THE IMPLEMENTATION OF MERDEKA CURRICULUM IN ENGLISH LESSON AT ISLAMIC JUNIOR HIGH SCHOOL ALPHA

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

2024

THE IMPLEMENTATION OF MERDEKA CURRICULUM IN ENGLISH

LESSON AT ISLAMIC JUNIOR HIGH SCHOOL ALPHA

THESIS

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

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APPROVAL SHEET

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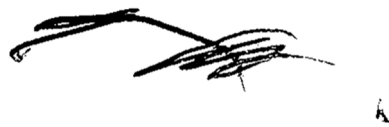
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iii

LEGITIMATION SHEET

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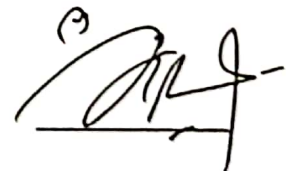
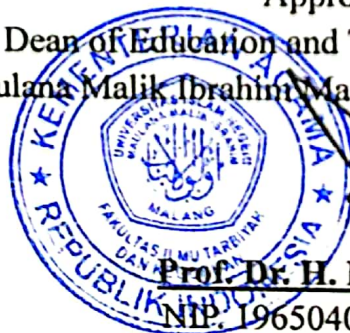| The Board Examiners,		Signature
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iv

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Malang, July 18th 2024

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The Honorable,

To The Dean of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University

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Assalamu'alaikum Wr. Wb.
After conducting several times of guidance in terms of content, language, writing, techniques, and after reading the student's thesis as follow:

Name   : Ahmad Rashif Laudzai
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Department   : English Education
Thesis   : The Implementation of Merdeka Curriculum in English Lesson at Islamic Junior High School Alpha

Therefore, we believe that the thesis of Ahmad Rashif Laudzai has been approved by the advisor for further approval by the board of examiners.
Wassalamu'alaikum Wr. Wb

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DECLARATION OF OUTSHORSHIP

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Declare that:

1. This thesis has never been submitted for consideration for any other academic degree to any other postsecondary institution.

2. The author himself is responsible for this thesis; it was not prepared collaboratively with anybody else or includes any other person's work without giving proper credit to them.

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Malang, July 18th 2024

The Researcher,

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MOTTO

إِنَّمَا الْأَعْمَالُ بِالنِّيَّةِ

"Segala sesuatu itu bergantung pada niatnya"

THESIS DEDICATION

Firstly, I would like to thank Allah SWT, the universe's ruler, for providing the author with the strength and grace necessary to complete this thesis. Shalawat and greetings are also constantly extended to our Prophet Muhammad SAW, who has led us out of darkness and into light. Secondly, I dedicate this thesis to my parents, **Achmad Miftachus Sholichin** and **Ulfah**, who have always understood my situation and have supported me, encouraged me, and given me a better education. Third, I dedicate this thesis to myself, having endured numerous challenges and struggles in order to complete it.

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

All praises belongs to Allah SWT, the lord of universe who has bestowed mercy and blessing so that the author can finish this thesis as the requirement for a bachelors' degree (*S.Pd*) in English Education Department, Faculty of Education and Teacher Training with title *"The Implementation of Merdeka Curriculum in English Lesson at Islamic Junior High School Alpha"* *Shalawat* and *Salam* are always delivered to our Prophet Muhammad SAW who has guided us from the darkness to the lightness.

The author acknowledges that without the assistance, encouragement, motivation, and counsel of numerous people, this thesis would not have been accomplished. Thus, the writer wishes to convey profound thanks and admiration, particularly to:

1. Prof. Dr. Zainuddin, MA., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.

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

11. For all my friends of English Education Department (RENDEZVOUS' 20) who always supported, helped and motivated so that I can finished this thesis.

Malang, July 18th 2024

Ahmad Rashif Laudzai
NIM. 200107110007

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. Alphabet

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**
يِا	=	**î**

TABLE OF CONTENT

TABLE OF PICTURE

LIST OF APPENDICES

ABSTRACT

Laudzai, Ahmad Rashif. 2024. The Implementation of Merdeka Curriculum in English Lesson at Islamic Junior High School Alpha. Thesis. Faculty of Education and Teacher Training, Education Department, Maulana Malik Ibrahim Islamic State University of Malang. Advisor: Ima Mutholliatil Badriyah, M.Pd

Keywords: Implementation, Merdeka Curriculum, English Lesson, Islamic Junior High School

The curriculum as an educational design has a very strategic role in all educational activities. Because of the important role of the curriculum in education, the curriculum must be prepared on a strong basis. The Merdeka Curriculum was launched by the Ministry of Education Indonesia in 2021. This curriculum gives teachers and students the freedom to design learning activities, so students can get out from their comfort zone. Therefore this research aimed to investigated the implementation of Merdeka Curriculum in English lesson at Islamic Junior High School Alpha. This research focused on the process and challenges in implementing Merdeka Curriculum in English lesson. The researcher used qualitative research that involved an English teacher from Islamic Junior High School Alpha as the research subject. The data were obtained from interview and documentation then analyzed by using triangulation method. The result showed that Merdeka curriculum has been implemented in the school and the challenges in implementing merdeka curriculum are the lack of supporting aspects of the school in the form of facilities and supporting activities such as extracurricular activities and limited student knowledge, especially in vocabulary.

ABSTRAK

Laudzai, Ahmad Rashif. 2024. Implementasi Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris di Madrasah Tsanawiyah Alpha. Skripsi. Fakultas Ilmu Tarbiyah dan Keguruan, Jurusan Pendidikan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ima Mutholliatil Badriyah, M.Pd

Kata kunci: Implementasi, Kurikulum Merdeka, Pelajaran Bahasa Inggris, Madrasah Tsanawiyah

Kurikulum sebagai sebuah rancangan pendidikan memiliki peran yang sangat strategis dalam seluruh kegiatan pendidikan. Karena pentingnya peran kurikulum dalam pendidikan, maka kurikulum harus disusun dengan dasar yang kuat. Kurikulum Merdeka diluncurkan oleh Kementerian Pendidikan Indonesia pada tahun 2021. Kurikulum ini memberikan kebebasan kepada guru dan siswa untuk merancang kegiatan pembelajaran, sehingga siswa dapat keluar dari zona nyaman. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki implementasi Kurikulum Merdeka dalam pelajaran bahasa Inggris di Madrasah Tsanawiyah Alpha. Penelitian ini difokuskan pada proses dan tantangan dalam mengimplementasikan Kurikulum Merdeka dalam pelajaran Bahasa Inggris. Peneliti menggunakan penelitian kualitatif yang melibatkan seorang guru bahasa Inggris dari Madrasah Tsanawiyah Alpha sebagai subjek penelitian. Data diperoleh dari wawancara dan dokumentasi kemudian dianalisis dengan menggunakan metode triangulasi. Hasil penelitian menunjukkan bahwa kurikulum Merdeka telah diterapkan di sekolah dan tantangan dalam menerapkan kurikulum merdeka adalah kurangnya aspek pendukung dari sekolah dalam bentuk fasilitas dan kegiatan pendukung seperti kegiatan ekstrakurikuler dan pengetahuan siswa yang terbatas, terutama dalam kosa kata.

الخلاصة

لودزاي، 2024 أحمد رشيف. تطبيق منهج ميرديكا في درس اللغة الإنجليزية في المدرسة الإعدادية الإسلامية. الأطروحة. كلية التربية وتدريب المعلمين، قسم التربية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المستشار: إيما موثولياتيل بدرية، دكتوراه في العلوم السياسية

الكلمات المفتاحية: التنفيذ، منهج الميرديكا، درس اللغة الإنجليزية، المدرسة الإعدادية الإسلامية الثانوية

للمنهج الدراسي كتصميم تعليمي دور استراتيجي للغاية في جميع الأنشطة التعليمية. وبسبب الدور المهم للمنهج في التعليم، يجب أن يتم إعداد المنهج على أساس قوي. أطلقت وزارة التربية والتعليم الإندونيسية منهج مرديكا في عام 2021. ويمنح هذا المنهج المعلمين والطلاب حرية تصميم الأنشطة التعليمية، بحيث يمكن للطلاب الخروج من منطقة الراحة الخاصة بهم. لذلك يهدف هذا البحث إلى التحقيق في تطبيق منهج ميرديكا في درس اللغة الإنجليزية في المدرسة الإعدادية الإسلامية. ركز هذا البحث على عملية وتحديات تنفيذ منهج مرديكا في درس اللغة الإنجليزية. استخدم الباحث البحث النوعي الذي شارك فيه مدرس لغة إنجليزية من المدرسة الإعدادية الإسلامية كموضوع للبحث. تم الحصول على البيانات من المقابلة والتوثيق ثم تحليلها باستخدام طريقة التثليث. أظهرت النتيجة أن منهج مرديكا قد تم تطبيقه في المدرسة وأن التحديات في تطبيق منهج مرديكا تتمثل في نقص الجوانب الداعمة للمدرسة في شكل مرافق وأنشطة داعمة مثل الأنشطة اللامنهجية ومحدودية معرفة الطالب، خاصة في المفردات.

CHAPTER I

INTRODUCTION

In this chapter, the researcher described background of the study, research questions, objectives of the study, significance of the study, limitation of the study and definition key of terms.

1.1 Background of the Study

Education is the most important aspect in the world. One of the historical figures of education in Indonesia is Ki Hajar Dewantara, who is usually called the father of national education. Ki Hajar Dewantara stated that "Education is a requirement in the life of children's growth, as for what it means, education guides all the natural strengths that exist in children, so that they as humans and as members of society can achieve the highest safety and happiness". Pristiwanti, (2022) stated that education can also be called a process of humanizing humans, therefore in education there are Human Rights *(Hak Asasi Manusia)*.

Education in Indonesia has functions and goals. According to Law no. 20 of 2003 concerning national education systems regulates the functions and objectives of education in Indonesia. This law regulates all matters relating to the implementation of national education, including the definition of education, the function and objectives of education, types of education, levels of education, education standards, etc. Therefore, the path of education in Indonesia has been determined in this Law.

This law also states that National education functions to develop abilities and forming the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens who democratic and responsible (Pristiwanti, 2022). Apart from having a goal, education also has a function. The existence of this function is to be able to develop abilities, shape the character and civilization of a dignified nation in order to make the life of the nation and state intelligent. This is useful for increasing feelings of nationalism.

Apart from a general perspective. Education also has a goal from an Islamic perspective. Islam comprehensively forms education based on Al quran and Sunnah (hadist). Where Islam educates humans to become individuals who believe, have noble and civilized character, so that they can form dignified humans. This theory is based on the words of Allah SWT:

وَمَا كَانَ الْمُؤْمِنُوْنَ لِيَنْفِرُوْا كَاۤفَّةً ۗ فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَاۤئِفَةٌ لِّيَتَفَقَّهُوْا فِى الدِّيْنِ وَلِيُنْذِرُوْا قَوْمَهُمْ اِذَا رَجَعُوْٓا اِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُوْنَ ࣖ

"*It is not proper for believers to go all out (to the battlefield). Why did some of every faction among them not go (stay with the Messenger of Allah) to deepen their religious knowledge and warn their people when they returned, so that they could take care of themselves?*" (At-Taubah: 122)

In the Al Quran there are also many verses that explain education. One of them is in Surah Al Alaq 1-5, which explains the obligations of teaching and learning and seeking knowledge. From the explanation of the verse above, it shows that in Islam, education is very important. Because of this, Islam pays great

attention to education. And have their own goals and reasons for these problems (Zaim, 2019).

Apart from having a purpose and function. Education also has other important components. One of them is the curriculum. According to Sujana (2019) law no.2 of 1989 concerning the national education system stated that, "Curriculum is a set of plans for arrangements regarding learning content and materials as well as methods used as guidelines for organizing teaching and learning activities". The curriculum as an educational design has a very strategic role in all educational activities. Because of the important role of the curriculum in education, the curriculum must be prepared on a strong basis.

In etymology, Curriculum is a contraction of *curir* and *currere,* which are terms for a course that competitors must clear in order to start and finish a race. Curriculum can be interpreted narrowly and broadly. In Narrowly, curriculum is defined as a subject that students must take to complete their education at a certain level (Jeflin & Afriansyah, 2020). Astuti (2018) stated that curriculum is broadly defined as all learning experiences provided by schools to students while attending education at a certain level.

Curriculum plays an important role in the foundation of curriculum development. If the curriculum does not have a strong foundation, it will affect the students produced by the education itself. According to Mudyaharjo in Mubarok, (2021) put forward the basic definition as follows:*"Foundation … that on which an idea or belief rest; an underlying principle's as the foundations of religious belief; the basis or starting point…"*. Therefore it can be concluded that the

foundations for curriculum development can be grouped into four parts. The first is sociological foundations, Khalim (2019) stated that the foundation for developing learning designs that look at the social side of society, the second is philosophical foundations, Bahri (2018) stated that Educational objectives contain statements about the various abilities that learners are expected to have in line with their value system and philosophy, and the third is psychological foundations, Curriculum orientation should direct learners to be able to understand plurality and respect differences in order to live in unity and peacefully. The last is science and technology foundations, according to Camelia (2020) the curriculum has many responsibilities and problems that must be resolved in order to adapt learning to the progress of science and technology.

Curriculum is the most of one important thing in education process. If there is no curriculum, education will appear unclear in its direction. Especially in Indonesia, curriculum is a tool for educational purposes, and also as a guide for implementing the teaching and learning process. In Indonesia, curriculum changes every few years due to policies or certain things. the curriculum in Indonesia has undergone 11 changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and 2021 (Syamsiar, 2023). According to Manurung (2019), "Curriculum change is a change in learning design that affects the whole learning activity and determines the process and results of education".

The Merdeka Curriculum was launched by Ministry of Education Indonesia on 2021. This curriculum gives teachers and students the freedom to design learning activities, so students can get out from their comfort zone. According to

Hattarina, (2022) Freedom to learn means students should study independently, where the teacher give chance to students to learn comfortably and freely, without stress or pressure, accentuate talent default, no forced it for learn. As well as, this curriculum aim to development the character, creativity, and critical thinking skills.

Additionally, the Merdeka Curriculum in Indonesia has been implemented at Elementary school until Universities. The Merdeka Junior High School Curriculum has diverse intracurricular learning to ensure students have sufficient time to understand concepts and strengthen competencies, thus allowing students to choose subjects according to their talents and abilities and giving teachers freedom in choosing teaching tools according to student learning needs (Supit et, 2023).

This Curriculum has been implemented in Islamic Junior High School Alpha in 2022. Islamic Junior High School Alpha is the only one Islamic state secondary school in the city that has implemented the implementation of Merdeka Curriculum in English lesson. One of the Islamic junior high schools in the the city which has a vision of realizing madrasah graduates who excel in the fields of science and technology based on faith and piety and care for the environment. Where students were educated to became competent individuals in science and technology and become individuals who are morally good. Thus making this school implement Merdeka curriculum.

The researcher took three previous studies as a reference for the research to be carried out. The first research entitled "*Implementation Curriculum Merdeka in*

the Study of English at the Senior High School" was written by Riza & Ashvia (2022). The finding of this research, that implementation of Merdeka Curriculum make students more active, enjoyable, and also comfortable in learning (Widyaningsih, 2023). The second research entitled "*The Implementation of Merdeka Curriculum for Formal English Learning*" was written by Kharimah & Zaitun (2023). The finding of this research, that the implementation of Merdeka Curriculum in English learning at elementary and middle school levels by applying project-based learning or student-centered. Meanwhile the implementation of Merdeka Curriculum in English learning at senior high school level by implementing the curriculum, namely basic framework, target competency, curriculum structure, learning process, assessment, teaching resources, curriculum tools (Kharimah, 2023). The third research entitled "*The Implementation of Merdeka Curriculum in Improving The Quality Madrasah Education*" was written by Musthofa & Agus (2022). The finding of this research, that the realization of successful and superior Madrasah is not apart from the role of principle, administration staff, and also teacher in implementing Merdeka curriculum (Musthofa & Agus, 2022). Moreover, based on some of the previous studies above, the researcher wants to find novelty related to the topic of Merdeka curriculum. Therefore, the researcher took the research title "*Implementation of Merdeka Curriculum in English Lesson at Islamic Junior High School Alpha*" to examined the form of implementation Merdeka curriculum in English lesson, also to dig up the process and challenges in Implementation Merdeka at Islamic Junior High School Alpha.

1.2 Research Question

The researcher develops numbers of research question based on phenomena above.

1. How is the implementation the Merdeka Curriculum for English lesson at Islamic Junior High school Alpha?
2. What are the challenges faced by the teachers in implementing Merdeka Curriculum for English lesson?

1.3 Objective of the Study

1. To investigate the implementation Merdeka curriculum in English lessons.
2. To find out the challenges in implementing the Merdeka curriculum in English lesson.

1.4 Significance of The Study

The results of this research are expected to provide significance or uses both theoretically and practically, as explained below:

1.4.1. Theoritical Significance

Scientifically, this research adds knowledge about Merdeka curriculum. This research provides a significant contribution regarding the implementation of Merdeka Curriculum in a school. Starting from the process, system, form, until the obstacles. The findings of this research provide valuable information on how a school is able to implement the Merdeka curriculum properly and correctly according to the rules.

1.4.2. Practical Significance

This research will be taken into consideration and assessed by schools regarding the implementation of Merdeka Curriculum in English lessons. Further information about the Implementation Merdeka curriculum in English lesson can be obtained by the English teacher from this research. In addition, the results of this research can also be used as a reference for future researchers in the field of broader research in related fields.

1.5 Limitation of the Study

The researcher limited the research on the implementation of Merdeka Curriculum to English language lesson at Islamic Junior High School Alpha. The research focused on the teacher which has implemented the Merdeka curriculum in English lessons including, the implementation of the curriculum, as well as the application and challenges in implementing the curriculum on academic year 2023/2024.

1.6 Definition of Key Terms

The researcher defines some terms to facilitate understanding, and to avoid misunderstanding of these terms, as follows:

1. **Implementation** a process that aims to actualize the application of the Merdeka Curriculum in English lessons at Islamic Junior High School 1 Bojonegoro.

2. **Merdeka Curriculum** is a curriculum established by the Ministry of Education on 2021 to create quality learning that suits the competence of

students which has been applied in English lesson at Islamic Junior High School Alpha.

3. **English Lesson** is a subject that learning speaking, listening, reading, writing, that has been applied Merdeka Curriculum at Islamic Junior High School 1 Bojonegoro.

4. **Challenges** is particular struggle in the process of implementing Merdeka Curriculum in English lesson at Islamic Junior High School 1 Bojonegoro.

5. **Islamic Junior High School Alpha** is a junior high school that has been implemented Merdeka Curriculum located in one of regency in East java.

In this chapter, the researcher discussed the theoretical framework and the previous studies related to this research. Including, definition and process of implementation, definition, characteristic, structure, problem and challenges in Merdeka Curriculum, and also English subject.

2.1 Implementation

2.1.1 Definition of Implementation

Implementation, which is the translation of the word "*implementation*", comes from the verb "*to implement*". According to Webster's dictionary (1979) in Tachjan (2006) the word "*implementum*" comes from the words "*implere*" and "*plere*". The word "*implere*" means "*to fill up*"; "*to fill in*", which means to fill up completely; complete, while "*plere*" means "*to fill*", namely filling. In Etymologically implementation can be defined as the process of accomplishing a task by using tools to get results

Implementation is one of the important components in the policy process which is an effort to achieve certain goals with certain means and infrastructure and in a certain time sequence. Basically, policy implementation is an effort to achieve predetermined goals through programs so that policy implementation can be fulfilled (Hernita Ulfatimah, 2020).

The field of implementation science has advanced by employing more theoretical frameworks to explain and better understand why and how certain

implementations succeed or fail. It is challenging to comprehend and explain how and why an implementation works or fails when there is a lack of theoretical support, which limits the ability to discover elements that predict the likelihood of implementation success and create better methods to achieve more successful implementation (Nilsen, 2015).

2.1.2 Process of Implementation

Aisah, (2021) stated that the implementation process is the task of implementing agencies (Institutions in charge of implementing the policy). According to Hasbullah (2016) the level of success of education policy can be measured by how it is implemented. Implementing basic policies is defined as putting decisions into practise. These decisions are typically found in laws, but can also be found in significant executive orders or statutory decisions.

In implementation process, there are people who implement and the science of implementation. Implementation practitioners are those who led implementation practice activities (including those who offered assistance through knowledge brokering or capacity development initiatives) while implementation researchers are those who carried out implementation science (Strifler, 2020).

Government Regulation Number 19 of 2005 concerning National Education Standards Chapter XIII Article 86 states that the government accredits all levels of education units in order to evaluate the implementation of national education standards. Based on this assessment, it is concluded that: 1) The government accredits every educational level and unit in order to assess the program's viability, 2) An independent organization with government authorization to

conduct accreditation may also exercise the accrediting authority mentioned in paragraph 1, 3) The process of accreditation, which is a kind of public accountability mentioned in paragraphs 1 and 2, is completed impartially, equally, openly, and thoroughly utilising tools and standards that make reference to the National Education Standards.

1.2 Merdeka Curriculum

2.2.1 Definition of Merdeka Curriculum

A Merdeka Curriculum is Curriculum that include a variety of extracurricular activities and better content which make students study topics and develop student knowledge. The Ministry of Education, Culture, Research, and Technology *(Kemendikbudristek)* (2022) stated that, teacher can select multiple learning tools so that can adapted and promotes the flexibility of learning to meet students learning need and interest. The independent curriculum, as an alternative curriculum, overcomes learning setbacks during the pandemic, offering "Independent Learning" implementers teachers and principals the freedom to build, implement, and develop curriculum in schools while paying attention to students needs and potential (Mustafiyanti, 2023).

According to Nisa' (2022), the one advantage of implementing an independent curriculum is that it is more interactive and relevant, with more opportunities for students to actively explore real-world issues like health, the environment, and other issues to support Pancasila students' competency profiles and character development. Learning through project-based learning. Additionally Daga (2021) stated that the implementation of this independent learning policy

Aisyah Wardatun Nisa (2023) stated that the Merdeka Curriculum differs from the previous Curriculum for the reason that is more simply structured, concentrates on key content, and assesses learners' competencies based on their proficiency. Merdeka Curriculum is a flexible curriculum that gives students the freedom to explore more specific topics and adapt their learning to their interest (Yasykur, 2023). The implementation of a learning system that emphasizes character building learners, the form of assessment that occurs is also not only limited to academics, but also emphasizes how the characteristics of each learner are (Cholilah, 2023). According to Shadri (2023) there are three types of assessment in Merdeka Curriculum: diagnosis assessment, formative assessment, and summative assessment. The Curriculum facilitates students and educators in terms of administration, and the supporting components of the Merdeka Curriculum are arranged with a high level of relevance so that it leads to collaborative learning or project-based learning. It is hoped that the learning model developed from the Merdeka Curriculum will encourage students to investigate and analyse problems more critically in order to stimulate the growth of their character and competence (Nisa Wardatun A, 2023). The Merdeka Curriculum aims to develop students' independence, bravery, and excitement for learning. It also encourages them to be self-assured and positive, free to think broadly, and able to accept both success and failure.

Merdeka Curriculum is a flexible curriculum that gives students the freedom to explore more specific topics and adapt their learning to their interest. According to Gunanto in Mustafiyanti, (2023) the Merdeka Curriculum involves

extracurricular learning to provide students opportunity to take it deeper into concepts and enhance their skills. Aisyah Wardatun Nisa (2023) stated that a programme that includes a strategy for learning experiences, teaching resources, and learning plans create the fundamental idea of independent curriculum preparation. Through project-based learning, students can actively examine real-world topics like health, the environment, and other issues to encourage character development. This makes learning much more relevant and dynamic (Mustafiyanti, 2023). In addition this teaching aims to improve students' literacy and numeracy skills in every subject, with each stage of development focusing on achieving learning outcomes tailored to individual characteristics and needs.

2.2.3 Structure of Merdeka Curriculum
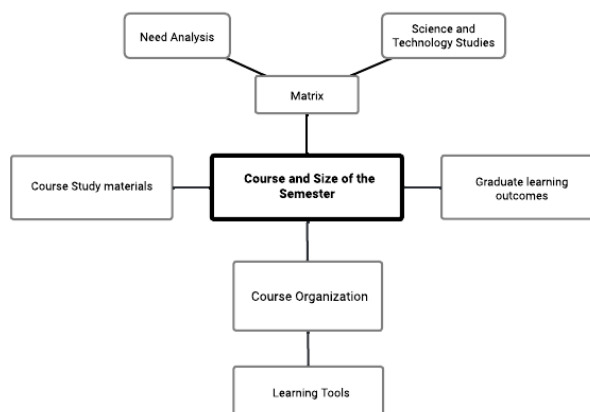
Picture 2.1 Stage of Curriculum Preparation

According to Sapto (2023) there are several categories from educational units which choose when adopting a Merdeka Curriculum: independent learning, independent changing, and independent sharing. The independent curriculum is adopted by education units by applying several principles that refer to the 2013 curriculum. The use of the independent curriculum in 2022/2023 has resulted in

changes in terms of independent categories through learning tools provided by Independent Teaching Platform *(Platform Merdeka Mengajar)*. The Merdeka Curriculum was adopted in independent learning by the educational unit with developing teaching tools.

Curriculum preparation begins with a needs analysis, or market signal, that generates graduate profiles. The studies conducted by the study programme discuss the discipline's applicability to the scientific field (scientific vision), producing study materials that are subsequently developed into graduate-level courses along with their credit weights and the creation of course structures such as matrices and curriculum maps (Restu, 2022).

2.2.4 Problems and Challenges in Merdeka Curriculum Implementation

Article 4 paragraph 6 of the National Education System Law of 2003 states how education is implemented: it is arranged to empower all societal components through involvement in the execution and quality assurance of educational services (Ingtias, 2022). In the implementation process there are various kinds of challenges. Some of the challenges encountered in the application of empirical education are: scarce human resources, inadequate institutional facilities and infrastructure as a result of local governments' lack of commitment to enhancing education; low public awareness of education; and community culture's distinction from educational culture (Ingtias, 2022).

According Putri in Hadi (2023) stated that, the problems experienced by prospective educators in developing learning tools in the Merdeka Curriculum include: not being able to read CP *(Capaian Pembelajaran)* properly, not being

able to compile TP *(Tujuan Pembelajaran)* from existing CP, not being able to compile ATP *(Acuan Tujuan Pembelajaran)* from TP, difficulties in developing teaching modules, and an Merdeka Curriculum allows for thematic forms.

However, not all implementations of the Merdeka Curriculum run smoothly. In this case, the teacher is also involved as an independent factor in learning. Teachers are required to be enthusiastic, active, creative and innovative to drive change in schools. Engaging in collaborative learning is one method utilized to raise the quality of education (Ingtias, 2022). According Sonhaji (1993) "This collaborative learning is carried out using laboratory facilities, workshops, and company equipment as learning media" (Ingtias, 2022).

1.3 English Subject

2.3.1 The Nature of English as a Foreign Language

English is the most important foreign language. English communication has emerged as a fundamental skill that needs to be developed in all educational environments. According to Icfes (2016) English has been incorporated into most undergraduate programs a follow up of the results of Saber Pro (a set of professional competency focused tests) during the last five years is not entirely satisfactory, since 1 out of every six students does not have a basic development on this competence and the general results are highly dispersed.

In addition, integrative framework, multidimensional, and multifactorial are requires in learning foreign language. This is consolidated into two variables: context variables and subject variables. According Villegas (2016) Context variables refer to the linguistic, social, and educational contexts, encompassing

factors like language use, study time, social beliefs, cultural sensitivity, social networks, access to cultural goods, educational policy, school environment, and teaching methods. Meanwhile, Escobar Fandiño (2019) stated that subject variables encompass emotive and motivational aspects, learning processes, and aptitudes.

2.3.2 English Subject in Junior High School Level

English is considered as a lingua franca, meaning that people use language to communicate across the countries and throughout society. In this 21st century, the English has very important role. In Junior high school, English is included in local content. Local content can be understood as a subject that supports the potential of the area where learning takes place (Sya & Helmanto, 2020), it also emphasises the significance of English for students success in school achievement and their life. Therefore, English subjects in junior high school level focus on developing communicative competence so that graduates can converse and communicate in English across the literacy range.

According to Aprianto (2021) English is one of the curricular programs that aims to develop the competence of students' attitudes, knowledge, and skills as a basis for their ability to live in society, nation, and state. Furthermore, *Permendikbud* No. 59 of 2011 concerning the criteria for graduating students from educational units and organizing School/Madrasah Examinations and National Examinations states that English is a subject tested in the National Examination *(UN)* along with Mathematics and Indonesian.

2.3.3 English Subject in Merdeka Curriculum

Nowadays, a student's ability to graduate from an educational institution is largely determined by their English education, which is taught as a foreign subject in Indonesia. According to Sofiana (2019) Curriculum changes in the context of English language acquisition present additional difficulties for creating relevant and creative teaching methods, effective lesson plans *(Rencana Pelaksanaan Pembelajaran)*, and learning outcome assessment.

In addition, as part of the learning process, students are required to complete the Pancasila Student Profile Strengthening Project as part of the Merdeka Curriculum. In the assessment of English lessons on Merdeka Curriculum there are no differences in the aspects of attitudes, knowledge, and skills.

An inclusive approach is utilized to address different kinds of texts. The learning objectives for these six English language proficiency levels match level B1 of the Common European Framework of Reference for Languages (CEFR) (Rahimah & Widiastuty, 2023). Level B1 (CEFR) demonstrates the students' capacity to remain interactive and represent core concepts well in varied contexts, while they are not yet totally fluent.

1.4 Previous Studies

Several previous studies that are related to this research are found and used as references and additional information by the researcher. First, the research entitled *"Implementation Curriculum Merdeka in the Study of English at the Senior High School Informatika Tanah Merah Bangkalan"* which was written by Riza & Ashvia (2023). The aim of the research is to find out the application of

independent curriculum in learning English at the SMAS School of Informatics of Tanah Abang Bangkalan. This research used descriptive qualitative methods and phenomenological approach where the teacher of Senior High School Tanah Merah Bangkalan and the Head of The School and curriculum as the subject of this research. From this research, data had been obtained through observation, interview, and documentation in the form of document graphics (table, notes, meeting minutes, etc.) and primary data (images, videos, objects, and other sources). The finding of this research show that many teachers had participated in training related to the independent curriculum, so that planning for making learning materials can be carried out. As for the result of Implementation of Merdeka Curriculum in English subjects in the High School of Informatics of Tanah Merah Bangkalan, students show more excitement and active participation in learning, with teachers feeling more connected and students preferring comfortable, enjoyable learning methods. English classes were also allowed for collaboration with extracurricular activities. From the finding above, the implementation independent curriculum in English subject made students comfortable, enjoyable, excitement and also more active in learning process. The difference between the research above and the research was conducted lies in the research subject. The research above used senior high school as the research subject, while the subject of this research is Islamic junior high school students.

The second research entitled "*The Implementaion of Merdeka Curriculum for Formal English Learning*" which was written by Kharimah & Zaitun (2023). The aim of this research is to explain the implementation of Merdeka curriculum

for formal English learning. This research used descriptive qualitative with library research method, using synthesis and content analysis. The use of this method was chosen to collect several articles and studies that are similar to the subject discussed. The result of this research, Curriculum plays an important role in learning, especially application of Merdeka curriculum for formal English learning. The implementation Merdeka curriculum at elementary school level prioritizes project-based learning. It is not only focused on knowledge but emphasizes the mastery of character, literacy, skills, and technology. Further, the implementation of Merdeka curriculum at middle school level by applying project-based learning method, namely the application of student-oriented learning (student center). While the implementation of Merdeka curriculum at high school level is by implementing curriculum, namely basic framework, Target competency, Curriculum structure, Learning process, Assessment, Teaching resources, and Curriculum tools. The difference between the research above and the research was conducted lies in research object. The research above studies the Merdeka curriculum in all of School level, while the research was conducted studies the implementation of Merdeka curriculum only in Islamic junior high school level

The third research entitled "*The Implementation of Independent Curriculum in Improving the Quality Madrasah Education*" which was written by Musthofa & Agus (2022). The aim of this research is to find out the implementation independent curriculum to improving quality of madrasah in independent learning. The method that using in this research is Qualitative method. The data

obtained from interview one of the class teacher in implementing Merdeka curriculum in a Islamic perspective. The finding of this research, the principal, administrative staff and teachers need to take part in training before the implementation of this Merdeka curriculum and the Merdeka curriculum that implemented in learning at MAN 1 Probolinggo intensively, this make madrasah institution become successful and superior. The difference between the research above and research was conducted lies in the context of the research. Whereas the above research examined more about the impact of the implementation of the Merdeka curriculum on learning on the quality of the madrasah, while the research was conducted focused more on the process of implementing the Merdeka curriculum in English lessons and the implementation of the Merdeka curriculum in English lessons and also the challenges

The main difference between this research and previous studies is that these studies mostly discuss the implementation of the Merdeka curriculum in general and also the effect of implementing the Merdeka curriculum in improving the quality of schools and students and their research methods use purposive sampling and questionnaires as instruments. In contrast, this research examined the implementation of the independent curriculum specifically in English lessons based on the teacher's perspective. The researcher design of this study is a survey design with a qualitative approach and the subject is one of the English teachers at Islamic Junior High School Alpha

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is supposed to investigate the implementation of Merdeka Curriculum in English lesson at Islamic Junior High School Alpha. This research used qualitative approach. Qualitative research is more likely to provide a comprehensive and complex appraisal of social processes (Mengmeng, 2018). The researcher focused on the implementation and challenges faced by teacher in implementing Merdeka Curriculum in English lesson at Islamic Junior High School Alpha. Qualitative research was used to analyze and investigate the application and challenges in implementing of Merdeka Curriculum in English lesson.

Case study is used by the researcher because he focused on a particular topic and looks for specifics interactions with their environments. The researcher considered that this research is a very complex matter so that the researcher need to examined further. In this research, the particular topic was application and challenges faced by teachers in implementing Merdeka Curriculum. The researcher observed and draws on the phenomenon as clearly as possible without manipulation. By constructing a comprehensive and various image of the social and cultural contexts in which human behaviour takes place, qualitative research sought to explain human behaviour. It accomplished this by conveying the in-

depth perspectives of the individuals who have been researched and by analysing words rather than numbers.

Qualitative research was chose by the researcher because qualitative research explains social phenomena in society and describes conditions from the current view. This relates to the Merdeka Curriculum that has been implemented at Islamic Junior High School Alpha, which is only one the state Islamic schools that has implemented it in English lessons.

3.2 Research Subject

Based on the research design, the researcher invited the English teacher at Islamic Junior High School Alpha as the research subject. He is one of the language teachers who teaches grades 8 and 9. He is also an alumnus of States University in East java and has had teaching experience for approximately ten years at Islamic Junior High School Alpha. He also obtained the certificate of Merdeka Curriculum training held by the Ministry of Education. In selecting the subjects in this research, the researcher chose purposive sampling technique, which involves *purposefully* selecting participants with certain characteristics important to the study (Hennink, 2020).

3.3 Research Instrument

The key instrument in this research is the researcher himself. In qualitative research, the researcher himself or with the help of others is the main data collection tool. Thus is carried out because it is highly unlikely to adapt to the facts in the field while using instruments that are not human and prepare

themselves beforehand, as is popular in classical research (Kusumastuti & Khoiron, 2019). This research used document observation and interview as a secondary instrument in addition to human participant.

As the primary instrument, the researcher was significant in conducted the interview. The researcher was directly involved in collecting the necessary data. The researcher was in charge of clarifying questions that were not understood by the research subject. In addition, the researcher also collected informational addition relevant to this research.

The secondary instruments were observation, interviews, and documentation. This instrument was used to obtain empirical data from qualitative analysis of productive materials. With interviews, the researcher can explore more complex information and has less difficulty because the main tool is verbal language (Ahyar et al., 2020). Interviews can minimize the influence of the interview and minimize further participant analysis (Kusumastuti & Khoiron, 2019). The data collected from the interview will be strengthened by observing the document. Document analysis was used to add understanding and clarity about the subject's personality. The document that had been observed in this research is a lesson plan.

3.4 Data Collection

The research data were contextualised in accordance with the research design. Data in qualitative research is usually obtained through activities such as interviews, observations, discussions, and analysis (Nasution, 2008). In this research the data was collected using observation, interview, and documentation.

3.4.1 Observation

In order to find out the readiness of the school regarding to the research, the researcher conducted observation at Islamic Junior High School Alpha. Observation is a technique that allows the researcher to observe systematically people behaviours (Hennink, 2020). In data collection, observation techniques were used to explain the meaning of events from a particular setting, which is an essential concern in a study.

In this research, the researcher observed Islamic Junior High School Alpha to gather information about the school environment and the English teacher. In observation activity, the researcher came to class and observes the teacher activities by doing observation checklist and recording the activities without participated in the class activities. The researcher conducted classroom observations starting from when the teacher opened the class, delivered the material, until the closing of the class. The researcher also made observations about the assessment process and assignments during the teaching and learning process. The researcher conducted one observation, which held on 8 May 2024

3.4.2 Interview

In this research, interviews and Q&A sessions are the most effective methods for gaining in-depth knowledge about the topic under research. An interview is a conversation with the aim of obtaining details for a description of the subject's connection. According to Brinkmann & Kvale (2018) interview are "Inter-change of views between two persons conversing about a theme of mutual interest", basically an organised arrangement of question and answer.

In this research, the researcher conducted semi-structured interviews with English teacher at Islamic Junior High School Alpha. The researcher conducted one interview with the English teacher. The interview was conducted by the researcher using a number of questions given to the English teacher, which held on 23 April 2024. The questions were in the form of general statements such as teaching experience, until questions related to the implementation of Merdeka curriculum, starting from the implementation process, the modules and media used, until the challenges faced during the implementation process of the Merdeka curriculum. *(see in appendix IV)*

3.4.3 Documentation

Documents are one of the methods used for research. The investigation of papers containing details regarding the scenario under consideration is referred to as the document research approach. Physical resources, also known as named documents, are analysed, categorised, and utilised in social and public digital settings using this strategy. According to Sugiyono (2019) documents are records of events that have passed which can be in the form of pictures, writings, or monumental works of a person.

In documentation, the researcher analyzes the module and teaching media which has used the teacher in teaching and learning process. The researcher analyzed starting from, teaching and learning process, media and textbooks used by the teacher, the approaches and methods used by the teacher, and the assessments conducted by the teacher.

Based on the data to be collected, the researcher makes a procedure for collecting the data. Below is an explanation of the procedure for data collection

1. The researcher prepared the necessary instruments.

2. The researcher prepared observation checklist and questions related to the research question before conducting the interview.

3. The researcher recorded the conversation and reinforces it with document observation to obtain factual data.

4. The researcher recorded the related data.

5. After collected data, the researcher analyzed data and examined the conclusion descriptively.

3.5 Data Analysis

Data analysis is a process of compiling data that is carried out from problem formulation to research writing. After all the necessary data had been collected, the researcher collected the data to made a meaningful conclusion. In qualitative research, the data is obtained from various sources using triangulation and carried out continuously until the data is saturated (Nasution, 2008). Therefore, triangulation is the most common and basic strategy to be carried out to test the validity and reliability of data.

In this research, the researcher used Miles and Huberman data analysis model. Activities in qualitative data analysis are carried out interactively and take place continuously until completion so that the data is saturated (Milles et al., 1984). Milles and Hubberman data analysis techniques include, data display, data reduction, data verification, and conclusion drawing.

3.6 Triangulation

According to Sugiyono (2019) Triangulation is defined as a data collection technique that combines various existing data collection techniques and data sources. In this research, the researcher used source triangulation and technique triangulation. Source triangulation in this research was taken from interviews with English teacher, while Technique triangulation was obtained from observation and documentation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter includes a discussion, data analysis, and research findings. The results are categorized according to the study topic, which looks into the difficulties and procedures involved in putting the Merdeka curriculum into practice for English lessons. Subchapters on data analysis then provide clarification on the research findings. The explanation of the research findings is also covered in this chapter.

4.1 The Research Findings

The researcher collected data by using interview and observation in order to answer the research questions. The researcher investigated the process and the challenges in implementing Merdeka curriculum for English lesson. The collected data are classified based on the research questions.

4.1.1 The Implementation of Merdeka Curriculum for English Lesson at Islamic Junior High School 1 Bojonegoro

The data presented for the implementation Merdeka curriculum for English lesson at Islamic Junior High School 1 Bojonegoro were divided into several sub-contents. Those sub-contents consist of several elements that compose the implementation of Merdeka curriculum for English lesson at Islamic Junior High School 1 Bojonegoro. The researcher had designed the questions for semi structure interview given to the English teacher of the school. The questions were to dig up the

information about the planning, the process, and the assessment conducted in implementing Merdeka curriculum. The finding about the implementation based on the obtained data is described as follows:

1. The Implementation in Developing *Educational Unit Operational Curriculum* (KOSP) and Modules

    Based on observations made by the researcher, the *Educational Unit Operational Curriculum* (KOSP) used by the teacher is adopted from the *KOSP* of the Ministry of Education and Culture, because the teacher adjusts to the needs of students. Further something that distinguishes *KOSP* in this school that there is no discussion of the operational curriculum by external parties, such as parents, organizations and industrial centers.

    As teacher said "The school has not had cooperation with external industries yet. It only cooperates with tutoring institutions aimed at grade nine, in order to prepare for the school's final exams"

    As for the modules used by the teacher in accordance with the modules from the Ministry of Education and Culture, but modify them based on the needs of the context, needs, and characteristics of students. By still paying attention to the main components of the module, namely, identity, initial competence, Pancasila student profile, learning model, learning objectives, and assessment.

2. Pancasila Students Profiles Project *(P5-PPRA)*

    The Pancasila student profile has also been implemented in this school like other driving schools that have implemented Merdeka

Curriculum. The *P5-PPRA* program aims to make students become students with character, competence, and behavior in accordance with the values of Pancasila and Islam Rahmatan Lil Alamin.

The *P5-PPRA* program has been implemented using a project-based learning approach. *P5-PPRA* is implemented through activities that involve students in various activities such as discussions and projects. Students were asked to make a video drama about culture, technology and democratic life and the teacher served as a facilitator.

As the teacher said "at the end of the semester, students are asked to make a project in the form of a video drama about culture and democracy, where the teacher serves as a facilitator and provides a choice of themes to be used".

3. The Teaching and Learning Process

The learning process is carried out in accordance with the vision and mission of the school which aims to make learning interesting and active. Based on document observation in the form of modules the teacher used Genre Based Approach (GBA) method, question and answer methods, discussion, and drill methods.

The teacher uses English Nusantara book as textbook accordance to Ministry of Education and Culture, he also use collection of English materials from library.
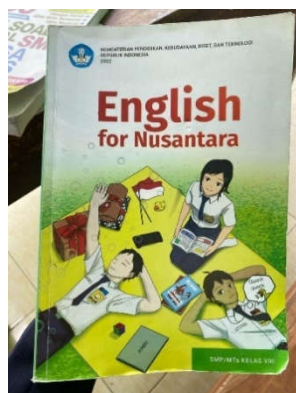
Picture 4.2 English Textbook

Picture 4.1 English Material Book

In the learning process, the teacher uses Problem Based Learning. The teacher gave problems to students in the form of questions which students then solved by going forward to the front of the class. Moreover, the teacher divided students into some groups to complete the task.

the teacher said, "To determine the extent to which students understand the material, I usually give assignments such as drawing and retelling using the material that has been conveyed. More often to group assignments rather than delivery of material / explaining"

According to learning procedure set by Ministry of Education, the teacher divides the learning process into three stages. Namely, introduction, core activities, and closing. In the introduction, the teacher entered the class and greeted the students then did pray together led by one of the students. After that the teacher conducted a diagnostic assessment to find out the abilities and learning styles of students.

In the core activities the teacher distinguishes it into three phases. The first is Building Knowledge of the Text (BKOF). In this phase, students were asked to prepare stationary then took notes the important point from the picture that has given by the teacher. Later, the teacher asked to students about the picture. The second phase was Modelling of the Text (MOT). This phase was to increase students reading comprehension, the teacher gave the text, then they were asked to find implicit or explicit information from the text. The last phase was Independent Construction of the Text (ICOT). This phase was to increase students writing and reading comprehension. In this phase, students were asked to create a text, then presented it in front of the class. *(see appendix VIII learning activities)*

In the closing stages, the teacher gave conclussion also conducted evaluation and reflection about the materials that had been given in the meeting. Moreover, the teacher gave information about the material would be learn in the next meeting.

4. The Assessment Process

According to document observation, the teacher conducted three types of assessments namely, diagnostic assessment, summative assessment, and formative assessment.

Diagnostic assessment conducted before learning in the form of multiple choices test to determine the abilities of students. According interview session with teacher on 23rd April 2024

"I conduct a diagnostic assessment at the beginning of learning, to determine the ability of students before entering learning so that it makes it easier to carry out the learning process"

Diagnostic assessment is divided into two types, cognitive and non-cognitive asessessment. In cognitive assessment, the test was carried out based on the results of the written test which the students' score were used as a reference. While in non-cognitive assessment, the test used was psychomotor test. Using psychomotor tests of learning styles so that students' learning styles can be classified, such as visual, auditorial, or kinesthetics.

Besides conducting diagnostic assessments, the teacher also conducted formative assessment. Formative assessment was carried out by the teacher by giving tests in the form of written and oral in the learning process. This formative assessment can be divided into two; assessment for dialogue and performance assessment. In the dialogue assessment, students were evaluated based on the correctness of the answers given by the teacher. In the performance assessment, students were evaluated based on their individual abilities from several aspects including pronunciation, intonation, word choice, mimic/gesture. Performance assessment was carried out to assess students' listening comprehension. *(see appendix V and VI)*

In summative assessment, The teacher conducted summative assessments in the form of projects that were completed in groups or individually at the end of the lesson. In summative assessment,

students' abilities were assessed based on the scores obtained. If the scores obtained by the students were still below the minimum ability criteria *(KKM)*, then the teacher provided remedial test related to the required share. As show in the picture bellow.

INTERVAL NILAI	DISKRIPSI
0 – 44	Belum mencapai, remedial di seluruh bagian
45 – 69	Belum mencapai ketuntasan, remedial di bagian yang diperlukan
70 – 89	Sudah mencapai ketuntasan, tidak perlu remedial
90 – 100	Sudah mencapai ketuntasan, perlu pengayaan atau Tantangan lebih

Picture 4.3 Summative Assesment

4.1.2 The Challenges Faced by the Teacher in Implementing Merdeka Curriculum for English Lesson

This part presents about the research finding on the challenges faced by the teacher in implementing Merdeka Curriculum for English lesson. As for some aspects related to challenges in implementing Merdeka Curriculum, they are school facilities, school extracurriculars, and student vocabulary. The sections will be explained more below.

The first challenge is about school facilities. The limited learning facilities of the school result in less innovative and interesting the conventional strategies teaching and learning strategies media. He often employed the conventional strategies and media. The teacher often used conventional media as well as textbooks and material collection books from the library. For example, when the teacher was giving material that contains pictures, the teacher only uses printed pictures from paper and

then attached them to the whiteboard, this way due to the limited number of LCD projectors available at school.

As teacher said "I use media in the form of pictures and writings in the learning process due to the lack of facilities from the school in the form of LCD projectors".

The second challenge is about school extracurricular program. The school has many extracurricular program, but none of them are related to English. This condition influences the ability of the students in English. The extracurricular program mostly related to sport and organization such as, football, badminton, scout, and the Red Cross Youth (PMR). The teacher mentioned bellow that there is no extracurricular program that related with English

The teacher said "There is no extracurricular program that related with English, there is only a clasmeet program and it is mostly related to sports such as futsal, badminton".

The third challenge is about student vocabulary. Students' have limited English vocabularies in learning. Since they are lack in vocabulary it influence the effectiveness of teaching and learning process the teacher need to improve students vocab by deepening which is done during class hours. As explained by the teacher in the interview session below.

"Most students are still struggling with vocabulary so it requires more time in the learning process".

The fourth challenge is deals with follow up of the assessment. The assessment conducted by the teacher only reporting the output of student achieved in the learning process. It also only reported in report books.

The teacher did not communicate the students lack to the parents about in their learning outcomes. The teacher only provided information on study reports related to the material that students are capable in. *(see observation appendix number 2)*

4.2 Discussion

In this sub chapter the researcher discusses about the findings and relates it to supporting theories that have been stated on the previous part. The discussion is presented to explain the finding of the research questions. It is discussed as follows.

4.2.1 The Implementation of Merdeka Curriculum for English Lesson at Islamic Junior High School 1 Bojonegoro

The finding of this research showed that Merdeka Curriculum has been implemented in English lesson at Islamic Junior High School 1 Bojonegoro. There are few supporting elements in implementing Merdeka Curriculum, i.e. developing KOSP, ATP, and Module, designing Pancasila student profiles subject, teaching and learning process, and the assessment.

1. Developing *Educational Unit Operational Curriculum* (KOSP) and Module

   KOSP is a guideline in education unit that contains all plans for the learning process that is organized. In implementing Merdeka Curriculum, education units are given three options, namely independent learning, independent change, and independent sharing (Kemendikbud, 2022). Based on the choice of the type of implementation of Merdeka Curriculum

and the implementation of the KOSP by the education unit, it becomes a reference for teachers in developing teaching tools that are implementative (Turmuzi, 2023). Merdeka Curriculum teaching tools designed by teachers must take into account the diverse backgrounds of students, in terms of their academic abilities, learning styles, interests and talents, also Teachers are required to be able to create teaching tools and develop learning processes that pay attention to learning needs and are learner-centered (Wahyuni & Puspari, 2017).

In addition to KOSP, modules are also one of important elements in implementation Merdeka Curriculum. It is accordance with the theory stated by Wahyuni & Puspari (2017) that modules are text-based teaching materials that can help students learn independently. The teacher design module based on MoEC which include, learning objective, learning activities, and assessment. The flow of learning objectives is structured to help learners achieve the Learning Outcomes (CP) gradually. The flow is made by sequencing the learning objectives as needed, although some learning objectives must use specific stages use certain stages (Kemendikbud, 2022), it can be concluded that KOSP, ATP, and Module are related in implementation Merdeka Curriculum.

2. Designing Pancasila Profile Students *(P5-PPRA)*

Pancasila Profile students is corelated with the implementation Merdeka Curriculum aspect. It is accordance with theory stated by Sari et al., (2022) The Merdeka Curriculum focuses on efforts to build the nation's

character in the form of a Pancasila learner profile for each student in each education unit. Pancasila learner profile is the character and ability that is built in daily life and lived in each individual learner through school culture, intracurricular learning, projects to strengthen the Pancasila learner profile, and extracurricular activities (Kemendikbud, 2022). Pancasila learner profile is the character that must be owned by students covering six dimensions was found by Rizky Satria et al., (2022) , namely: 1) Belief, devotion to God Almighty and noble character; 2) Independent; 3) Mutual cooperation; 4) Global diversity 5) Critical reasoning and; 6) Creativity. It can be concluded that Pancasila Profile Students is important according to the vision of Indonesian education, namely to realize an advanced Indonesia that is sovereign, independent and has a personality through the creation of Pancasila students.

3. Teaching and Learning Process

Students are given the freedom to choose the way they want to learn, according to their needs and interests. This makes them more active and independent in the learning process. The goal is to provide students with knowledge and abilities that are relevant to the profession so they may better prepare for challenges they may encounter in the future (Fitriana, 2020)

In teaching process, the teacher is as facilitator and motivator. The task of teachers is not only to impart knowledge on their students, additionally they have motivated students to have a positive attitude

towards learning. It is accordance with theory by Hidayat (2020) stated that teachers can help students overcome barriers to learning by acting as facilitators, and can motivate students to achieve better results by building positive relationships, providing encouragement and emotional support. It can be concluded that the learning process does not only rely on students as the main element, but also requires teachers as student facilitators and also as motivators.

4. The Assessment

The third supporting elements in implementing Merdeka Curriculum is assessment. Assessment is conducted by the teacher to see and design learning according to the readiness of students so that the objectives to be achieved provide feedback to students to determine future corrective steps. can determine future improvement steps (Noviana & Putri, 2023).

Based on document observation the teacher conducted three assessments. A diagnostic assessment in the form of a written test in the form of multiple choice which is done before the lesson to determine the ability of students. A formative assessment is carried out by the teacher during the learning process in the form of written and oral tests. In accordance with theory Nur Budiono & Hatip (2023) stated that Formative assessment used to reflect on the learning process. Summative assessment used for learning evaluation which is done by the teacher by giving individual or group assignments at the end of learning.

Assessment is an essential aspect, which promotes learning and gives parents, students, and teachers comprehensive information as feedback to help them choose further teaching methods. It can be concluded that assessment becomes one of the important elements that is useful as a reflection material to improve the quality of the lesson.

4.2.2 Challenges Faced by the Teacher in Implementing Merdeka Curriculum for English Lesson

Based on the research finding, there are some challenges that faced by teacher in implementing Merdeka curriculum. The first challenges is the lack of adequate facilities in the learning process, making learning less effective and efficient. It is in line with the previous research by Nari et al., (2023) There were lack of understanding and support from teacher, no adequate facilities and infrastructure, and also inconsistent government policies.

Another challenges in implementing Merdeka curriculum for English lesson is lack of vocabulary knowledge. In accordance with theory Noprianto & Purnawarman (2019) It is necessary to organize strategy training to be involved in vocabulary development programs where teachers can introduce various Vocabulary Learning Strategies to students so that they can decide which strategy is most suitable for them in learning vocabulary. It concluded that challenges faced by the teacher are lack of school facilities and also lack of vocabulary knowledge.

CHAPTER V

CONCLUSSION AND SUGGESTION

The research's conclusion and recommendations are presented in this chapter. The research's overall perspective is given in the conclusions, which are based on the results that were covered in previous chapters. The recommendations for further research pertaining to the practice of authentic evaluation are then made.

5.1 Conclussion

This research focused on the implementation of Merdeka curriculum in English lesson. The research involved an English teacher from Islamic Junior High School Alpha to be investigated on how he implementing Merdeka curriculum in English lesson. Based on the research finding and discussion in the previous research, it can be concluded that Merdeka curriculum is not fully implemented in this school, especially in English lesson. Those are several aspects that became obstacles in the implementation Merdeka curriculum, which presented below.

First, there is no involvement between the school and the industry or community. This has led to the failure of the Pancasila student profile program, which is one of the important elements in Merdeka Curriculum. Second, limited school support activities, such as the absence of extracurricular activities related to English, this makes students lack knowledge and lack of facilities in learning activities, this causes learning to

be less effective and efficient. Third, the lack of understanding of some students, especially in vocabulary. This causes learning to be less effective because it wastes some time to provide understanding to students, who should be able to move on to the next material but are hindered by the lack of understanding. Fourth, there is no additional follow-up on student learning outcomes. The teacher only lists the student's strengths in the information section of the report card, and does not provide further explanation of the student's learning outcomes.

The implementation of Merdeka Curriculum in English lessons has its own challenges, especially for teachers. This research shows that the challenges in implementing the independent curriculum in English lessons are the lack of supporting aspects of the school in the form of facilities and supporting activities such as extracurricular activities and limited student knowledge, especially in vocabulary.

5.2 Suggestion

Based on the research findings, there are several suggestions for the following parties.

1. School

   This research indicates that the possibility of implementing an Merdeka Curriculum in English lessons can be fully implemented. Schools can collaborate with industries and communities so that the Pancasila student profile program can run. Then the school also needs to organize extracurricular activities,

such as English club in order to increase students' knowledge related to English.

2. English Teacher

These findings suggest that students limited vocabulary comprehension is one of the difficulties in integrating the Merdeka Curriculum into English classes. Teachers must have a special strategy or approach so that students can easily accept vocabulary without wasting learning time.

3. Future Research

This research was conducted on a limited scale only examining an English teacher. Thus, further research can conduct similar research by involving other educational elements, such as the head of curriculum or with several English teachers. The researcher also suggests that future researchers investigate English language learning in Merdeka Curriculum in other aspects.

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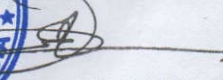
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Appendix I Letter of Research Permit

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
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Nomor   : 1328/Un.03.1/TL.00.1/04/2024   04 April 2024
Sifat   : Penting
Lampiran : -
Hal   : **Izin Penelitian**

Kepada

Yth. Kepala MTsN 1 Bojonegoro
di
         Bojonegoro

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	:	Ahmad Rashif Laudzai
NIM	:	200107110007
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2023/2024
Judul Skripsi	:	**The Implementation of Merdeka Curriculum in English Lesson at Islamic Junior High School 1 Bojonegoro**
Lama Penelitian	:	**April 2024** sampai dengan **Juni 2024** (3 bulan)

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

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

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

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

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

Appendix II Letter of Research Statement

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BOJONEGORO
MADRASAH TSANAWIYAH NEGERI 1
Jl. Monginsidi No. 156 Telp. 0353 881773 Bojonegoro
Website : mtsn1bojonegoro.sch.id Emaill :mtsn1bojonegoro@yahoo.co.id

SURAT KETERANGAN
Nomor : B- 233/Mts.13.16.01/PP.00.5/06/2024

Yang bertanda tangan dibawah ini :

Nama	:	Drs. Ali Mujahidin, M.Ag.
N I P	:	196909031996031003
Jabatan	:	Kepala Madrasah
Pangkat/Golongan	:	Pembina Utama Muda/IVc

Menerangkan dengan sebenarnya bahwa :

Nama	: Ahmad Rashif Laudzai
NIM	: 200107110007
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester – Tahun Akademik	: 8 (delapan) – 2023/2024
Fakultas	: Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang

Mahasiswa tersebut diatas telah melakukan penelitian di Madrasah kami dalam rangka penyelesaian tugas akhir skripsi yang berjudul **"The Implementation of Merdeka Curriculum in English Lesson at Islamic Junior High School 1 Bojonegoro"**.

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Bojonegoro, 12 Juni 2024
Kepala,

Ali Mujahidin

Appendix III Observation Sheet

Nama Guru   : Untung Suryoko, S.Pd

Hari/Tanggal   : 08 Mei 2024

Lokasi   : MTsN 1 Bojonegoro

No	Variables	Statements	Document Observation (V / X)	Class Observation (V / X)	Description (Teacher activity)
1	The teaching and learning process	The school's vision and mission are implemented in learning English in the Merdeka Curriculum.	√		The Teacher design interesting and active learning according to the school's vision and mission by making group videos about the material that has been learned.
		The teacher uses textbooks and teaching modules as the primary source of instruction.	√		The Teacher use the English Nusantara textbook as a textbook and use a collection of English materials in the library.
		The teacher applies a Problem Based Learning (PBL) strategy in learning English.		√	The teacher gives problems to students in the form of questions which students then solve by coming forward to the front of the class.
		The teachers uses varied and student-centered learning methods and methods that align with the learning objectives		√	The teacher applies student center learning by giving problems to students and forming groups to solve the problems.
		The teacher implements projects to strengthen the Pancasila learner profile as	√		The implementation of P5-PPRA is only on some points.P5-PPRA is implemented through activities that involve students such as

		recommended by MoEC.			discussion and projects
		There are extracurricular activities that can support students' English skills.	√		There are no extracurricular activities at school related to English skills so that students' knowledge is lacking.
		There are co-curricular activities implemented in learning English in the Merdeka Curriculum.	√		There are no additional activities related to English outside of class hours. There is only an emphasis on grammar and vocabulary material during class time.
		the school involves the society/community/ industry in the intracurricular learning process and the project of strengthening the profile of Pancasila learners	√		The school has no cooperation with industry or community and only cooperates with tutoring institutions.
		Each student can learn according to his/her learning outcomes.		√	Some students lack understanding about the material that has been learned
2	The Assesment Process	The teacher conducts a diagnostic assessment	√		The test is divided into two types (cognitive and non-cognitive) in the form of a written test with multiple choice forms conducted before learning.
		The teacher conducts summative assessment	√		Summative assessment is carried out at the end of the learning process in the form of individual or group assignments.

			√		Teachers conduct formative assessment in the form of written/oral tests during the learning process.
		The teacher conducts formative assessment			
		teacher through the school provides information about students' learning progress to parents/guardians	√		Teachers only provide information through report cards in the form of information about student abilities

Appendix IV Interview Transcript

Teacher name: Untung Suryoko, S.Pd

Date of interview: 23 April 2024

Question	Answer
1. How long have you been teaching English at this school? Sudah berapa lama anda mengajar Bahasa inggris di sekolah ini?	Saya mengajar Bahasa inggris di MTsN 1 Bojonegoro ini sudah kurang lebih 23 tahun sejak 2001
2. Do you teach all classes of grade 8? Apakah anda mengajar semua kelas 8 dan 9?	Dikarenakan guru Bahasa inggris di sekolah ini lebih dari 1, maka dibagi menjadi tiap kelas, dan saya hanya mengajar di kelas 8 E, F, G dan H dan beberapa kelas 9
3. How long have you been teaching English by implementing Merdeka curriculum? Sudah berapa lama Anda mengajar bahasa Inggris dengan menerapkan kurikulum Merdeka?	Saya mengajar Bahasa inggris menggunakan kurikukum Merdeka sekitar 2 tahun terhitung mulai adanya kurikulum itu
4. What did you plan to teach English by implementing Merdeka curriculum? Apa yang Anda rencanakan untuk mengajar bahasa Inggris dengan menerapkan kurikulum Merdeka?	Dengan menyiapkan modul, serta menggunakan media berupa gambar dan tulisan dalam proses pembelajaran dikarenakan minimnya sarana dari sekolah yang berupa lcd proyektor
5. How did you plan KOSP, teaching modules and Pancasila student profiles project? Bagaimana Anda merencanakan proyek KOSP, modul pengajaran dan profil siswa Pancasila?	Untuk KOSP, saya mengembangkan sendiri berdasarkan kondisi siswa Untuk modul ajar, Saya menggunakan Modul sesuai dengan kemendikbud dan memodifikasi nya berdasarkan kebutuhan siswa, tetapi tetap dengan memperhatikan komponen utama KOSP yaitu, identitas, kompetensi awal, profil pelajar Pancasila, model pembelajaran, tujuan pembelajaran, dan penilaian.
6. Who was involved in the planning process? Siapa yang terlibat dalam proses perencanaan?	Pihak yang terlibat dalam proses perencanaan adalah waka kurikulum dan semua guru yang meng implementasi kurikulum merdeka
7. What strategies and methods do you use in teaching English in Merdeka curriculum? Strategi dan metode apa yang Anda gunakan dalam mengajar bahasa Inggris dalam kurikulum Merdeka?	Metode yang digunakan dalam proses pembelajaran adalah student center, dan untuk mengetahui sejauh mana siswa paham materi, saya memberikan tugas semacam menggambar dan menceritakan Kembali menggunakan materi yang sudah

	disampaikan. Biasanya lebih sering ke tugas kelompok daripada penyampaian materi/menerangkan.
8. Do you implement school's vision and mission in teaching English in Merdeka Curriculum? Apakah Anda menerapkan visi dan misi sekolah dalam pengajaran bahasa Inggris di Kurikulum Merdeka?	Pembelajaran Bahasa inggris di sekolah ini telah sesuai dengan visi dan misi sekolah yaitu menjadikan pembelajaran yang aktif , berkembang, dan tidak monoton
9. Except textbooks and teaching modules, do you use other sources of instruction? If yes, what are they? Selain buku teks dan modul pengajaran, apakah Anda menggunakan sumber pengajaran lain? Jika ya, apa saja?	Selain buku dari kemendikbud, saya juga mendapatkan materi dari internet dan buku Kumpulan materi di pepustakaan
10. Do you involve the society/community/industry in the learning process and the project of strengthening the profile of Pancasila learners? Apakah Anda melibatkan masyarakat/komunitas/industri dalam proses pembelajaran dan proyek penguatan profil peserta didik Pancasila?	Sekolah hanya melibatkan Lembaga belajar dalam proses pembelajaran, dikarenakan sekolah belum mempunyai kerja sama dengan masayarakat ataupun industri
11. Do you teach the students based on their learning outcome? Apakah Anda mengajar siswa berdasarkan hasil belajar mereka?	Dibuat pengelompokkan, dikarenakan masih banyak siswa yang dibawah rata-rata, sehingga jika dijadikan satu akan menjadikan pembelejaran kurang efektif dan akan banyak siswa yang tertinggal
12. How do you conduct the assessment? Bagaimana cara Anda melakukan penilaian?	Penilaian dilakukan tiga kali, yaitu penilaian diagnostic yang dilakukan sebelum pembelajaran berlangsung, kemudian penilaian formatif yang dilakukan Ketika proses pembelajaran, dan terakhir yaitu penilaian sumatif, atau penilaian akhir semester.
13. Any follow up that you do after conducting the assessment? Adakah tindak lanjut yang Anda lakukan setelah melakukan penilaian?	Setelah dilakukan penilaian dan ditemukan siswa dibawah KKM maka akan dilakukan tindak lanjut berupa remidial yang dilaksanakan diluar waktu pelajaran
14. Do you find problems and challenges when you implement Merdeka Curriculum in teaching English? Apakah Anda menemukan masalah dan tantangan ketika Anda menerapkan Kurikulum Merdeka dalam mengajar bahasa Inggris?	Kebanyakan siswa masih kesulitan dalam hal Vocabulary sehingga memerlukan lebih banyak waktu dalam proses pembelajaran

15. How do you solve it? Bagaimana cara Anda mengatasinya?	Dengan melakukan pendalaman vocabulary kepada siswa disaat jam pelajaran

Appendix V Data Technique Gather

No.	Variables	Indicators	Instruments	Data Sources
1.	Planning	Developing The Education Unit Operation Curriculum (KOSP)	Interview	The teacher
		arranging teaching modules	Interview & Observation	The teacher & Document
		Designing Pancasila student profiles project	Interview	The teacher
2.	Implementation	The teaching and learning process	Interview & Observation	The teacher
		The assessment process	Interview & Observation	The teacher & Document
		Strengthening Pancasila student profiles project	Interview	The teacher
3.	Evaluation/Assessment	Students' learning results	Interview & Observation	The teacher & Document
4.	Problems/Challenges	Supporting and inhibiting factors in implementing the Merdeka curriculum	Interview	The teacher

Appendix VI Diagnostic Assesment

Assesment awal (Diagnostic test) dilakukan sebelum pembelajaran

- Jenis   : tes tulis
- Bentuk   : Multiple choice
- Materi   : narrative
- Moda   : worksheet

a. Diagnostic kognitif

Jumlah pelajar	Rata arata	KKTP ≤70-75

b. Diagnostik non kognitif

Tes psikometri gaya belajar ⟶ VISUAL AUDIO KINESTETIK
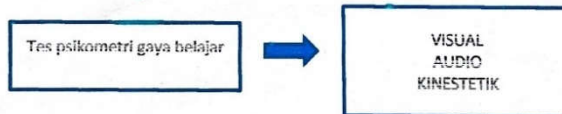
- PROFIL gaya belajar siswa

Gaya belajar	Jumlah	Laki laki	Perempuan
Visual			
Audio			
kinestetik			
Total			

Appendix VII Assessment for Dialogue

Assemen for dialogue

No	Nama Siswa	Skor
1		
2		
3		
4		
Dst		

Keterangan : benar = 1

Salah = 0

Skor akhir = $\dfrac{\text{skor yang diperoleh}}{\text{Skor maksimal}} \times 100$

Appendix VIII Assesment for Performance

1. **Assesmen for performance**

Guru dapat menggunakan rubrik penilaian untuk performance seperti berikut:

No	Aspek	Skor	Keterangan
1	pelafalan	4	t • Jelas (tidak ada kesalahan/ketidakjelasan pelafalan)
		3	Kurang jelas (terdapat 1-3 kata yang tidak jelas pelafalan)
		2	• Tidak jelas (terdapat 4 atau lebih kata yang tidak jelas pelafalan)
		1	• Tidak hadir/tidak mengikuti praktik
2	Intonasi	4	Sesuai (tempo dan dinamika selaras dengan isi ungkapan)
		3	• Kurang sesuai (tempo dan dinamika kurang selaras dengan isi ungkapan
		2	Tidak tepat (tempo dan dinamika tidak selaras dengan isi berita)
		1	• sangat Tidak tepat dengan intonasi
3	Pilihan kata	4	Jelas danefektif
		3	Jelas
		2	Bermaknatapiterkadangkurangjelas
		1	Bermaknatapisulitdipahami
		0	Menulisacaksehinggamaknahilang
4	Mimik/gesture	4	• Percaya diri, tidak kaku, komunikatif •
		3	• Kurang percaya diri, agak kaku, kurang komunikatif
		2	Tidak percaya diri, sangat kaku, tidak komunikatif
		1	• Tidak hadir/tidak mengikuti praktik

Pedoman Penilaian performance :

- Jumlah skor maksimal per siswa: 16.
- Nilai siswa diperoleh dengan cara membagi jumlah nilai perolehan denganskor maksimal 16 dikali 100.

Misal siswa B mendapat skor 14, maka nilainya adalah 14/16 x 100= 87,5

Appendix IX Learning Activities

f. Kegiatan Pembelajaran;
1. Pendahuluan (10 menit)
   A. Guru mengucapkan salam, dilanjutkan berdoa (PPK/Religius) dipimpin oleh anak yang datang paling awal dilanjutkan presensi
   B. Guru menyiapkan fisik dan psikis dengan menyanyi lagu nasional (PPK(Nasionalis) dan senam otak
   C. Guru menjelaskan secara singkat kompetensi
   D. Guru mengadakan asesmen diagnostic kognitif dan nonkognitif
   E. Guru menjelaskan kontrak belajar dan tehnik penilian

2. Inti (120 menit)
   BKOF
   ☐ Peserta didik mempersiapakan alat tulis untuk mencatat point penting dalam gambar
   ☐ Peserta didik melihat gambar tentang narrative text.yang diberikan oleh guru. (literasi)
   ॥ Guru bertanya jawab tentang gambar yang diamati

   MOT
   - Peserta didik menerima "narrative text
   - Peserta didik menemukan informasi tersirat /tersurat dalam narrative text

   ICOT
   Peserta didik membuat narrative text.
   Peserta didik mempresentasikan hasil teks yang dibuat

3. Penutup (10 menit)
   A. Guru menyimpulkan materi pembelajaran (Literasi)
   B. Guru melaksanakan refleksi pembelajaran untuk mengetahui kekurangan dan kelebihan pembelajaran dengan membagikan kertas untuk menulis kesan pembelajaran hari itu.
   X. Guru bersama peserta didik merayakan pembelajaran hari itu dengan bernyanyi bersama
   Δ. **Guru memberikan informasi terkait materi pembelajaran yang akan datang**

Appendix X Documentation

Interview Documentation with Mr. Untung on 23rd April 2024

Class Observation in 8G class on 8th May 2024

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