EFL TEACHER'S VIEWS AND PRACTICE ON THE *MERDEKA* CURRICULUM: LESSON FROM AN INDONESIAN SECONDARY SCHOOL

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the

Bachelor Degree of Education in English Education Department

By:

<u>FERIZKA ERVIANA</u>
NIM. 1903046013

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI WALISONGO

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THESIS STATEMENT

I am a student with the following identity

Name	:	Ferizka Erviana
Student Number	:	1903046013
Faculty	:	Faculty of Education and Teacher Training
Department	:	English Education Department

State that the thesis is untitled,

EFL TEACHER'S VIEWS AND PRACTICE ON THE *MERDEKA* CURRICULUM: LESSON FROM AN INDONESIAN SECONDARY SCHOOL

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Semarang, 14th July 2023

The Writer,

7C8AKX288760078

Ferizka Erviana
NIM. 1903046013

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RATIFICATION

Thesis with the following identity:

Title	:	EFL Teacher's Views and Practice on the *Merdeka* Curriculum: Lesson From an Indonesian Secondary School
Name	:	Ferizka Erviana
Student Number	:	1903046013
Department	:	English Education Department

Had been ratified by the board of examiner of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of any requirements for gaining a Bachelor's Degree in the English Education Department.

Semarang, October 27th, 2023

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Chairperson,

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

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Dra. Hj. Ma'rifatul Fadhilah, M.Ed.
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Daviq Rizal M.Pd
NIP. 197710252007011015

Examiner II

Dr. Siti Mariam, M.Pd.
NIP. 196507271992032002

Advisor,

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

ADVISOR NOTE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Education and Teacher Training

FacultyWalisongo State Islamic University

Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title   : EFL Teacher's Views and Practice on the Merdeka Curriculum:

Lesson From An Indonesian Secondary School

Name of Student   : Ferizka Erviana

Student Number   : 1903046013

Department   : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 14 July 2023

Advisor

Lulut Widyaningrum, M.Pd.
NIP. 19800803 200901 2 010

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DEDICATION

Praise be extended to Allah SWT. who has blessed the writer to finish this thesis.

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MOTTO

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ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ

</div>

"Recite in the name of your Lord who created"

Q.S. Al-Alaq:96:1

"Pendidikan adalah perang terhadap kedunguan"

Rocky Gerung

ABSTRACT

Title	:	**EFL Teacher's Views and Practice on the *Merdeka* Curriculum: Lesson From An Indonesian Secondary School**
Author	:	Ferizka Erviana
Student Number	:	1903046013

Literature has revealed that teachers hold a central position in implementing the curriculum. The teacher's views of the curriculum influences the practices that teachers carry out in the classroom. Therefore, this research was conducted in 2023 aims to explain and describe what EFL teacher's views of the *Merdeka* Curriculum and how EFL teacher practice the *Merdeka* Curriculum in the classroom. This study used a qualitative method with a case study approach. The participant of this study was an EFL teacher who taught at a junior high school. Interviews, observations, and documentation were used for data collection. Then the data were analyzed using thematic analysis. The results of the study revealed that EFL teacher have a positive view of the *Merdeka* Curriculum. This was shown from the results of interviews, that EFL teacher admit that she really likes the *Merdeka* Curriculum because it is flexible and can freely explore. Then the practice carried out by EFL teacher in the classroom also shows positive things. The teacher prepares learning and carries out activities in the classroom that are tailored to the needs, abilities and interests of students by implementing differentiated learning. In addition, the teacher also applies social-emotional learning in accordance with the dimensions and elements of the *Pancasila* student profile. The results of this research have important implications in developing the *Merdeka* Curriculum and improving the quality of education. The information can help in designing more effective teacher training, support the creation of educational policies that better meet teachers' needs, and contribute to their professional development. The results of this research can also be the basis for further research on the *Merdeka* Curriculum

Keywords: Curriculum Reform, *Merdeka* Curriculum, Teacher's Practice, Teacher's Views.

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Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis. Hopefully, this thesis can be useful for the readers.

Semarang, 14th Juli 2023
The Writer,

Ferizka Erviana
NIM. 1903046013

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CHAPTER I

INTRODUCTION

This chapter contains the research background, research questions, research objectives, scope and limitations, and significance of the research.

A. Background of the Research

Curriculum reform as a process to find new and effective ways of learning. The curriculum reform process can include the development of specific new programs or a broader process of continuous improvement (Bens et al., 2020). At a certain time, teachers will experience curriculum changes in the course of their professional careers (Mellegård & Pettersen, 2016). This happens because people's needs always increase every year and the demands of the times tend to change (Pajarwati et al., 2021). As happened in Indonesia, the curriculum changed 10 times from 1947 to 2013, namely *Rentjana Pelajaran 1947, Renjana Pelajaran Terurai 1952, Rentjana Pendidikan 1964, Kurikulum 1968, Kurikulum 1975, Kurikulum 1984, Kurikulum 1994 dan Suplemen Kurikulum 1999, Kurikulum Berbasis Kompetensi 2004, Kurikulum Tingkat Satuan Pendidikan 2006,* and *Kurikulum 2013* (Setiawan, 2020). Until now, education in the post-Covid-19 pandemic era has

experienced losses in many ways, one of which is in the world of education. To overcome this, the Indonesian government has carried out evaluation and recovery efforts, one of which is by launching a new curriculum called the *Merdeka* Curriculum (Cahya Rahina & Syamsi, 2023). The *Merdeka* Curriculum is a continuation of the emergency curriculum (the simplified 2013 curriculum) that was implemented during the COVID-19 pandemic in Indonesia (Riyan Rizaldi & Fatimah, 2022).

The *Merdeka* Curriculum is a curriculum model that aims to strengthen personality with a *Pancasila* student profile. In addition, this curriculum also focuses on essential material and has variations of intracurricular learning where the content will be more optimal so that students have sufficient time to learn concepts and strengthen their competencies (Purnawanto, 2022). The *Merdeka* curriculum tries to encourage students to collaborate with colleagues by implementing project-based learning so they can think critically (Jojor & Sihotang, 2022). In addition, so that learning can be adapted to the learning needs and interests of students, teachers have the flexibility to choose various learning tools (Ministry of Education, Culture, Research, and Technology, 2022).

Merdeka Curriculum is currently implemented by schools that feel ready to implement it as an additional

option to catch up during 2022-2024. Currently, schools are still allowed to choose educational programs to be used in their respective educational units. Education program decisions include the 2013 Curriculum, Emergency Curriculum, and *Merdeka* Curriculum. (Pratikno et al., 2022)

Data analysis in the research shows that there have been many changes between the 2013 Curriculum and the *Merdeka* Curriculum.(Intan Sari et al., 2023). One of them happened in English subject. The differences that are quite striking are in terms of approach, learning model and learning steps, the 2013 Curriculum, the Emergency Curriculum and the *Merdeka* Curriculum for English subjects. *K-13* (2013 Curriculum) and the Emergency Curriculum use a scientific approach consisting of 5 M: *Mengamati* (Observing), *Menanya* (Asking), *Mencoba/Mengumpulkan* (Trying/Gathering Information), *Mengolah* (Processing Information), and *Mengkomunikasikan* (Communicating). Then to support the scientific approach, teachers are advised to apply 4 learning models: Discovery learning, Project Based Learning, Problem-Based Learning, and Discovery Learning (Ministry of Education, Culture, Research, and Technology, 2014). Whereas in the *Merdeka* Curriculum, the approach, learning model and learning steps are more entrusted to the teacher to adjust to the complexity and flexibility of teaching materials

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in learning outcomes which are important characteristics of 21st-century learning. However, specifically for English subjects, it is recommended to use a text-based approach: Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICT) (Head of Education Curriculum Standards and Assessment Agency, Ministry of Education, Culture, Research and Technology, 2022).

From these regulations, it is known that *Merdeka* Curriculum has quite influenced learning in ELT by changing the learning approach and providing freedom and flexibility for teachers to adapt learning to student characteristics and the complexity of existing teaching materials. The application of this approach has an impact on fundamental changes in the teacher's conception or view of the curriculum, curriculum materials, and the teacher's role (Gopinathan & Deng, 2006). Similar to the evolutionary model developed by Johnson, Monk, and Swain cited by Ian Abrahams and M. Saglam that every change in the teacher's work environment causes changes in teacher practices and views (Abrahams & Saglam, 2010). Like many education reform efforts, changing the integrated curriculum is a complex process. Teachers' decisions about their practice have an impact on the effective implementation of

curriculum reform (Fullan, 2007). Teachers hold a central position in implementing curriculum change, therefore researching teacher views and practices is seen as the key to gaining insight into the process of operationalizing curriculum change (Mellegård & Pettersen, 2016).

In addition, the Ministry of Education and Culture initiated the *Sekolah Penggerak* program to continue and develop policies to improve and equalize the quality of education. The *Sekolah Penggerak* program seeks to encourage educational units to carry out self-transformation to improve the quality of learning in schools, and then carry out an impact on other schools to carry out similar quality improvements. In general, the *Sekolah Penggerak* program aims to encourage the process of transforming educational units so that they can improve the learning outcomes of students holistically both from the aspect of cognitive and non-cognitive competencies in order to realize the profile of *Pancasila* students (Minister of Education and Culture of the Republic of Indonesia, 2020).

SMPN 1 Kaliwungu as a *sekolah penggerak*, which uses the *Merdeka* Curriculum, and this is the first year of implementation and is being implemented in class VII. In observations before the research conducted by the researcher, many teachers here claimed to have experienced setbacks in education since the outbreak of Covid-19. For example, the

English teacher at this school initially also admitted to feeling the negative impact of Covid-19, there are still many students who needed basic materials because they experienced learning difficulties when they were still in elementary school. For example, they do not have a smartphone, they do not have internet quota, they do not understand the online subject matter, and some do not get basic English material when they are still in elementary school. Meanwhile, the junior high school level, which is the D phase level, should have understood the basic material for phases A, B, and C in elementary schools, this is quite a challenge for teachers. To overcome this, the teacher finally makes a combination of various sources such as books and the internet to convey material in learning and finds the easiest way for students to understand learning material, the teacher does not have to stick to existing textbooks. This freedom and flexibility are one of the positive impacts of the *Merdeka* Curriculum. However, in its application, teachers must be able to know the conditions and needs of students in class so that they can adjust to curriculum goals.

From here the researcher is interested in studying how teachers practice the *Merdeka* Curriculum with various kinds of student needs and what teachers' views of the *Merdeka* Curriculum. The importance of research into knowing about teachers' views and practices in the classroom is also

explored in much of the literature, such as Kien's The Pham at al. said many factors influence the success of curriculum reform, one of the most important is teachers' views on the new curriculum and their preparation or practice in responding to the new curriculum (Pham et al., 2023). Flores M.A. also said that central to successful educational endeavors is understanding what teachers do, how they think about teaching, and how they act (Flores, 2005). Additionally, intensive research has provided strong evidence that teachers' performance in the classroom, and in particular their teaching practices, have a significant impact on student learning outcomes (Bellibaş et al., 2021). Therefore it is important to conduct a study on how teacher view the *Merdeka* curriculum and how teachers practice the *Merdeka* Curriculum in the classroom.

B. **Question of the Research**

Based on the research background, the researcher formulated the following questions in this study:

1. What is secondary school EFL teacher's views of the *Merdeka* Curriculum?
2. How do secondary school EFL teacher practice the *Merdeka* Curriculum in the classroom?

C. **Objectives of the Research**

This study aims to find out the following:

1. To explain and describe the views of secondary school EFL teacher on the *Merdeka* Curriculum.
2. To explain and describe how secondary school EFL teachers practice the *Merdeka* Curriculum in the classroom.

D. Scope and Limitation

This research will focus on two things. First, this study focuses on the views of EFL teachers on the *Merdeka* Curriculum. Second, this study focuses on how EFL teachers practice the *Merdeka* Curriculum in English subjects in the classroom.

E. Significance of the Study

The results of this study are expected to be useful for the world of education, both in theory and practice. The following are the benefits that can be drawn from this research:

1. Theoretical Benefits

This research is expected to be useful and contribute to science and education, especially regarding the views of EFL teachers on the *Merdeka* Curriculum and the practice of EFL teachers in implementing the *Merdeka* Curriculum. Then this research can also be used as reference material for further researchers.

2. Practical Benefits

From the practical benefits of this research it is hoped that it can be useful and as a reference source for teachers in evaluating the views and practice of teachers in implementing the *Merdeka* Curriculum.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains past research and relevant literature review of this research. It will go through some earlier studies and provide some background information on the curriculum, curriculum development, and *Merdeka* Curriculum.

A. Previous Research

Research on teacher's views and practices towards curriculum has been widely discussed and carried out some time ago, many researchers are interested in researching this matter and this is important to do. Because this kind of research can be useful for evaluation and learning for us.

First, a research entitled Curriculum Reform in Vietnam: Views, Experiences, and Challenges of Elementary School Teachers by Kien The Pham et al. in 2023. This research examines three things, the first is about the perceptions of Vietnamese elementary school teachers about the new curriculum. Second, the reported practice of Vietnamese elementary school teachers in implementing the new curriculum. Third, the challenges faced by teachers in implementing the new curriculum. Regarding teachers' perceptions of the new curriculum, the majority of participating teachers are of the view that they support the

curriculum. Pham et al. used a qualitative methodology. This research was conducted in 5 elementary schools in Vietnam, with 11 teachers teaching different subjects as participants. this study used semi-structured interviews to collect data. Then the data were analyzed using thematic analysis techniques. The results of the data analysis showed that the teachers had a positive view of the new curriculum, teachers commented that the new curriculum had many benefits and was introduced at the right time. Teachers reported that they put effort into implementing the new curriculum and understood the principles of the curriculum very well. They felt some initial positive effects of the curriculum on their students and themselves. Apart from that, teachers also face several challenges, especially the negative impact of the Covid-19 pandemic which forced them to switch to online teaching. This curriculum also has fundamental differences between the old and new curricula therefore teachers show some difficulties in designing long term syllabus and individual lesson objectives (Pham et al., 2023).

Second, a study by Chin-Wen Chien in 2020 entitled Elementary School English Teachers' Beliefs and Classroom Practice Regarding Alternative Curricula. This study discusses three things, the first is how elementary school English teachers' beliefs about alternative curricula. Second, how different are the English teachers' beliefs and

perceptions about alternative curricula from their classroom practice. Third, what challenges or problems did elementary school English teachers face when they designed and implemented alternative curricula. This study adopted a qualitative case study approach. The participants in this study were 8 English teachers in elementary schools in Taiwan. To collect data, Chien used interviews, documentation, and observation. Chien followed an inductive approach and transcribed interviews and observations to analyze the data. The results of the study revealed a lack of concordance between government intentions and in-class delivery in the pilot schools occurred because of the teachers' English beliefs. Several major problems emerged during the design and implementation of alternative curricula, such as teachers' conflicting beliefs about curriculum knowledge, subject content knowledge, language of instruction, and assessment. From the research results, it is necessary to design and implement an effective alternative curriculum. So the researchers suggest conducting professional training and learning to foster teacher professional identity and competence (Chien, 2020).

Third, a study by chi chung lam et al. in 2013, entitled Curriculum Integration in Singapore Teachers': Perspective and Practice. This study examines the nature of teacher conceptions and integrated curriculum practices, then

examines the teacher's perspective on the implementation of an integrated curriculum in Singapore. This study uses a qualitative method with an instrumental case study approach. To collect data, Lam et al. used interviews with 11 participants who are teachers. These 11 participants teach different subjects. Data from interviews were analyzed using constant comparative. The results of the study reveal that the teacher's conception of integration is quite relevant to the spectrum of ideas found in the literature. Furthermore, teachers spoke of significant barriers to implementation, such as perceived lack of subject knowledge by teachers and non-compliance with the grading system. Although on the other hand teachers also see the benefits of integration, including greater involvement of students. The findings, while confirming previous studies conducted in various countries, address implementation difficulties in settings where high-stakes testing and discipline-based curricula prevail. (Lam et al., 2013).

Fourth, research was conducted by Pertiwi and Pusparini in 2021 entitled Vocational High School English Teachers' Perspectives on the *"Merdeka Belajar*" Curriculum. This study aims to identify teachers' perspectives regarding the concept of *Merdeka Belajar* and the simplification of lesson plans. The method used is descriptive qualitative. There are 8 English teachers from

different Vocational High Schools. Questionnaires and semi-structured interviews were used to obtain data. This research lasted for 1 month. The results of data processing show that not all teachers understand the concept of *Merdeka Belajar*. The results of data processing also show that the implementation of the lesson plan 1 sheet by the teacher has not met the expectations of *Merdeka Belajar*. Several secrets are different from what the subject wrote on the questionnaire and at the time of the interview. But overall, all participants fully support the implementation of *Merdeka Belajar* (Pertiwi & Pusparini, 2021).

Fifth, research was conducted by Hardella Mistia Ayu Kartika in 2023, entitled Teacher Belief dan Praksis Guru Dalam Implementasi Kurikulum *Merdeka* di SD Negeri Sedo 1, in 2023. This research aims to determine teachers' beliefs and practices in implementing the *Merdeka* Curriculum in elementary schools. This study uses a qualitative method with a case study approach. Then the participants were 2 teachers who taught grade 1 and grade 4. Data collection methods used were observation, interviews, and documentation. Then the data that has been obtained is analyzed using the Miles and Huberman data analysis model. From the results of the data analysis, it was revealed that the teacher's belief is not just a position as a teacher in understanding the curriculum *Merdeka*, but the compatibility

between words and the implementation of the curriculum *Merdeka* and the teachers' praxis in implementing the curriculum *Merdeka* is marked by the implementation of the teachers' role as a facilitator, mediator, and motivator (Kartika, 2023).

B. Literature Review

1. Definition of Curriculum

In this section, the researcher will summarize several definitions of the curriculum according to some literature reviews and expert opinions. There are many conceptions and definitions of curriculum, as stated by Lunenburg that some authors define curriculum as a formal program of study and emphasize content or subject matter. Then others argue that the curriculum is a learning experience, which refers to the lessons learned or the process of teaching. Some convey the curriculum as an objective behavior, as a teaching plan and as a non-technical approach (Lunenburg, 2011).

As stated by Goodson quoted by Shao-Wen Su that curriculum is "as a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas", this reflects that the curriculum has a complex and interactive nature. Shao-Wen Su also defines curriculum into several parts, such

as curriculum as a set of goals, subjects or content, plans, and experiences (Su, 2012).

Likewise, I.M. Mulenga said that there are many conceptualizations and definitions of curriculum, but only those that accommodate the important elements of education and curriculum can be considered valid definitions. He also provides limitations regarding the meaning of curriculum, according to him "curriculum is all educational experiences that are selected, organized, integrative, innovative, and evaluative given to students consciously or unconsciously under the authority of the school to achieve set learning outcomes. Achieved as a result of growth, maturation, and learning that is intended to be put to the best use to live in a society that is constantly changing" (Mulenga, 1993).

Wiles and Bondi see the curriculum as a "desired goal or set of values that can be activated through a development process, culminating in experiences for learners". These experiences are the goals and objectives to be achieved in curriculum development efforts. Various terms in defining the curriculum are important because they define the boundaries of responsibility used by school planners. Defining a curriculum as narrow as subject matter mastery would be very different from a broad definition, such as experience in school and would

project a very different school design (Wiles & Bondi, 2015).

Experts describe curriculum as a multifaceted concept that is constructed, negotiated, and revised at various levels and arenas. This shows that the curriculum has a complex and interactive nature. Some of the identified curriculum parts include objectives, subject or content, plans, and experiences.

It is important to note that valid definitions of the curriculum are those that include the essential elements of education and curriculum. A curriculum is defined as a selected, organized, integrated, innovative and evaluative educational experience that is given to students consciously or unconsciously under the authority of the school to achieve set learning outcomes. This is achieved through growth, maturation and learning that is intended to be optimally utilized in a changing society.

2. Curriculum Implementation

Curriculum implementation is the stage where the curriculum is put into practice in the actual context of teaching and learning. The general understanding of curriculum implementation in the literature is the implementation of curriculum goals and objectives. However, Brown gives the perception that curriculum

implementation "places the elements developed into curriculum planning and makes them work and fit together within existing programs in a way that will help administrators, teachers, and students".(Brown, 1996) According to the researchers, this perception is more comprehensive in terms of handling all components planned in the curriculum and considers the effectiveness of curriculum elements to be an important part of the implementation stage (Houssawi, 2016).

The curriculum implementation stage is associated with certain contradictions or perceptions among researchers. For example, the curriculum phase is considered essential, inevitable, important, and the most difficult to complete in a teaching environment, as stated by Fullan and Mampuru in M.A. Houssawi's research. This is because the implementation stage of the curriculum requires several stages of implementation and different curriculum elements, such as teaching methods, tests and teaching materials, which must be coordinated and unified through the involvement of various individuals, such as administrators, teachers and students, within a certain time scale.

a. Teachers' Views and Practice on Curriculum Implementation

According to Onyeachu, teachers are the main executors of the curriculum, without them effective implementation and learning experiences will be very difficult to achieve. Intensive research has provided strong evidence that teacher performance in the classroom, and particularly their teaching practices, has a significant impact on student learning outcomes (Bellibaş et al., 2021). Many researchers report that teachers' views play a central role in their classroom practice. Likewise according to Kien The Pham at al., a teacher's supportive view of a curriculum can have a positive impact on how they put the curriculum into practice (Pham et al., 2023).

In addition, many researchers have theorized about the interaction between teachers and curriculum materials, emphasizing that curriculum influences teacher plans and actions, whereas teachers mobilize curriculum in various ways depending on, for example, their previous experience and views on good teaching (Hemmi et al., 2018).

3. *Merdeka* Curriculum

The Ministry of Education, Culture, Research and Technology of the Republic of Indonesia developed the *Merdeka* Curriculum as a curriculum that is more

flexible and focuses on essential material as well as developing student character and competence. This was done to support Indonesia's educational vision and as part of efforts to restore learning, contained in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 dated 10 February 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery (Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

The *Merdeka* Curriculum is a curriculum that supports students to have sufficient time to explore concepts and strengthen competence with various intra-curricular learning whose contents will be more optimal. In addition, this curriculum also provides flexibility for teachers to choose various teaching tools so that learning can be adapted to the learning needs and interests of students (Ministry of Education and Culture of the Republic of Indonesia, 2022).

The *Merdeka belajar* (freedom of learning) policy is implemented to improve the quality of Indonesian human resources who have superiority and competitiveness compared to other countries, which is the goal of national education. This policy is also

implemented to achieve superior and competitive human resources, this is manifested in students who have noble character and high reason, especially in literacy and numeracy. The *merdeka belajar* (freedom of learning) policy was implemented for several reasons. First, education regulations so far have generally been rigid and binding, such as regulations related to the National Examination, regulations on lesson plans, rules on the use of school operational funds, and so on. Second, the ineffectiveness of achieving national education goals is seen in the learning outcomes of students in international test comparisons. This shows that students are still weak in aspects of high-level reasoning, especially in terms of literacy and numeracy. Third, the *merdeka belajar* (freedom of learning) policy that is not rigid and binding (flexible) is expected to be able to overcome the diversity of educational conditions, challenges and problems that differ between schools (Khoirurrijal et al., 2022).

a. Goals of *Merdeka* Curriculum

The problem of education in Indonesia is the goal of the *Merdeka* Curriculum. This curriculum aims to develop the potential and competence of students, by designing a relevant and interactive learning process. One of them is interactive learning,

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such as by making projects. This learning will make students more interested and encourage students to be able to develop issues in their environment (Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

In addition, the *Merdeka* Curriculum is implemented with the aim of training students' independence in thinking. The most important core of freedom of thought is addressed to the teacher. If the teacher is not yet independent in teaching, of course, students are also not independent in thinking. Teachers also have certain targets from the government such as accreditation, administration, and others. Of course, under these circumstances, students cannot freely develop in learning because they are only fixated on grades. With *Merdeka belajar* (freedom of learning), students can develop their potential according to their talents and interests because students also have different abilities in absorbing the knowledge conveyed by the teacher (Naufal et al., 2020).

Some other objectives are that teachers, students, and parents can get a pleasant atmosphere, free to think, innovate and be creative to develop the quality of learning, students are also given the

opportunity to study independently to obtain various kinds of information that support their learning process (D.K Ainia, 2020).

b. Advantages and Characteristics of *Merdeka* Curriculum

The advantages of the *Merdeka* Curriculum include the following: (Khoirurrijal et al., 2022)

1) Simpler and deeper

Focus on essential material and develop students' competencies according to their stages of development. Thus, learning activities become more profound, meaningful, not rushed, and fun.

2) More relevant and interactive

Learning in project activities provides the widest opportunity for students to actively explore current issues to support the development of the personality and competency profile of *Pancasila* Students.

3) More independent/free

- At the high school level, students do not have specialization programs so that students can choose subjects according to their interests, talents and aspirations.

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- Teachers can teach according to the stage of achievement and development of students.
- Schools are given the the authority to develop and manage curricula, as well as determine learning in accordance with the characteristics of educational units and students.

With the advantages of the *Merdeka* Curriculum above, it produces several characteristics of the curriculum, namely as follows.

1) Project-based learning for the development of soft skills and profile characteristics of *Pancasila* students.
2) Focus on essential material so that there is sufficient time for in-depth learning, especially basic competencies such as literacy and numeracy.
3) Flexibility for teachers to carry out learning according to the abilities of students, as well as make adjustments to the context and local content.

c. Stages of Implementation of the *Merdeka* Curriculum

It is the same as students who study according to the stages of learning readiness. The government

also provides opportunities for educators and education units to implement the *Merdeka* Curriculum in accordance with their respective readiness because implementing changes to education policies including the curriculum is a long lesson. So that educators and educational units also need to learn to implement the *Merdeka* Curriculum according to their respective readiness and gradually become more adept at using it.

Based on the book *"Tahapan Implementasi Kurikulum Merdeka"* by the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, there are several stages and aspects in implementing the *Merdeka* Curriculum. The first is the general aspect (for all levels), planning (designing operational curricula for educational units, aspects of designing the flow of learning objectives, aspects of lesson planning and assessment, aspects of the use, and development of teaching tools). Implementation of learning (aspects of planning to strengthen *Pancasila* student profiles, aspects of implementing projects to strengthen *Pancasila* lesson profiles, aspects of implementing student-centered learning, aspects of integrated

assessment in learning, aspects of learning according to student learning stages (elementary and secondary education), aspects of collaboration between teachers to curriculum and learning needs, aspects of collaboration with parents/family in learning, aspects of collaboration with the community/industry, aspects of reflection, evaluation and improvement of the quality of curriculum implementation.

Second, the specificity of the high school level (aspects of mentoring interests and talents, and aspects of selecting subjects for grades XI and XII). Third, the specificity of the SMK level (aspects of the principal's role as a learning leader with industry-based managerial capabilities, aspects of curriculum alignment with the needs of the world of work, aspects of strengthening the role of guidance and counseling teachers in selecting majors, and aspects of strengthening vocational insights). Fourth, specificity for special education (aspects of assessment in learning and aspects of collaboration with parents/family and community/industry).

In addition to the several aspects above, there are also several stages in implementing the *Merdeka* Curriculum. For example, as in general aspects, the operational curriculum design of educational units.

The first is the initial stage, making minor adjustments to the sample educational unit operational curriculum document provided by the Ministry of Education. The second is the developing stage, developing an operational curriculum for educational units based on sample documents provided by the Ministry of Education by modifying the planning and organizing sections according to the conditions of the educational unit, without reflecting on the results of an analysis of school characteristics. The third is the ready stage, developing an education unit curriculum based on examples from the Ministry of Education by modifying the organization and planning of learning based on analysis and reflection on conditions, facilities, infrastructure and teaching and education staff in education units by involving representatives of students, parents or the community. The fourth is the proficient stage, developing an education unit curriculum that is contextual and in accordance with the aspirations of the education unit residents as well as the results of the education unit's analysis and self-reflection, structuring learning according to the vision and mission and context of the education unit

by involving student representatives, parents and the community.

However, it should be known and remembered that the stages of curriculum implementation in the book *"Tahapan Implementasi Kurikulum Merdeka"* by the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, are not regulations, standard provisions, or standards set by the Government. This stage was developed as a step or learning process to make changes to learning practices and assessments that educators need to do when using the *Merdeka* Curriculum and to assist educators and educational units in setting targets for implementing the *Merdeka* Curriculum. In addition, due to the different readiness of educators and educational units, this implementation stage is designed so that each educator is confident and believes that educators can continue to learn and develop their abilities to do their best in implementing the curriculum, because the ability to continue learning is an important capital for educator.

d. *Merdeka* Curriculum Structure in Secondary School

Based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the 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 (Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022). It was explained that the structure of the *Merdeka* Curriculum at the secondary school level, which in this research focuses on junior secondary education, consists of one phase, namely phase D for grades VII, VIII, and IX. The structure of the junior high school curriculum is divided into two, the first is intra-curricular learning and the second is the project to strengthen the *Pancasila* profile which is allocated around 25% of the total lesson hours per year.

The implementation of the project to strengthen the *Pancasila* student profile is carried out flexibly, both in terms of content and in terms of implementation time. In terms of content, the profile project must refer to the achievement of the *Pancasila* student profile in accordance with the

student phase and does not have to be linked to learning achievement in the subject. In terms of implementation time management, projects can be carried out by adding up the allocation of project study hours from all subjects and the total amount of implementation time for each project does not have to be the same.

In one school year, the total allocation of lesson hours for intra-curricular learning in grades VII and VIII is 1,044 lesson hours, not including local content subjects or additional subjects held by educational units. Then the allocation of study hours for projects to strengthen the profile of *Pancasila* per year is 360 study hours. Whereas for class IX the total allocation of study hours for intra-curricular learning in one year is 928 lesson hours and 320 lesson hours for the project to strengthen the profile of *Pancasila*, with an estimated time of 40 minutes per one lesson hour.

Then for special junior high schools, the total allocation of lesson hours for intracurricular learning in one year is 1,062 lesson hours and the allocation for projects to strengthen the *Pancasila* profile is 306 lesson hours for grades VII and VIII. Whereas in class IX the total allocation of lesson hours for

intracurricular learning in one year is 944 lesson hours and the project allocation for strengthening the *Pancasila* profile is 272 lesson hours, with an estimated time of 35 minutes for one hour of lesson.

e. Learning Outcomes of English Subject in the *Merdeka* Curriculum

In accordance with the Decree of the Head of the Standards, Curriculum and Education Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022 concerning Amendments to the Decree of the Head of the Standards, Curriculum and Education Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/KR/2022 Concerning Learning Achievements in Early Childhood Education, Basic Education Levels, and Secondary Education Levels in the *Merdeka* Curriculum (Head of Education Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, Research and Technology, 2022). This decision describes the learning outcomes in many subjects, one of which is in the subject of English.

1) Rational English Subjects in the *Merdeka* Curriculum

The main goal of learning English is to improve ability to apply the six language skills of hearing, speaking, reading, viewing, writing, and presenting in a variety of text forms. Then, the minimum learning outcomes for these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and equivalent to level B1.

Students who successfully learn English are expected to be able to communicate in English as one of their life skills. The method employed generally using a genre-based approach, English instruction focuses on text in a variety of forms, including spoken, written, visual, audio, and multimodal. The following are four stages in a text-based approach, and these four stages are carried out in discussion of the same topic.

- Building Knowledge of the Field (BKOF): Teachers build students' knowledge of subject matter before they write or discuss it. At this point, the teacher also develops the cultural background of the text.

- Modeling of the Text (MOT): The teacher offers a sample or model from the literature for the pupils to use as a guide while writing and speaking their own works.
- Joint Construction of the Text (JCOT): The teacher guides students and jointly produces texts.
- Independent Construction of the Text (ICOT): students produce spoken and written texts independently

Communication will occur at the text level, not just in sentences. That is, meaning is not only conveyed by words but must be supported by context. Each text has a purpose, such as describing, explaining, telling, etc.

The *Merdeka* Curriculum's general English instruction aids students in being ready to become lifelong learners with the *Pancasila* student profile traits of independence, critical thinking, creativity, mutual cooperation, and cultural variety. As learning is dynamic and fluid, this profile can be produced in English language instruction generally by giving students the chance to choose texts or different kinds of learning activities. Through written,

visual, and spoken text resources as well as activities created during the teaching and learning process, learning English can reach the *Pancasila* Student Profile.

2) Objectives of English subject in the *Merdeka* Curriculum

English subjects aim to ensure students can do the following things.

- Develop communicative competence in English with a variety of multimodal texts (oral, written, visual and audiovisual).
- Develop intercultural competence to understand and appreciate Indonesian and foreign cultural perspectives, practices and products.
- Develop self-confidence to express themselves as an independent and responsible individual.
- Develop critical and creative reasoning skills.

3) Characteristics of English subjects in the *Merdeka* Curriculum

- The types of texts taught in general English are varied. For example, narratives, descriptions, expositions, procedures,

arguments, discussions, special texts (short messages, advertisements), and authentic texts. These texts are presented not only as written texts, but also as spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts with verbal, visual, and audio aspects), both authentic and made for teaching objectives, whether single or multiple texts, produced on paper or screen. This is intended to help students enhance their capacity to access digital information by teaching them how to use technology (technological literacy).

- The teacher can choose the type of text to teach based on the circumstances of the class. Learning can begin with a type of text that contains topics that students are already familiar with in order for them to understand the contents of the text they read and then be able to generate a text of that type in both spoken and written form. Furthermore, the teacher can introduce students to new sorts of text that they are unfamiliar with. Teachers can assist students in developing an understanding of these new sorts of texts so

that they can produce works in these types of texts, both verbally and in writing. The sort of material chosen can also be tailored to the conditions that kids frequently encounter both at school and at home, giving pupils the opportunity to study and practise the text in real life.

- The learning process focuses on the learner (learner-centered), which means that the learning process must be focused on efforts to change students' behaviour (which stems from their inability to use English on the six language skills in various types of texts).

- General English instruction focuses on students' language skills as they progress through the phases of language development. General English learning encompasses both receptive (listening, reading, and viewing) and productive (speaking, writing, and presenting) abilities. In Phase D, studying general English focuses on improving spoken English and writing skills.

4) Learning Outcomes of English Subjects in the *Merdeka* Curriculum in Phase D

Students employ spoken, written, and visual texts in English to interact and communicate in more diverse contexts in formal and informal circumstances by the conclusion of Phase D. Students can use narratives, descriptions, procedures, special texts (brief messages, advertising), and real texts as their primary reference in learning English throughout this phase. Students use English to discuss and convey wishes/feelings. Their comprehension of written materials is improving, and inference skills are emerging when grasping implicit information. They write and create graphic writings in structured English with a broader vocabulary. When creating written and visual materials in English, they comprehend the aim and audience.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains research design, participant, instruments, procedures of data collection, and data analysis.

A. Research Design

This study would examine the views of EFL teachers on the *Merdeka* Curriculum and how EFL teachers practice the *Merdeka* Curriculum in the classroom. Therefore the researcher used a qualitative methodology in this study because qualitative research is study that attempts to comprehend a specific problem or research topic from a specific point of view and is particularly effective in acquiring precise information on a specific population's beliefs, opinions, attitudes, and social context (Mack et al., 2005). According to Holliday quoted by Kien The Pham et al. that qualitative research can help researchers "to get to the bottom of what is going on in all aspects of social behaviour" (Pham et al., 2023) and to understand how "people interpret their experiences, how they construct their worlds, and what meanings they attribute to their experiences"(Merriam & Tisdel, 2016).

Then other experts such as Cresswell, Hatch, Marshall and Rossman also conveyed some of the characteristics of

qualitative research. According to them, qualitative research has basic characteristics that include data collection in the field with face-to-face interaction and direct observation, in which the researcher is the main instrument that collects data through document inspection, observation or interviews, with an emphasis on the use of various data sources such as interviews, observations, documents, and audiovisual information. Data analysis was carried out both inductively and deductively, building patterns and themes from the collected data, while paying attention to the meaning held by the participants. Qualitative research designs are emergent, with the possibility of changes and adjustments to the stages of the process during the research. Reflexivity is important in this study, considering the influence of the personal background, culture, and experience of the researcher on the interpretation of the data. The ultimate goal is to develop a holistic understanding of the problem or issue under study by involving multiple perspectives and factors and using visual models to build a more comprehensive picture (Cresswell & Cresswell, 2018). That is why a qualitative research design is considered suitable for this research.

Then, this research used a case study approach because this research examines what is the views of EFL teacher in secondary school on the *Merdeka* Curriculum and how EFL teacher in secondary schools practice the *Merdeka*

Curriculum in the classroom. As Yin said, the case study approach has the characteristics of questions such as what, why, how. According to Yin, a case study is a research method that entails doing an in-depth empirical investigation of a current phenomena (case) in a real-world situation (Yin, 2014). Then according to Stake quoted in the paper of Hew et al. that the advantage of using case studies is that they can get rich and naturalistic data (Hew & Hara, 2007). In addition, in Zainal's paper, it is stated that case studies have several advantages in research. First, case studies allow examining the data in the context of its use, thereby providing an in-depth understanding of the situation under study. Then, in the case studies, thorough qualitative descriptions help to clarify the intricacies of real-life circumstances that cannot be captured in experimental or survey research (Zainal, 2007). As such, the case study is a suitable method for examining EFL teachers' views of the *Merdeka* Curriculum and their practice in the classroom.

B. Participant

Participant in this study was selected based on purposive sampling. Purposive sampling is the selection of participants deliberately because of the qualities possessed by the participants. This is a nonrandom strategy that does not require a theoretical foundation; the researcher determines what needs to be understood and seeks out people

who are able and willing to contribute information based on expertise and experience (Dolores & Tongco, 2007).

Participant in this study was the only EFL teacher who had implemented the Merdeka Curriculum at the school. She is a teacher with the initials AP, female, and 38 years old. AP was selected based on several criteria, namely an English teacher who had teaching experience for 13 years, a vice principal in the field of curriculum, and an English teacher who had received Merdeka Curriculum training from the government or from their respective schools, an English teacher who has implemented the Merdeka Curriculum for at least one semester, and an English teacher who is willing to be a participant in this research by signing a consent form.

C. Instruments

One of the characteristics of qualitative research is that the researcher acts as the main instrument as well as the data collector. But there are other instruments that function as a support or research aid as the main instrument. The following research instruments used in this study:

1. Interview

The interview is the process of gathering information for research purposes through question and answer sessions conducted face-to-face between the questioner or interviewer and the answerer or respondent utilising an interview guide as a tool/instrument. The

interview instrument is employed in qualitative research because it can provide information about the past, present, and future over time. The data created by the interviews are open, comprehensive, and limitless, allowing for the production of complete and comprehensive knowledge (Alhamid & Anufia, 2019).

2. Observation

An observation is a methodical recording of the symptoms observed. If it is in conformity with the research aims, is planned and recorded methodically, and can be controlled for reliability and validity, observation becomes one of the data gathering procedures.

3. Documentation

Documentation is a complement to the use of observation and interview methods in qualitative research. Documents can be in the form of writing, pictures, or someone's monumental work.

D. Procedure of Data Collection

In this study, interview was conducted for approximately 1 hour in Indonesian and then transcribed and translated into English and the process was conducted through Google Meet due to the limited time for the informant to meet in person. Then this process was also recorded using a recorder/mobile phone, this was done to document the results of the interview so that it was easy to

analyze. In addition, the data generated from the interview process is not forgotten and lost, and avoid other unwanted things. Then, to find out the English teacher's views on the *Merdeka* Curriculum, the researcher used semi-structured interviews in which the interview guide included questions that had been prepared beforehand. Semi-structured interviews were used to investigate and dig deeper into teacher responses through follow-up questions (Mcgrath et al., 2019). The interview questions that the researchers used were guided by questions that had been prepared by experts such as Kien The Pham et al. (Pham et al., 2023) who also examines teachers' views on curriculum reform. The questions were adapted to the *Merdeka* Curriculum.

Researcher also collected data by making observations in class when EFL teacher practiced the implementation of the *Merdeka* Curriculum. Observations were made 3 times and the researcher was not involved in the teaching and learning process. In addition, the researcher also recorded the teaching and learning process. As for observation guidelines, the researcher did not use specific guidelines because the purpose of the research was to find out how teachers practice the *Merdeka* Curriculum in the classroom. So the researcher only wrote notes and recorded the learning process that occured. The researcher used teaching documents/lesson plans to find out what activities

would be carried out in class as well as wrote and recorded interesting things that happened.

Then, in this study the documentation was lesson plans that had been made by the English teacher, interview transcripts, observation notes, diagnostic assessment sheet, summative assessment sheet, observation documentation photos, and screenshots of padlets as teaching media.

E. **Technique of Data Analysis**

For the process of finding and compiling research results, the researcher used narrative description techniques to analyze and describe data. Research data was obtained from interviews and observations as the main data. As well as documentation, teaching media, and some previous research as supporting data. So that it will be easily understood by researcher and others.

In analyzing data obtained from interviews, observation, and documentation, researcher used thematic analysis techniques following the six phases pioneered by Braun and Clarke. Because thematic analysis is transparent, rich and detailed, and can be adapted to translate various aspects of the research focus. This technique consists of specific guidelines to identify, analyze, and report patterns or themes in data and describe data in detail (Braun & Clarke, 2006). The following are the phases in the thematic analysis process.

1. Phase 1 (familiarize yourself with the data)

In this phase, the researcher needs to be attentively involved, transcribe, and familiarize himself with the raw data. After transcribing the data into text, the researcher will listen to audio interviews and watch video observations repeatedly, to produce a non-verbatim transcription.

2. Phase 2 (generate initial code)

In the second phase, after the researcher has read and familiarized himself with the data and has produced a non-verbal transcription. Then proceed with the coding process by paying attention to the transcript in detail, produce tentative codes, and visible themes. The researcher pays equal and full attention to each data item and identifies interesting aspects in the data items that can form the basis of recurring patterns (themes) across the data set. Here's an example of the code Clarke gave:

Data Extract	Coded For
It's too much like hard work I mean how much paper have you got to sign to change a flippin' name no I I mean no I no we we have thought about it ((inaudible)) half heartedly and thought no no I jus- I can't be bothered, it's too much like hard work. (Kate F07a)	1. Talked about with partner 2. Too much hassle to change name

Table 3.1 Example of Analysis Thematic Code

3. Phase 3 (looking for a theme)

Once all the data has been coded and organized, the researcher analyzes at the broader thematic level, rather than the code, involving breaking the different codes into potential themes and compiling all relevant coded data extracts within the identified themes. The codes and themes were developed to better help explain the degree of thematic refinement to the relationships between codes, between themes, and between different theme levels. Researchers will also group or discard codes that may not fit in the next review phase.

4. Phase 4 (reviewing the theme)

Furthermore, when a series of candidate themes have been compiled then refined, to ensure adequacy, authenticity, and trustworthiness. This section will produce a thematic map that presents the interrelationships and relationships between themes. Then the researcher will check the thematic map again to ensure the robustness and uniformity of the theme.

5. Phase 5 (defining and naming the theme)

The researcher defines and refines the themes to ensure the essence of each theme is relevant to the research questions analyzed in detail. After that, a concise name is given to each theme with careful consideration.

6. Phase 6 (generate a report)

      This final phase is the report writing phase which aims to interpret complex information from field texts and present findings in a concise and coherent explanation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher conveys the research results obtained from the results of interviews, observations, and documentation about the views of EFL teachers on the *Merdeka* Curriculum and how EFL teachers practice the *Merdeka* Curriculum in English subjects.

A. Research Findings

1. EFL Teacher's Views on the *Merdeka* Curriculum

In this section, the researcher conveys the views of EFL teacher on the *Merdeka* Curriculum. Apart from that, this chapter also explains the process of EFL teacher getting to know the *Merdeka* Curriculum, the opinion of EFL teacher about the importance of the *Merdeka* Curriculum, the things that EFL teacher face and do to prepare for the implementation of the *Merdeka* Curriculum, as well as the things that EFL teacher like and worry about about the *Merdeka* Curriculum.

a. The Process of Knowing and Adapting to the *Merdeka* Curriculum

Before directly dealing with the *Merdeka* Curriculum, teachers, educators, students and even parents have heard more or less about *Merdeka*

Curriculum in 2019-2020. At that time the Minister of Education and Culture of the Republic of Indonesia often said that there would be changes in the world of Indonesian education. However, in this case, the process of getting to know the *Merdeka* Curriculum directly by the EFL teacher went through a slightly different process. EFL teachers said that the introduction of the *Merdeka* Curriculum directly was something that was not planned. As stated by an EFL teacher with the initials AP:

> *"So the story goes that our principal took an exam for a sekolah penggerak project, so it so happened that our principal passed, passed the exam. So inevitably our school becomes a sekolah penggerak. When our school was declared a sekolah penggerak, automatically the curriculum at our school gradually changed. Because we entered a sekolah penggerak in grade 2, we just started the 2022/2023 school year"*

AP explained that at first, the principal of the school where she taught took part in and passed the selection or exam for the *sekolah penggerak* project. So that their school automatically becomes a *sekolah*

penggerak based on this selection. Therefore, slowly the curriculum at the school changed to the *Merdeka* Curriculum gradually in its implementation in the last 1 year.

After that, AP also said that schools must form a learning committee team consisting of the principal, vice principal, and the curriculum team. The aim is to be given training so that this team can convey and disseminate their knowledge to other teachers involved in the independence curriculum in grade 7 and then to other teachers also in stages. In addition, the officially appointed sekolah penggerak also receive special assistance from the sekolah penggerak facilitators who are appointed directly by the Kendal District Education Office. The learning committee team is given materials and training, and holds online meetings every month, with the aim of discussing developments, achievements, corrections and evaluations. As the AP said in interview:

> *"Then we have to form a team called the learning committee. So our learning team committee was formed first, consisting of 6 people, from the school principal, vice principal, then the curriculum team. Then we*

were given training, so that later we could pass it on to other teachers who were involved in the independence curriculum process in grade 7"

"What special is that because we are officially appointed as sekolah penggerak, there is special assistance from the sekolah penggerak facilitators who are shown directly by the education office. So every month we gather online to discuss progress, so we were given training last semester, several times we were given material, then in its development after several months we were just correcting and evaluating".

Apart from getting to know the *Merdeka* Curriculum from training, materials, and participating in the guru penggerak program, AP also said that their school has 4 guru penggerak. This is considered very good because according to her, they can support each other. When the teachers discuss the *Merdeka* Curriculum and sekolah penggerak, the discussion will be fun and interesting because the teachers are on the same frequency.

b. Essentials of Curriculum Reform

In the interview process, AP said that she thought this curriculum reform was very important. Because teachers are required to explore more and it is very suitable for teachers today. According to her, this curriculum gives the widest possible independence to teachers so that teachers are free to do what they think is best without having to rely on systems or rules. In addition, the *Merdeka* Curriculum is a curriculum that is complete, organized, and one unit. Where one curriculum includes everything, such as the P5 project where teachers try to combine talents, interests, students, school capital, school abilities, learning environment, and the characters that will be included in the project. Here is what the AP said in the interview:

> *"If it's important... yes, very important. Because we are required to explore more and if the current teacher model is more suitable. Maybe for teachers who have followed the TPSA era, KTSP, Curriculum 2006, 2013, it has always been structured like that. Meanwhile, when we are faced with an Merdeka Curriculum, the teachers actually find it difficult, because they are so independent. But when the current teachers,*

who are graduates now, are in the 90s, for teachers of this age it is exciting, the sekolah penggerak program, then an Merdeka Curriculum system that implemented"

"But when we talk about the Merdeka Curriculum, it includes everything, what's more, we have the P5 project, where we talk about how we align interests, talents, students, school capital, school abilities, learning environment, as well as what kind of character do we want to convey in the project."

c. Preparation for Implementing the *Merdeka* Curriculum

The most important thing that must be prepared according to AP is knowing what the teacher will face. One of the most important is adaptation to students because students are the main subject. Such as knowing what the student is like, student needs, student abilities, student background, and student circumstances.

"I'm more into adjusting to the student, to the subject, what do I want to do? Especially when talking about the Merdeka Curriculum,

it's in accordance with the nature and era, if the nature of the era may be the same, in any school children are all graduates of the digital generation, when it comes to gadgets, it doesn't matter. But when we talk about the nature, it is very different, we have to look at what the learning environment is like, the background of the students in the Merdeka Curriculum we call student readiness, both mentally, psychologically, then physical preparation, cognitive and non-cognitive"

AP also explained what teachers do to get to know students in several ways, namely getting to know them personally/emotionally, cognitively and non-cognitively. To know personally/emotionally AP usually tries to build motivation at the first meeting with students. Usually, the first meeting is only filled with introductions in simple language, or if students are interested they can also introduce themselves in the way they like. Such as with pictures, poems from student name acronyms, and other things that can make students happy and AP can also get to know them more deeply. In addition, if there are more hours, AP and students will make a class agreement, which contains the rules in the

English class that are mutually agreed upon. Here students may refute, add, or argue about class rules. So at the first meeting, there are no assignments and books, AP only focus on getting to know students and vice versa. So that at the next meeting, the class atmosphere can be fun because there is already an emotional closeness at the beginning.

Then for the non-cognitive, it is done by collaborating with psychological institutions to find out student psychology, interests, talents, learning styles, and personality types. So teachers can get to know their students in depth. As the AP said:

> *"For non-cognitives, we have worked closely with psychological institutions, so we automatically know the results, how their psychology is, their interests, talents, learning styles, deeper personality types can also be seen. So we already have a container and it's very helpful"*

Then for cognitive abilities, AP explained that the teachers gave students questions to work on on the last day of the introduction to the school environment. From there the teacher can know the limits of students' abilities, what they know, and the

teacher can prepare everything that students might need, which can make them comfortable learning, and help them develop.

d. Changes in the Curriculum, Things EFL Teacher Interested and Concerned About

There are several changes in the curriculum, according to the AP, the first is administration which is simpler and not much, although this is also relative. It also depends on how creatively and neatly the teachers manage their respective administration. Then the second is that there is no division per class level for students, as it is known that in the *Merdeka* Curriculum, there are several phases, for junior high school itself it enters phase D, so grades 7, 8 and 9 are continuous. This is felt to make it easier for students because when students have not been able to complete the material in grade 7, students can complete it in grade 8. So students have 3 years to process and complete learning objectives. In addition, this is also felt to make it easier for teachers because teachers can apply material freely, the goal is that students can achieve learning goals, and this is open-mindedness for teachers.

This freedom is also what AP likes as a teacher. When he implemented the *Merdeka* Curriculum, she feel very happy. Because she can explore far and wide, and do whatever she feels can make students comfortable and happy when learning English.

> *"Because I like freedom, for me when I was given this curriculum, my thoughts could be wilder. The point is to apply this material, I can explore everywhere, I think if it's just like this the students will get bored most of all, in the end I can do something, for example students can sing, draw, compose poetry or whatever suits their talents and interests. Make them also enjoy when they do this learning process"*

Besides that, there are things that also make AP feel worried as a teacher. As previously stated, the junior high school level is one unit in phase D, so grade 7 students will automatically continue to grade 8 and so on even though there are learning objectives that have not been achieved. This is considered quite a challenge when students cannot be responsible for themselves. For students who deliberately do not do

assignments and there is no feeling of sadness when their grades are lacking, this happens because they know that they will still go up in class. According to AP, this is still a challenge for teachers.

> *"What's worrying is... the readiness of the students, because like I said, the students already know that they will definitely continue to the next class. When we are dealing with students who already have a mindset like… well… they think like 'it's okay for me not to do the assignments, no grades, my grades are below standard, yes I still go to grade 8, still go to grade 9'. So that's really a problem for me personally. So yeah, that's how it is, those who made challenges because they knew about it, their motivation was reduced. To be honest, the difficulty of teaching students in the Merdeka Curriculum era is when motivating children to study hard"*

e. Knowledge and Skills Needed to Implement the *Merdeka* Curriculum

As previously stated by AP, the most important knowledge is understanding students. Because the center or goal of this curriculum is

students. If the teacher cannot understand what the students need, then the teacher will force what the teacher wants, not what the students need. Apart from that, according to AP, an understanding of the independent curriculum system is also very important, as AP said:

> *"The first is knowledge of understanding students, because this Merdeka Curriculum implements a student center. When the teacher fails to understand the needs of students, then the teacher will force what is his will, not what is the needs of students. Then teacher d has to understand how this kumer system works. Social skills, teachers discussing together in a learning community at school are also important. Managerial ability is also important, how to manage students, learning models based on the abilities and needs of students"*

Apart from knowledge, according to AP, the skills of a teacher are also very much needed. Such as skills in socializing, discussing, and managerial skills. This is very important because with this ability the teacher can find out what are the needs,

circumstances, abilities of students, teachers, schools, and others. So that we can work together in advancing education in Indonesia.

In the last session of the interview, AP said that this *Merdeka* Curriculum could also be a burden because teachers are required to learn more new things. However, if this curriculum can be translated properly, then the *Merdeka* Curriculum will be fun because the teacher can freely explore further. This depends on the personal point of view of each. For AP personally, she likes the *Merdeka* Curriculum, for her, this curriculum is very enjoyable. From this, we can conclude that AP has a positive view of the *Merdeka* Curriculum, even though currently the AP is still in the process of getting to know more about the *Merdeka* Curriculum. This is a good thing because if the teacher has a good and positive view of the curriculum, the teacher will ultimately bring positive things to students as well. As the literature shows that the teacher's views of the curriculum can influence the way teachers practice it in the classroom.

2. *Merdeka* Curriculum Practice by EFL Teacher

In this section, the researcher reports on the practice of the *Merdeka* Curriculum in English learning

by EFL teachers in the classroom. From the results of 3 observations, the researcher described it into 3 parts, namely the first meeting, the second meeting, and the third meeting. In this practice, the teacher teaches material about "family" and applies differentiation learning and social-emotional competence. The learning media that teachers use are in the form of laptops, projectors, internet, padlets, and smartphones. The following is the practice that the teacher does during class.

a. First Meeting (40 Minutes)

   1) Opening Activities

      The opening activity lasts for approximately 10 minutes, starting with the teacher greeting the students and vice versa. After that, the teacher asked one of the students to lead the prayer. Then the teacher checks student attendance and prepares a diagnostic assessment sheet for students to work on. The teacher explains the activities to be carried out and explains the purpose of the diagnostic assessment is to find out students' abilities so that the teacher can prepare material according to students' abilities. Before the teacher starts the main activity, the teacher asks students to

check their learning environment, if there is trash the teacher asks students to clean it up first.

2) Main Activities

In the main activity, the teacher distributed diagnostic assessment sheets to students and asked students to work on them. Students were given 20 minutes to work on an assessment totaling 10 questions. Occasionally the teacher goes around and helps students who are having trouble. After the time is over, the teacher asked students to collect the assessment sheets that have been done.

3) Closing Activities

Before closing the lesson, the teacher reflects by asking students about students' difficulties, confusion and doubts in carrying out the diagnostic assessment. Following that, the teacher communicated the content to be studied at the following meeting. The teacher then concludes the class by greeting pupils and reminding them to picket and dispose of waste properly.

b. Second Meeting (80 Minutes)

1) Opening Activities

Opening activities begin with the teacher giving greetings to students, such as *"Good morning my friends, how are you?"* This greeting is conveyed by the teacher in the tone of the song *"If you like your heart, clap your hands..."*, so it's like singing a little. Students respond to the teacher's greeting in a tone too, such as *"I'm fine"*. The teacher and students repeat this several times, and this has become a habit so students are indirectly taught to communicate and greet. After greeting the students, the teacher instructed the students to pray and asked one of the students to lead the prayer. Then, the teacher conveys to students the material that will be studied that day. Before entering the material, the teacher asks students to check their surroundings, whether their environment is clean and ready to be used for learning, if there is trash, students are asked to clean and dispose of the trash first. Simple things like this train students to be aware and always keep the environment clean, especially their environment for learning, so they can study comfortably and effectively. Next, the teacher checks student attendance and there is

one student who is not present, then the teacher asks the students *"What happened with Ozo?"* and the students answer *"sick",* then the teacher responds again *"Sick, Ozo is sick. Not six, but sick"* here the teacher trains students to speak English little by little, like the word *"sick".*

Then, the teacher asked the students to write down the feelings the students felt and the reasons, such as feeling happy, sad, angry, and confused. This is done to apply social-emotional learning about self-management. After that, the teacher asks them to stick it on the blackboard for various feelings that arise. 31 students were present, there was 1 student who wrote down feelings of sadness, like *"I'm sad because I'm not feeling well".* Then the teacher asks about the student's condition, such as:

> Teacher: *"Are u sick right now?"*
> Student: *"No"*
> Teacher: *"No? but your throat not*
>   *feeling well?"*
> Student : *"Yes"*
> Teacher: *"aaaaa… I see"*

Then 30 other students wrote that they were happy for various reasons, one of which was happy because it was his birthday. From this activity, the teacher knows the condition of the students and can condition the class according to the needs of students. In addition, students can also know the feelings and circumstances of their friends and it is hoped that feelings of affection, caring and empathy will emerge among students.

After that, before entering the material the teacher and students sing and clap like "if you're happy and you know claps your hand!" recent times. Singing and clapping like this makes students happy and not tense when entering the material. After that, the teacher explains the purpose of learning that they going to learn, besides that the teacher also conveys that students will be asked to ask, answer and describe. In explaining this, the teacher uses English and Indonesian, so that students understand what the teacher conveys.

2) Main Activities

The main activities begin with observing activities, the teacher invites students to observe

music videos about family members and sing together. Students seemed to enjoy the learning atmosphere, and then students and teachers appreciated each other by clapping together.

After the opening activities, the teacher applies social-emotional learning about self-management, in this main activity the teacher applies social-emotional learning about self-awareness. The teacher gives a trigger question to one of the students like *"do you love your brother?"* and the student answered *"no, because he is a freak"* with a little laugh. In addition, the teacher also asked about the relationship between one student and his sibling, such as "*how about your relationship with your brother, is it fine? Or you always fight with him?"* and the student answered he often fights with his siblings because they often fight over something.

Furthermore, the teacher asks students to sit in groups based on learning styles. The division of this group is the result of cognitive and non-cognitive tests that have been carried out at the beginning of the learning year. This is in accordance with what AP said during the

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interview that the teachers carried out several tests to find out abilities, needs, and personality which in essence was to get to know students more deeply.

After that, the teacher applies content differentiation learning by means of which the teacher gives choices to students choosing material about the family contained in the padlet to study. Here the teacher allows students to bring Smartphones to apply Technological Pedagogical Content Knowledge (TPACK), namely learning that uses the application of a combined education system that prioritizes technology and certain applications (content) in learning.

The teacher gives students 10 minutes to learn what they have chosen individually. After that students were asked to discuss and share with the group what they already knew from the videos they watched from the padlet. Then after the students discussed in groups, the teacher implemented a differentiated learning process by distributing a piece of paper to each group and asking them to convey what they had learned from the video. They can convey it in

the form of pictures, writing, mind maps, or songs according to the group's agreement, and they are given 15 minutes to complete it.

The teacher then asked each group to present their work. The teacher next instructs pupils to select one person who is not a member of their group to be interviewed about the family. This activity is the application of social-emotional learning in the ability to interact socially. In the communicating section, students are asked to read the results of the interview. From this mutual interview activity, students get to know each other better about their friends' families. Next, the teacher asks students to stop writing for a moment and relax, the teacher applies the STOP technique (Stop - Take a breath - Observe - Proceed), by asking students to close their eyes and imagine their family wherever they are, then students are asked to open their eyes and ask what they feel. Some students said they wanted to cry because they remembered their siblings and some felt calmer.

In the next activity, the teacher asks students to read a text entitled my family, then writes names and identifies family relationships

in the text using the family tree model. The teacher occasionally goes around the class to check student work and re-explain the material to students who do not understand. The teacher ends the main activity by giving homework about the family tree. Students may make their assignments in the form of posters, writing, videos or vlogs about their families. This is the application of product differentiation learning.

3) Closing Activities

Before the teacher closed the lesson, the teacher reflected on learning by asking students about their feelings about learning English that day. Students answered they felt happy learning English. In addition, students were also asked to review their learning using padlets. Students admit that it is easy and not confused about using padlets. The teacher then allows students to make decisions regarding their work deadlines, applying social-emotional learning about responsible decision-making abilities. After that, the teacher instructed the students to pray together and greet them to close the lesson. At the end of the activity, the teacher also

reminded students not to leave trash in their class.

c. Third Meeting (40 Minutes)

1) Opening Activities

The activity begins with the teacher greeting students and vice versa. After that, the teacher asked one of the students to lead the prayer. Then the teacher checks the attendance of students. The teacher explains the activities to be carried out and explains the purpose of the summative assessment is to evaluate learning and determine student abilities. Before the teacher starts the main activity, the teacher asks students to check their learning environment, if there is garbage the teacher asks students to clean it up first.

2) Main Activities

Before carrying out a summative assessment, the teacher reviewed material about family. After that, the teacher shared the Google Form link to students and asked students to work on a positive assessment question in 20 minutes. Occasionally the teacher guides and directs students who have difficulty.

3) Closing Activities

The teacher reflects on the learning that has been done, such as asking students what they like and don't like about learning. Asking students' difficulties and obstacles during learning. After that, the teacher also strengthens material about family. Like asking students about what they do with their families on holidays. Then the teacher conveys the activities that will be carried out in the next meeting. The teacher also gives students the opportunity to ask questions regarding the learning that has been done and the next activity. After that the teacher closes the lesson by greeting, and reminds students to picket and throw garbage in place.

In practice that is carried out by EFL teachers in the classroom, not all activities are carried out in the order that the teacher has written in the lesson plan. The teacher makes adjustments to what is happening in the classroom according to the needs and circumstances of the students. For example, the STOP technique should be carried out in the opening activities but carried out at the end of the main activities. This is because at the time of the opening activities, the students were still fresh and enthusiastic,

while at the end of the main activities, the students' energy began to decrease. Apart from that, the STOP technique is also appropriate if it is done after the students know the material about family and is very suitable to be done to invite students to reflect for a moment and remember the people closest to them, be it friends, teachers, and most importantly is their family. This is also good to improve their social-emotional competence.

B. Discussion

1. Comparison and Contras of the Research

This study examines the views of EFL teacher on the *Merdeka* Curriculum and how EFL teacher practice the *Merdeka* Curriculum in the classroom. The results of the semi-structured interview analysis show some of the views of EFL teachers on the *Merdeka* Curriculum. In addition, the results of observations about the practice of the *Merdeka* Curriculum by EFL teachers also show positive and quite interesting things.

Regarding the views of EFL teacher on the *Merdeka* Curriculum, AP as participating teacher has views that support the *Merdeka* Curriculum. This is an encouraging finding because teachers' supportive views will have a positive impact on how they carry out the

curriculum. As reported in several studies teachers' views, perspectives, and beliefs play a central role in their classroom practice (Pham et al., 2023)(Chien, 2020)(Lam et al., 2013), helping the curriculum achieve its intended purpose.

2. Strength and Limitations of the Research

The strength of this research is first, the participants in this research are experienced teachers. AP is a *guru penggerak* who also teaches at a *sekolah penggerak* so she has gained a lot of knowledge and skills about the *Merdeka* Curriculum. Second, this research was conducted in a school not far from the city so that many things could be accessed by teachers and students.

Then as a limitation, there was not many participant because this research was conducted during the first year of implementing the *Merdeka* Curriculum. Teacher's views are also not very clear because teacher was still learning a lot about the *Merdeka* Curriculum, although so far teacher has positive views and practices and support the *Merdeka* Curriculum.

3. Implications and Suggestions for Future Researcher

The results of research on teacher's views and practices in the *Merdeka* Curriculum have significant implications in improving the quality of education in Indonesia. The findings from this research provide

valuable insights for the development, improvement and adjustment of the *Merdeka* Curriculum. This information can help in designing more effective training for teachers, support the creation of educational policies that are more oriented to the needs of the field, and contribute to teacher professional development. Apart from that, the results of this research can also be a basis for further, more in-depth research on the *Merdeka* Curriculum and the development of education in Indonesia. Thus, this research plays an important role in improving the quality of education and ensuring that the *Merdeka* Curriculum better achieves national education goals..

The suggestion for future researchers is that if future researchers want to do research with the same theme, do it at a school that you feel is quite remote. Because remote schools usually have little space, adequate access and facilities so this might also influence teachers' views and practices regarding the *Merdeka* Curriculum. So it is possible that research results will be different from this research.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion of the research and suggestions.

A. Conclusion

In this study, research findings have explained the views of EFL teacher on the *Merdeka* Curriculum and how EFL teacher practice the *Merdeka* Curriculum in the classroom. First, regarding the views of EFL teacher on the *Merdeka* Curriculum. The results of the study show that EFL teachers have a positive view and support the *Merdeka* Curriculum. This can be concluded from what the EFL teacher conveyed in the interview, that she really likes this curriculum because it is more flexible for both teachers and students. This curriculum also provides new challenges for teachers to learn new things outside of their previous habits. This was also responded to positively by EFL teacher. According to her, from this, teachers can learn and develop further and are free to explore knowledge.

Second, about the *Merdeka* Curriculum practices carried out by EFL teachers in class. From the results of observations, it was concluded that teachers practice *Merdeka* Curriculum positively. This can be seen from the practice carried out by the teacher in the classroom according

to the needs and abilities of students. Such as conducting differentiated learning to accommodate the different needs of students, carrying out activities that are adapted to student conditions, using technology, and preparing various teaching media for students so they can study comfortably. In addition, the teacher also takes an emotional approach to students so that learning in class feels fun. From this, it is also concluded that the positive views of EFL teachers towards the *Merdeka* Curriculum also affect the practice of the *Merdeka* Curriculum in the classroom to be positive.

B. Suggestion

From the conclusions that have been presented above, the researcher would like to provide some suggestions. First, the EFL teacher's view of the *Merdeka* Curriculum influences the practice that EFL teachers will do in class. Therefore, it is important for teachers to know in understanding and preparing for the implementation of the *Merdeka* Curriculum, researcher suggests teachers and prospective teachers read more, seek information, and attend training on the *Merdeka* Curriculum in order to better understand the goals of the curriculum and achieve them in practice.

Second, suggestions for future researchers. This research still has many limitations, so further research is

needed in the future. First, because this research was conducted during the first year of implementing the *Merdeka* Curriculum, teachers are still in the process of learning and understanding the curriculum so the views and practices of EFL teachers may change in the next few years. Therefore, to find out the views and practices of EFL teachers, this research needs to be carried out again in the next few years. Second, this research was conducted in one of the junior high schools located in Kendal Regency, where this school is not far from Semarang City and may have better conditions than areas that are remote and far from the city center. Therefore, future researchers can collect data in a more varied context so that the findings can be more generalized.

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APPENDICES

Appendix I

INTERVIEW GUIDELINES

Peneliti	:	**Ferizka Erviana**
Judul Penelitian	:	**EFL teachers' Views and Practice on the**
		***Merdeka* Curriculum: Lesson from an**
		Indonesian Secondary School

No.	Pertanyaan
1.	Bagaimana latar belakang pendidikan anda? Tolong jelaskan!
2.	Bagaimana pengalaman anda dalam mengajar? Tolong jelaskan!
3.	Bagaimana proses anda mengenal Kurikulum *Merdeka*?
4.	Menurut anda apa pentingnya reformasi Kurikulum 2013 ke Kurikulum *Merdeka*?
5.	Apa yang telah anda lakukan untuk mempersiapkan pelaksanaan reformasi kurikulum?
6.	Menurut anda perubahan apa saja yang terdapat dalam reformasi kurikulum saat ini?
7.	Dari perubahan-perubahan yang ada, hal apa yang anda sukai/minati? Mengapa?
8.	Lalu hal apa yang anda khawatirkan? Mengapa?
9.	Menurut anda, pengetahuan apa yang dibutuhkan untuk berhasil menerapkan reformasi kurikulum? Mengapa?
10.	Lalu keterampilan apa yang dibutuhkan untuk menanggapi reformasi kurikulum? Mengapa?

Appendix II

<div align="center">

OBSERVATION SHEET

**EFL TEACHER'S VIEW AND PRACTICE ON THE *MERDEKA*
CURRICULUM: LESSON FROM AN INDONESIAN SECONDARY
SCHOOL**

</div>

Observer	:
Perihal	:
Tipe Observasi	:
Hari/tanggal	:
Waktu	:
Materi	:
Media pembelajaran	:
Kelas	:
No. Observasi	:

KEGIATAN	**CATATAN**

Appendix III

INTERVIEW TRANSCRIPTS

Informan/ status	: AP / Guru Bahasa Inggris
Pewawancara	: Ferizka Erviana (FE)
Perihal	: Pandangan terhadap Kurikulum *Merdeka*
Tipe Wawancara	: Semi terstruktur
Hari/tanggal	: Selasa/ 20 Juni 2023
Waktu	: 15.30 – 16.30 WIB
Lokasi/Via	: Gmeet

Insial	Transkrip
FE	Bagaimana latar belakang pendidikan miss pu?
AP	Untuk pendidikan jenjang universitas ya, saya belajar di Universitas Sanata Dahrma Yogyakarta dari tahun 2003. Kemudian setelah itu, saya bekerja di pemalang sempat 2 tahun, smp waktu itu, SMP PIUS Pemalang. Kemudian 5 tahun berikutnya saya ke Jakarta, di SD Swasta, SD Asisi, Tebet Jakarta Selatan, itu tempatnya Presiden Obama dulu. Kemudian pindah lagi ke SMP Nasional Karang Turi Semarang, baru tahun 2019 sampai dengan saat ini saya berada di SMPN 1 kaliwungu, Kabupaten Kendal, begitu.
FE	Apakah miss pernah ikut kegiatan/pendidikan non-formal?
AP	Pendidikan non-formal? Kursus begitu ya? Kalo kursus dan pelatihan lebih melenceng bukan ke bidangnya si, kayak kursus memasak, kursus public speaking, karena kan selain jadi guru kebetulan saya penyiar juga, penyiar radio, kemudian MC baik formal maupun non-formal. Jadi itu, saya mengambil short course ataupun pendidikan informal yang malah justru di luar dari pendidikan. Kecuali pelatihan-pelatihan dasar kayak in house training, kemudian pelatihan guru itu jelas ya. Tapi itu formal ya, pelatihan, seminar yang diadakan dinas itu kan formal ya. Kalo yang non-formal ya itu, menggali hobi saya si, lebih ke situ
FE	Kan saat ini seperti yang kita ketahui, setelah kita dilanda covid-19 kurang lebih 2 tahun kemarin ya miss. Banyak perubahan yang terjadi di Indonesia, termasuk salah satunya perubahan besar yang terjadi dalam dunia pendidikan Indonesia. Dan dari awal kita secara tatap muka lalu kita dipaksa untuk mau tidak mau harus belajar secara daring. Dan bukan hanya itu saja, hal itu juga berpengaruh ke sistem atau kurikulum yang berlaku pada saat itu, yaitu k-13 yang disederhanakan menjadi kurikulum prototype, dan berubah lagi menjadi kurikulum *Merdeka* pada saat ini, yaitu kurikulum prototype yang disempurnakan. Untuk miss pu sendiri bisa diceritakan miss, bagaimana proses miss pu awal mengenal

	kurikulum *Merdeka* hingga saat ini miss?
AP	Kalo dibilang awal mengenalnya, sebetulnya terpaksa ya, hehe. Jadi ceritanya, bapak sekolah kami itu mengikuti ujian untuk proyek sekolah penggerak, nah kebetulan bapak kepala sekolah kami itu lolos, lolos ujiannya. Sehingga mau tidak mau sekolah kami menjadi sekolah penggerak. Ketika sekolah kami sudah dinyatakan sebagai sekolah penggerak, otomatis kurikulum yang ada di sekolah kami itu berubah secara bertahap. Ini karena kami masuk sekolah penggerak di angkatan ke 2, kami baru mulai untuk ajaran tahun 2022/2023 begitu. Naaah kageeet, karena dari k-13 itu kan kita sudah dinyamankan dengan administrasi yang seabrek begitu ya, dan menahun, dan jadi kalo dibilang k-13 itu hampir tidak ada perubahannya kecuali administrasi yang menumpuk secara detail tapi tidak terpakai, artinya ada beberapa hal yang sebetulnya bisa dipersingkat dengan adanya kurikulum *Merdeka* ini. Kemudian mau tidak mau juga kita harus membentuk tim yang namanya komite pembelajaran, jadi dalam sebuah komite pembelajaran itu terdapat bapak ibu guru yang ditunjuk kurikulum yang utama, tim intinya, untuk memberikan pelatihan ke bapak ibu guru yang mengajar. Jadi kami komite tim pembelajaran dibentuk terlebih dahulu, beranggotakan 6 orang, dari kepala sekolah, wakil kepala sekolah, kemudian tim kurikulum. Selanjutnya digodoklah kami dalam sebuah pelatihan untuk dibekali, supaya nanti kami bisa menyampaikan ke bapak ibu guru yang lain yang terlibat dalam proses kurikulum *Merdeka* di kelas 7. Jadi selama satu tahun kita kalo dibilang, seperti apa sih kurikulum *Merdeka* yang sebenarnya? Kita juga masih meraba-raba, artinya dalam prosesnya kita baru bisa belajar ni, oooo ternyata kurikulum *Merdeka* itu ada proyeknya yang menonjol, proyek penguatan pelajar *Pancasila*, kemudian kita dikenalkan juga pada sistem administrasi yang lebih praktis, lalu juga bagaimana kita mengatasi siswa, terus yang namanya student center sebenarnya itu seperti apa, proses pembelajaran di kelas itu bagaimana. Naah itu baru kita raba-raba ini 1 tahun ini, artinya memang belum saya tahu betul kalo bicara kurikulum *Merdeka* itu bagi saya pribadi belum mateng gitu ya, tetapi dengan berjalannya proses kita belajar gitu.
FE	Tadi kan miss menyampaikan proses-proses pengenalan, nah itu apakah proses-proses tersebut dilakukan secara mandiri dari sekolah atau ada dari pemerintah begitu miss?
AP	Istimewanya karena kita itukan ditunjuk sebagai sekolah penggerak secara resmi, jadi sekolah penggerak itu ada sekolah penggerak mandiri dan ada juga yang ditunjuk resmi. Mandiri artinya pembiayaan dan sebagainya diusahakan oleh sekolah tersebut. Tapi karena kita sudah terdaftar sebagai sekolah penggerak, kita resmi terdaftar maka ada pendampingan khusus dari fasilitator sekolah penggerak yang ditunjukkan langsung oleh dinas. Jadi setiap bulan kita berkumpul secara online, untuk membicarakan perkembangannya, jadi kita diberi pelatihan

	pada semester lalu, beberapa kali kita diberi materi, kemudian dalam perkembangannya setelah berjalan beberapa bulan kita hanya sekedar koreksi dan evaluasi. Artinya apa sih yang berkembang dalam satu bulan itu? Kita sudah pada tahap fase apa? Nah itu istimewanya ketika kita betul-betul ditunjuk sebagai sekolah penggerak. Disamping itu memang bapak ibu guru belajar mandiri ya, kalo sekarang itu kan boomingnya guru penggerak gitu ya. Sayangnya tidak semua sekolah penggerak memiliki guru penggerak. Bahkan belum memenuhi syarat, seharusnya kalo berdasarkan pengalaman kebetulan karena tahun kemarin saya mengikuti program guru penggerak angkatan ke-5. Saya rasa bahwa ini bagus banget program guru penggerak ketika guru-guru itu masuk atau ikut sistem di sekolah penggerak. Karena saling mendukung, kalo sekolah penggerak ini ya harusnya itu guru penggerak yang masuk ke dalam sistem sekolah penggerak itu. Jadi materi yang kita dapat dari guru penggerak sesuai dengan program sekolah penggerak. Untungnya di sekolah kami ada 4 lulusan guru penggerak. Artinya ketika kita ngomong soal sekolah penggerak itu ya nyambung. Karena apa yang sudah ada di pendidikan sekolah penggerak ternyata memang layak diterapkan dan pas diterapkan di sekolah penggerak.
FE	Seperti yang kita singgung di awal tadi perubahan atau reformasi kurikulum ini berangkat dari setelah kita mengalami covid 19, dan ide-ide itu sudah muncul sejak tahun 2019-2020 pada saat itu. Dan baru diresmikan oleh mendikbud pada tahun 2022. Menurut miss pu secara pribadi, apa sih pentingnya reformasi atau pembaharuan kurikulum 2013 ke kurikulum *Merdeka* ini miss?
AP	Kalo bicara pembaharuannya banyak ya, saya melihat di k-13 itukan lebih ke administratif, lebih ke hal-hal teknis, kemudian berbicara tentang student center memang sudah ada, hanya penerapannya guru itu tidak dibebaskan untuk memilih yang mana si yang kita mau dari materi, terutama di negeri ya, kalo di swasta kan mungkin lebih fleksibel tergantung sama swasta ataupun yayasannya. Tapi ketika di negeri itu tu dari segi kurikulumnya, kemudian dari fleksibilitas guru, dari segi materi semua sudah diterapkan secara runut oleh pemerintah di k13. Enak sih, nyaman banget sebenarnya, bagi guru itu enak sekali karena beban administrasi itu, tidak perlu diganti-ganti, gitu-gitu aja. Akhirnya apa, kita jadi terlena bahwa yaudah tahun depan tidak ada perubahan juga gapapa, tidak ada inovasi ya gapapa, dalam artian sempit begitu ya, dalam k13 ya. Dan administrasinya itu detail banget, dan plusnya itu… tapi ini juga didapatkan di kurikulum *Merdeka*. K13 itu ada istilah penguatan karakter, dan penguatan karakternya itu apa sih untuk topik ini, untuk rpp yang ini tu kita mau nguatin karakter gimana, masih disendirikan seperti itu. Tapi ketika kita membicarakan kurikulum *Merdeka* itu sudah include semuanya, apalagi kita punya proyek p5 itu ya, dimana kita ngomongin soal bagaimana sih kita menyelaraskan minat, bakat, siswa, modal sekolah, kemampuan sekolah, lingkungan

	belajarnya, juga karakter apa yang mau dituangkan dalam proyek. Itu udh include, istilahnya itu lebih tertata ya, sementara untuk penguatan sikap dan pengetahuan kalo di k13 itukan sendiri-sendiri. Tapi kalo di kurikulum *Merdeka* itu diliat dalam satu kesatuan. Secara nilai kalo dulu rapotan mikir nilai sikap, pengetahuan dan keterampilan itu disendirikan. Tapi kalo di kurikulum *Merdeka* ini menjadi satu (pengetahuan+keterampilan) ditambah nilai projek, dan nilai projek ini bisa include karakter, sikap, keterampilan, sikap, dan pengetahuan. Itu bedanya, reformasi kurikulum melihat perubahannya seperti itu.
FE	Jadi kalo menurut miss pu, apakah perubahan ini sangat penting dan urgensi?
AP	Dari segi urgen tidak, bukan sesuatu yang urgen. Tetapi kalo penting iya, sangat penting. Karena kita dituntut untuk mengeksplor lebih banyak dan kalo model guru-guru kekinian itu lebih cocok. Mungkin bagi guru yang sudah mengikuti zaman TPSA, KTSP, kurikulum 2006, 2013, dari dulu itukan terstruktur begitu. Sementara ketika kita dihadapkan pada kurikulum *Merdeka*, bapak ibu guru itu malah justru merasa kesulitan, karena saking *Merdeka*nya. Tapi ketika guru yang kekinian, yang lulusan sekarang, angkatan 90an, bagi bapak ibu guru bagi usia segitu ini mengasyikkan, program sekolah penggerak, kemudian sistem kurikulum *Merdeka* yang diterapkan. Ya usia bapak menteri kita ya, sepemikiran begitu, artinya bapak menteri bisa melihat, ooo guru-guru sekarang itu butuh sesuatu yang kreatif yang berhubungan dengan teknologi, digitalisasi dan lain sebagainya.
FE	Tadi kan miss sempat menyebutkan sebelumnya miss pernah juga mengajar di sekolah swasta, yang mana biasanya sekolah swasta itu lebih fleksibel, artinya sudah lebih dulu *Merdeka*. Untuk miss pu sendiri apakah dalam pelaksanaan pembaharuan atau reformasi kurikulum ini miss juga butuh mempersiapkan sesuatu?
AP	Berbicara soal tempat kita bekerja, itu pasti mengalami perubahan. Kayak misalnya dulu di swasta, saya sudah mengalami kurikulum *Merdeka* artinya secara tidak langsung. Baru tau ooo dulu berarti yang sudah saya alami ini sudah masuk kurikulum *Merdeka* begitu. Tapi disini saya harus menyesuaikan lagi, harus belajar lagi, karena siswa nya, subjeknya sangat berbeda. Di swasta kita tidak bisa pungkiri apalagi swasta yang oke gitu ya, dimana basic anak-anak itu terbiasa untuk berpikir kritis dari kecil, jadi banyak macem-macem dan mereka berusaha untuk terbuka dan mencari solusinya seperti apa. Tetapi yang saya lihat, tidak berarti merendahkan ya, anak-anak negeri itu juga banyak yang kritis-kritis, tetapi didukung oleh lingkungan yang berbeda tentu saja kan pola pemikiran siswa berbeda. Nah tantangan buat saya pribadi ketika berada di negeri, di kaliwungu 1, saya lebih ke penyesuaian ke muridnya, ke subjeknya, saya mau ngapain ni. Apalagi kalo ngomong soal kumer itukan sesuai dengan kodrat alam dam dan zaman, kalo kodrat zaman mungkin sama, di sekolah manapun anak-anak

	merupakan jebolan generasi digital semua, kalo ngomongin soal gadget tidak masalah. Tetapi ketika kita bicara soal kodrat alam, berbeda sekali, karena kodrat alam berbicara soal lingkungan belajar dimana siswa itu belajar. Saya tidak bisa membandingkan antara semarang, jakarta, kaliwungu dan pemalang begitu. Maka yang membuat saya harus belajar untuk memahami ketika menerapkan kumer adalah lebih ke peserta didik, materinya juga harus disesuaikan dengan lingkungan belajar. Saya tidak bisa ngomong bahasa inggris konteksnya secara cas cis cus langsung begitu. Karena disini basic anak-anak sebagian besar di sd tidak memiliki pelajaran bahasa inggris. Smp merupakan jenjang pertama kali dimana mereka belajar bahasa inggris, maka secara kualitas saya harus menurunkan kualitas, dalam arti beban materi dan sebagainya. Tidak bisa kita langsung cas cis cus di depan siswa, kalo secara langsung mereka akan kaget, perlahan. Memang dalam perkembangannya akhirnya banyak penyesuaian ya daripada idealisme yang tinggi. Saya tetap mengusahakan harus ngomong bahasa inggris di kelas, karena dari situ anak akan terbiasa, saya percaya itu. Tapi dilain sisi kita juga tidak bisa dipungkiri bahwa tidak semua anak itu betul2 memahami atau bahkan tertarik ketika kita bicara bahasa inggris. Maka dari itu kita harus mengerti peserta didik yang seperti apa yang kita hadapi saat ini, saya belajar dari situ. Ngomongi soal kaliwungu ya bagaimana caranya, misalnya teaching procedures, kita tidak ngomong bagaimana cara bikin misalnya hal-hal yang aneh-aneh, tetapi lebih ke lingkungan situasi mereka itu apasih? Ooo rambak, misalnya gitu, bagaimana sih cara bikin rambak? Karena rambak makanan khasnya kaliwungu. Ngomongin deskripsi kegiatan, kita tidak bisa ngomongin adat betawi atau semarang, tetapi lebih ke ooo weh-wehan (tradisi berbagi makanan di kaliwungu) di kaliwungu itu bagaimana sih di bahasa inggris. Nah semacam itu yang menjadi pertimbangan lebih si ketika kita menerapkan kumer, terus kita harus melihat lingkungan belajar itu seperti apa, latar belakang siswa kalo di kumer kita sebutnya kesiapan siswa, baik secara mental, sikologis, kemudian persiapan fisik, kognitif dan non kognitif.
FE	Hal apa yang miss lakukan untuk mengenal siswa atau mengetahui apa yang mereka butuhkan sebenarnya?
AP	Ada beberapa hal, mengenal secara pribadi, mengenal secara kognitif, dan non kognitif. Mengenal secara pribadi tentu di awal pembelajaran kita harus membangun motivasi siswa, jadi begitu masuk pembelajaran bahasa inggris pertama kali bagaimana caranya saya attrack mereka, membuat mereka tu tertarik dengan bahasa inggris itu seperti apa. Maka saya jarang sekali bahkan tidak pernah, ketika jam pembelajaran pertama memberi materi, hampir tidak pernah. Pertama kali masuk itu hanya untuk perkenalan, dan saya meminta mereka juga untuk memperkenalkan diri dengan bahasa yang sederhana, jadi sebetulnya secara tidak langsung mereka juga dituntut untuk ngomong bahasa inggris, meskipun hanya sekedar *my name is....* Dan kalo anak tersebut mau kadang cara

	perkenalan itu macem2 ya, saya pernah minta anak untuk membuat puisi dari akronim namanya dalam bahasa inggris, dan kalo tidak bisa pake bahasa indonesia juga tidak apa2. Cara2 seperti itu ternyata sangat efektif, bisa dengan gambar, dan lain sebagainya, jadi terserah kamu mau memperkenalkan diri dalam bentuk apa, asal saya bisa tau lebih dalam tentang kamu dan keluargamu. Buat saya itu penting diawal, karena ketika kita mengenal anak secara emosional, ada kedekatan psikologis di awal, maka anak akan merasa nyaman ketika kita berjumpa lagi di pertemuan selanjutnya, dan itu sangat cair. Jadi saya tidak berbicara tentang buku, aturan, dan lain sebagainya ketika 1 jam diawal. Nah ketika ada waktu 2 jam, di 1 jam berikutnya saya baru berbicara tentang aturan kelas bahasa inggris, ada yang mau berpendapat, ada yang mau menyanggah, ada yang mau nambahin dan lain sebagainya. Jadi kita sebutnya kesepakatan kelas, aturan kelas yang disepakati bersama-sama. itu untuk kedekatan secara emosional siswa, kalo untuk kedekatan secara kognitif dan non kognitif. Untuk non kognitif kita sudah bekerja sama dengan lembaga psikolog, jadi otomatis kita tahu hasilnya, psikologi mereka bagaimana, minat bakar, gaya belajar, tipikal kepribadian yang lebih dalam juga bisa dilihat. Jadi kita sudah ada wadahnya dann itu sangat membantu. Lalu untuk kemampuan kognitifnya, biasanya untuk smp 1 kaliwungu sudah ada tes awal diagnostik. Jadi 11 mapel memberikan soal untuk dikerjakan para siswa, itu biasanya terjadi pada saat hari terakhir MPLS. Jadi ada tahapan2 dimana kita itu harus mengenal siswa tetapi dengan cara yang "dari situ baru kita tahu nih, bagaimana sih yang akan kita hadapi".
FE	Tadi miss sudah menyinggung salah satu perubahan besar dalam kurikulum ini adalah guru dan siswa itu lebih *Merdeka*. Selain itu apakah ada lagi perubahan dalam pembaharuan/reformasi kurikulum pada saat ini miss?
AP	Secara administrasi ada, jelas, administrasinya lebih simple, kalo dibilang simple sebenarnya relatif. Tapi kalo saya lebih nyaman karena kita tidak dibebani oleh beban administrasi yang terlalu banyak. Lalu proses fasenya, jadi kumer inikan dibagi fase, bukan dibagi per jenjang, beda dengan k13. K13 itu kalo di smp sendiri terdiri dari kelas 7,8,9, dan di setiap tingkatannya mereka harus ditentukan naik atau tidak, kriteria kenaikan kelas seperti apa, harus lolos kkm, dll. ketika sekolah tidak mampu menangani anak-anak yang tidak lolos kkm, artinya sekolah tersebut belum siap untuk mendidikan anak sepenuhnya menggunakan k13, itu pendapat saya pribadi ya. Karena yang saya lihat memang berbeda, kalo di swasta ada penanganan secara khusus ketika anak tidak lolos kkm. Maka ada istilahnya semester pendek, dimana mereka harus masuk ketika teman2nya tidak masuk, untuk mengejar ketertinggalan, sehingga mereka bisa naik kelas ke jenjang selanjutnya, layak untuk naik kelas. Nah di sekolah negeri tidak ada model seperti itu, maka saya anggap ini belum siap untuk ketika menerapkan k13 sepenuhnya, karena

	berbicara naik dan tidaknya hanya melihat pada saat proses, prosesnya itu ya udah kalo ga tuntas ya udah, kalo ga tuntas ngapain? Ya udah ga tuntas aja.jadi tidak ada penangan secara khusus yang sebetulnya itu bisa dilakukan. Nah kalo di kumer itukan dalam 1 fase artinya dalam kelas 7,8,9 itukan berkesinambungan, ketika dia perlu peningkatan dalam suatu hal, mereka akan tetap mengikuti fase selanjutnya, di jenjang selanjutnya pada fase D, artinya kelas 7 sudah pasti ke kls 8, dan kelas 8 sudah pasti ke kelas 9, dan menyelesaikan fase D. kenapa? Jika materi kelas 7 belum terselesaikan di kelas 7, maka akan terselesaikan di kelas 8, nah otomatis anak punya 3 tahun berproses untuk menyelesaikan tujuan pembelajaran, kalo di smp ya. Maka di fase yg 3 tahun ini, anak2 bagaimana caranya supaya bisa selesai, menuntaskan semua materi yang ada. Itu sebenarnya *Merdeka* lagi gurunya, aplikasi bapak ibu ke lapangan itu bebas mau seperti apa, ngomongin soal family, oke, pokoknya bisa mengenal anggota keluarga. Caranya bagaimana, ya terserah anaknya, anak bisa menjelaskan anggota keluarga dalam bhs inggris udah selesai begitu. Jadi keterbukaan pemikiran bapak ibu guru.
FE	Hal apa lagi yang miss suka dari kurikulum ini miss?
AP	Karena saya tidak suka terikat, buat saya ketika saya disodori kumer ini, pemikiran saya itu bisa lebih liar ya. Maksudnya untuk menerapkan materi1 ini, saya jadi eskplor kemana-mana, kayaknya kalo Cuma kaya gini2 tu paling anak2 bosen, akhirnya saya boleh ni melakukan, misalnya anak2 saya suru nyanyi, gambar, buat puisi atau apapun sesuai bakat minta mereka yang membuat mereka juga enjoy ketika mereka melakukan proses pembelajaran ini. Plus nya itu si menurut saya, Cuma memang belum bisa dilaksanakan secara maksimal, saya si merasanya gitu. Karena banyak faktor x ketika di lapangan, misalnya kemarin bahwa ada faktor emosional, misalnya anak tidak mau dengerin gurunya, atau mungkin dia punya masalah di rumah dibawa ke sekolah, jadi punya masalah di sekolah. Nah itu kita bisa mengabaikan hal-hal seperti itu.
FE	Selain hal-hal yang tadi miss sebutkan, ada ga miss hal-hal yang juga miss pu khawatirkan dalam kurikulum ini miss? Dan kenapa?
AP	Yang dikhawatirkan… kesiapan siswa, karena gini seperti yang saya bilang, anak itu berarti sudah tahu bahwa dia pasti naik. Otomatis apabila anak tsb bisa bertanggung jawab atas dirinya sendiri, dia akan melakukan yang terbaik di setiap jenjangnya dan menyelesaikan fasenya dengan baik. Tetapi ketika kita berhadapan dengan anak2 yang sudah punya pola pikir *udah… aku gapapa ga ngerjain tugas, ga ada nilainya, nilaiku dibawah kktp, ya aku tetap aja naik ke kelas 8, tetap aja naik ke kelas 9.* Nah itu problem banget buat saya secara pribadi, makanya kalo saya *ya memang kamu akan masuk, mengerjakan sesuka mu,terus PTS kamu nilainya berapaun kamu pasti naik ke level selanjutnya. Tapi tidak tuntas TP2 tersebu.* Jadi ya begitu tadi, yang bikin challenge karena mereka tahu hal tersebut maka motivasinya berkurang, jujur ya, saya mengajar

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	anak2 di era kumer beratnya ketika memotivasi anak2 untuk giat belajar. Dengan segala materi, cara, metode pangajaran yang sudah di terapkan di kelas itu belum berhasil, karena motivasi anak itu sudah di doktrin, mereka seakan-akan *udah gapapa, nyatanya naik,walau nilai ku jelek.* Itukan lessmotivation buat belajar, itu menjadi PR banget, tantangan nya disitu, yang menjadi kekurangannya disitu.
FE	Menurut miss pu penegetahuan seperti apa miss yang kita butuhkan untuk berhasil menerapkan pembaharuan kurikulum ini miss? Dan kenapa?
AP	Yang pertama pengetahuan memahami peserta didik, karena kumer ini pusat/centralnya itukan peserta didik, ketika guru gagal memahami yang menjadi kebutuhan peserta didik, maka guru tsb akan memaksakan apa yang menjadi kehendaknya, bukan apa yang menjadi kebutuhan peserta didik. Kemudian yang jelas dia harus memahami bagaimana sistem kumer ini berjalan, artinya apapun kurikulumnya pasti ada patokannya. Sebebas-bebasnya kumer pun ada patokannya yang harus kita perhatikan. Pengetahuan memahami sistem kumer ini juga penting. Pemahaman peserta didik lebih ke emosional ya. Keterampilan sosial, bapak ibu guru berdiskusi bersama dalam sebuah komunitas belajar di sekolah juga penting. Kemampuan manajerial juga penting, memanaj bagaimana siswa, model pembelajaran yang berdasarkan kemampuan dan kebutuhan peserta didik, kemampuan.
FE	Kurikulum ini lebih fleksibel, lebih *Merdeka* baik bagi siswa dan guru. Tapi untuk guru berarti kan lebih harus menyiapkan banyak opsi untuk menanggapi siswa-siswanya yang berbeda. Apakah menurut miss pu ini menjadi tanggung jawab lebih atau beban tersendiri bagi guru miss?
AP	Bisa jadi ya, itukan tergantung sudut pandang bapak ibu guru. Kalo kita bisa menerjemahkan kumer ini dengan baik itu sebetulnya akan menjadi sebuah hal yang menyenangkan untuk bapak ibu guru, karena bapak ibu guru bisa bereksplorasi. Tetapi kalo ini dijadikan beban ya memang beban karena harus belajar hal baru, belajar bagaimana pembelajaran yang berdiferensiasi, karena lebih menekan begitu, bagaimana mengatasi proyek p5. Karena yang ingin kita capai itu bukan hasil akhirnya, tetapi prosesnya, perkembangan siswanya bagaimana. Apakah dia mampu bekerja sama, apa dia mampu menghargai temannya, atau dia mau peduli ketika teman membutuhkan bantuan. Jadi itu lebih ke subjektif ya, tergantung sudut pandang guru tersebut.
FE	Berarti secara keseluruhan miss pu sangat enjoy dengan kurikulum ini?
AP	Ooo sangat, sangat menyenangkan, sangat menyukai kurikulum ini.

Appendix IV

OBSERVATION RESULT SHEET

A. Observation 1

LEMBAR HASIL OBSERVASI
EFL TEACHER'S VIEW AND PRACTICE ON THE MERDEKA CURRICULUM:
LESSON FROM AN INDONESIAN SECONDARY SCHOOL

Observer : Feriska Erviana
Perihal : Praktik kurikulum Merdeka dalam mapel B. Inggris
Tipe Observasi : Non partisipan
Hari/tanggal : Senin / 05 Juni 2023
Waktu : 10.55 – 11.35
Materi : Family (asesmen diagnostik)
Media pembelajaran : Kertas, pulpen
Kelas : 7H
No. Observasi : 1

KEGIATAN	CATATAN
Opening Activities	o Guru memberi salam o Guru meminta salah satu siswa memimpin doa. o Guru mengecek kebersihan kelas, ada beberapa sampah, guru meminta siswa membersihkan ruang kelas sebelum belajar.
Main Activities	o Guru membagikan kertas soal tes diagnostik untuk materi "family" o Siswa diberi waktu 20 menit. o Sesekali guru berkeliling dan mengawasi siswa yang kesulitan.
Closing Activities	o Guru melakukan refleksi o Guru bertanya tentang kesulitan siswa o Guru menyampaikan materi yang akan dipelajari di next meeting. o Guru mengingatkan siswa yang piket kebersihan.

11

B. Observation 2



LEMBAR HASIL OBSERVASI
EFL TEACHER'S VIEW AND PRACTICE ON THE MERDEKA CURRICULUM:
LESSON FROM AN INDONESIAN SECONDARY SCHOOL

Observer : Ferizka Erviana
Perihal : Praktik kurikulum merdeka dalam mapel B. Inggris
Tipe Observasi : Non Partisipan
Hari/tanggal : Selasa / 06 Juni 2023
Waktu : 12.10 - 13.30
Materi : Family
Media pembelajaran : laptop, proyektor internet
Kelas : 7H
No. Observasi : 2

KEGIATAN	CATATAN
Opening Activities	o Guru meminta siswa merumuskan pertanyaan yang mereka dapatkan di kertas dan menempelkannya di papan tulis
	o Guru sering mengajak siswa bernyanyi dan bertepuk tangan
	o Siswa terlihat enjoy dan tidak tegang.
Main Activities	o Guru meminta siswa duduk berkelompok sesuai dengan gaya belajar.
	o Menerapkan pembelajaran berdiferensiasi. Siswa boleh memilih materi di padlet sesuai dengan minat mereka.
	o Guru menerapkan teknik STOP, meminta siswa untuk istirahat dan membayangkan keluarga mereka.
	o Guru memberikan PR, siswa boleh memilih membuat dalam bentuk poster, tulisan, video, dsb.
Closing Activities	o Siswa diminta mengambil kepertusan terkait deadline PR.
	o Guru melakukan refleksi dan memberikan pertanyaan kepada siswa.
	o Guru menanyakan apa yang siswa rasakan selama pembelajaran.
	o Guru meminta siswa untuk menyimpan buku.
	o Guru menutup pembelajaran dengan salam.
	o Guru mengingatkan siswa untuk membuang sampah.

C. Observation 3

<div align="center">

LEMBAR HASIL OBSERVASI
EFL TEACHER'S VIEW AND PRACTICE ON THE MERDEKA CURRICULUM:
LESSON FROM AN INDONESIAN SECONDARY SCHOOL

</div>

Observer : Fevzka Erviana
Perihal : Praktik Kurikulum Merdeka dalam mapel B. Inggris
Tipe Observasi : Non Partisipan
Hari/tanggal : Jum'at / 09 Juni 2023
Waktu : 10:15 - 10:55
Materi : Family (asesmen sumatif)
Media pembelajaran : Kertas, pulpen
Kelas : 7H
No. Observasi : 3

KEGIATAN	CATATAN
Opening Activities	o Guru mengucapkan salam o Guru meminta salah satu siswa memimpin doa o Guru menjelaskan kegiatan yang akan dilakukan (tes / asesmen sumatif) o Sebelum memulai pembelajaran, guru meminta siswa mengecek lingkungan belajar, sudah bersih atau belum.
Main Activities	o Guru melakukan review materi sebelumnya. o Guru membagikan link E-form untuk asesmen sumatif kepada siswa. o Siswa diberi waktu 20 menit.
Closing Activities	o Guru menanyakan kesulitan siswa o Guru melakukan refleksi, menanyakan siswa bagian mana yang mudah, sulit dan tidak ada. o Siswa sulit bersuara. o Guru menawari siswa untuk bertanya. o Guru menutup pembelajaran dengan salam o Guru mengingatkan siswa yang piket.

<div align="center">13</div>

Appendix V

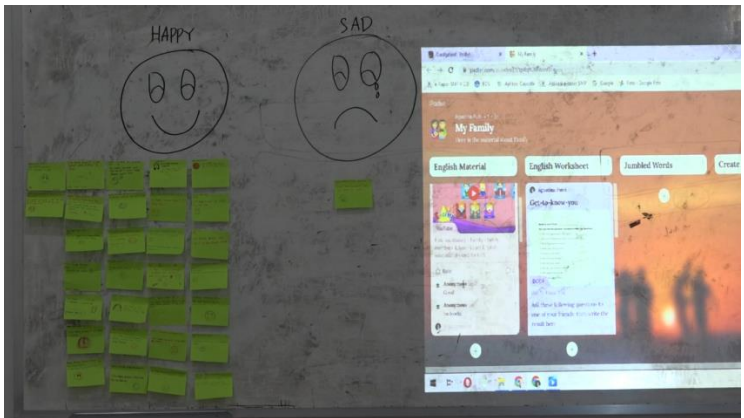<div align="center">

INTERVIEW SCREENSHOT

</div>
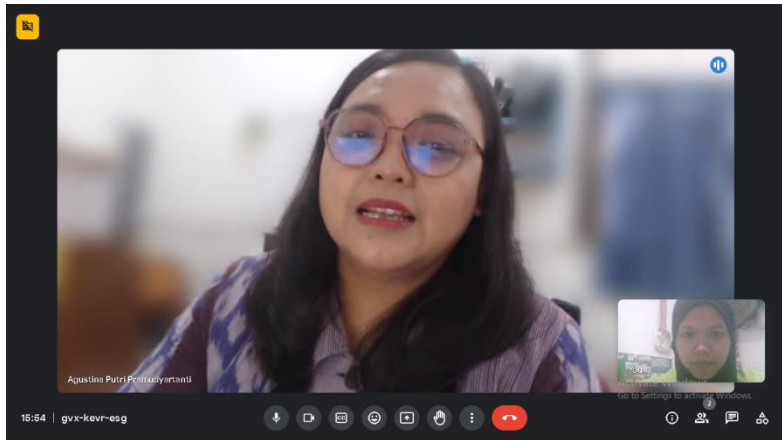
Appendix VI

OBSERVATION DOCUMENTATION PHOTOS

A. **Observation 1**

B. Observation 2

C. Observation 3

Appendix VII

LESSON PLAN

MODUL AJAR BAHASA INGGRIS

No.	Komponen	Deskripsi / Keterangan
I.	**INFORMASI UMUM**	
	A. IDENTITAS MODUL	
	Nama Penyusun	Agustina Putri Pramudyartanti, S. Pd.
	Nama Satuan Pendidikan	SMP Negeri 1 Kaliwungu
	Tahun Penyusunan Perangkat Ajar	2022
	Jenjang Sekolah	SMP
	Kelas/semester	VII/1
	Topic	Family
	Alokasi Waktu	4 x pertemuan (160 menit)
	B. KOMPETENSI AWAL	
	❖ Kosakata tentang *Family* melalui lagu ❖ Mendeskripsikan tentang *Family members* ❖ *Present tense* ❖ *Possesive adjective.*	
	C. PROFIL PELAJAR PANCASILA	
	1. **Gotong Royong** terbentuk dalam kegiatan diskusi kelompok 2. **Mandiri** terbentuk ketika mengerjakan latihan soal yang diberikan secara individu 3. **Bernalar Kritis** dan **Kreatif** terbentuk ketika diskusi dan dalam mengerjakan latihan soal	
	D. SARANA DAN PRASARANA	
	Materi atau sumber pembelajaran utama 1. Tayangan Video 2. Tayangan PPT **Media pembelajaran yang digunakan** 1. Komputer/Laptop dan Jaringan Internet 2. Proyektor	
	E. TARGET PESERTA DIDIK	
	Kategori Peserta Didik	Siswa reguler/tipikal
	Jumlah Peserta Didik	Maksimum 32 siswa per-kelas
	F. MODEL PEMBELAJARAN	

	Model Pembelajaran	Pendekatan saintifik, Problem Based Learning Kombinasi daring-luring

II	**KOMPONEN INTI**

A. TUJUAN PEMBELAJARAN

Fase Capaian Pembelajaran (CP)	Fase D
Elemen/Domain CP	Membaca dan memirsa
Tujuan Pembelajaran	7.1 **Mengidentifikasi** konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas. 7.2 **Menjelaskan** konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas. 7.5 **Menganalisa** konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.

B. PEMAHAMAN BERMAKNA

1. Peserta didik dapat mengetahui dan menyebutkan anggota keluarga dalam bahasa inggris dengan benar melalui lagu.
2. Peserta didik dapat menemukan hal – hal yang dapat ditanyakan seputar *family members*
3. Peserta didik dapat membaca *family tree* dan membuat *family tree* berdasarkan anggota keluarga masing-masing.
4. Peserta didik memahami bentuk kalimat *present tense.*
5. Peserta didik mampu membuat kalimat yang menyatakan kebiasaan atau *habits.*
6. Peserta didik memahami kata ganti milik.

C. PERTANYAAN PEMANTIK

1. How many people are there in your family?
2. Do you have sister?
3. Do you have brother?
4. What your father/mother do?

D. KEGIATAN PEMBELAJARAN

Pertemuan	Langkah-langkah Pembelajaran
Pertemuan 1 (1JP)	**a. Kegiatan Pendahuluan (10 menit)** Peserta didik melakukan do'a sebelum belajar (meminta seorangsiswa untuk memimpin do'a). • Guru memberikan salam • Guru mengecek kehadiran peserta didik dan menyiapkan kertas asesmen diagnostik • **Guru mengecek kebersihan kelas yang akan digunakan untuk pembelajaran.** • Guru memberikan informasi tentang kegiatan yang akan dilakukan. • Guru memberikan informasi tentang tujuan dari asesmen diagnostik **b. Kegiatan Inti (20 menit)** • Guru membagikan kertas asesmen diagnostik kepada peserta didik

	• Guru meminta siswa untuk mengerjakan asesmen diagnostik dengan jujur. • Guru membimbing dan mengarahkan peserta didik yang kesulitan mengerjakan asesmen diagnostik. • Setelah selesai, guru meminta peserta didik mengumpulkan jawaban asesmen diagnostik **c. Kegiatan Penutup (10 menit)** • Guru melakukan refleksi dengan menanyakan kepada peserta didik terkait kesulitan mengerjakan asesmen diagnostik. • Guru menyampaikan kegiatan yang akan dilakukan dalam pertemuan selanjutnya. • **Guru mengingatkan siswa yang ada jadwal piket kebersihan.** • **Guru mengingatkan siswa setelah selesai pembelajaran untuk membuang sampah pada tempatnya**

Pertemuan 2 (2JP)	**a. Kegiatan Pendahuluan (10 menit)**
	• Guru memberikan salam, presensi.
	• Berdoa untuk memulai pembelajaran (PPK : Religius)
	• **Guru mengecek kebersihan kelas yang akan digunakan untuk pembelajaran.**
	• Guru mengajak siswa untuk melakukan teknik *STOP (Stop – Take a breath – Observe – Proceed)* sebelum memulai pembelajaran.
	• Peserta didik menuliskan perasaan yang dirasakan pada hari tersebut sebelum memulai pembelajaran dengan menempelkan post -it di bagian perasaan *(happy, sad, angry, confuse)*
	• Peserta didik menerima informasi tentang pembelajaran yang akan dilaksanakan
	• Mengaitkan materi / kegiatan pembelajaran tentang "*Family*" dengan kehidupan sehari-hari
	• Memberikan gambaran tentang manfaat pembelajaran yang akan dipelajari
	
	b. Kegiatan Inti (20 menit)
	1) Mengamati
	  - Peserta didik diminta untuk duduk dalam kelompok sesuai gaya belajar peserta didik. Pembagian kelompok berdasarkan hasil psikostest dan tes diagnostik yang telah dilaksanakan diawal tahun pembelajaran.
	  - Guru mengajak peserta didik untuk mengamati video music yang berisi lagu tentang anggota keluarga dan mengajak peserta didik untuk bernyanyi bersama.
	  - Guru memberikan pilihan media pembelajaran untuk dijadikan materi pembelajaran hari tersebut melalui lagu, video dan teks.
	  - Siswa menyebutkan vocabulary tentang *family members* secara lisan.
	2) Menanya
	  - Dengan bimbingan dan arahan dari guru, peserta didik menanyakan kepada satu orang teman 10 pertanyaan mengenai anggota keluarga dan identitasnya dengan model wawancara.
	  - Setelah selesai, beberapa dari peserta didik melaporkan hasil wawancara mereka di grup masing – masing.
	3) Mengumpulkan informasi
	  - Peserta didik mengidentifikasi teks berjudul "My Family".
	4) Menalar
	  - Peserta didik mengidentifikasi unsur kebahasaan teks tentangFamily.
	  - Peserta didik mengidentifikasi hubungan keluarga yang terdapat di dalam teks dengan menggunakan model "Family Tree"

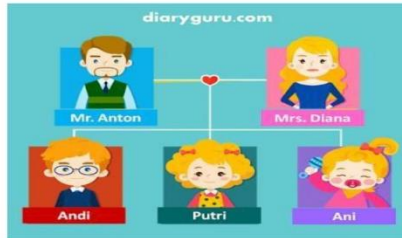| | | 5) **Mengomunikasikan**
   - Peserta didik menyampaikan hasil identifikasi mengenai teks deskripsi dengan membacakan di depan kelas untuk ditanggapi peserta didik yang lain.
   - Guru memberikan umpan balik dengan memberi pertanyaan kepada peserta didik mengenai kosakata terkait dengan teks.
   - Guru meminta salah satu peserta didik yang mengenal istilah tersebut untuk menjelaskan kepada peserta didik yang lain.

c. Kegiatan Penutup (10 menit)
• Guru memfasilitasi peserta didik membuat simpulan mengenai kosakata terkait dengan teks.
• Guru memberikan umpan balik dengan memberi pertanyaan kepada peserta didik.
• Guru meminta salah satu peserta didik yang mengenal istilah tersebut untuk menjelaskan kepada peserta didik yang lain
• Guru memberitahukan kegiatan belajar yang akan dikerjakanpada pertemuan berikutnya,
• Guru bersama-sama peserta didik menutup pelajaran dengan doa
• **Guru mengingatkan siswa yang ada jadwal piket kebersihan.**
• **Guru mengingatkan siswa setelah selesai pembelajaranuntuk membuang sampah pada tempatnya.** |
Pertemuan 3 (1JP)	**a. Kegiatan Pendahuluan (10 menit)** • Peserta didik melakukan do'a sebelum belajar (meminta seorang siswa untuk memimpin do'a). • Guru memberikan salam • Guru mengecek kehadiran peserta didik • **Guru mengecek kebersihan kelas yang akan digunakan untuk pembelajaran.** • Guru memberikan informasi tentang kegiatan yang akan dilakukan. • Guru menjelaskan tujuan dari asesmen sumatif **b. Kegiatan Inti (20 menit)** • Guru mengulas kembali materi sebelumnya • Guru membagikan link Google Form kepada peserta didik • Guru meminta peserta didik untuk mengerjakan soal asesmen sumatif. • Guru membimbing dan mengarahkan siswa yang kesulitan **c. Kegiatan Penutup (10 menit)** • Guru melakukan refleksi terkait pembelajaran yang dilakukan • Guru memberi penguatan materi yang telah di pelajari • Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya. • Guru mengingatkan siswa yang ada jadwal piket kebersihan. • **Guru mengingatkan siswa setelah selesai pembelajaran untuk membuang sampah pada tempatnya.**
E. ASESMEN	

Jenis	• Asesmen diagnostic, dilakukan pada awal pembelajaran:
	1. What do you and your family do on Sunday?
	2. How many time do you wash your hair in a week??
	3. Does your father go to office by motorcycle??
	• Asesmen formatif, dilakukan selama kegiatan pembelajaran berlangsung:
	  - Menilai keaktifan peserta didik pada saat pembelajaran dan peserta didik berhasil menemukan arti kata dalam kamus
	  - Menilai keaktifan siswa pada saat mengerjakan LKPD
	• Asesmen sumatif, dilakukan setelah pembelajaran selesai:
	  - Peserta didik mengerjakan soal dalam bentuk LMS (google Form)

Bentuk	a. Sikap :observasi b. Performa : presentasi c. Tertulis : pilihan ganda

F. PENGAYAAN DAN REMIDIAL

Pengayaan	Diberikan kepada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal. Peserta didik diberi teks bacaan yang berbeda yang berhubungan dengan materi pelajaran selanjutnya.
Remidial	Diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Peserta didik diberikan tayangan video dan teks deskripsi yang lebih sederhana untuk dapat dipelajari.

III. LAMPIRAN

ASESMEN SUMATIF

Look at the picture below and answer the question!
(Question number 1 – 5)

1. Mr.Anton and Mrs.Diana are Ani's . . .

   A. Parents
   B. Family
   C. Mother
   D. Father

2. Mrs.Diana has........son

   A. One
   B. Two
   C. Three
   D. Zero

3. Ani and Putri are Andi's . . . .

   A. Daughter
   B. Aunt
   C. Mother
   D. Sisters

4. Mr. Anton has ....children

   A. One
   B. Two
   C. Three
   D. Four

5. Mr. Aton ......Andi's father

   A. Is
   B. Is not
   C. Are
   D. Are not

7. A
8. B
9. C
10. D

PEDOMAN PENSKORAN
Skor perolehan x 100
Skor maksimal

A. BAHAN BACAAN GURU DAN PESERTA DIDIK

> **FAMILY MEMBERS**

Vocabulary family :
1.   Family = Keluarga
2.   Grandfather = Kakek
3.   Grandmother = Nenek
4.   Parent = Orang Tua
5.   Father = Ayah
6.   Mother = Ibu
7.   Children = Anak-anak
8.   Son = Anak kandung laki-laki
9.   Daughter = Anak kandung Perempuan
10.   Boy = Anak Laki-laki
11.   Girl = Anak Perempuan
12.   Only Child = Anak Tunggal
13.   The eldest child = Anak sulung
14.   The youngest child = Anak bungsu
15.   Twins = Anak Kembar
16.   Step child = Anak tiri
17.   Adoptive child = Anak angkat
18.   Foundling = Anak pungut
19.   Brother = Saudara laki-laki (Bisa kakak atau adik)
20.   Sister = Saudara Perempuan (Bisa kakak atau adik)

> **SIMPLE PRESENT TENSE**

Present Tense merupakan tenses Bahasa Inggris yang digunakan untuk mengeskpresikan aktifitas/kegiatan yang menjadi rutinitas berulang-ulang. Untuk lebih jelasnya sebagai berikut:

Digunakan untuk menyatakan Kebenaran umum(general truth)
1. The sun sunsets in the west
2. Water drifts from the higher place to the the lower one.
3. The moon is round like a ball
4. Indonesia has two seasons, Wet and dry seasons.

• Digunakan untuk menyatakan kebiasaan yang berulang(Habitual actions)
   I teach English at MTs Darul Hikmah every Monday, Tuesday and Thursday.

• Digunakan untuk menyatakan kegiatan yang sudah direncanakan atau terjadwal.
   The course begins at nine o'clock.

• Digunakan untuk untuk menyatakan kegiatan yang terjadi sekarang.
  I sit beside you

Simple Present memiliki dua bentuk kalimat yaitu Kalimat nominal dan kalimat verbal. Kalimat Nominal adalah Kalimat yang di dalamnya tidak terdapat verb. Di dalam kalimat nominal biasanya terdapat adjective, noun, adverb dll. Sedangkan kalimat verbal adalah kalimat yang di dalamnya terdapat verb.

Contoh Kalimat nominal:

1. My mother is happy.
2. He is handsome.

Contoh Kalimat Verbal:

1. My father goes to his office by car.
2. The cat catches the mouse everyday.

Rumus untuk Kalimat Nominal:

Affirmative/positif (+): S + to be + adj/noun/adverb
Negative: (-): S + to be + not + adj/noun/adverb
Interogative/Question (?): To be + S + adj/noun/adverb?

Subject: I menggunakan to be am
Subject: You, we, they menggunakan are
Subject: He, she, it menggunakan is

Rumus kalimat verbal :

Affirmative/positif (+):
S + V1 + O + adv + …

Negative: (-):
S + V1 + does not/do not + O + adv + …

Interogative/Question (?):
Does/do + S +V1 + O + Adv + …

o He, she it kata kerjanya(V1) ditambah s/es
o I, you we, they kata kerjanya(V1) masih utuh
o Untuk membuat kalimat negative maupun pertanyaan digunakan kata bantu do/does
o Untuk Subject He, she, it kata kerjanya tanpa s/es di dalam kalimat negative maupun pertanyaan.

Contoh Penggunaan kalimat nominal dan verbal dengan bentuk negative dan interrogative.

1. (+)Aryo Yoso is a teacher.
   (-) Aryo Yoso is not a teacher.
   (?) Is Aryo Yoso a teacher? Yes, he is atau No, he is not (isn't).

2. (+)Ronaldo kicks the ball beautifully.
   (-) Ronaldo does not kick the ball beautifully.
   (?) Does Ronaldo kick the ball beautifully?

3. (+)They go to Bali every year.
   (-)They don't go to Bali evey year.
   (?)Do they go to Bali every year? Yes, They do atau No, they do not (don't)

Aturan kata kerja untuk orang ketiga tunggal He, she it yang ditambah akhiran s/es:

1. Verb (kata kerja) yang berakhiran -s, -sh, -ch, -x, -z, atau –o mendapatkan akhiran -es.
   Contoh:
   Watch menjadi watches
   Go menjadi goes
2. Verb (kata kerja) yang berakhiran -y, yang didahului oleh huruf mati (consonant) mendapatkan akhiran –es dengan merubah akhiran -y menjadi -i.
   Contoh:
   Cry menjadi cries
   Study menjadi studies
3. Verb (kata kerja) yang berakhiran -y, yang didahului oleh huruf hidup (vowel), medapatkan akhiran -s dengan tidak mengubah akhiran -y menjadi –i
   Contoh:
   Stay menjadi stays
   Enjoy menjadi enjoys
4. Selain aturan Verb (kata kerja) di atas, mendapatkan akhiran -s.
   Contoh:
   Sing menjadi sings
   Cook menjadi cooks
5. Khusus untuk verb Have berubah menjadi has jika menggunakan subject. Orang ketiga tunggal seperti: He, she dan it.
   subject berbentuk jamak contoh: *They,We*, bisa   gunakan juga untuk orang kedua tunggal contoh :*You*.

B. GLOSARIUM

Konteks	: Bagian suatu uraian atau kalimat yang dapat mendukung atau menambah kejelasan makna.
Gagasan utama	: Pikiran utama
Informasi terperinci	: Penerangan bagian terkecil
Teks multimoda	: Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.

C. DAFTAR PUSTAKA

Herbert Puchta, dkk. 2021.*English In Mind SMP/MTs Kelas VII:Buku Guru.*Jakarta:Pusat Kurikulum dan Perbukuan.
https://www.youtube.com/watch?v=lDZA54Bi8sg

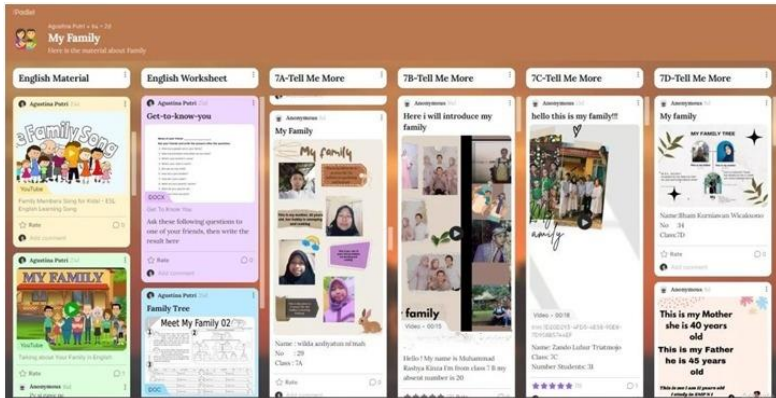Kaliwungu Selatan, 20 Desember 2022

Mengetahui,
Kepala Sekolah

Guru Mapel

Agus Suwanto, S.Pd., M.Pd
NIP 19671102 199412 1 004

Agustina Putri Pramudyartanti, S.Pd
NIP. 19850821 201903 2 005

Appendix VIII

STUDENTS' PRODUCT

Appendix IX

DIAGNOSTIC ASSESSMENT

ASESMEN DIAGNOSTIK
TAHUN PELAJARAN 2022/2023
SMPN 1 KALIWUNGU KABUPATEN KENDAL

Mata pelajaran	: Bahasa Inggris	Score	:
Kelas / Semester	: VII / 2		
Fase	: D		
Materials	: Family	Teacher's signature	:
Name	:		
Class / No	: ..../..........		

Read the following instruction for each question and answer the question correctly.

1. How many people are there in your family?
2. Do you have sister?
3. Do you have brother?
4. What your father/mother do?
5. What do you and your family do on Sunday?
6. How many time do you wash your hair in a week?
7. Does your father go to office by motorcycle?

Look at the picture below and answer the question! (Question number 8-10)

8. Mr.Anton and Mrs.Diana are Ani's . . .
    A. Parents
    B. Family
    C. Mother
    D. Father

9. Mrs.Diana has.....son
    A. One
    B. Two
    C. Three
    D. Zero

10. Ani and Putri are Andi's....
    A. Daughter
    B. Aunt
    C. Mother
    D. Sisters

☺ If you think you can, You can ☺

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Appendix X

RESEARCH PERMIT

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: 2761/Un.10.3/D1/TA.00.01/05/2023   Semarang, 05 Juni 2023
Lamp   : -
Hal   : Mohon Izin Riset
a.n   : Ferizka Erviana
NIM   : 1903046013

Yth.
Kepala Sekolah SMPN 01 Kaliwungu
di Tempat

Assalamualaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama   : Ferizka Erviana
NIM   : 1903046013
Alamat   : Jalan Merdeka, No. 45, RT. 11/04, Kel. Dusun Kepahiang, Kec.
                 Kepahiang, Kab. Kepahiang, Prov. Bengkulu
Judul Skripsi : EFL Teachers' Views and Practice On The Merdeka Curriculum:
                 Lesson From Two Indonesian Secondary Schools
Pembimbing   : Lulut Widyaningrum, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 17
hari, mulai tanggal 05 Juni 2023 sampai dengan tanggal 21 Juni 2023

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamualikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
  Dekan FITK UIN Walisongo (sebagai laporan)

Appendix XI

CERTIFICATE OF HAVING CONDUCTED RESEARCH

PEMERINTAH KABUPATEN KENDAL
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KALIWUNGU
Jl. Boja Plantaran Kaliwungu Selatan- Kendal 51372 Telp/Fax 0294-382028
Web : www.smp1kaliwungu.sch.id Email: smpkaliwungu@gmail.com

SURAT KETERANGAN
Nomor : 045.2 /530/ SMP 1 KLW

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Kaliwungu Kabupaten Kendal :

Nama	:	AGUS SUWANTO, S.Pd., M.Pd
NIP	:	196711021994121004
Jabatan	:	Kepala Sekolah

Menerangkan bahwa mahasiswa tersebut dibawah ini:

Nama	:	Ferizka Erviana
NIM	:	1903046013
Jur / Prodi	:	Pendidikan Bahasa Inggris, S1

Telah selesai melaksanakan riset penulisan skripsi di SMP Negeri 1 Kaliwungu Kabupaten Kendal dengan judul " EFL Teachers' Views and Practice On The Merdeka Curriculum: Lesson From Two Indonesian Secondary Schools", yang dilaksanakan pada tanggal 05 Juni s.d 21 Juni 2023.

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

Kaliwungu Selatan, 21 Juni 2023
Kepala SMP N 1 Kaliwungu

AGUS SUWANTO, S.Pd., M.Pd
PEMBINA
NIP 196711021994121004

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CURRICULUM VITAE

Name	:	Ferizka Erviana
Student Number	:	1903046013
Place and Date of Birth	:	Kepahiang, August 25th 2001
Address	:	*Merdeka* Street, No. 45, 11/04, Kepahiang, Bengkulu
Major	:	English Education Department
Religion	:	Islam
Phone Number	:	083165561466
Email	:	ferizkaev@gmail.com

Background of the study

1. SDN 15 Kepahiang   (2007 – 2013)
2. SMPN 01 Kepahiang   (2013 – 2016)
3. SMKN 04 Kepahiang   (2016 – 2019)
4. UIN Walisongo Semarang   (2019 – 2023)

Semarang, 14th July 2023

Researcher

Ferizka Erviana
NIM. 1903046013