserta didik dapat memproduksi teks deskriptif tulis untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.

4.1.1.3 *Formulate ATP (Alur Tujuan Pembelajaran)*

The informant (F1), in collaboration with other English teachers,

organized a meeting to develop the learning objective flow (ATP). The

learning objective flow (ATP) was developed by the teacher (F1) by

adapting or modifying the government's model to align with the particular

characteristics of the student. When developing the learning objective flow

(ATP), it was developed by the English teacher conference (MGMP) in

order to establish a standardized the needs and characteristics of the

students.

The learning objective flow (ATP) was developed based on the

learning outcome (CP) and the learning objective (TP). Furthermore, the

learning objective flow (ATP) encompassed the aspects of competencies,

elements of CP (Learning Outcomes), and specified material references

that students were expected to achieve. The example of ATP was provided

in Image 4.3.

Alur Tujuan Pembelajaran

Kelas: 7 (Tujuh)

Alur Tujuan Pembelajaran	Elemen (tuliskan elemen yang termuat dalam Tujuan Pembelajaran)	Referensi/Catatan/Inspirasi Adaptasi
7.1. Mengidentifikasi tujuan teks untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif	Membaca dan Memirsa	Teks yang digunakan adalah teks deskripsi dan teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.2. memahami ide utama dan detil yang relevan mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah.	Menyimak dan Berbicara	Teks yang digunakan adalah teks deskripsi dan teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.3. merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri dari berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif	Membaca dan Memirsa	Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.4. Melakukan pengulangan dan penggantian kosa kata mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah.	Menyimak dan Berbicara	Kosa kata yang diulang dari topik yang familiar dan unfamiliar dengan jumlah kosakata yang sedikit dengan memperhatikan pelafalan
7.5. Mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif.	Membaca dan Memirsa	Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.6. membuat inferensi untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk d iantaranya teks visual, multimodal atau interaktif.	Membaca dan Memirsa	Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana

Image 4.3 The Learning Objective Flow (ATP) Used by Informant F1

The fact was supporting by the result of the interview with the informant (F1) that was conducted by the researcher. The informanan said,

> "Teachers developed ATP based on CP and TP. One of the TP that had been developed focuses on repeating familiar or unfamiliar vocabulary and simple sentences. This specific material references included the listening and speaking. In addition, in the ATP, the teacher made several steps, such as identifying and understanding the main idea and repeating vocabulary, especially on daily activity material (Endang Istikhomah (F1), personal communication, February 24, 2023)"

4.1.1.4 *Teaching Module*

After preparing the ATP, the teacher arranged teaching modules as a guide in teaching English. The teacher arranged a comprehensive instructional module to serve as a pedagogical resource for the teacher. The module contained by learning objectives, learning steps, materials adapted to students' needs and characteristics, and assessments. Based on the compiled ATP, the teaching module contained a learning plan for one

learning objective (TP). The material included was based on the book English for Nusantara. However, SMP NU Bululawang also used the LKS publisher CERAH to learn English in the Merdeka Curriculum. So, the material was adapted from the book. Researcher supported data from observations and interviewed Miss E (F1) as a teacher. She quoted,

> "Yes, here I used books from the Ministry of Education and Culture, then I used LKS. For LKS, I use LKS published by CERAH publishers. So, I also used a book from the Ministry of Education and Culture, namely the book English for Nusantara. Additionally, I had developed a comprehensive instructional module to serve as a pedagogical resource for educators (Endang Istikhomah (F1), personal communication, February 24, 2023)"

This claim was further confirmed by the researcher's documentation. Informant 2 presented the self-compiled a comprehensive instructional module in Image 4.4.

Modul Ajar Bahasa Inggris Fase D Kelas VII
(Kurikulum Merdeka)

No.	Komponen	Deskripsi / Keterangan
1.	**Informasi Umum Perangkat Ajar**	
	Nama Penyusun	Endang Istikhomah, S.Pd.
	Nama Institusi	SMP NU Bululawang
	Tahun Penyusunan Modul Ajar	2022
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Kelas	VII (Tujuh)
	Alokasi Waktu	4 Jam Pelajaran (JP) = 4 x 35 menit = 140 menit (2 kali pertemuan)
2.	**Capaian Pembelajaran Fase D**	
	Fase Capaian Pembelajaran (CP)	Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.
	Elemen/Domain CP	**Elemen Membaca – Memirsa** *At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They are able locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They are able to identify the purpose of texts and begin to make inference to comprehend implicit information in the text.* **Elemen Menulis – Mempresentasikan** *At the end of Phase D, students are able to communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They are able to include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell*

Image 4.4 The First Page of A Comprehensive Instructional Module Developed by Informant F1

Supporting the data from observations and interview with the teacher, the researcher also conducted interviews with five students from seventh A class. They all believed that the teacher used two books to learn English, namely the book English for Nusantara and LKS, whose publisher CERAH.

Meanwhile, when students were asked whether they had difficulty with the material being taught by the teacher, they answered,

> "no, Miss, it might be difficult when Mrs Endang explained too quickly. But I immediately asked Mrs Endang to explain it again (M. lucky (M1), personal communication, March 1, 2023)"

> "maybe I did not understand English vocabulary, Miss, that made me not understand the material. However, daily activity texts were usually easy to understand (Vera (F2), personal communication, March 1, 2023)"

> "no, it was not, Miss. Maybe it was difficult for me to process the words, Miss. My vocabulary was not very, so I was confused, Miss, how to write it down (Widya, L. (F3), personal communication, March 1, 2023"

> "sometimes it was difficult because I did not know what it means of the word, Miss. However, I understood a bit because Mrs Endang often gave example of the sentences (F. Iyan (M2), personal communication, March 1, 2023"

> "no, Miss, just so so (Rosita (F4), personal communication, March 1, 2023)"

4.1.2 Implementation of English Language Teaching and Learning in Merdeka Curriculum
4.1.2.1 Problem Based-Learning Method

The researcher collected the data and continued the observation process of teacher learning and teaching activities in the classroom on Wednesday, February 22, 2023, from 07.30 to 08.40 Western Indonesian Time. During the observation, the teacher conducted a collaborative lesson

using the Problem-Based Learning method in daily activities material in class 7A. The skills the teacher wanted to achieve for the student were speaking and mastering vocabulary related to daily activities.

Informant F1's statement showed that her learning activities usually started with the teacher greeted the students and asked their conditions. After the greeting, the teacher instructed the students to pray together and asked them to say the motto, "Learning English is Happy". The teacher read the class attendance. It can be seen in Image 4.5.

Image 4.5 The Teacher Read The Class Attendence

A) Assigning the Problem

Continuing the previous activity, the teacher showed some images related to daily activities. The images of the daily activities showed by the teacher can be seen Image 4.6.

Image 4.6 The Images of The Daily Activities Materials

At this stage, the teacher asked the student, "What time do you usually wake up?" "What is the first thing you do after waking up?" This activity was an initial activity for the students to know what the material would be discussed during the class. The student should answer using Simple Present Tense. After that, the teacher demonstrated the learning objective.

B) Arranging the Students into Group and Looking for The Information

After knowing the learning objective, the teacher maximalized the learning activity using the collaborative method. The collaborative method was conducted by giving the instruction for the students to gather in groups. The groups were conducted in 5 groups consisting of 6 students. Moreover, the teacher gave a worksheet for each group. The teacher also explained how to do the worksheet to the students.

After understanding the instruction, the teacher showed some videos related to the daily activities vocabulary. After watching the video, the students were asked to write down the vocabulary found in the video. The activity continued by completing the student's worksheet. In the

worksheet, there was a text titled "Sophie's Daily Routine" The image can be seen in Image 4.7.

Adapted from: liveworksheets.com

Image 4.7 The Shopie's Daily Routine Text

C) Guiding The Students in Investigation

In this activity, the student should analyze the social function, structure of the text, and language features used in the text. They should write down the answer in the worksheet. Furthermore, there were some images related to daily activities. The student should arrange the dialogue related to the images. The activity of Students in Groups can be seen in Image 4.8.

Image 4.8 Students in Groups Activity

D) Each Group Member Has to Present The Report

The student would present the result of the discussion in one group. On the other hand, the dialogue related to the image will be presented in pairs. The activity can be seen in image 4.9.

Image 4.9 Presenting The Result of The Discussion in One Group

The following activity required participating in a discussion about the vocabulary used in daily activities. The teacher guided the student to mention the vocabulary used in everyday activities.

The informant F1 employed a Problem-based learning strategy during the daily activity material lesson. The factual information obtained by researcher through the examination of documents is verified by the data collected through interviews conducted by researcher. The informant F1 stated,

> " I implemented the Problem Based Learning in the 'daily activities' material. This strategy was oriented on the problems such as in the 'daily activities' material, I put a picture of the waking up scene. Afterwards, students were given the question "what does he do?" or "what do you do every morning?". Then, I manage the students into 5 groups that each group has 6 students. From here, students were given a video about vocabularies that were related to the daily activities. After watching the video, students were guided by the teacher to write those vocabularies and categorize which activity was not part of their own daily activities. Afterwards, they were given some text titled *"Shopie's Daily Routine"* and analyzed it. They were also asked for making some conversation related to daily activity. In the end, they presented the result of their group work in front of the class. (Endang Istikhomah (F1), personal communication, February 24, 2023)"

4.1.2.2 *Extracurricular activities*

Extracurricular activities could support students' abilities to learn English. When the teacher was asked about extracurricular activities, she answered,

> "There were English Club activities here, Miss. This activity trained the ability to communicate in English and prepares students to participate in various district-level English competitions. Examples of competitions included storytelling, speech contests, and other competitions. It was all to improve their academic achievement in English subjects. There were also English Club activities such as conversations, singing, speeches, and telling

stories. An English teacher leaded EC in our school. Incidentally, our school had two teachers, myself and Mr Bambang as the eighth-grade teacher. This extra was assisted by other teachers. This activity conducted every Tuesday after school around 13.00-14.00 (Endang Istikhomah (F1), personal communication, February 24, 2023)"

This statement was also proven when the researcher interviewed five students from grade 7. All of them also mentioned that there was an English Club extracurricular activity at school. This extracurricular was pointed out when one of the students said,

"Yes, it was. It was usually on Tuesday until 2 pm, Miss. As I remembered, the name was English Club, Miss Vera (F2), personal communication, March 1, 2023)"

4.1.2.3 *Dimensions of Pancasila (co-curricular activities)*

In the Merdeka Curriculum, there was a strengthening Pancasila student profiles project. When the informant was asked about the project, she said,

"For strengthening Pancasila student profiles project, there were several projects, namely *Kearifan Lokal, Bangunlah Jiwa dan Raganya, Bhinneka Tunggal Ika, Cerlang Budaya, Kewirausahaan, dan Gaya Hidup Berkelanjutan*. However, so far, what had been implemented is *Kearifan Lokal dan Gaya Hidup Berkelanjutan*." These projects were a series of projects from each subject. This fact was proven when the teacher explained, "The project implementation was a collaboration between several subjects. However, assessments would be different in each subject (Endang Istikhomah (F1), personal communication, February 24, 2023)"

The activity of the Kearifan Lokal project can be seen in image 4.10.

Image 4.10 Project Kearifan Lokal Making Cassava Tape

When the informant was asked about the Kearifan Lokal project,

she demonstrated,

> "The Kearifan Lokal initiative includes an activity focused on the
> production of cassava tape. The Pancasila student profile (PPP)
> involved a set of core characteristics: independence, creativity,
> cooperation, faith, and dedication. In the context of English
> language acquisition, students were provided with educational
> resources about waste management. Subsequently, the students
> were given reading material on the subject of "Processing Cassava
> Peel Waste as an Effort to Reduce Environmental Pollution'. In the
> reading text, students were also given questions in groups that must
> be answered using English (Endang Istikhomah (F1), personal
> communication, February 24, 2023)"

The question that should be answered by the student can be seen in image

4.11. Then, in groups, the student would present it in front of the class. The

activity can be seen in image 4.12.

Name:

Class:

Number ID:

Processing of Cassava Peel Waste as an Effort to Reduce Environmental Pollution

Garbage is one of the severe problems faced by all countries worldwide. Garbage will accumulate, causing a bad smell and disease. One example is cassava peel waste from tapioca flour production. Many people complain about the waste from tapioca flour production, which causes environmental pollution.

Cassava peel waste is organic waste that is easily biodegradable. Cassava peel waste can be processed into various preparations, such as animal feed, plant fertilizers, and flower vases. These products are made from processed and dried cassava peels. In this case, one solution is to process cassava peel waste into cassava peel chips.

Cassava peel chips are one form of snack popular with the community. The processing of cassava peel chips can be combined with various flavors such as sweet, spicy, cheese, and others. The benefits of crude fiber in cassava peel chips are to speed up the process of excreting food scraps, prevent cancer, prevent colon pain, help lower cholesterol, control blood sugar levels, stop hemorrhoids, and lose weight.

1. What is garbage?
2. What happens if the garbage accumulates?
3. Why do many people complain about the waste from tapioca flour?
4. Is cassava peel waste inorganic waste? Yes or no?
5. Can it be processed into any Cassava peel waste?
6. What is the solution to cassava peel waste?
7. Are cassava peel chips one form of snack popular with the community?
8. What kind of the various flavors of cassava peel chips?
9. What is the benefit of crude fiber in cassava peel chips?
10. Can natural fiber in cassava peel chips make cholesterol higher? Yes or No? Why?

Image 4.11 Questions of English Lesson in The Strengthening Pancasila Student Profiles Project

Image 4.12 Presenting The Group Result of Strengthening Pancasila Student Profiles Project

Strengthening the Pancasila student profiles project was called co-curricular activities that support intra-curricular or face-to-face activities. This result was supported by the researcher's interviews with the students.

When asked about their opinion on the project to strengthen Pancasila Student Profiles Project in English lessons, one of the students answered,

> "I got a lot of experience, Miss, like making cassava tape yesterday. I had never made that before, but I knew how to make it after that. In English, there was a task that we should answer and present in front of all people (M. lucky (M1), personal communication, March 1, 2023)"

4.1.2.4 *Assessments*

There were several differences in the type of assessment in the Merdeka Curriculum and the 2013 Curriculum implemented at SMP NU Bululawang. In the 2013 Curriculum, the evaluation of attitudes, knowledge, and skills was separated, strengthening the implementation of authentic assessment in each subject, especially for English. Meanwhile, in the Merdeka Curriculum, the evaluation of knowledge, attitudes, and skills were not separate and were more reinforcing for authentic assessment in the strengthening Pancasila student profiles project. The outcomes of themes were assessed with summative, UTS, and UAS.

The school provided a report card for the results of student learning reports. There were several differences in the report card in the Merdeka and Curriculum 2013. The 2013 Curriculum report card reported learning outcomes for the Mid Semester Examination Report for odd/even semesters. The second name was the Student Competency Achievement Results Report for odd/even semesters. For the 2013 Curriculum, there was a separate assessment of attitudes, knowledge, and skills. There was also a description column to describe the abilities students had achieved. In addition, the evaluation also had an A/B/C predicate.

In contrast to the 2013 Curriculum, the Merdeka Curriculum had Mid Semester Summative Daily report cards and Learning Outcomes Reports for assessing attitudes, knowledge, and skills combined. In addition, there was no A/B/C predicate in the assessment, and it only contained numbers. The evaluation in the description column explained students' abilities already in ATP and CP. These things distinguished report cards in the Merdeka Curriculum and the 2013 Curriculum. In addition, the Merdeka Curriculum had a special report card for reports from projects to strengthen the profile of Pancasila students.

4.2 Discussion

The research expanded on the main research findings in this section and relates them to previous researches theories. More information about the results addressing the research questions was provided below.

This research explored how English language teaching and learning is implemented in the Merdeka Curriculum Setting at SMP NU Bululawang. After conducting observations and interviews, the researcher found that various aspects of National Education Standards, such as Standard of Graduates' Competences, Standard of Content, Standard of Educational Process, and Standard of Educational Assessment. Those aspects were implemented in the English language teaching and learning at SMP NU Bululawang.

First, in the Standard of Graduate Competences, the researcher found that learning English at this school has two goals: students should

have noble character and students should have a good knowledge in English. From the observations obtained by the researcher, this school had a culture that should be carried out, namely *Dhuha* prayers and *Dzuhr* prayers in congregation, and *Istighosah* prayer activities every Friday. The existence of these activities would help students to have noble morals. Carrying out these activities regularly and in an orderly manner would help students become disciplined in their behaviour. Moreover, the students should have a good knowledge in English lesson. The student should achieve six skills in English lesson, such as listening, reading, viewing, speaking, writing, and presenting. This confirms that Graduate competency standards were requirements for a graduate's abilities that take into account the attitude and knowledge (Kemendikbud, 2016).

In achieving Standard of Graduate Competences in English lessons, teachers tried several things. Teachers prepared teaching devices before entering class. Teachers needed to prepare learning modules and learning media such as Powerpoint, LKPD, and others to realize quality learning activities. This fact was not mentioned by Alzeebare and Hasan (2021) though that become the teacher should master for using media in learning. It was because of multimedia in language teaching was to increase student motivation and interest in learning.

Meanwhile, teachers faced several challenges in achieving Graduate Competency Standards (SKL) in English lessons at SMP NU Bululawang. First, some people thought that English was difficult. In addition, factor handphone also could make them be lazy to study. In

contrast, Klímová (2018) explained that mobile application mainly influences the development of all four English skills. However, this application, in particular, significantly impacted the development of students' vocabulary. It was ensured that mobile apps and devices help students strengthen those skills. Mobile devices enhanced the interest in the learning experience. (Raj & Tomy, 2023). In addition, the lack of media used was also a challenge for teachers in teaching.

In facing these challenges, there was several efforts made by the teacher. When students think English was complex, the teacher invited the children to translate words or vocabulary they did not understand, which should be done regularly. This finding was in line with Alqahtani (2015) that a good teacher was someone who was joyful, friendly, and not easy to be mad even when the student did not know the meaning of the vocabulary. Vocabulary was central to language teaching and it was very important for language learners. Furthermore, the lack of media used the teacher overcomes it by showing pictures or flashcards so that students could see directly and understood what was conveyed by the teacher. Teachers sometimes printed the photos or videos and displayed them via Powerpoint. This was the following statement of Nur Aziz & Ani Setyo Dewi (2020) that PowerPoint could develop students' motivation and performance through video, audio, and animation.

Second, in the Standard of Content, the researcher found the stages of SMP NU Bululawang implemented the Merdeka Curriculum in English language teaching for grade 7.

The stages started by the teacher understanding the learning outcome (CP). The government set learning outcome (CP) as a student competency target. The initial step taken by the teacher (F1) before compiling learning activities is to understand the learning outcome (CP) in English. The learning outcome (CP) contained of several elements, such as listening, reading, viewing, speaking, writing, and presenting skill. Furthermore, CP was divided into several stages. At the SMP level, CP Stage D was used. However, the teacher should know about the CP for the previous phase (Phases A to C in SD) and CP for the next phase (Phases E and F in SMA) to determine what progress students have made and will be achieved.

The following stages was formulating learning objective (TP). Teachers had alternatives to formulate learning objective (TP) with several alternatives. According to Kemendikbudristek (2022), there were three alternatives for formulating the learning objective (TP), namely: formulating learning objective (TP) based on CP, formulating learning objective (TP) based on the competence and scope of learning outcome (CP) material, and formulating learning objective (TP) based on learning outcome (CP) cross elements. As a result, the teacher (F1) formulated the learning objective (TP) by considering the competence and scope of material in learning outcome (CP) in learning English for grade 7 in the Merdeka Curriculum.

When developing the learning objective (TP), informants considered multiple factors, including the emphasis on students' proficiency in

comprehending various texts and their capacity for showing confidence when engaging in tasks or delivering presentations. This discovery aligned with the Head of BSKAP's decision, indicating that TP's development aims to enhance English language proficiency by utilizing various multimodal texts (including spoken, written, visual, and audiovisual forms). Additionally, it aims to foster an understanding and appreciation of Indonesian and international perspectives, practices, and cultural artifacts, requiring the development of intercultural competence. Lastly, the learning objective (TP) was focused on developing the ability to communicate confidently as a responsible and independent person.

After formulating the learning objective (TP), the teacher formulated the learning objective flow (ATP). There were several ways teachers could prepare the learning objective flow (ATP), namely by: 1) designing their own based on learning outcome (CP) and learning objective (TP), 2) developing and modifying the examples provided, and 3) using examples provided by the Government (Kemendikbudristek, 2022). Therefore, the teacher (F1) formulated the learning objective flow (ATP) by modifying the examples provided by the government based on the student's characteristic. The learning objective flow (ATP) was based on the learning outcome (CP) specifically for Junior High School. When developing the learning objective flow (ATP), it was developed by the English teacher conference (MGMP) in order to establish a standardized distribution of lesson hours and the needs and characteristics of the students.

After preparing the ATP, the teacher arranged teaching modules as a guide in the learning activities. In arranging teaching modules, the teacher used the guidelines of two English books in teaching and learning activities. The book consisted of the English for Nusantara book and the LKS of the publisher, CERAH, in the Merdeka Curriculum. In addition, the material in the teaching module was adjusted to the needs and characteristics of students. That was the characteristic of the Merdeka Curriculum, as stated by Rizaldi & Fatimah (2022) that the Merdeka Curriculum aims to focus on essential materials based on the condition of the student in each subject. This was also supported by Jannah et al., (2022)'s idea that the implementation of the Merdeka Curriculum was expected to be able to provide changes to the existing education system in Indonesia.

On the other hand, in the standard of content also found the implementation of the school's vision and mission. The application of the vision and mission to English lessons in the Merdeka Curriculum could be seen in the implementation of the strengthening Pancasila student profiles project. Several strengthening Pancasila Student profile project at SMP NU Bululawang include *Kearifan Lokal, Bangunlah Jiwa dan Raganya, Bhinneka Tunggal Ika, Cerlang Budaya, and Kewirausahaan.* However, so far, what had been implemented is *Kearifan Lokal dan Gaya Hidup Berkelanjutan*. One of the projects implemented at SMP NU Bululawang was processing cassava tape waste.

The Kearifan Lokal initiative included an activity focused on the production of cassava tape. The Pancasila student profile (PPP) involved a set of core characteristics: independence, creativity, cooperation, faith, and dedication. This result was following the statement from Sari & Sinthiya (2022) that Pancasila students were students who had personality competencies based on Pancasila values in their entirety and depth. This statement was supported by Farwati & Metafisika (2022) that the project to strengthen the profile of Pancasila students could improve student character based on Pancasila values.

In the context of English language acquisition, students were provided with some text about waste management. Subsequently, the students were given reading material on the subject of "Processing Cassava Peel Waste as an Effort to Reduce Environmental Pollution'. In the reading text, students were also given questions in groups that should be answered using English. This finding was related to the theory stated by Kemendikbudristek (2022) that the dimension of the Pancasila student profile should make the student be cooperative to carry out activities together and helped each other, be independent and responsible for their learning process and result.

Third, in the Standard of process, the researcher found how the teacher implemented problem-based learning strategies in the English language teaching and learning.

Teachers applied Problem-Based Learning strategies in learning English for students could develop their skill, intellectual, social, and emotional. Problem-Based Learning in English lessons was applied to daily activities material. The teacher put a picture of the waking up scene. Afterwards, students were given the question "what does he do?" or "what do you do every morning?". This finding was a line with the Petri (2017)'s idea that this activity would help improve students' listening skills. By possessing this capability, children would comprehend the information they received, enabling them to articulate appropriate responses. For the example, the student answered, "He takes a bath.".

After answering the question given by the teacher, the teacher managed the students into 5 groups that each group has 6 students. From here, students were given a video about vocabularies that were related to the daily activities. After watching the video, students were guided by the teacher to write those vocabularies and made some dialog related to picture of daily activities given. In the end, they presented the result of their group work in front of the class. Those activities were a line with the BSKAP (2022)'s theories that in Merdeka curriculum, the English lesson would develop reading, viewing, writing, speaking, and presenting skill of the students. This activity was considered best for learning as (Dariman, 2019) argued that Problem-based learning could develop creative thinking skills in presenting the result of group work.

However, the Merdeka curriculum itself had some advantaged and disadvantages. When the researcher asked the teacher about the

advantages of the Merdeka curriculum, the teacher answered that the curriculum was simple and flexible because the teacher could develop teaching modules as reference material according to students' needs. As a result, the learning activitie were more in-depth and more relevant. In addition, with the strengthening Pancasila student profiles project, learning activities were more relevant and interactive. Students became independent and responsible to do their job.

On the other hand, for its disadvantages, the Merdeka Curriculum was considered less mature in its preparation because a more in-depth study and evaluation were needed to be effective and precise in its application. This curriculum was still new and needed socialization in schools to make the preparation more mature and structured. It was a common problem during the implementation of the Merdeka curriculum as explained by Pertiwi & Pusparini (2021), that even though Merdeka Belajar had been applied for almost 3 years, there were so many gaps found in the implementation. However, regarding the disadvantages of the Merdeka curriculum itself, the Merdeka curriculum could help students focus more on the material being taught by teachers who understand the needs of their students.

There were several terms in the Merdeka curriculum; namely, there were intra-curricular, co-curricular, and extracurricular activities. Intra-curricular was face-to-face learning activities in class. This activity usually occurred between 70 and 80% of class hours. In comparison, co-curricular activities were activities that supported intra-curricular activities. This

activity usually occurred between 20 and 30% of regular class hours. An example of this activity was a strengthening Pancasila student profiles projects. Then, for the extracurricular, there was English Club activities. This activity trained the ability to communicate in English and prepared students to participate in various district-level English competitions. English Club activities such as conversations, singing, speeches, and telling stories. The English Club was leded by English teachers at SMP NU Bululawang, Mrs Endang, and Pak Bambang and was assisted by other teachers. This activity was carried out every Tuesday after school around 13.00-14.00.

Fourth, in the Standard of Educational Assessment, the researcher found how teacher assessed the learning activity. In learning at school, the teacher assessed students to evaluate student learning outcomes. In the 2013 Curriculum, the assessment of attitudes, knowledge, and skills was separated and further strengthens the implementation of authentic assessment in each subject, especially for English lessons. Meanwhile, in the Merdeka Curriculum, the evaluation of knowledge, attitudes, and skills was not separate. It reinforced authentic assessment in the strengthening Pancasila student profiles project. In addition, assessing the student during the learning process, the teacher used formative assessment. Therefore, the assessment in the Merdeka Curriculum focused more on a learning process (assessment as learning) and an assessment for the learning process (assessment for learning) (BSKAP Kemendikbudristek, 2022a). This finding was also supported by Ramprasad (1983) and Sadler (1989)'s

ideas that Feedback given as part of formative assessment helped learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal. In addition, the teacher also prepared the summative, midterm, and end-of-semester summative as learning report. These values were then reported through report cards.

The 2013 Curriculum report cards included a report on learning outcomes for odd/even semester midterm exams. The second was called the strange/even semester student competency achievement report. For the 2013 Curriculum, there was a separate assessment of attitudes, knowledge, and skills. There was also a description column to describe the abilities students had achieved. In addition, the evaluation also had an A/B/C predicate.

In contrast to the 2013 Curriculum, the Merdeka Curriculum had Mid Semester Summative Daily report cards and Learning Outcomes Reports for assessing attitudes, knowledge, and skills combined. In addition, there was no A/B/C predicate in the assessment, and it only contained numbers. The evaluation in the description column explained students' abilities already in ATP and CP. These things distinguished the report cards in the Merdeka Curriculum and the 2013 Curriculum. In addition, the Merdeka Curriculum had a special report card for reports from the strengthening Pancasia student profiles project.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of conclusions and recommendations for future research. The researcher presents conclusions based on the findings and discussion in this research.

5.1 Conclusion

The researcher got data from observations and interviews regarding implementing English language teaching in the Merdeka Curriculum at SMP NU Bululawang. It could be concluded that the implementation of English language teaching in the Merdeka Curriculum setting was elaborated in certain aspects, such as developing KOSP by the school's principal, deputy head of curriculum, curriculum development team, school committee, and school supervisor. Then, the teacher should understand CP in English lessons. For Junior High School, the CP was in phase D. In the CP phase D, that the government determined, should provide students with the ability to engage in communication utilising a diverse range of textual forms, both in formal and informal contexts. Moreover, the students should have the ability to have inference skills when understanding implied information. Then, the teachers formulated the learning objective (TP).

The learning objective (TP) should refer to the learning outcome (CP) and the characteristics of students at SMP NU Bululawang. MGMP developed the TP and consisted of two English teachers: the informant (F1) and the English teacher in the eighth class. After developing the

learning objective (TP), the teacher designed the learning objective flow (ATP) based on the learning outcome (CP) and the learning objective (TP).

There, for implementing English language teaching in the Merdeka Curriculum at SMP NU Bululawang, the teachers developed a comprehensive instructional module to serve as a pedagogical resource for teachers. Then, the teacher decided to use a collaborative learning method using a problem-based learning approach. This module supported the PBL method by giving elements such as assigning the problem, arranging the students into groups and looking for the information, guiding the students in the investigation, and each group member to present the report. These elements allowed the students to have collaborative teamwork and be independent in facing some problems.

Supporting the learning outcome (CP), phase D mentioned that students used written text to communicate in several contexts in informal or formal situations. So, SMP NU Bululawang had an extracurricular that supported intra-cuticular (face-to-face learning). The extracurricular was English Club, which consisted of conversation, speech, and telling stories. Besides that, there were also co-curricular activities, which as the strengthening Pancasila student profile project. The English lesson was conducted in this project, such as the students were given some written text about *"Processing of Cassava Peel Waste as an effort to reduce Environmental Pollution."* In this activity, students got various vocabularies, a skill mentioned in CP phase D. So, the SMP NU

Bululawang had implemented integrated learning (outside and inside the classroom) based on the learning outcome (CP) phase D.

5.2 Recommendation

Based on the result of this research, the researcher suggests several points that involved both directly or indirectly in this research.

1. For school managers

According to this research, the school manager can use this research's finding as reference when the schools are still learning to implement the Merdeka Curriculum. The school managers can follow the stages that SMP NU Bululawang has implemented. In addition, the researcher hopes the school to consider the function of MGMP conference so that the learning and teaching process can carry out the objectives of the Merdeka Curriculum.

2. For Educator

The result of this research can be a reference for conducting the English language teaching and learning process better. It is hoped that educator will pay attention to the aspects of Merdeka Curriculum in detail.

3. For Future Research

This research is limited to discover about how learning English is implemented in the Merdeka curriculum and the teacher's perspective on it. Future research can only focus on implementing the dimensions, elements, and sub-elements of the Pancasila student

profile in the Merdeka Curriculum in English lessons. Besides that, future researchers can also focus on teaching strategies for teaching and learning English in the Merdeka curriculum to improve one of English skills acquisition.

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APPENDICES

Appendix 1 Research Permission Letter

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

Nomor	: 264/Un.03.1/TL.00.1/02/2023	09 Februari 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala SMP NU Bululawang
di
     Malang

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	:	Nadia Rahmadhani
NIM	:	19180038
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**The English Language Teaching and Learning in The Merdeka Curriculum Setting at SMP NU Bululawang**
Lama Penelitian	:	**Februari 2023** sampai dengan **April 2023** (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 Akaddemik

Dr. Muhammad Walid, MA
NIP. 30823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 2 Validation Sheet

Validation Sheet

English Language Teaching and Learning Test

"The English Language Teaching and Learning in The Merdeka Curriculum Setting at
SMP NU Bululawang"

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

(15/02/2023)

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.				√		- Dicantumkan juga kelebihan dan kekurangan dari Kurikulum Merdeka
2.	Research instrument used						

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		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

- Dicantumkan juga kelebihan dan kekurangan dari Kurikulum Merdeka
- Dirapikan kembali tabelnya.

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, 15 February 2023

Validator,

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

OBSERVATION

This research instrument has been prepared about the aspects to be measured based on related theories, then consulted with competent people or through expert validity. This research covers national education standards set by the government in Government Regulation Number 57 of 2021. This research adapted the questions/statement from previous research from Zulkarnain (2022).

Dimension	Question/Statement	Exist (V)/ Not Exist (X)	Description
Standar Kompetensi Lulusan Standard of Graduates' Competence	Graduates of this school can compete in learning English in the Merdeka Curriculum. *Lulusan sekolah ini mampu bersaing dalam pembelajaran Bahasa Inggris di Kurikulum Merdeka.*		
	Teachers seek school graduates according to SKL in learning English. *Guru mengupayakan lulusan sekolah sesuai dengan SKL dalam pembelajaran Bahasa Inggris.*		
	Teachers face challenges when achieving graduate competency standards, and teachers overcome them. *Terdapat tantangan yang dihadapi guru Ketika mencapai SKL, dan guru mengatasinya.*		
Standar Isi Standard Content	A particular module or book is a guideline for English learning materials in the Merdeka Curriculum. *Terdapat buku/modul khusus yang*		

	digunakan sebagai pedoman materi pembelajaran Bahasa Inggris di Kurikulum Merdeka.		
	The teacher selects the material according to student abilities (essential material). *Pemilihan materi sesuai dengan kemampuan siswa (materi esensial).*		
	The school's vision and mission are implemented in learning English in the Independent Curriculum. *Visi misi sekolah diterapkan di pembelajaran Bahasa Inggris di Kurikulum Merdeka.*		
	The school's vision and mission can improve the quality of the process and results of learning English in the Merdeka Curriculum. *Visi misi sekolah dapat meningkatkan kualitas proses dan hasil pembelajaran Bahasa Inggris di Kurikulum Merdeka.*		
Standar Proses Pendidikan Standard of Educational Process	The teacher applies a Problem-Based Learning (PBL) strategy in learning English. *Guru menerapkan strategi Problem Based Learning (PBL) dalam pembelajaran Bahasa Inggris.*		
	There is a strengthening of the Pancasila student profile in English Learning. *Terdapat penguatan profil pelajar Pancasila di Pembelajaran Bahasa Inggris.*		
	There are extracurricular activities that can support students' English skills. *Terdapat kegiatan ekstrakulikuler yang dapat menunjang kemampuan Bahasa Inggris siswa.*		
	There are co-curricular activities implemented in learning English in		

	the Merdeka Curriculum. *Terdapat kegiatan ko-kulikuler diterapkan dalam pembelajaran Bahasa Inggris di Kurikulum Merdeka.*		
Standar Penilaian Pendidikan Standard of Educational Assessment	There are differences in the assessment of English in K13 and the Merdeka Curriculum. *Terdapat perbedaan assessment Bahasa Inggris di K13 dan di Kurikulum Merdeka.*		
	There are differences between English report cards in K13 and the Merdeka Curriculum. *Terdapat perbedaan rapor Bahasa nggris di K13 dan di Kurikulum Merdeka.*		

Appendix 4 Interview Guideline

INTERVIEW

This interview guideline is to find out how English language teaching and learning is implemented in the Merdeka Curriculum and teachers' perceptions of learning English in the Merdeka Curriculum. This research refers to the national education standards set by the government in Government Regulation Number 57 of 2021. This research adapted the questions/statement from previous research from Zulkarnain (2022).

SUB-INDICATOR	QUESTION	ANSWER
Standar Kompetensi Lulusan Standard of Graduates' Competence	What are the Graduate Competency Standards in learning English in grade 7? *Bagaimana Standar Kompetensi Lulusan dalam pembelajaran Bahasa Inggris di kelas 7?*	
	What are the differences between applying the Graduate Competency Standards for learning English in K-13 and the Merdeka Curriculum? *Apa perbedaan antara penerapan Standar Kompetensi Lulusan (SKL) pembelajaran Bahasa Inggris di K-13 dan di Kurikulum Merdeka?*	
	What are the things being pursued to achieve the competency standards of graduates learning English for grade 7 in the Merdeka Curriculum? *Apa saja hal-hal yang diupayakan demi mencapai SKL pembelajaran Bahasa Inggris kelas 7 di Kurikulum Merdeka?*	
	What are the challenges faced when achieving the target of the national education standard? How to handle it? *Apa saja tantangan yang dihadapi ketika pencapaian target SKL tersebut? Bagaimana cara mengatasinya?*	
Standar Isi Standard of Content	Is there a specific book or module used as a material guideline? *Adakah buku/modul khusus yang digunakan sebagai pedoman materi?*	
	Does the material teach to match the needs of	

		students?	
		Apakah materi yang diajarkan sesuai dengan kebutuhan siswa?	
		How does the school's vision and mission apply to learning English?	
		Bagaimana penerapan visi misi sekolah di pembelajaran Bahasa Inggris?	
		How can the vision and mission improve the quality of educational processes and outcomes in learning English?	
		Bagaimana visi misi dapat meningkatkan kualitas proses dan hasil pendidikan di pembelajaran Bahasa Inggris?	
		How is the implementation of the Independent Curriculum in schools? What are the advantages and disadvantages?	
		Bagaimana penerapan Kurikulum Merdeka di sekolah? Apa kelebihan dan kekurangannya?	
Standar Proses Pendidikan Standard of Educational Process		How is the Problem-Based Learning (PBL) strategy implemented in learning English?	
		Bagaimana cara strategi Problem Based Learning (PBL) diimplementasikan dalam pembelajaran Bahasa Inggris?	
		How is the strengthening of the Pancasila student profile instilled in learning English?	
		Bagaimana penguatan profil pelajar Pancasila ditanamkan pada pembelajaran Bahasa Inggris?	
		Is using the Merdeka Curriculum in learning English according to the needs and abilities of students?	
		Apakah dengan menggunakan Kurikulum Merdeka di pembelajaran Bahasa Inggris sesuai dengan kebutuhan dan kemampuan siswa?	
		Are there co-curricular activities that can support students' English learning?	
		Adakah kegiatan ko-kulikuler yang dapat menunjang pembelajaran Bahasa Inggris siswa?	
		Are there extracurricular activities at school that can support students' English skills?	
		Adakah kegiatan ekstrakulikuler di sekolah yang dapat menunjang kemampuan Bahasa Inggris siswa?	
		How is the process of learning English in K-13 and the Merdeka Curriculum?	

	Bagaimana proses pembelajaran Bahasa Inggris di K-13 dan di Kurikulum Merdeka?	
Standar Penilaian Pendidikan Standard of Educational Assessment	What is the difference between the English assessment in K-13 and the Merdeka Curriculum? *Bagaimana perbedaan assessment Bahasa Inggris di K-13 dan di Kurikulum Merdeka?*	
	What are the differences between English report cards in K-13 and in the Merdeka Curriculum? *Bagaimana perbedaan raport Bahasa Inggris di K-13 dan di Kurikulum Merdeka?*	

Appendix 5 Observation Result

OBSERVATION GUIDELINE

OBSERVATION

This research instrument has been prepared about the aspects to be measured based on related theories, then consulted with competent people or through expert validity. This research covers national education standards set by the government in Government Regulation Number 57 of 2021. This research adapted the questions/statement from previous research from Zulkarnain (2022).

Dimension	Question/Statement	Exist (V)/ Not Exist (X)	Description
Standar Kompetensi Lulusan Standard of Graduates' Competence	Lulusan sekolah ini mampu bersaing dalam pembelajaran Bahasa Inggris di Kurikulum Merdeka.	✓	
	Guru mengupayakan lulusan sekolah sesuai dengan SKL dalam pembelajaran Bahasa Inggris.	✓	
	Terdapat tantangan yang dihadapi guru Ketika mencapai SKL, dan guru mengatasinya.	✓	- Students think English is complex The teacher invites the students to translate word/ vocabulary. - Lack of media The teacher shows pictures or videos or PowerPoint so that they can understand. - Lack of information the students are divided into groups, and the teacher also does ice breaking at the beginning of the lesson
Standar Isi Standard Content	Terdapat buku/modul khusus yang digunakan sebagai pedoman materi pembelajaran Bahasa Inggris di Kurikulum Merdeka.	✓	- English for Nusantara - LKS Bahasa Inggris CERAH
	Pemilihan materi sesuai dengan kemampuan siswa (materi esensial).	✓	- Some material from the book is arranged in the form of teaching modules (modul

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			ajar). The materials are also adapted to the needs and characteristics of students.
	Visi misi sekolah diterapkan di pembelajaran Bahasa Inggris di Kurikulum Merdeka.	✓	
	Visi misi sekolah dapat meningkatkan kualitas proses dan hasil pembelajaran Bahasa Inggris di Kurikulum Merdeka.	✓	
Standar Proses Pendidikan Standard of Educational Process	Guru menerapkan strategi Problem Based Learning (PBL) dalam pembelajaran Bahasa Inggris.	✓	- The teacher engages students in groups. The students were asked to decide the structure and the difficult vocabulary in the procedures texts, they presented.
	Terdapat penguatan profil pelajar Pancasila di Pembelajaran Bahasa Inggris.	✓	- Kearifan lokal, bangunlah jiwa raganya, Bhinneka Tunggal Ika, Cerlang budaya, & kewirausahaan
	Terdapat kegiatan ekstrakulikuler yang dapat menunjang kemampuan Bahasa Inggris siswa.	✓	English Club - On Tuesday at 13.00 - 14. 00 Conversation, speech, storytelling
	Terdapat kegiatan ko-kulikuler diterapkan dalam pembelajaran Bahasa Inggris di Kurikulum Merdeka.	✓	- The strengthening Pancasila profiles project

Standar Penilaian Pendidikan Standard of Educational Assessment	Terdapat perbedaan assessment Bahasa Inggris di K13 dan di Kurikulum Merdeka.	✓	2013 Curriculum - Evaluation for attitude, knowledge, and skill are separated Merdeka Curriculum - Evaluation for attitude, knowledge, and skill are not separated - Assessment in the strengthening Pancasila student profiles project
	Terdapat perbedaan rapor Bahasa nggris di K13 dan di Kurikulum Merdeka.	✓	2013 Curriculum 1. Mid semester examination report. 2. Student competency achievement result - Attitude, knowledge, and skill are separated - There is description column for student ability. - There is A/B/C predicate Merdeka Curriculum 1. Mid semester summative daily 2. Learning outcome report 3. The strengthening Pancasila student profile project - Assessing attitude, knowledge, and ability are combined - There is no A/B/C predicate, it only contains number. - Description column explain students

			ability in ATP and CP

Subject	Female 1 (Teacher)
Date	24 February 2023
Coding Description	IR (Interviewer)
	F1 (Respondent)

IR: **Saya ingin bertanya bagaimana Standar Kompetensi Lulusan atau SKL pembelajaran bahasa Inggris di kelas 7, Bu?**

F1: Students have to take English lessons in odd and even semesters. The presence of students in class is also significant. Its role is at least 90% of the adequate number of days unless there is a letter of dispensation when participating in the competition. Then the value of personality and noble character is at least B. For English learning in the Merdeka Curriculum, priority is given to improving listening-speaking, reading-viewing, and writing-representational skills in the recount, narrative, procedure descriptive, and report texts in the context of everyday life. On the other hand, the students also have to do assignments, summative, and then add to the projects held in the Merdeka curriculum in learning English.

(Untuk SKL atau Standar Kompetensi lulusan yang harus dicapai siswa yaitu siswa harus mengikuti pelajaran Bahasa Inggris pada semester ganjil dan semester genap. Nah, kehadiran siswa di kelas itu juga sangat penting peranannya minimal 90% dari jumlah hari efektif kecuali ada surat dispensasi, biasanya buat yang ikut lomba itu juga ada surat dispensasinya ya mbak. Kemudian nilai kepribadian dan akhlak mulia minimal harus B. Untuk di pembelajaran Bahasa Inggris itu sendiri siswa harus memahami secara lisan mengungkapkan secara lisan memahami juga secara tulis dan mengungkapkan secara tulis interpersonal dan transaksional sederhana. Secara formal maupun informal dalam bentuk recount, narative, procedur descriptive, dan report dalam konteks kehidupan sehari-hari. Selain itu, siswa juga harus mengerjakan tugas-tugas, sumatif itu juga kemudian ditambah lagi proyek yang diadakan di kurikulum Merdeka itu sendiri pada pembelajaran Bahasa Inggris.)

IR: **Apa perbedaan antara penerapan Standar Kompetensi Lulusan pembelajaran Bahasa Inggris K-13 dan juga di kurikulum merdeka?**

F1: This is the difference between applying graduate competency standards or SKL for learning English in K-13 and the Merdeka curriculum. In the 2013 Curriculum, there is no strengthening Pancasila student profiles project. Meanwhile, in the Merdeka curriculum, there must be a project that grades 7 students must follow. We start from grade 7. Apart from that, there are also differences in report card grades. The value report for the 2013 curriculum includes the value of knowledge and skills and must also have a description. On the other hand, in the Merdeka curriculum, only a description includes CP and ATP.

(Inilah perbedaan antara penerapan standar kompetensi lulusan atau SKL untuk pembelajaran bahasa Inggris di K-13 dan di kurikulum Merdeka. Dalam Kurikulum 2013 tidak ada proyek penguatan profil siswa Pancasila. Sedangkan dalam kurikulum Merdeka, harus ada proyek yang harus diikuti oleh siswa kelas 7. Kita mulai dari kelas 7. Selain itu juga ada perbedaan berupa nilai rapor. Laporan nilai untuk kurikulum 2013 memuat nilai pengetahuan dan keterampilan dan harus ada deskripsinya juga. Sedangkan pada kurikulum Merdeka hanya deskripsi yang memuat CP dan ATP.)

IR: **Apa saja hal-hal yang diupayakan demi mencapai standar kompetensi lulusan pembelajaran bahasa Inggris di kelas 7 di kurikulum merdeka, Bu?**

F1: The things that are strived for to achieve SKL are that I design learning activities as best and as attractive as possible. I prepared learning tools such as teaching modules. I also prepare learning media such as LKPD, LCD, PowerPoint, etc. At the end of the lesson, I always ask again whether students understand whether they have mastered the material. This will be an evaluation for further learning so that students can get good grades when facing summative or other tests such as UTS or end-of-semester exams.

(Hal-hal yang diupayakan untuk mencapai SKL yaitu saya merancang kegiatan pembelajaran sebaik mungkin dan semenarik mungkin mulai dari perangkat pembelajaran seperti modul ajar. Saya juga menyiapkan media pembelajaran seperti LKPD, LCD, PowerPoint, dan lain sebagainya. Di akhir pembelajaran, saya selalu menanyakan ulang terkait pemahaman siswa apakah sudah menguasai materi atau belum. Hal ini akan menjadi evaluasi untuk pembelajaran selanjutnya agar siswa dapat mendapatkan nilai yang baik saat menghadapi sumatif ataupun ulangan lainnya seperti UTS atau ujian akhir semester.)

IR: **Apa saja tantangan yang dihadapi dengan ketika pencapaian target SKL tersebut Bu bagaimana cara mengatasinya?**

F1: *(Ini tantangan yang sering saya hadapi di kelas ya ini siswa itu karena apa mindset mereka mereka menganggap bahasa Inggris itu sulit nah itu yang membuat mereka menjadi malas Begitu juga dengan faktor ini HP HP juga pengaruhnya besar sekali Nah itu bagaimana cara mengatasinya setiap hari itu saya tidak kurang-kurang ya terus sering sekali mengajak anak-anak untuk selalu mengartikan perkata atau vocab yang mereka tidak pahami dan itu memang harus ditekan terus karena apa kalau kita Teledor sebentar anak-anak tidak akan mau untuk belajar lagi karena pikiran mereka itu bahasa Inggris itu sulit dan itu yang harus kita buang dari pikiran mereka kemudian kurangnya motivasi belajar mereka mungkin juga di rumah itu juga pengawasan yang kurang karena orang tua mereka juga bebas memberikan HP kepada mereka Jadi untuk belajarnya Itu kurang yang yang apa ya yang lebih banyak menyita Waktu mereka itu bermain gadget itu yang harus dibuang nah sebelum memulai*

kegiatan pembelajaran saya juga mengajak siswa untuk melakukan ice breaking bersama-sama untuk membuat mereka semangat untuk belajar Bahasa Inggris sebelum memulai materi yang akan diajarkan hari itu nah kemudian kurangnya juga ini ada juga kendalanya ya tantangan saya kurangnya media yang digunakan nah saya disini mengatasinya dengan menunjukkan gambar-gambar ataupun flashcard itu juga dan picture lainnya yang juga menunjukkan benda yang nyata sehingga siswa dapat melihat dan mengetahui secara langsung dan mengerti apa yang disampaikan oleh guru yaitu gambar yang dimaksud dapat ditampilkan melalui PowerPoint dan saya juga terkadang mengeprint sendiri gambar tersebut sesuai materi yang saya ajarkan hari itu Nah kemudian ada lagi Ini satu lagi ada beberapa siswa yang memang butuh perhatian khusus karena mungkin dari faktor ekonomi ya dari keluarga juga yang ekonominya kurang jadi perhatiannya juga kurang ada yang juga dari kalangan keluarga yang broken home Nah itu memerlukan perhatian yang sangat khusus untuk membuat mereka termotivasi atau semangat belajar bahasa Inggris seperti itu.)

IR: **Adakah buku atau modul khusus yang digunakan njenengan sebagai pedoman materi dalam pembelajaran bahasa inggris?**

F1: Yes, here I use a book from the Ministry of Education and Culture, the book English for Nusantara, and the LKS publisher CERAH.

(Iya, di sini saya menggunakan buku dari Kemendikbud yaitu buku English for Nusantara dan LKS penerbitnya CERAH. Seperti itu mbak.)

IR: **Apakah materi yang diajarkan di kurikulum Merdeka ini dalam pelajaran Bahasa Inggris sesuai dengan kebutuhan siswa, Bu?**

F1: InshaAllah, the material that I have adapted to the needs of students is because, for the Merdeka curriculum, the target is that students must follow the needs of students. So, this must refer to the book English for Nusantara. In addition, I develop learning modules to guide me in carrying out learning according to the needs and characteristics of students. The characteristics of the students are enjoying learning in groups rather than studying alone, the English mastering of the students are still low, the speaking and writing of the student also still low.

(Insya Allah selama ini materi yang saya ajarkan saya sesuaikan dengan kebutuhan siswa karena untuk kurikulum Merdeka ini memang sasarannya itu siswa ya harus sesuai dengan kebutuhan siswa. Jadi, ini harus mengacu pada buku English for Nusantara. Selain itu, saya menyusun modul ajar untuk memandu saya melaksanakan pembelajaran sesuai dengan kebutuhan dan karakteristik siswa seperti itu. Karakteristik siswa di sekolah ini lebih suka belajar secara berkelompok daripada belajar mandiri, kemampuan Bahasa Inggris siswa masih rendah, kemampuan berbicara dan menulis juga masih rendah.)

IR: **Kemudian bagaimana penerapan visi misi sekolah di pelajaran Bahasa Inggris di Kurikulum Merdeka?**

F1: For its implementation, the school's vision must meet quality standards, have character, be innovative, and be rooted in national culture. So, I compiled teaching tools starting from ATP, CP, and teaching modules that can support learning English. Apart from that, there is a strengthening Pancasila student profiles project, as I mentioned earlier. There is material in English that students must learn during the project. The application of the vision and mission is also seen in my class. All students have the right to attend classes without exception. There is another example, Miss; in learning English, when I apply Problem-Based Learning lessons, I form students in groups. It demonstrates the implementation of our school's vision of creating a school environment for children's intellectual, social, emotional, and skill development.

(Untuk penerapannya, visi sekolah itu harus memenuhi standar mutu, berkarakter, inovatif, dan berakar pada budaya bangsa. Nah, saya menyusun perangkat ajar mulai dari ATP, CP, dan modul ajar yang dapat menunjang pembelajaran Bahasa Inggris. Selain itu, terdapat proyek penguatan profil pelajar Pancasila, seperti yang saya sebutkan tadi ya mbak ya. Ada materi dalam Bahasa Inggris yang harus dipelajari siswa saat projek berlangsung. Penerapan visi misi juga terlihat di kelas saya. Semua siswa berhak untuk mengikuti pelajaran tanpa terkecuali. Selain itu, ada lagi contohnya Mbak yaitu dalam proses belajar bahasa Inggris ketika saya menerapkan pelajaran Problem Based Learning saya membentuk siswa secara berkelompok. Hal ini menunjukkan penerapan dari visi sekolah kami dalam menciptakan lingkungan sekolah sebagai tempat perkembangan intelektual sosial, emosi, serta keterampilan anak.)

IR: Kemudian bagaimana visi misi sekolah dapat meningkatkan kualitas proses dan hasil pelajaran bahasa Inggris di kurikulum Merdeka?

F1: With the strengthening Pancasila student profiles project in English, students can acquire and master the vocabulary used in texts about processing waste or plastic waste processed into crafts such as flowers. Then, to process cassava into the tape, students form groups and present their work in front. This activity can help students improve their listening-speaking, reading-viewing, writing, and representing.

(Dengan adanya project penguatan profil pelajar Pancasila dalam Bahasa Inggris, siswa menjadi mendapatkan dan menguasai vocabulary yang digunakan dalam teks tentang pengolahan limbah atau sampah plastik yang diolah menjadi kerajinan seperti bunga. Kemudian ada juga untuk pengolahan singkong dijadikan tape, siswa dibentuk berkelompok kemudian mereka mempresentasikan hasil kerja mereka di depan. Hal ini dapat membantu siswa meningkatkan kemampuan listening-speaking; reading-viewing; writing and representing. Mungkin seperti itu mbak.)

IR: Bagaimana sekolah dalam menentukan CP, TP, dan ATP?

F1: "At the junior high school level, the learning result pertaining to the learning outcome (CP) in phase D. During this stage, the objective of English language instruction is to provide students with the ability to

engage in communication utilising a diverse range of textual forms, both in formal and informal contexts. However, in the context of education, curriculum planning is customised to accommodate the unique qualities and needs of students within a school setting. The student population at this institution is characterised by a relatively low proficiency in the English language and a preference for collaborative study settings with peers. According to their perspective, engaging in group study can potentially reduce feelings of discomfort while asking for clarification from their friends or the teacher. In the context of education, my primary emphasis consists of facilitating students' comprehension of textual material pertaining to daily activity, hence supporting the development of a varied vocabulary. Furthermore, students must have the ability to have inference skills when understanding implied information.

To establish learning objectives (TP), SMP NU Bululawang organized a meeting for subject teachers. The learning objective (TP) should refer to the learning outcome (CP) and the characteristics of students at SMP NU Bululawang. Implementing the learning objective (TP) should also aim to develop students' communicative skill and student's understanding in written text. In addition to this, the learning objective (TP) is to develop inferential skill in the learning activity. So, in the learning objective (TP), it is hoped that students can create a descriptive text for communicating in informal or formal situation.

Teachers developed ATP based on CP and TP. One of the TP that has been developed focuses on producing descriptive texts. In the ATP, the teacher makes several steps, such as identifying and understanding the main idea and repeating vocabulary, especially on daily activity material."

IR: **Kemudian bagaimana penerapan Kurikulum Merdeka di sekolah? Apa kelebihan dan kekurangan dari Kurikulum Merdeka itu sendiri?**

F1: Schools implement the Merdeka curriculum and develop a KOSP (Kurikulum Operasional Satuan Pendidikan). Then, the teacher created a new tool concerning CP (Capaian Pembelajaran) in phase D for Junior High School (JHS). The teacher arranges the ATP (Alur Tujuan Pembelajaran) according to the student's needs in learning English. For the learning material, the teacher arranges teaching modules (modul ajar) sourced from the book English for Nusantara and from LKS, the publisher of CERAH.

The advantage of the Merdeka curriculum is that the curriculum was simple and flexible because the teacher could develop teaching modules as reference material according to students' needs. As a result, the learning activities are more in-depth and more relevant. In addition, with the strengthening Pancasila student profiles project, learning activities are

more relevant and interactive. Students become independent because they actively export the material in question.

On the other hand, for its weakness, the Merdeka Curriculum is considered less mature in its preparation because a more in-depth study and evaluation are needed to be effective and precise in its application. This curriculum is still new and needs socialization in schools to make the preparation more mature and structured. However, regarding the weakness of the Merdeka curriculum itself, the Merdeka curriculum can help students focus more on the material being taught by teachers who understand the needs of their students.

(Oke langkah awal sekolah kami menerapkan Kurikulum Merdeka di sekolah yaitu dengan menyusun Kurikulum Operasional Satuan Pendidikan (KOSP). Kemudian, saya mengembangkan perangkat ajar dengan mengacu pada CP pada fase D untuk jenjang SMP. Saya menyusun Alur Tujuan Pembelajaran (ATP) sesuai dengan kebutuhan Siswa kami dalam pembelajaran Bahasa Inggris. Untuk materi pembelajarannya sendiri saya menyusun modul ajar yang bersumber pada buku English for Nusantara dan juga dari LKS yang penerbitnya cerah. Materi yang saya pilih juga harus berdasarkan kebutuhan serta karakteristik siswa kami.

Untuk kelebihan dari Kurikulum Merdeka sendiri yaitu menurut saya kurikulum tersebut simple karena guru bisa mengembangkan modul ajar sebagai acuan materi sesuai dengan kebutuhan siswa. Hal ini membuat kegiatan pembelajaran lebih mendalam dan lebih mengena. Selain itu, dengan adanya project penguatan profil pelajar Pancasila, kegiatan pembelajaran lebih relevan dan interaktif. Hal ini disebabkan karena siswa akan terlibat secara aktif dalam mengekspor materi yang dihadapi.

Di lain sisi, untuk kekurangannya, Kurikulum Merdeka ini dinilai kurang matang dalam persiapannya karena perlu dilakukan pengkajian dan evaluasi lebih mendalam agar efektif dan tepat dalam penerapannya. Kami pun juga masih dalam tahap pembelajaran ini masih awal. Kurangnya SDM juga salah satu kekurangan dari kurikulum merdeka karena kurikulum ini masih baru dan masih perlu adanya sosialisasi kepada sekolah-sekolah agar persiapannya lebih matang dan lebih terstruktur. Namun, terkait kekurangan dari kurikulum Merdeka itu sendiri, menurut saya kurikulum Merdeka ini dapat membantu siswa lebih fokus dengan materi yang diajarkan oleh guru yang memahami kebutuhan siswanya. Seperti itu)

IR: **Bagaimana cara strategi problem Based Learning atau PBL diimplementasikan dalam pembelajaran bahasa Inggris, Bu?**

R1: I implemented the Problem Based Learning in the 'daily activities' material. This strategy is oriented on the problems such as in the 'daily activities' material, I put a picture of the waking up scene. Afterwards, students are given the question "what time do you usually wake up?" or "what is the first thing you do after waking up?". Then, I manage the

students into 6 groups that each group has 4 students. From here, students are given a video about vocabularies that are related to the daily activities. After watching the video, students are guided by the teacher to write those vocabularies and categorize which activity isn't part of their own daily activities. Afterwards, they are given another video about the information of daily activities and they are obliged to fill the blank column by the group. In the end, they must present the result of their group work in front of the class.

(Saya mengimplementasikan Problem Based Learning itu di materi daily activities. Strategi ini saya terapkan dengan berorientasi pada masalah, contohnya dalam materi daily activities, saya mencantumkan gambar bangun tidur. Lalu, sisw diberikan pertanyaan, "what time do you usually wake up?" atau "what is the first thing you do after waking up?". Kemudian, saya mengorganisasikan siswa untuk belajar dengan membaginya 6 kelompok yang terdiri dari 4 siswa. Siswa diberikan video mengenai kosa kata kegiatan sehari-hari. Setelah menonton video, siswa dipandu guru untuk menuliskan kosa kata tersebut dan mengkategorikan kosa kata mana yang tidak mereka lakukan di kehidupan sehari-hari. Selanjutnya, mereka diberikan video lagi mengenai informasi kegiatan sehari-hari dan mengisi kalimat rumpang secara berkelompok. Terakhir, mereka mempresentasikan hasil diskusinya di depan kelas.)

IR: **Bagaimana penguatan profil belajar Pancasila yang ditanamkan dalam pembelajaran Bahasa Inggris?**

F1: Several projects include Kearifan Lokal, Bangunlah Jiwa dan Raganya, Bhinneka Tunggal Ika, Cerlang Budaya, and Kewirausahaan. However, so far, what has been implemented is Kearifan Lokal dan Gaya Hidup Berkelanjutan. One of the projects implemented at SMP NU Bululawang is processing cassava tape waste. In this project, students were given reading material and answered the task using English. Students are formed into groups and then shown their work in front.

(Untuk penguatan profil belajar Pancasila, ada beberapa projek yaitu Kearifan Lokal, Bangunlah Jiwa dan Raganya, Bhinneka Tunggal Ika, Cerlang Budaya, dan Kewirausahaan. Namun, sejauh ini yang sudah terlaksana yaitu Kearifan Lokal dan Gaya Hidup Berkelanjutan. Namun, dalam pembelajaran bahasa Inggris di proyek ini, siswa diberi materi bacaan terkait cara mengolah sampah anorganik seperti sampah plastik diolah menjadi kerajinan seperti bunga. Nah, dalam Bahasa Inggris mereka diberikan pertanyaan yang harus dijawab dengan Bahasa Inggris. Setelah itu, siswa diminta maju ke depan untuk mempresentasikannya seperti itu, Mbak.)

IR: **Apakah dengan menerapkan Kurikulum Merdeka di pembelajaran Bahasa Inggris itu sesuai dengan kebutuhan dan kemampuan siswa, Bu?**

F1: InshaAllah, the teaching materials in the Merdeka Curriculum are more flexible. So, in learning English, I can arrange modules according to the needs and characteristics of students.

(Insha Allah sejauh ini materi ajar di Kurikulum Merdeka itu lebih fleksibel. Jadi, dalam pembelajaran Bahasa Inggris saya bisa menyusun modul aja sesuai dengan kebutuhan dan karakteristik siswa itu sendiri.)

IR: Kemudian adakah kegiatan ko kulikuler yang dapat menunjang pembelajaran bahasa Inggris di kurikulum Merdeka ini, Bu?

F1: So, students have to complete 3 themes each semester with an allotted time of 4 weeks in learning English. The theme taken refers to the profile of Pancasila students. The selection theme is determined by the teacher for each lesson, especially English lessons. It makes the assessment easier.

(Iya ada mbak. Jadi, siswa harus menyelesaikan 3 tema di tiap semester dengan alokasi waktu selama 4 minggu di pembelajaran bahasa Inggris. Tema yang diambil mengacu pada profil pelajar Pancasila. Penentuan pemilihan tema ditentukan oleh guru pengampuh masing-masing pelajaran terutama pelajaran bahasa Inggris. Hal ini dimaksudkan untuk mempermudah dalam penilaian. Pelaksanaan proyek tersebut adalah kolaborasi antara beberapa mata pelajaran. Namun, dengan penilaian yang berbeda dalam setiap mata pelajaran.)

IR: Adakah kegiatan ekstrakurikuler di sekolah yang dapat menunjang kemampuan bahasa Inggris siswa?

F1: There are English Club activities here, Miss. This activity trains the ability to communicate in English and prepares students to participate in various district-level English competitions. Examples of competitions include storytelling, speech contests, and other competitions. It's all to improve their academic achievement in English subjects. There are also English Club activities such as conversations, singing, speeches, and stories. An English teacher leads EC in our school. Incidentally, our school has two teachers, myself and Mr Bambang, and is assisted by other teachers. This activity occurs every Tuesday after school around 13.00-14.00.

(Ada di sini Mbak yaitu kegiatan English Club. Kegiatannya ini untuk melatih kemampuan siswa untuk berkomunikasi dalam bahasa Inggris, untuk mempersiapkan siswa untuk mengikuti berbagai macam lomba berbahasa Inggris tingkat kabupaten. Contoh lombanya seperti dari story telling, speech contest, dan lomba-lomba yang lainnya. Itu semua untuk meningkatkan prestasi akademik mereka dalam mata pembelajaran Bahasa Inggris. Nah, kegiatan English Club ada juga seperti conversation, singing, speech, and story telling. EC dipimpin oleh guru Bahasa Inggris yang ada di sekolah kami. Kebetulan sekolah kami ada dua guru yaitu saya sendiri dan Pak Bambang, dan dibantu oleh guru lainnya. Nah kegiatan ini dilakukan setiap hari Selasa sepulang sekolah sekitar pukul 13.00-14.00.)

IR: **Kemudian bagaimana proses pembelajaran Bahasa Inggris di Kurikulum Merdeka dan juga K13?**

F1: There are several terms in the Merdeka curriculum; namely, there are intra-curricular, co-curricular, and extracurricular activities. Intra-curricular is a face-to-face learning activities in class. This activity usually occurs between 70 and 80% of class hours. In comparison, co-curricular activities are activities that support intra-curricular activities. This activity usually occurs between 20 and 30% of regular class hours. An example of this activity is a strengthening Pancasila student profiles project and visiting museums. Then for the extracurricular, there are English Club activities.

(Kalau di Kurikulum Merdeka, pembelajaran Bahasa Inggris itu dibagi beberapa kegiatan. Ada kegiatan intrakurikuler, ko kulikuler, dan ekstrakulikuler. Kalau di intrakurikuler itu pelajaran reguler biasa atau tatap muka di kelas. Kegiatan ini biasanya dilaksanakan antara 70 sampai 80% dari jam pelajaran. Sedangkan kalau ko kurikuler itu mendukung kegiatan pembelajaran intrakurikuler. Kegiatan ini difokuskan pada proyek penguatan profil pelajar Pancasila. Kegiatan ini biasanya dilaksanakan antara 20 sampai 30% dari jam pelajaran biasa. Kemudian untuk kegiatan ekstrakulikuler yaitu English Club. Untuk Kurikulum 2013 sendiri itu harus menggunakan pendekatan saintifik dalam proses belajarnya. Pembelajarannya harus fokus pada kegiatan intrakurikuler saja atau tatap muka. Sedangkan, untuk ko kulikuler dialokasikan beban belajar 50% di luar jam tatap muka, tetapi tidak diwajibkan dalam bentuk kegiatan yang direncanakan secara khusus, sehingga pada umumnya diserahkan pada kreativitas guru pengampu masing-masing. Seperti itu)

IR: **Bagaimana perbedaan asesment Bahasa Inggris di Kurikulum 2013 dan juga di Kurikulum Merdeka?**

F1: In the 2013 Curriculum, the assessment of attitudes, knowledge, and skills is separated and further strengthens the implementation of authentic assessment in each subject, especially for English lessons. Meanwhile, in the Merdeka Curriculum, the evaluation of knowledge, attitudes, and skills is not separate. It reinforces authentic assessment in the strengthening Pancasila student profiles project. In addition, assessing learning outcomes for themes is done in summative, midterm, and end-of-semester summative. These values are then reported through report cards.

(Perbedaannya kalau di Kurikulum 2013, penilaian sikap, pengetahuan, dan keterampilan itu dipisah dan lebih menguatkan pelaksanaan penilaian autentik pada setiap mata pelajaran terutama untuk bahasa Inggris itu sendiri. Sedangkan, kalau di Kurikulum Merdeka penilaian pengetahuan, sikap, dan keterampilan itu tidak dipisah dan lebih menguatkan untuk penilaian autentik dalam Projek penguatan profil pelajar Pancasila. Nah, untuk mengevaluasi hasil belajar terhadap tema, diadakan sumatif, STS, dan SAS.)

IR: **Bagaimana perbedaan raport Bahasa Inggris di K-13 dan di Kurikulum Merdeka?**

F1: The 2013 curriculum's assessment column includes attitudes, knowledge, and skills. A separate description column follows this. Meanwhile, the Merdeka Curriculum's summative daily value must include the CP. CP must be in every subject. In addition, there are two report cards in the Merdeka Curriculum, general report cards and unique report cards for projects to strengthen the profile of Pancasila students.

(Di kurikulum 2013 itu kolom penilaian mencantumkan sikap, pengetahuan, dan keterampilan. Kemudian diikuti dengan kolom deskripsi yang terpisah. Sedangkan kalau di Kurikulum Merdeka itu nilai harian sumatif harus mencantumkan CP-nya. CP itu harus ada di setiap mata pelajaran. Selain itu, raport di Kurikulum Merdeka itu ada dua, rapot umum dan rapot khusus untuk project penguatan profil pelajar Pancasila.)

Subject	Male 1 (Lucky 7A)
Date	**27 February 2023**
Coding Description	**IR (Interviewer)**
	M1 (Respondent)

IR: **What do you expect when learning English in class?**

(Apa yang Anda harapkan ketika belajar Bahasa Inggris di kelas?)

M1: I want to be able to write sentences in English, Miss

(Saya ingin bisa menulis kalimat pakai Bahasa Inggris, Miss)

IR: **Do you find it challenging to understand the material being taught?**

(Apakah kamu merasa kesulitan terhadap materi yang diajarkan?

M1: No. I felt difficult sometimes when Mrs. Endang explained things too quickly. But I immediately asked Mrs. Endang to explain it again.

(Tidak. Kadang-kadang saya merasa sulit ketika Bu Endang menjelaskan terlalu cepat. Tapi saya langsung minta Bu Endang menjelaskan lagi.)

IR: **What do you think about implementing the Strengthening Pancasila student profiles project in English lessons?**

(Bagaimana menurut Anda terhadap pelaksanaan projek penguatan profil pelajar Pancasila di Bahasa Inggris?)

M1: I got a lot of experience, like making cassava tape yesterday. I've never made it before, but I know how to make it after that, Miss. At that time, there was a reading or task about cassava waste in English. Then we were told to answer and present in front.

(Saya jadi dapet pengalaman banyak sih miss, kayak buat tape singkong kemaren. Saya belum pernah sebelumnya bikin gituan tapi habis itu saya jadi tau gimana bikinnya. Kalo di Bahasa Inggris itu ada waktu itu ada bacaan gitu miss sama ada soalnya tentang limbah singkong. Terus kita disuruh jawab dan presentasi di depan gitu.)

IR: **Are there modules/books used as material guidelines?**

(Apakah ada modul/buku khusus yang digunakan sebagai pedoman materi?)

M1: Usually, Mrs. Endang uses the book English for Nusantara, Miss.

(Biasanya Bu Endang pakai buku paket English for Nusantara, Miss.)

IR: **Are there extracurricular activities at school that can support English skills?**

(Adakah kegiatan ekstrakulikuler di sekolah yang dapat menunjang kemampuan Bahasa Inggris?)

M1:   Yes, the name of the activity is English Club. There are conversations with friends, speeches, and storytelling, Miss

(Ada miss, English Club Namanya. Itu ada ngobrol sama temen, pidato, story telling gitu-gitu, Miss)

IR: Were you given summative, UTS, and UAS to evaluate learning outcomes?

(Apakah Anda diberi sumatif, UTS, dan UAS untuk mengevaluasi hasil belajar?)

M1:   Yes, Miss. The summative usually isn't just once, Miss.

(Iya, Bu. Sumatifnya bisanya gak Cuma satu kali, Bu.)

IR: Do the strengthening Pancasila student profiles project get grades from the teacher?

(Apakah kegiatan projek penguatan profil pelajar Pancasila yang Anda jalankan mendapatkan nilai dari guru?)

M1:   Yes, Miss. Usually, the teacher gives a score so you know the grade

(Iya, Bu. Biasanya dikasih nilai sama gurunya biar tau betul berapa.)

Subject	Female 2 (Vera 7A)
Date	27 February 2023
Coding	IR (Interviewer)
Description	F2 (Respondent)

IR: What do you expect when learning English in class?

F2:   I want to get 100 marks on the exam because I like English lessons, Miss.

(Saya ingin dapet nilai 100, Bu, kalau ujian. Soalnya saya suka banget sama pelajaran Bahasa Inggris.)

IR: Do you find it challenging to understand the material being taught?

F2:   I don't have much English vocabulary, which makes me not understand the material. But I know when it's about procedural and descriptive text because it's easy. But, it's hard to make sentences because of a lack of vocabulary, Miss.

(Mungkin saya kurang banyak tau kosakata Bahasa Inggris, miss, itu yang jadiin saya kurang memahami materinya. Tapi, biasanya kalo tentang teks prosedur, teks deskriptif gitu saya paham miss soalnya gampang. Nyusun kata-katanya aja yang sulit.)

IR: What do you think about implementing the Strengthening Pancasila student profiles project in English lessons?

F2:   Oh, what a fun activity. Because I do it with friends, it's enjoyable, anyway. There are also many kinds of projects; some make tape, make flowers from plastic, and make drama. So exciting, lots of new experiences and knowledge

(Oh sangat-sangat seru mis menurut saya, soalnya kan ngerjainnya sama temen-temen Miss. Seru banget miss pokoknya, soalnya projeknya itu beda-beda miss, ada bikin tape, bikin bunga dari plastik, sama bikin drama juga. Jadi seru miss banyak pengelaman dan pengetahuan baru.)

IR: Are there modules/books used as material guidelines?

F2:   Yes, Miss. She usually uses LKS and English books.

Iya miss, biasanya ada LKSnya sama buku paketnya Bahasa Inggris miss

IR: Are there extracurricular activities at school that can support English skills?

F2:   Yes, usually Tuesday until 2 pm. Look at me. The name is English Club, Miss.

Ada miss, biasanya hari Selasa sampai jam 2 siang itu miss. Seinget saya Namanya English Club, Miss.

IR: Were you given summative, UTS, and UAS to evaluate learning outcomes?

F2:   Yes, Miss.

        Iya, Bu.

IR: Do the strengthening Pancasila student profiles project get grades from the teacher?

F2:   Yes, ma'am. Usually, there is a grade from the teacher at the end.

        Iya, Bu. Biasanya ada nilainya di akhir.

Subject	Female 3 (Widya 7A)
Date	27 February 2023
Coding Description	IR (Interviewer)
	F3 (Respondent)

IR: **What do you expect when learning English in class?**

F3: I want to be able to learn all material in English because I'm interested in English lessons.

(Saya ingin bisa belajar semua materi dalam Bahasa Inggris miss, soalnya saya minatnya di pelajaran Bahasa Inggris)

IR: **Do you find it challenging to understand the material being taught?**

F3: I find the lesson easy. I can not write down some sentences because My vocabulary is not much. So I feel difficult to write.

(Ngga miss kalo pelajarannya. Mungkin saya sulit mengolah katanya saja miss sama kosakata saya yang kurang banyak jadi bingung gitu miss nulisnya.)

IR: **What do you think about implementing the Strengthening Pancasila student profiles project in English lessons?**

F3: The English lesson is fun because it's outside of class. The project makes it easier for us; for example, it's doing it with friends. It helped me answer because I could study with my friends.

(Pelajaran Bahasa Inggrisnya seru miss soalnya gak di kelas. Terus mempermudah Ya, misalnya kan itu ngerjainnya sama temen-temen jadi menurut saya itu sangat-sangat membantu saya dalam menjawab.)

IR: **Are there modules/books used as material guidelines?**

F3: LKS and English books, Miss

(LKS sama buku paket biasanya, Miss.)

IR: **Are there extracurricular activities at school that can support English skills?**

F3: Yes, there is. The activities are like studying together, usually about conversations, and there are also speeches. It's fascinating because learning English can take longer than in class.

(Ada miss, kegiatannya kayak belajar bareng, biasanya tentang conversation, ada pidato juga. Seru banget miss soalnya belajar Bahasa Inggrisnya bisa lebih lama selain yang di kelas.)

IR: **Were you given summative, UTS, and UAS to evaluate learning outcomes?**

F3: Oh yes, Miss. The summative is done before discussing new material, Miss.

(Ohh iya, Bu. Biasanya sumatif itu dilaksanakan sebelum ganti materi yang baru, Bu.)

IR: Do the strengthening Pancasila student profiles project get grades from the teacher?

F3 Yes, there is, Miss.

(Ada, Bu.)

Subject	Male 2 (Iyan 7A)
Date	27 February 2023
Coding Description	IR (Interviewer)
	M2 (Respondent)

IR: **What do you expect when learning English in class?**

M2: I want to be able to speak English, so it's cool.

(Saya ingin bisa ngomong pakek Bahasa Inggris, Bu, biar keren.)

IR: **Do you find it challenging to understand the material being taught?**

M2: Sometimes it's difficult because I don't know the meaning of the sentences, Miss. But I can understand because Mrs Endang often gives example sentences, Miss.

(Kadang sulit karena saya tidak tahu artinya, Miss. Tapi, saya bisa mengerti karena Bu Endang sering memberikan contoh kalimat, Miss.)

IR: **What do you think about implementing the Strengthening Pancasila student profiles project in English lessons?**

M2: Don't get bored with the activities. The problem is we can learn English for various types of projects. So I got some new vocabulary too.

(Ngga ngebosenin sih miss jatuhnya. Soalnya kita bisa belajar Bahasa Inggris di berbagai jenis proyek. Jadi tau juga saya beberapa vocabulary baru juga.)

IR: **Are there modules/books used as material guidelines?**

M2: Yes, there is, Miss.

(Ada, Miss.)

IR: **Are there extracurricular activities at school that can support English skills?**

M2: Yes, there is, Miss.

(Iya, ada miss.)

IR: **Were you given summative, UTS, and UAS to evaluate learning outcomes?**

M2: Yes, Miss.

(Iya, Bu.)

IR: **Do the strengthening Pancasila student profiles project get grades from the teacher?**

M2: Yes, there is.

(Iya, ada, Bu.)

Subject	Female 4 (Rosita 7A)
Date	27 February 2023
Coding description	IR (Interview)
	F4 (Respondent)

IR: **What do you expect when learning English in class?**

F4: I want to learn something fun that isn't boring so that I can understand the lessons explained by Mrs Endang.

(Saya ingin belajar yang menyenangkan miss, yang ga bosenin biar saya bisa paham pelajaran yang dijelasin Bu Endang,)

IR: **Do you find it challenging to understand the material being taught?**

F4: No, I am not.

Ngga sih, miss, biasa aja.

IR: **What do you think about implementing the Strengthening Pancasila student profiles project in English lessons?**

F4: Yes, Miss. learning English is fun and exciting. It also works in groups. I am happy to be able to study with friends.

(Ya gitu sih miss, seru belajar Bahasa Inggrisnya ngga ngebosenin. Kelompokkan juga, saya suka miss bisa belajar bareng sama temen-temen.)

IR: **Are there modules/books used as material guidelines?**

F4: Yes, Miss. English for Nusantara book and LKS which published by CERAH.

(Iya ada miss buku paket English for Nusantara sama LKS Cerah.)

IR: **Are there extracurricular activities at school that can support English skills?**

F4: Yes, there is. I join the activity. It's called English Club. Usually, it's Tuesday after school, Miss.

(Ada miss, saya ikut itu. Namanya English Club, biasanya itu hari Selasa pulang sekolah, Miss)

IR: **Were you given summative, UTS, and UAS to evaluate learning outcomes?**

F4: Yes, Miss.

(Iya, Bu.)

IR: Do the strengthening Pancasila student profiles project get grades from the teacher?

F4:   Yes, Miss.

(Iya, Bu.)

Appendix 7 Student's Assignment about "Processing of Cassava Peel Waste as an Effort to Reduce Environmental Pollution"

Name:

Class:

Number ID:

Processing of Cassava Peel Waste as an Effort to Reduce Environmental Pollution

Garbage is one of the severe problems faced by all countries worldwide. Garbage will accumulate, causing a bad smell and disease. One example is cassava peel waste from tapioca flour production. Many people complain about the waste from tapioca flour production, which causes environmental pollution.

Cassava peel waste is organic waste that is easily biodegradable. Cassava peel waste can be processed into various preparations, such as animal feed, plant fertilizers, and flower vases. These products are made from processed and dried cassava peels. In this case, one solution is to process cassava peel waste into cassava peel chips.

Cassava peel chips are one form of snack popular with the community. The processing of cassava peel chips can be combined with various flavors such as sweet, spicy, cheese, and others. The benefits of crude fiber in cassava peel chips are to speed up the process of excreting food scraps, prevent cancer, prevent colon pain, help lower cholesterol, control blood sugar levels, stop hemorrhoids, and lose weight.

1. What is garbage?
2. What happens if the garbage accumulates?
3. Why do many people complain about the waste from tapioca flour?
4. Is cassava peel waste inorganic waste? Yes or no?
5. Can it be processed into any Cassava peel waste?
6. What is the solution to cassava peel waste?
7. Are cassava peel chips one form of snack popular with the community?
8. What kind of the various flavors of cassava peel chips?
9. What is the benefit of crude fiber in cassava peel chips?
10. Can natural fiber in cassava peel chips make cholesterol higher? Yes or No? Why?

Project *Kearifan Lokal*

Students present their discussion during The Pancasila Student's Profile Project

KURIKULUM OPERASIONALDI SMP
NU BULULAWANG
TAHUN PELAJARAN 2022 - 2023
YAYASAN PENDIDIKAN AL MA'ARIF

SMP NAHDLATUL ULAMA' BULULAWANG

TERAKREDITASI "A"

NPSN :20517385 NSS :202051813049

DI SUSUN OLEH
TIM PENGEMBANG KURIKULUM
SMP NU BULULAWANG

Alamat : Jl. Raya Bululawang No. 22 Telp. (0341) 833088 Bululawang Malang 65171
Website : www.smpnu-bululawang.schid Email : smpnubululawang@yahoo.com

KOSP

Supervising The English Club activity

Learning Activity

RAPORT HARIAN SUMATIF TENGAH SEMESTER GANJIL TAHUN 2022 - 2023

YAYASAN AL MA'ARIF BULULAWANG
SMP NAHDLATUL ULAMA' BULULAWANG
TERAKREDITASI " A "
NPSN : 20517385 NSS : 202051811006
Alamat : Jl. Raya Bululawang No.22 Telp. (0341) 831008 Bululawang Malang 65171
Email : smpnubululawang@yahoo.com smpnubululawang@gmail.com

NAMA SISWA : Marisa Diah Lestari
KELAS : 7 B
NO INDUK : 7833
SEMESTER : GANJIL

No	Mata Pelajaran	KKM	NILAI HARIAN SUMATIF						HSTS
			1	2	3	4	5	6	
	Mata Pelajaran Kelompok A								
1	Pendidikan Agama Islam dan Budi Pekerti	78	100	72	85	-	80	76	80
2	Pendidikan Pancasila dan Kewarganegaraan	78	76	70	-	-	-	-	60
3	Bahasa Indonesia	78	80	85	-	-	-	-	86
4	Bahasa Inggris	78	92	80	80	-	-	-	78
5	Matematika	78	100	90	100	-	-	-	55
6	Ilmu Pengetahuan Alam	78	79	80	78	-	-	-	83
7	Ilmu Pengetahuan Sosial	78	80	78	89	-	-	-	78
	Mata Pelajaran Kelompok B								
8	Seni Budaya	78	80	82	83	84	85	-	28
9	Pendidikan Jasmani Olah Raga dan Kesehatan	78	71	75	72	-	-	-	74
10	Seni Budaya dan Prakarya (Sbdp)	78	78	89	84	-	-	-	84
11	Bahasa Daerah (Jawa)	78	79	80	78	-	-	-	83
	Muatan Lokal								
12	Ke NU an (Ahlussunnah WalJamaah)	78	72	70	-	-	-	-	78

No	Minat dan Bakat	Penilaian Minat & Bakat Siswa
1	Al-Banjari	-
2	Keputrian	A
3	Pencak Silat (PAGAR NUSA)	-
4	Bulutangkis	-
5	Pramuka	B
6	Futsal	-

No	Kehadiran/Ke Tidakhadiran	Jumlah
1	Sakit	1
2	Ijin Tidak Masuk	-
3	Tanpa Keterangan	-

Bululawang, 19 November 2022

Orang Tua/Wali Murid   Wali Kelas VII. B

ENDANG ISTIKHOMAH, S.Pd

MADRASAH DINIYAH TAKMILIYAH "AL - MA'ARIF" BULULAWANG - MALANG

Alamat : Jl. Raya Bululawang No. 22 Telp. (0341) 831008 Bululawang Malang 65171
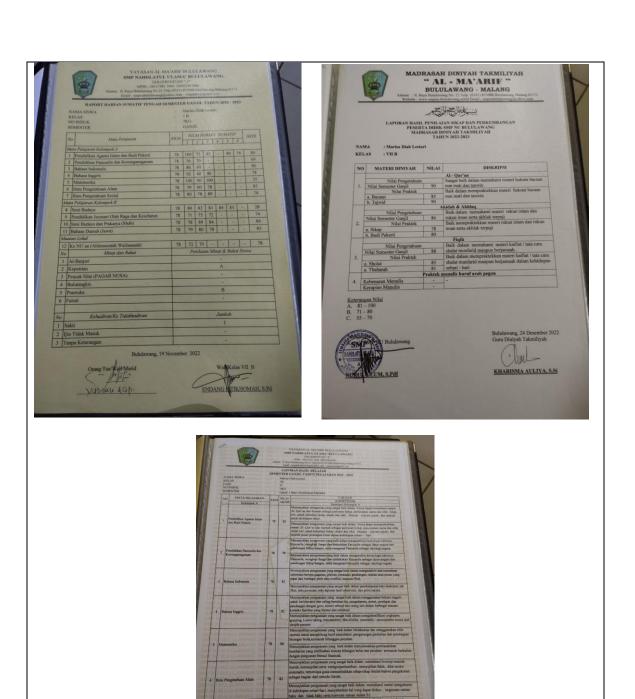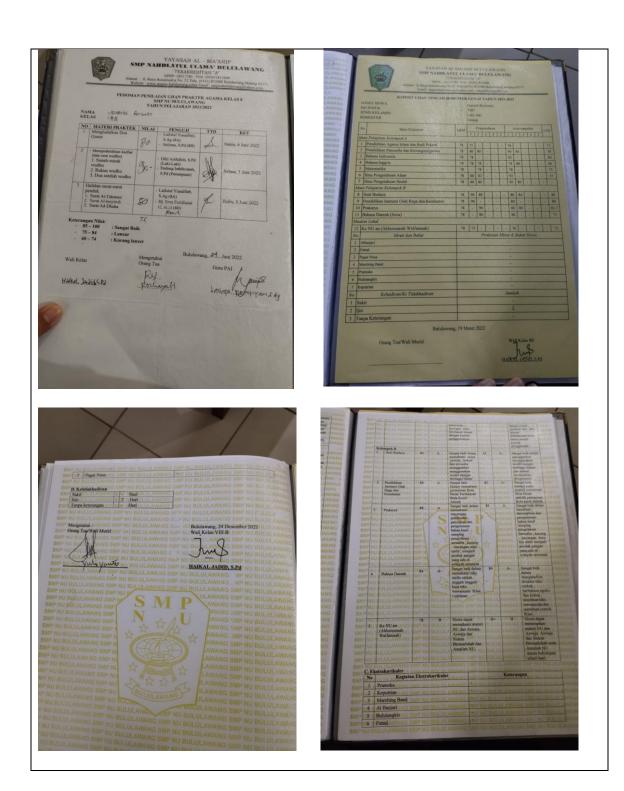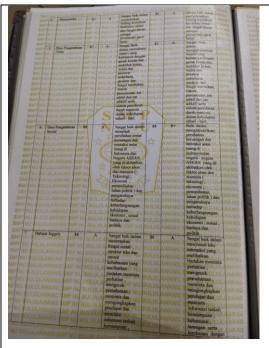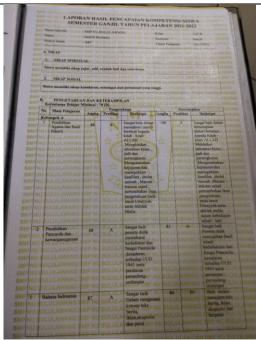Website : www.smpnu-bululawang.sch.id Email : smpnubululawang@yahoo.com

LAPORAN HASIL PENILAIAN SIKAP DAN PERKEMBANGAN PESERTA DIDIK SMP NU BULULAWANG MADRASAH DINIYAH TAKMILIYAH TAHUN 2022-2023

NAMA : Marisa Diah Lestari
KELAS : VII B

NO	MATERI DINIYAH	NILAI	DISKRIPSI
	Al - Qur'an		
1.	Nilai Pengetahuan Nilai Semester Ganjil	90	Sangat baik dalam memahami materi hukum bacaan nun mati dan tanwin
	Nilai Praktek		Baik dalam mempraktekkan materi hukum bacaan nun mati dan tanwin
	a. Bacaan	85	
	b. Tajwid	90	
	Akidah & Akhlaq		
2.	Nilai Pengetahuan Nilai Semester Ganjil	86	Baik dalam memahami materi rukun islam dan rukun iman serta akhlak terpuji
	Nilai Praktek		Baik mempraktekkan materi rukun islam dan rukun iman serta akhlak terpuji
	a. Sikap	78	
	b. Budi Pekerti	80	
	Fiqih		
3.	Nilai Pengetahuan Nilai Semester Ganjil	88	Baik dalam memahami materi kaifiat / tata cara shalat munfarid maupun berjamaah .
	Nilai Praktek		Baik dalam mempraktekkan materi kaifiat / tata cara shalat munfarid maupun berjamaah dalam kehidupan
	a. Sholat	85	sehari - hari
	a. Thaharah	81	
	Praktek menulis huruf arab pegon		
4.	Kebenaran Menulis	-	
	Kerapian Menulis	-	

Keterangan Nilai
A. 81 – 100
B. 71 – 80
C. 55 – 70

Bululawang, 24 Desember 2022
Guru Diniyah Takmiliyah

NURUL ULUM, S.PdI   KHARISMA AULIYA, S.Si

LAPORAN HASIL BELAJAR
SEMESTER GANJIL TAHUN PELAJARAN 2022 - 2023

YAYASAN AL MA'ARIF BULULAWANG
SMP NAHDLATUL ULAMA' BULULAWANG

NAMA SISWA : Marisa Diah Lestari
KELAS : B
FASE : D
NO INDUK : 7833
SEMESTER : Ganjil (Satu) Kurikulum Merdeka

NO	MATA PELAJARAN Kelompok A	KKM	NILAI AKHIR	CAPAIAN KOMPETENSI
1	Pendidikan Agama Islam dan Budi Pekerti	78	82	Menunjukkan penguasaan yang sangat baik dalam menemukan materi Al-Qur'an dan Sunnah sebagai pedoman hidup ... Menunjukkan penguasaan yang sangat baik dalam mengidentifikasi materi Al-Qur'an dan Sunnah sebagai pedoman hidup ...
2	Pendidikan Pancasila dan Kewarganegaraan	78	78	Menunjukkan penguasaan yang baik dalam menganalisis kronologis lahirnya Pancasila ... Menunjukkan penguasaan yang baik dalam menganalisis kronologis lahirnya Pancasila ...
3	Bahasa Indonesia	78	82	Menunjukkan penguasaan yang sangat baik dalam mengartikan dan menalarati informasi berupa gagasan, pikiran, perasaan ... Menunjukkan penguasaan yang sangat baik dalam pembelajaran teks deskripsi, teks prosedur, teks laporan hasil observasi, dan puisi rakyat.
4	Bahasa Inggris	78	82	Menunjukkan penguasaan yang sangat baik dalam menggunakan bahasa inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat ... Menunjukkan penguasaan yang sangat baik dalam mengidentifikasi ungkapan greeting, Leave taking, introduction, like-dislike, countable / uncountable nouns and simple present.
5	Matematika	78	80	Menunjukkan penguasaan yang baik dalam Melakukan dan menggunakan sifat operasi untuk menghitung hasil penjulahan, pengurangan, perkalian dan pembagian bilangan bulat, termasuk bilangan pecahan. Menunjukkan penguasaan yang baik dalam menyelesaikan permasalahan keseharian yang melibatkan konsep bilangan bulat dan pecahan termasuk berkaitan dengan pengantar literasi finansial.
6	Ilmu Pengetahuan Alam	78	82	Menunjukkan penguasaan yang sangat baik dalam memahami konsep metode ilmiah, keterampilan serta mengorganisasikan, menyajikan fakta, data secara sistematis, terpercaya guna menumbuhkan sikap-sikap ilmiah bahwa pengukuran sebagai bagian dari metode ilmiah. Menunjukkan penguasaan yang sangat baik dalam memahami materi pengukuran di kehidupan sehari-hari, menyebutkan hal yang dapat diukur , kegunaan satuan baku dan tidak baku serta konversi satuan dalam SI.
7	Ilmu Pengetahuan Sosial	78	85	Peserta didik menunjukkan penguasaan yang sangat baik dalam memahami keberadaan diri, keluarga serta lingkungan, menganalisis hubungan geografis dengan masyarakat, potensi SDA dan kemajemukan budaya, serta memahami dan sadar terhadap perubahan sosial.

Merdeka Curriculum Report Card

PEDOMAN PENILAIAN UJIAN PRAKTEK AGAMA KELAS 8
SMP NU BULULAWANG
TAHUN PELAJARAN 2021/2022

NAMA :
KELAS :

NO	MATERI PRAKTEK	NILAI	PENGUJI	TTD	KET
1	Menghafalkan Doa Qunut	80	- Lailatul Yunaifiah, S.Ag (8A) - Sulton, S.Pd (8B)		Senin, 6 Juni 2022
2	Mempraktekkan kaifiat (tata cara wudhu) 1. Sunah-sunah wudhu 2. Rukun wudhu 3. Doa setelah wudhu	90	- Diki Arifullah, S.Pd (Laki-Laki) - Endang Istikomah, S.Pd (Perempuan)		Selasa, 7 Juni 2022
3	Hafalan surat-surat pendek 1. Surat At-Takatsur 2. Surat Al-Insyiroh 3. Surat Ad-Dhuha	80	- Lailatul Yunaifiah, S.Ag (8A) - Hj. Erna Faridiatul U, M.SI (8B)		Rabu, 5 Juni 2022

Keterangan Nilai:
- 85 – 100 : Sangat Baik
- 75 – 84 : Lancar
- 60 – 74 : Kurang lancar

Wali Kelas
Haikal, Jadid. S.Pd

Mengetahui
Orang Tua

Bululawang, 24 Juni 2022
Guru PAI

RAPORT UJIAN TENGAH SEMESTER GENAP TAHUN 2021-2022

NAMA SISWA :
NO INDUK :
JENIS KELAMIN : Laki-laki
SEMESTER : Genap

Mata Pelajaran Kelompok A
1. Pendidikan Agama Islam dan Budi Pekerti
2. Pendidikan Pancasila dan Kewarganegaraan
3. Bahasa Indonesia
4. Bahasa Inggris
5. Matematika
6. Ilmu Pengetahuan Alam
7. Ilmu Pengetahuan Sosial

Mata Pelajaran Kelompok B
8. Seni Budaya
9. Pendidikan Jasmani Olah Raga dan Kesehatan
10. Prakarya
11. Bahasa Daerah (Jawa)

Muatan Lokal
12. Ke NU an (Ahlussunnah WalJamaah)

Bululawang, 19 Maret 2022

Orang Tua/Wali Murid   Wali Kelas 8B

HAIKAL JADID, S.Pd

D. Ketidakhadiran

	Sakit	-	Hari
	Ijin	2	Hari
	Tanpa keterangan	-	Hari

Mengetahui
Orang Tua/Wali Murid

Bululawang, 24 Desember 2021
Wali Kelas VIII B

HAIKAL JADID, S.Pd

C. Ekstrakurikuler

No	Kegiatan Ekstrakurikuler	Keterangan
1	Pramuka	
2	Keputrian	
3	Marching Band	
4	Al Banjari	
5	Bulutangkis	
6	Futsal	

K-13 Curriculum

Modul Ajar Bahasa Inggris Fase D Kelas VII

(Kurikulum Merdeka)

No.	Komponen	Deskripsi/Keterangan
1.	**Informasi Umum Perangkat Ajar**	
	Nama Penyusun	Endang Istikhomah, S.Pd
	Nama Institusi	SMP NU Bululawang
	Tahun Penyusunan Modul Ajar	2023
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Kelas	VII (Tujuh)
	Alokasi Waktu	4 Jam Pelajaran (JP) = 4 x 35 menit = 140 menit (2 kali pertemuan)
2.	**Capaian Pembelajaran Fase D**	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
	Elemen/Domain CP	**Elemen Membaca-Memirsa**
		By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.
		Elemen Menulis-Mempresentasikan
		By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and

		simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail and vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency. **Elemen Menyimak-Berbicara** By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.
	Tujuan Pembelajaran	Para peserta didik dapat memproduksi teks deskriptif tulis untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.
3.	**Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)**	
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan	1. Peserta didik dapat menuliskan (C1) beberapa kosa kata terkait kegiatan sehari-hari. 2. Peserta didik dapat mengaplikasikan (C3) kosa kata kegiatan sehari-hari yang mereka lakukan dan tidak mereka lakukan. 3. Peserta didik dapat melengkapi (C3) kalimat rumpang berdasarkan video yang disajikan.
	Cara Melakukan Asesmen	Tertulis dan Praktik
	Produk	Membuat conversation/ percakapan berisi kegiatan sehari-hari peserta didik.
4.	**Profil Pelajar Pancasila**	
	Profil Pelajar Pancasila yang Berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak mulia 2. Mandiri 3. Bergotong-royong 4. Bernalar kritis 5. Kreatif
5.	Sarana dan Prasarana	
	Fasilitas	1. LCD

		2. Laptop
		3. Jaringan Internet
6.	**Peserta Didik**	
	Kategori Peserta Didik	Peserta didik regular
	Jumlah Peserta Didik	30 peserta didik
7.	**Model dan Metode Pembelajaran**	
	Model Pembelajaran	• Tatap muka Model Pembelajaran: Problem-Based Learning a) *Assigning the Problem* b) *Arranging the Students in Group and Looking for The Information* c) *Guiding the Students in Investigation* d) *Each Group Member Has to Present the Report*
	Metode Pembelajaran	Diskusi Berkelompok (Collaborative Method)
8.	**Asesmen**	
	Cara Penilaian	Rubrik asesmen
	Jenis Asesmen	Formatif dalam bentuk tertulis *(dialog about daily activity text)*
9.	**Materi Ajar, Alat, dan Bahan**	
	Materi Ajar	a) *Vocabulary related to daily activities* b) *Pronoun* c) *Adverb of Frequency* d) *Simple Present Tense*
	Alat dan Bahan	1. Video kosa kata kegiatan sehari-hari (www.youtube.com/watch?v=yh0lOCEwOpg&t=240s) 2. Teks berisi daily activities Julie dan Shopie 3. Lembar Refleksi
	Media Pembelajaran	PPT
10.	**Urutan Kegiatan Pembelajaran**	

	Pertemuan 1	**Kegiatan Pendahuluan (10 menit)**
		 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
		 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
		 3. Peserta didik dicek kehadirannya oleh guru.
		 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif:
		    a. Apa yang sedang Ananda rasakan saat ini?
		    b. Bagaimana aktivitas kegiatan belajar Ananda selama seminggu terakhir?
		    c. Apakah Ananda sudah siap mengikuti pembelajaran hari ini?
		 5. Peserta didik diberikan tujuan dan manfaat Pelajaran hari ini.

		Kegiatan Inti (50 menit)
		a) Assigning the Problem
		1. Peserta didik mengamati gambar (link) yang disajikan oleh guru pada power point yang ditayangkan melalui presentasi.
		2. Peserta didik Bersama guru melakukan tanya jawab terkait gambar. Pertanyaan yang digunakan seperti, *"what time do you usually wake up?" "what is the first thing you do after waking up?"*
		b) Arranging the Students in Group and Looking for The Information
		1. Peserta didik dibagi ke dalam beberapa kelompok belajar heterogen (1 kelompok terdiri 6 siswa)
		2. Peserta didik mengamati tayangan video (link) yang berisi daftar kota-kata kegiatan sehari-hari.
		c) Guiding the Students in Investigation
		1. Setelah menonton tayangan video, peserta didik dalam kelompok dipandu guru menuliskan (C1) beberapa kota kata yang ditemukan dalam video, seperti *wake up, brush teeth, get dressed, etc.*
		2. Peserta didik mengkategorikan (C2) kegiatan-kegiatan yang biasa mereka lakukan dan tidak mereka lakukan.
		3. Setiap kelompok diberikan satu foto tentang salah satu kegiatan sehari-hari dan diminta untuk membuat kalimat percakapan sesuai dengan gambar.
		d) Each Group Member Has to Present the Report
		1. Setiap kelompok maju ke depan kelas untuk membaca hasil diskusi.
		Kegiatan Penutup (10 menit)
		1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini.
		2. Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yang disediakan oleh guru.
		3. Peserta didik dan guru berdo'a untuk mengakhiri kegiatan pembelajaran.
11.	**Refleksi**	
	Refleksi Guru	a) Apa saja tiga hal yang saya lakukan sebelum mengajar peserta didik menggunakan *problem-based learning*?
		b) Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran daily activities hari ini?
		c) Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini?
		d) Apa dua hal yang akan dilakukan di masa depan setelah melakukan pembelajaran hari ini?
	Refleksi Siswa	a) Saya merasa senang saat disajikan gambar dan video ketika pembelajaran materi *daily activities* dimulai.
		b) Saya lebih mudah memahami materi *daily activities* dengan diberikan video.

		c) Saya mudah memahami materi *daily activities* dengan berdiskusi bersama teman kelompok. d) Saya merasa pembelajaran Bahasa Inggris materi *daily activities* hari ini menyenangkan.
12.	**Daftar Pustaka**	• Damayanti, E.L., et al. (2022) *English for Nusantara* untuk SMP/MTs Kelas VII • LKS Kurikulum Merdeka Bahasa Inggria CERAH

Mengetahui,
Kepala Sekolah SMP NU Bululawang

Nurul Ulum, S.Pd.I

Malang, 1 Maret 2023
Guru Mata Pelajaran

Endang Istikhomah, S.Pd.

Mata Pelajaran: Bahasa Inggris Fase: D Penulis: Endang Istikhomah, S.Pd Instansi: SMP NU Bululawang	Capaian Fase D Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Rasional

Alur dan tujuan pembelajaran ini memuat peta jalur pembelajaran Bahasa Inggris pada fase D yang merupakan turunan dari capaian pembelajaran (CP) yang sudah ditetapkan. Alur dan tujuan ini memuat enam keterampilan berbahasa yaitu menyimak - berbicara, membaca - memirsa, dan menulis - mempresentasi. Setiap keterampilan berbahasa tersebut memiliki capaian tertentu yang kesemuanya mengerucut pada tujuan akhir yakni kemampuan berinteraksi dan berkomunikasi dalam Bahasa Inggris. Kemudian, pada fase ini dibagi kedalam tiga tingkatan kelas yakni 7, 8, dan 9. Setiap tingkatan tersebut memiliki kedalaman dan keluasan konteks materi yang berbeda-beda. Alur dan tujuan pembelajaran ini disusun berdasarkan Edisi Revisi Taksonomi Bloom, dengan pendekatan berbasis genre. Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi. Prosesnya tidak sekedar menekankan pada permasalahan grammatical semata. Tetapi juga memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bahasa tersebut digunakan dalam berbagai konteks sosial.

Konteks Sekolah (Brief Explanation of School Condition)

1. Input Siswa : Gaya belajar dengan tipe Visual dan Auditori
2. Lokasi Sekolah : at Raya Bululawang street number 22, Bululawang district, Malang regency, East Java
3. Budaya di Sekolah : Sekolah kami fokus kepada kemampuan menyimak, membaca (melafalkan) dan menulis sederhana

4. Ketersediaan Daya Dukung Sekolah : Sekolah memiliki laboratorium bahasa, sarana prasarana yang memadai, akses internet yang baik dan guru yang mengajar/mengampu sesuai dengan kualifikasinya

Elemen Capaian Pembelajaran

Menyimak - Berbicara	Membaca dan Memirsa	Menulis dan Mempresentasikan
By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.	By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.	By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail and vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Alur Tujuan Pembelajaran

Kelas 7

Alur Tujuan Pembelajaran	Elemen (tuliskan elemen yang termuat dalam Tujuan Pembelajaran)	Referensi/Catatan/Inspirasi Adaptasi
7.1. Mengidentifikasi tujuan teks untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, interaktif, dan materi video.	Membaca dan Memirsa	Teks yang digunakan adalah teks deskripsi dan teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.2. memahami ide utama dan detil yang relevan mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah.	Menyimak dan Berbicara	Teks yang digunakan adalah teks deskripsi dan teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.3. merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri dari berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif	Membaca dan Memirsa	Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.4. Melakukan pengulangan dan penggantian kosa kata mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah.	Menyimak dan Berbicara	Kosa kata yang diulang dari topik yang familiar dan unfamiliar dengan jumlah kosakata yang sedikit dengan memperhatikan pelafalan
7.5. Mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif.	Membaca dan Memirsa	Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.6. membuat inferensi untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk d iantaranya teks visual, multimodal atau interaktif.	Membaca dan Memirsa	Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana

Alur Tujuan Pembelajaran	Elemen	Referensi/Catatan/Inspirasi Adaptasi
7.7. Menyusun paragraph tentang argument dan pendapat menggunakan perencanaan, contoh, kosakata spesifik dan struktur kalimat sederhana.	Menulis-Mempresentasikan	Menyusun outline menggunakan contoh teks sederhana kosa kata, dan struktur kalimat dengan menggunakan struktur dan unsur kebahasaan yang sesuai seperti *simple present tense*, *adjective*, dsb.
7.8. Mengomunikasikan ide, pengalaman teks informasi mereka melalui paragraf sederhana dan terstruktur.	Menulis-Mempresentasikan	Kalimat yang dihasilkan sederhana dengan memperhatikan jeda, kapitalisasi dan menggunakan struktur dan unsur kebahasaan yang sesuai seperti *simple present tense*, *adjective*, **dsb.**
7.9. mengungkapkan jawaban, ide, pengalaman, minat, pendapat, pandangan dan preferensi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal menggunakan struktur kalimat dan kata kerja sederhana.	Menyimak-Berbicara	Menggunakan bahasa Inggris untuk mengungkapkan minat, pendapat dengan guru.

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