IMPLEMENTING MERDEKA CURRICULUM TO IMPROVE STUDENTS' LITERACY IN EFL LEARNING

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Bachelor in English Language Education Department

By:

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ABSTRACT

Title	**:**	**Implementing Merdeka Curriculum to Improve Students' Literacy in EFL Learning**
Author	**:**	**Witiza Halwa Irdatul Qolbi**
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This study aims to explain the implementation of reading and writing skills of English language learning and to describe the students' response of using the Merdeka Curriculum. This study employed qualitative method and descriptive research documentation. The data collection techniques used interview, observation, and documentation. The research participants are the school principal, English teacher, and 30 of the seventh graders of SMP Plus Abayasa Islamic School Tlutup Trangkil Pati in the academic year 2022/2023. To analyze the data, the researcher used data reduction, data display, and conclusion drawing. The findings of this research show that teacher carried out English learning namely reading and writing skills using the Merdeka Curriculum. To improve reading and writing skills in English subjects, teacher uses the Genre Based Approach method. By using the Genre Based Approach method, it is expected that children will be able to read and write English properly and correctly. The response of students to the Merdeka Curriculum implemented at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati is positive, because by implementing this Merdeka Curriculum students feel happy and comfortable participating in learning activities. Students are better able to understand the material presented by the teacher. Based on the findings, it is hoped that this research will be useful for future researchers who want to apply the Merdeka Curriculum in improving students' reading and writing skills in learning English.

Keywords: *Merdeka Curriculum, Literacy, Reading, Writing*

DEDICATION

This thesis is dedicated to:

1. My almamater Walisongo State Islamic University Semarang.
2. My beloved parents and family who always prays, gives support and motivation.

MOTTO

"Don't explain yourself to anyone. Because those who like you don't need it and those who hate you don't believe it."

(Ali bin Abi Thalib)

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Alhamdulillah, finally the researcher has finished in writing this final project for the requirement for the degree of bachelor education in English Language Education Department of Walisongo State Islamic University (UIN) of Semarang. Therefore, the researcher would like to express the deepest graduate to:

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The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 19th September 2023

The Researcher,

Witiza Halwa Irdatul Qolbi

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CHAPTER I
INTRODUCTION

This chapter discusses about background of the study, research questions, objectives of the study, limitation of the study, and significance of the study.

A. Background of the Study

Education is an important institution in the process of preparing and improving quality human resources. Education is a place for agents of change to be realized in social life (Akbarjono, 2015). Mansour Fakih argues that education is a process of producing critical awareness, such as cultivating class awareness, gender awareness and other critical awareness. Humans are the main subject that is the target as well as the implementer of education itself because humans are the only creatures endowed with reason and thought so they must be able to cultivate and enrich themselves with education.

Education is not only a medium for transferring knowledge, but also a medium for developing students' critical thinking. The current demands of education not only form competitive students, but also be able to face future challenges that play a role in changing society in a better direction. Good

education will make good human resources too. Without quality education it will be difficult to create human beings who have high competitiveness.

The Merdeka Curriculum is the newest curriculum that is being socialized by the Ministry of Education, Culture, Research and Technology (*Kemdikbudristek*) which starts in 2021 with the curriculum applied to driving schools. In the year 2022, *Kemendikbudristek* conducted data collection which was the basis for the implementation of this Merdeka Curriculum in the future. The Merdeka Curriculum is a curriculum with intra-curricular learning with varied content so that students can be more optimal and have enough time to deepen concepts and strengthen competencies. The Merdeka Curriculum has now been adopted by 300 thousand schools in Indonesia. *Kemendikbudristek* projects that the Merdeka Curriculum will become the national curriculum in 2024.

There are several strategies for implementing independent pathway prototype curriculum which are used as a follow-up to the Ministry of Education and Culture's policies. One of these strategies is the Gradual Prototype Curriculum Adoption Route. This strategic approach is how to facilitate educational units to recognize their readiness as a basis for determining the choice of

prototype curriculum implementation and provide periodic feedback (3 months) to map the need for adjustments to prototype curriculum implementation support from the central government and local governments.

In the context of learning recovery, schools are now given the freedom to determine which curriculum to choose. Even though there is Merdeka Curriculum that implemented in the 2022/2023 school year, school can still choose other curriculum options that are considered more suitable. Schools that use the Merdeka Curriculum independently can choose three more options, including Independent Learning, Independent Change, and Independent Sharing.

Schools that choose Independent Learning still use the 2013 curriculum but have started to apply the principles in the Merdeka Curriculum, especially in the context of increasing competence in literacy, numeracy, strengthening character education and others in the Merdeka Curriculum. The literacy skills of students are applied with the implementation of the 2013 curriculum. Learning is carried out through an integrated literacy approach so that students are more creative and innovative. So that literacy learning in the 2013 curriculum aims at developing

the attitudes, skills, and knowledge of students. Basic literacy skills consist of reading and writing as the core of the program.

SMP Plus Abayasa Islamic School Tlutup Trangkil Pati, one of the private junior high school that still chooses independent learning, still uses the 2013 curriculum but has started to apply the principles in the Merdeka Curriculum, especially in the context of increasing competence in literacy, numeracy, strengthening character education and others existing in the Merdeka Curriculum.

The first literacy that is very important in the world of education is literacy in reading and writing. The ability to read and write is a skill that must be owned by every individual. These skills help us to understand, process, and convey information appropriately. In the world of education, the ability to read and write is important in the learning process. Students who have good reading and writing skills will be able to understand the material being taught more easily and be able to express their thoughts effectively.

A strong foundation in literacy and numeracy is essential for every primary school student to sustain their ability to engage in education, reach their potential and participate fully in society.

Numeracy skills are needed in all aspects of life. While literacy is the main need for every human being to be able to fulfill his life needs (Ekowati, Suwandayani, 2018: 40). Literacy numeracy is the knowledge and skills to use various numbers and symbols related to basic mathematics to solve practical problems in various contexts of daily life and analyze information presented in various forms (graphs, tables, charts, etc.) then use the interpretation of the results of the analysis to predict and make decisions.

The Organization for Economic Cooperation and Development (OECD) announced the 2018 PISA (Programme for International Student Assessment) scores for Indonesia in the fields of literacy, mathematics and science. This PISA measurement aims to evaluate the education system by measuring student performance, especially in three main areas, namely mathematics, science, and literacy. The results of the PISA 2018 score for Indonesia have been given by Yuri Belfali (Head of Early Childhood and Schools OECD) to the Minister of Education and Culture (*Mendikbud*) Nadiem Makarim at the Ministry of Education and Culture Building in Jakarta and placed Indonesia in 70th place out of 78 participating countries (Fuadi, Robbia, 2020: 109). This shows that the quality of learning related to mathematics, science and literacy in Indonesia is far

below the OECD member countries. Therefore, a new paradigm shift is needed in the education and learning system in elementary schools to be able to improve literacy and numeracy skills through a transformative educational paradigm.

Transformative education according to Mezirow is learning that is oriented towards changing (transformation) the frame of reference as an assumption structure that is used by someone to view, understand, and make sense of life (Sopingi, 2018). Transformation means (a) changing form, appearance or structure; (b) change conditions, nature or characteristics; even (c) replace the substance. Thus all transformations are changes, but not all changes are transformations. Change is more superficial, while transformation is more substantial. Transformative education is education that carries out a process of change for the better.

Based on the observations of researcher at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati, teacher said that students' reading and writing skills in English subject were still low. To overcome this problem, teacher use media for learning. Then motivate them to study harder to increase students' literacy in EFL Learning. A strong foundation in learning in schools is needed in the form of literacy. Literacy is not only the ability to

read, but also the ability to analyze reading and understand the concepts behind writing. In the context of education, implementing basic literacy is very important. Basic literacy is a foundation that must be owned before learning more complex material.

Based on the background above, SMP Plus Abayasa Islamic School Tlutup Trangkil Pati has not implemented literacy properly, so students in carrying out reading and writing skills is still low, so the researcher intends to conduct a study with the title: "Implementing Merdeka Curriculum to Improve Students' Literacy in EFL Learning".

B. Research Questions

In order to provide clarity to the discussion of this research, the researcher needs to convey the research focus as follows:

1. How is the implementation of Merdeka Curriculum to improve students' literacy at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

2. How is students' response to the implementation of the Merdeka Curriculum at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

C. Objectives of the Study

As is generally a research, it definitely has goals to be achieved. The objectives that the researcher wants to achieve from this research are:

1. To explain the implementation of Merdeka Curriculum to improve students' literacy at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati in the academic year 2022/2023.

2. To describe the students' response to the implementation of the Merdeka Curriculum at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati.

D. Limitation of the Study

The researcher conducted this study at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati in the academic year 2022/2023. This study investigated the implementation of the Merdeka Curriculum to improve students' reading and writing of the seventh graders.

E. Significance of the Study

The benefits of this study are as follows:

a) Theoretical Benefits

This research has benefits for science, namely:

1. Providing additional knowledge and literature in the field of education related to the implementation of Merdeka Curriculum on English literacy of SMP Plus Abayasa Islamic School Tlutup Trangkil Pati students.
2. Used as reference material for the basis for further research development related to this research.
3. Developing theories in the field of education, especially in improving literacy.
4. As input for similar research in the future.

b) Practical Benefits

1. Benefits for students

Receive different treatment in improving literacy. So that this new experience can improve student achievement, especially in English subjects, makes students more active when participating in learning because the learning method is fun and attracts students' attention.

2. Benefits for Schools

Schools where teachers are already able to make innovations or changes, then improving learning provides a great opportunity for teachers and schools to develop.

3. Benefits for Teachers

   a. Improve managed learning. This improvement will create a sense of satisfaction for the teacher because it is easy to do something to improve the quality of the learning they manage, besides that the results they get can be spread to colleagues, so they are moved to try to improve learning in their classrooms.

   b. It can develop professionally because it can show that teachers are able to assess and improve the learning they manage.

   c. Teachers are more confident, teachers are able to analyze their own work in the classroom so that they find strengths and weaknesses and then develop alternatives to overcome their weaknesses.

   d. Teachers have the opportunity to play an active role in contributing their own knowledge and skills. Teachers do not only accept the results of improvements determined by others. But the teacher is

the designer of the actor who produces various innovations in providing learning.

4. For foundation institutions, provide input to related parties such as school principals, teachers and students to add insight or knowledge about accuracy in habituation as an application of the curriculum at the unit level of education.

5. For related education departments, namely the office of the Ministry of Education and Culture as a policy maker on the development of appropriate curriculum management to support learning activities at the Ministry of Education and Culture Agency.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses about previous research, theoretical review, and theoretical framework.

A. Previous Study

In supporting this research, there are several relevant studies conducted by some researchers.

1. A journal published in 2022, entitled "Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What not in Indonesian Education" was conducted by Yuni Pratikno, Eric Hermawan, Antoni Ludfi Arifin.

    According to this research, the methods section describe the steps for implementing this literature review which aims to gain an understanding of Indonesian human resources and Merdeka Curriculum from design efforts to implementation in schools so that it can be seen what has been achieved and what is impossible to achieve.

    The result showed that the human resources in Indonesian, independent from curriculum design to implementation in schools, found significant obstacles

where the government was successful in designing the curriculum but it was constrained in implementation. It can be seen quite a lot has been achieved and a lot has not been achieved. Thus these results were helpful for the subsequent study (Pratikno et al., 2022).

The similarity between previous research and the present research is that both studies discuss the implementation of Merdeka Curriculum. The difference with this present research is that it discusses its application in increasing reading and writing literacy.

2. A journal published in 2022, entitled "Merdeka Belajar Curriculum Innovation and Its Application in Education Units" was conducted by Dini Irawati, Hakin Najili, Supiana Supiana, Qiqi Yuliati Zaqiah.

The purpose is to describe the findings of the literature taken from articles, reports, web, YouTube streaming related to the topics discussed. The lack of literature discussing research topics is the reason researchers take references from the web and YouTube from the channels of policymakers. The data analysis technique used takes from the Sugiyono data analysis technique (Sugiyono, 2015). Among them, data collection is related to topics similar to this article, the

collected data is then reduced to produce data that is in line with the research questions. The data is presented (display data), then the data that has been presented can be drawn conclusions.

The results obtained include showing that schools flexibly and creatively can be given the flexibility to design and carry out learning in accordance with students' abilities. This curriculum change is successful if supported by changing in the mindset of educators and education personnel and other educational stakeholders (Irawati et al., 2022).

The similarity between previous research and the present research is that both studies discuss about Merdeka Curriculum. The difference with this present research is that the method used by the researcher in this previous research was library research on various studies related to the Merdeka Curriculum.

3. A journal published in 2022, entitled "Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum" was conducted by Kasman, Siti Khodijah Lubis.

This research employed a qualitative approach with a literature study method. This research data is secondary data collected through the exploration of sixty-four literary references from books and articles in nationally accredited and internationally reputable scientific journals. The data were analyzed by using Miles' and Huberman's interactive model, which includes data reduction, data presentation, and conclusion drawing/verification.

The results of this study indicated that the design of the teacher performance evaluation instrument in the new learning paradigm of the Merdeka Curriculum take into account teachers' planning, implementation and assessment of the learning. Teachers' performance evaluation instruments design in the implementation of the new learning paradigm of the Merdeka Curriculum was serving as a reference in conducting evaluations. Through performance evaluation, teachers' competencies can be measured, learning obstacles can be identified, feedback on classroom needs can be provided, and opportunities for schools and teachers to develop themselves can be created (Kasman et al., 2022: 760-765).

The similarity between previous research and the present research is that both studies used qualitative methods. The difference is that this research aims to design an instrument for evaluating teachers' performance in the implementation of the new learning paradigm of the Merdeka Curriculum.

4. A journal published in 2022, entitled "Utilizing Quipper School for Improving Reading Comprehension of Recount Text" was conducted by Siti Mariam, Catur Kepirianto, Ma'rifatul Fadhilah, Nafisah Mardhiana.

   This research design employed qualitative descriptive. The data collection technique used interview and documentation. To analyze the data, the researchers used data reduction, data mapping, inference, or validation. The participants of this study were the eleventh grade students and the English teacher at a public high school in Semarang, Indonesia.

   The research shows that students and the teacher have been helped in the teaching and learning process using Quipper School application. Students can learn reading materials with this digital medium during online learning due to the Covid19 pandemic. Students also enjoy discussion and interest in educational materials that

are easy to implement and have easy access to the digital media. There were also interactive conversations about student learning issues to help students understand the reading content materials more easily (Mariam et al., 2022).

The similarity between previous research and the present research is that both studies used qualitative methods. The difference is that this research examines the use of the Quipper School Application to improve reading comprehension.

5. A journal published in 2022, entitled "Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text" was conducted by Catur Kepirianto, Siti Mariam, M. Ulya Ashari.

This research design employed quantitative method using control-group of nonequivalent of quasi experimental research design. The study was conducted at eighth graders of a private junior high school in Batang, Indonesia. The research procedure used pretest, post-test, and documentation. Data analysis technique applied t-test formula SPSS 25 version program.

The finding shows that experimental class taught by Mind Mapping collaborated with Think-Pair Share has higher achievement in posttest than control class taught by traditional method. The mean post-test of experimental class, 85.00 is higher than that of control class namely 49.50. The conclusion infers that Mind Mapping collaborated with Think Pair Share is effective to teach reading in descriptive text. It can be recommended to English teachers for using this learning model in EFL classroom in order to create meaningful and joyful learning (Kepirianto et al., 2022).

The similarity between previous research and the present research is that both studies focus on observations about reading comprehension. The difference is that this research uses quantitative methods while the present research uses qualitative methods.

B. Literature Review

This chapter consists of the related theoretical review of this research. It discusses the implementation of Merdeka Curriculum which includes the definition of Merdeka Curriculum, Merdeka Curriculum goals, the principles of Merdeka Curriculum implementation, the implementation of

Merdeka Curriculum, literacy in English language learning and English language learning.

1. **Definition of Merdeka Curriculum**

   We need to understand two differences before talking about curriculum change, namely between the national curriculum framework and the education unit level curriculum. The national curriculum is a curriculum set by the government as a reference for teachers to compile curricula at the unit level of education. Meanwhile, the education unit level curriculum is a curriculum that should be periodically evaluated and improved to suit changes in the characteristics of students and the development of contemporary issues. The national curriculum framework should provide a space for innovation and independence, so that it can and should be further developed by individual schools. In essence, the national curriculum framework should be relatively fixed, not changing quickly, but allowing rapid adaptation and change at the school level. This is what the Ministry of Education and Culture did by designing Merdeka Curriculum.

   In fact, the pace of change in our national curriculum is actually not very fast, it's even slowing down. If we pay

attention, since the enactment of Law no. 20 of 2003 concerning the National Education System, the pace of curriculum changes slowed from KBK in 2004, KTSP in 2006, and finally the 2013 Curriculum (K-13) in 2013. The new Merdeka Curriculum will become the national curriculum in 2024. In other words, the next change will only occur after the previous curriculum (K-13) has been implemented for 11 years and passed at least four education ministers. So, this fact breaks the saying "Change Minister, Change Curriculum" (Kemendikbudristek, 2022).

The Merdeka Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose a variety of teaching and learning tools that can be adapted to the learning needs and interests of students. The project to strengthen the achievement of the Pancasila student profile was developed based on certain themes set by the government. The project is not directed to achieve a specific learning achievement target, so it is not tied to the content of the subject.

The curriculum is an important instrument that contributes to create inclusive learning. Inclusion is not only about accepting students with special needs. However, inclusive means that the education unit is able to organize a learning climate that accepts and respects differences, social, cultural, religious and ethnic differences. Learning that accepts the physical, religious, and identity of the students. In the curriculum, inclusion can be reflected through the application of the Pancasila student profiles, for example from the dimensions of global diversity and morality to others as well as from project-based learning. This project-based learning will automatically facilitate the growth of tolerance so that inclusion is realized.

2. Merdeka Curriculum Goals

There are two main objectives underlying this policy. First, the government, in this case the Ministry of Education and Culture, wants to emphasize that schools have the authority and responsibility to develop a curriculum that suits the needs and context of each school. Second, with this curriculum option policy, it is hoped that the process of changing the national curriculum can occur smoothly and gradually. The government is tasked with compiling a curriculum framework. Meanwhile, the operationalization,

how the curriculum implemented is the school's task and autonomy for teachers. Teachers as professional workers who have the authority to work autonomously, based on educational knowledge. Thus, the curriculum between schools can and should be different, according to the characteristics of students and school conditions, while still referring to the same curriculum framework. Changes in the curriculum framework certainly demand adaptation by all elements of the education system. This process requires careful management so that it produces the impact we want, namely improving the quality of learning and education in Indonesia. Therefore, the Ministry of Education and Culture provides curriculum options as one of the change management efforts (Kemendikbudristek, 2022).

The implementation of the Merdeka Curriculum is aimed at three things. First, as part of the curriculum improvement process so that it has the most optimal impact in reducing the risk of learning loss and improving the quality of education in Indonesia in the future. Second, to produce good practices for teachers and school principals who are experienced in adopting the curriculum which can then be influenced by other schools. Third, the limited and gradual curriculum adaptation approach is also aimed at

providing space for regions to prepare human resources during the adoption phase to provide curriculum reinforcement that will be used in the future.

Nationally, curriculum changes will occur in 2024. At that time, the Merdeka Curriculum had already gone through iterations of improvement for 3 years in various schools and regions. In 2024 there will be quite a lot of schools in each region that have studied the Merdeka Curriculum and can later become learning partners for other schools. This phased approach gives teachers, principals and the education office time to learn. The learning process of these key actors is important because this learning process forms the foundation of the educational transformation that we aspire to.

The goal of curriculum change is to overcome the learning crisis. We want to make schools a safe, inclusive and enjoyable place to learn. Therefore, the Ministry of Education and Culture has made systemic changes, not just the curriculum. We reform the education evaluation system, organize a teacher recruitment and training system, align vocational education with the world of work, assist education offices, and strengthen budgets and institutions. Such systemic changes certainly cannot happen in an instant.

Step by step curriculum changes are expected to give adequate time to all key elements so that the foundation for the transformation of our education can be firmly embedded.

Various national and international studies show that Indonesia has experienced a long learning crisis. These studies show that many Indonesian children are unable to understand simple reading or apply basic mathematical concepts. The findings also show steep educational gaps between regions and social groups in Indonesia. This situation then got worse due to the outbreak of the Covid-19 pandemic. To overcome these crises and challenges, we need systemic changes, one of which is through the curriculum. The curriculum determines the material taught in the classroom. The curriculum also affects the pace and teaching methods that teachers use to meet the students' needs. For this reason, the Ministry of Education and Culture has developed the Merdeka Curriculum as an important part of efforts to recover learning from the crisis that we have experienced for a long time.

3. Principles of Learning in the Merdeka Curriculum

As part of the learning recovery effort, the Merdeka Curriculum (which was previously referred to

as the prototype curriculum) was developed as a more flexible curriculum framework, while also focusing on essential material and developing the character and competence of students. The main characteristics of this curriculum that support recovery of learning are:

a. Project-based learning for the development of soft skills and characters according to the Pancasila Student Profile.

b. Focus on essential material so that there is sufficient time for in-depth learning of basic competencies such as literacy.

c. Flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to the context and local content.

The Merdeka Curriculum includes three types of learning activities as follows:

1) Intra-curricular learning is carried out in a differentiated manner so that students have enough time to explore concepts and strengthen competencies. This also provides flexibility for teachers to choose teaching tools that suit the needs and characteristics of their students.

2) Co-curricular learning is in the form of a project to strengthen the Pancasila Student Profile, with the principles of interdisciplinary learning oriented towards character development and general competencies.

3) Extracurricular learning is carried out according to student interests and educator unit resources.

The allocation of study hours in the curriculum structure is written in total in one year and is supplemented with suggestions for the allocation of study hours if delivered on a regular/weekly basis. The implementation of learning in the Merdeka Curriculum is a cycle that goes through the following three stages:

1) Diagnostic Assessment

The teacher conducts an initial assessment to identify the potential, characteristics, needs, stages of development, and stages of student learning achievement. Assessments are generally carried out at the beginning of the learning year, so the results can be used to make further planning regarding the learning method that should be used.

2) Planning

The teacher arranges the learning process according to the results of the diagnostic assessment, and grouping students based on ability levels.

3) Learning

During the learning process, the teacher will conduct formative assessments periodically, to determine student learning progress and make adjustments to learning methods, if necessary. At the end of the learning process, the teacher can also carry out a summative assessment as a process of evaluating the achievement of learning objectives (Kemendikbudristek, 2022).

4. **Merdeka Curriculum Implementation**

The Merdeka Curriculum can be continuously implemented in three ways. First, fundamental regulations, for example Government Regulation No. 57 of 2021 concerning National Education Standards. Regulations can be a reference for developing the competence of teachers and principals, as well as many other things. Second, in terms of assessment, the curriculum must be accompanied by a good assessment or assessment system like the national

assessment. The national assessment is very different from the National Examination. The national assessment is designed not to test knowledge, but to assess students' reasoning abilities. The national assessment is also an assessment that describes the idea of an ideal school. The national assessment is not only to assess students and schools, but also to assess the performance of local governments. Through the results of the regional performance assessment, the central government will be able to provide policies that are more in line with the needs and context of each educational unit and region. Third, public support. Public support is another crucial thing in the sustainability of curriculum implementation. Strong public support will be difficult to shake policy changes.

The Merdeka Curriculum emphasizes the importance of linking learning with assessment, especially formative assessment, as a learning cycle. According to Black at.al (2002), formative assessment is any form of assessment whose main purpose is to improve the quality of students' learning processes. The form or instrument of two or more assessments can be similar, but if the purpose of one of the assessments is to determine class advancement, then the assessment is not a formative assessment, but a summative

assessment. Therefore, the assessment principles in the Merdaka Curriculum do not emphasize concrete methods, but rather on the objectives and functions of assessment as feedback to improve the quality of learning.

There are three key principles that underlie the Merdeka Curriculum implementation strategy in the context of learning recovery. First, the Merdeka Curriculum is optional, so educational units can make a decision whether they will implement it as a learning recovery effort or not. Second, curriculum implementation is a learning process, so that just as students learn according to the stage of achieving their competencies, educational units and educators also implement the curriculum according to their level of readiness. Thus, the form of curriculum implementation does not have to be uniform for all educational units. Third, assistance and support for curriculum implementation is carried out comprehensively, as in an ecological system adapted from Bronfenbrenner's theory (OECD, 2020) so that interventions are carried out to influence factors that are directly and indirectly related to curriculum implementation.

The curriculum consists of intracurricular activities, projects to strengthen the Pancasila student profile, and

extracurriculars. The allocation of class hours in the curriculum structure is written in total in one year and is supplemented by suggestions for the allocation of class hours if delivered on a regular/weekly basis. In addition, there are adjustments in the subject settings which in detail explained in the question-and-answer level list.

There is no change in the total class hours, only that the JP (class hours) for each subject is allocated for 2 learning activities:

1) Intracurricular learning
2) A project to strengthen the Pancasila student profile. So, if the JP is calculated for routine learning activities in the classroom (intra-curricular) only, indeed it seems as if the JP is reduced compared to the 2013 Curriculum. However, the difference in class hours is allocated for a project to strengthen the Pancasila student profile.

For students to reach the competencies and characters contained in the Pancasila student profile, strengthening is needed apart from intra-curricular, extra-curricular and other programs. The project to strengthen the Pancasila student profile is carried out by training students to explore real

issues in the surrounding environment and collaborate to solve these problems. Therefore, the allocation of separate time is needed to ensure that the project to strengthen the Pancasila student profile can run well.

Education units and local governments can add additional content according to needs and characteristics. Education units or regions can manage local content curriculum flexibly. Local content learning can be done through three methods, namely:

a. Integrating local content into other subjects. Explanation: education units or local governments can determine learning outcomes for local content which can then be mapped into other subjects.

b. Integrating local content into the project theme of strengthening the Pancasila student profile. Explanation: education units and local governments can integrate local content into the project theme of strengthening the Pancasila student profile. For example, projects with the theme of entrepreneurship are carried out by exploring the potential of local crafts, projects with the theme of climate change can be related to environmental issues in the region, and so on.

c. Developing specific local content subjects that stand alone as part of an intra-curricular program. Explanation: education units and local governments can develop specific local content subjects that stand alone as part of an intra-curricular program. (Kemendikbudristek, 2022).

5. **Literacy in English Language Learning**

According to Elizabeth Sulzby (1986), literacy is the language skills possessed by a person in communicating "reading, speaking, listening and writing" in different ways according to their goals. If defined briefly, the definition of literacy is the ability to write and read. Literacy is popularly understood to denote the ability to read and write prose and other print texts, it is an integrated complex of language and thinking processes and skills, incorporating a range of habits, attitudes, interests and knowledge, serving a range of purposes in different contexts (DSE/CEOV, 1994, p.329). Literacy involves the ability of individuals to use written information to achieve their goals, and consequently they are able to use this information to function effectively in modern societies (Rintaningrum, 2009).

The literacy ability of students is applied with the implementation of Merdeka Curriculum. Learning that is carried out through an integrated literacy approach so that students are more creative and innovative. So that literacy learning in the Merdeka Curriculum aims at developing the attitudes, skills, and knowledge of students. Basic literacy skills consist of reading and writing as the core of the program. Literacy also places other literacy skills in the syllabus (Teguh, 2020).

Implementation of literacy-based transformative learning can be implemented by compiling activities that contain elements of literacy in the learning process by developing it in thematic learning. Educators can choose appropriate learning methods, so that students are involved in the problem-solving process with full diligence and confidence. Educators plan and carry out the implementation of learning that can foster literacy during learning.

Literacy based English learning for school students is broadly based on and aims for students to:
1) Be able to solve simple problems in everyday life and can apply their experience in social environment.

2) Be able to think logically by understanding differences, classifications, patterns, planning, cause and effect, and initiative.

3) Be able to think symbolically which includes the ability to recognize letters, apply the concept of numbers, and be able to represent various kinds of objects and their imagination.

4) Be able to understand receptive language, namely the ability to understand stories, rules, commands and appreciate a text.

5) Be able to stimulate self-awareness by demonstrating self-ability, knowing own feelings, self-control and being able to adapt to a new environment.

6) Be able to be responsible for oneself and others by understanding their rights, obeying rules, self-regulation and being responsible for their behavior.

7) Be able to behave prosocially which includes the ability to play with peers, share, respond, respect the opinions of others, be cooperative, tolerant and polite.

8) The basic principles of literacy and numeracy are contextual, thus the questions given to students aim to explore literacy which must be related to the daily

lives of students through story questions. Through story questions, students practice to improve literacy and numeracy skills, as well as practice basic literacy in reading comprehension (Holmes, Dowker, 2013: 249-265).

9) Be able to express language through asking, answering, oral communication, retelling, expressing feelings, ideas and desires.

10) Be able to understand literacy in the form of letters, letter sounds, and understand words in reading.

Literacy based English learning at SMP Plus Abayasa Islamic School starting from grade 7 to grade 9 can be done by providing stimulus to students. The implementation of literacy in English learning cannot be separated from the efforts of educators to create models, media, and learning methods. One of them is getting used to reading, because reading plays an important role in life and to increase knowledge. Through reading activities, students can obtain a variety of information that can support their learning process. Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character, one of them is about the activity of reading non-learning

books for fifteen minutes before class time begins (Mahmud, Pratiwi, 2019: 69-88).

6. **English Language Learning**

   English as a foreign language means that English is only used and positioned as a learning in an educational institution, both formal educational institutions and non-formal educational institutions and is not used as a language in social life and in daily life interactions nor is it a basic language in a country (Tomlinson, 2005).

   Definition of learning in general, learning is a process of behaviour change obtained through the experience of the individual concerned. The focus of the attention of learning psychologists is to examine why, when, and how the learning process occurs. Example: how a dog comes running when its name is called. Unlike animals, humans are more unique and more complicated because humans are able to show variety of behaviours so that it becomes somewhat more complicated to determine how that behaviour was learned. Learning psychologists understand and explore the general principles that explain the learning process.

Learning is essentially an interaction between students and the environment so that there is a change in behavior for the better. In learning, there are many factors that influence it, both internal factors that come from the individual, and external factors that come from the individual's environment (Ismail, 2008: 10).

According to Dimyati and Mudjiono (Syaiful Sagala), explained that learning is a programmed teacher activity in instructional design to make learning active, which emphasizes providing learning resources (Heryati, Muhsin, 2014: 166).

English is a mandatory material that is held from elementary school - junior high school - senior high school. Therefore, it is provided a summary of English subject matter, especially for grade 7 junior high school. This summary of English subject material aims to make it easier for teachers to teach or make it easier to find material to be taught. The following is a summary of the English subject material for junior high school grade 7 Semester 1 and Semester 2.

❖ English Material for Junior High School Semester 1

- Greetings and Partings
- Introducing Oneself and Others
- Grammar: To Be
- Expressing Gratitude
- Expressing Apology
- Asking for Information
- Grammar: There is and There are
- Giving Commands
- Expressing Prohibition
- Grammar: Present Continuous Tense
- Expressing Politeness
- Grammar: Adjective

❖ English Material for Junior High School Semester 2

- Asking and Giving Opinion
- Expressing Likes and Dislikes
- Genre of Text: Descriptive Text
- Grammar: Prepositions
- Asking and Giving Something
- Grammar: Simple Present Tense
- Asking and Giving Fact
- Genre of Text: Procedure Text

- Grammar: Adverb
- Asking for Clarification
- Grammar: The Use of Do/Does (Mulyani, Hakim: 2023).

The statement above is based on the LKS and teacher's handbook. The LKS is a book used as a reference for the English language learning process activities in class VII, namely the book 'Pegangan Guru Bahasa Inggris untuk SMP/MTs Kelas VII' by Septiarti Wijayanti with the publisher Putra Nugraha, Surakarta. The handbook is the book 'Bright An English Course for SMP/MTs Grade VII' by Nur Zaida with the publisher Erlangga, Jakarta.

CHAPTER III
RESEARCH METHOD

This chapter discusses about research design, research setting and participant, data sources, data collection techniques, and data analysis techniques.

A. Research Design

This research is a field research, which is research conducted in the arena or field where symptoms occur (Hadi, 2017). This research is a type of field research that is directly related to the object that the researcher examines to obtain real data with a qualitative approach, so this research is a qualitative research (Miles & Huberman, 1994). If viewed from the data obtained is not poured in the form of statistical numbers, and the analytical method that the researcher uses is descriptive analysis, then this research is descriptive research.

This research is a field research, so to be able to obtain data, researcher can immediately jump into the field whether the data is in the form of documents, or various reliable information. The approach used in this study uses a technical qualitative approach. Qualitative research seeks to interact with its research subjects naturally, not prominently and in a non-coercive way and qualitative research is

interested in investigating people in natural settings about how they think and act in their way (Hadi, 2017).

B. Research Setting and Participant

The research was conducted at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati. This research carried out for 15 days on August 2023. In this research the participant conducted were school principal, English teacher, and 30 students of seventh graders at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati.

C. Data Sources

The researcher collected data in outline from two kinds of sources, namely:

a. Primary Sources

This primary data source comes from field research, namely research that is directly related to the object under study. In this case the researcher directed to direct observations in the field. By seeking information from objects, including school principals, subject teachers, and students.

b. Secondary Source

This secondary source comes from data obtained from the literature. Library data is used to develop a

theoretical foundation as a basis for writing thesis and research practice in the field, namely demographic data, and supporting books.

D. Data Collection Techniques

Data collection techniques from a research are a very important part of a research itself. To collect data relevant to research, researcher used the following data collection techniques:

a) Interview

Interview is a tool to collect information by asking a number of questions orally to be answered orally as well. The main characteristic of interviews is direct face-to-face contact between the information seeker and the information source (Sugiyono, 2013, p. 317). In this study, the researcher conducted interviews with information sources at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati both to the headmaster, English teacher, as well as 30 students, and others related to the efforts that have been made to improve the social character of students.

In its implementation, the researcher prepared several questions that were asked to the source of information, besides that information seekers must

approach and be familiar with the information sources so that the answers given are truly satisfying. The interview was conducted at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati to obtain the data needed by the researcher.

b) Observation

Observation as a data collection technique has specific characteristics when compared to other techniques, namely interviews and questionnaires. If interviews and questionnaires always communicate with people, then observations are not limited to people, but also other natural objects. This technique is used when the research deals with human behavior, work processes, natural phenomena and when the observed respondents are not too large (Sugiyono, 2013, p. 310).

In this observation, the researcher used the participant observation technique, where the researcher is involved with the daily activities of people who are being observed or who are used as sources of research data. While making observations, the researcher participates in what the data source is doing and feels the ups and downs. With participant observation, researcher can observe what is happening

around them every day so that the data obtained can be complete, sharp and effective. With this method, researcher can observe all activities and behaviors of students directly carried out at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati.

c) Documentation

Documentation is a method of data collection by searching for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agenda books and so on (Sugiyono, 2013, p. 329).

Documentation study is a data collection technique that is not directly addressed to research subjects, but through other documents that can be in the form of photographs or other activity schedules.

E. Data Analysis Techniques

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing it into units, synthesizing, arranging it into patterns, choosing important names and those to be studied, and making conclusions so that they are easily understood by oneself and others. The data analyses are:

1. Data Reduction

    Based on data reduction, the researcher summarizes, takes the main and important data, focuses on the important things, looks for themes and patterns and discards the unnecessary ones. Thus the reduced data provided a clearer picture, and make it easier for researcher to collect further data (Miles & Huberman, 1994, p. 10).

2. Data Display

    The data is reduced, so the next step is to display the data. In this qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories and the like. The most frequently used to present data in qualitative research is with narrative text (Miles & Huberman, 1994, p. 11).

3. Conclusion Drawing

    The third step in qualitative data analysis is drawing conclusions, and these conclusions may or may not answer the formulation of the problem formulated from the beginning. Because as has been stated that the problems and formulation of problems in qualitative research are still temporary and develops after research in the field (Miles & Huberman, 1994, p. 11).

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the result of the research finding and discussion about implementing Merdeka Curriculum to improve students' literacy in reading and writing skills.

A. Research Findings

The results of this study are the answers to the problems that have been formulated and determined previously. Based on the results of research conducted at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati, as follows:

1. **Implementation of the Merdeka Curriculum to Improve Students' Reading and Writing Skills in Class VII English Subjects at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati**

In the context of learning recovery, currently SMP Plus Abayasa Islamic School Tlutup Trangkil Pati has implemented the Merdeka Curriculum in the 2022/2023 academic year for class VII, school can still choose other curriculum options that are considered more suitable. Schools that use the Merdeka Curriculum independently can

choose three more options, including Independent Learning, Independent Change, and Independent Sharing.

SMP Plus Abayasa Islamic School Tlutup Trangkil Pati chose independent learning which still uses the 2013 curriculum for class VIII and class IX, but has started to apply the principles in the Merdeka Curriculum, especially in the context of increasing literacy competence, strengthening character education, and others in the Merdeka Curriculum.

Based on the results of an interview with the principal of SMP Plus Abayasa Islamic School Tlutup Trangkil Pati, Mr. Shodikin, M.Pd on Wednesday, August 2, 2023, he explained that:

"My response to the Merdeka Curriculum is positive. The positive thing is that in the Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching devices so that learning can be tailored to the learning needs and interests of students."

The Merdeka Curriculum is an important instrument that contributes to create inclusive learning. Inclusion is not just about accepting learners with special needs. However, inclusive means that education units are able to organize a learning climate that accepts and respects differences, social, cultural, religious, and ethnic differences. Learning that accepts regardless of the physical, religious, and identity of its learners.

In the curriculum, inclusion can be reflected through the application of Pancasila student profiles, for example from the dimensions of global diversity and morality to others as well as from project-based learning. This project-based learning will automatically facilitate the growth of tolerance so that inclusion is realized.

To improve reading and writing in class VII English subjects at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati, the right method of learning is needed. In accordance with the material taught in class VII is descriptive text, the teacher uses the learning media such as learning video to support students' comprehension skills in English lessons. By using the Genre Based Approach method, it is expected that children will be able to read and

write English properly and correctly. In accordance with the learning materials, namely descriptive text, children explain the reading text while watching video.

In providing significant understanding to students require methods and strategies that are in accordance with the conditions and needs of the class when teaching and learning activities take place. This aims to achieve the basic cognitive abilities of students in reading, writing, translating, deciphering, and so on. The understanding ability of students can be reflected in their attitudes when learning takes place. When the teacher explains and the teacher asks questions, some of the students enthusiastically ask questions related to material that they have not understood.

Details of the observations that researcher found at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati regarding the implementation of an Merdeka Curriculum to improve student reading and writing skills in English class VII can be seen in the following series of activities, including researcher conducting research activities at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati for 15 days starting from August 1, 2023 to August 15, 2023. So that researcher can easily understand the characteristics of

students and the culture contained in the school environment. Researcher also understands the state of the classroom when the Genre Based Approach method is applied by the teacher and how students respond when the method is applied so that the Genre Based Approach method is able to increase students' reading and writing English properly and correctly and is able to understand the materials provided by the teacher.

Researcher conducted observation, interview, and documentation from August 1, 2023, to August 15, 2023. Before conducting interview, researcher first asked for permission and met with the school principal to conduct observation, interview and documentation with informants. After asking for permission, the researcher contacted the informant to ask for the willingness to become an informant from the research conducted by the researcher. During the interview session, researcher met with the vice head of curriculum, English teachers, and students. In supporting students' comprehension abilities in English subjects, it is necessary to have methods and strategies that are appropriate to the circumstances and conditions as well as suitability with the subject matter when learning takes place.

Researcher conducted an interview session on August 3, 2023 with the vice head of curriculum in the teacher's room at 11.15 WIB. For more details, below is a statement delivered by the vice head of curriculum who also as an English teacher, namely Mrs. Putri Mawiliani, M.Pd regarding the implementation of Merdeka Curriculum to improve student reading and writing in English class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati:

"The implementation of learning English for class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati is in accordance with the Merdeka Curriculum, but it is still not fully in accordance with what is expected, because the Merdeka Curriculum has just been implemented in the learning process."

The advantages and disadvantages of the Merdeka Curriculum are as follows:

"The advantages of this Merdeka Curriculum, students are more emphasized to think more creatively, innovatively, quickly respond and also train students' courage. Besides that, the Merdeka Curriculum also trains students' logical abilities so that they can solve a problem and in the Merdeka Curriculum are given or included

elements of life and also religious elements to form students with character. Meanwhile, the disadvantages of the Merdeka Curriculum include Merdeka Curriculum that can confuse teachers. Teachers have never been directly involved in the process of developing Merdeka Curriculum, there is no harmony between the learning process and the results in the Merdeka Curriculum, and complicated forms of assessment."

"As the deputy head of curriculum, I know very well about the patterns and behaviors of class VII especially when given assignments by the teacher. They are very enthusiastic about doing assignment. Class VII is a class where students are always active. In this English lesson, students are required to read and write. To test whether or not students understand the material taught, one of them is through the Genre Based Approach method."

"The Genre Based Approach method is also a support for students' cognitive abilities in the classroom. When students are given assignments, most of them do it in the library or outside of class hours with their friends, they have extraordinary enthusiasm, and I am sure that all students if given assignments must be done all without exception

because their enthusiasm in understanding the material is very high and some of them if they do not understand immediately ask questions even though the teacher still has not opened the question."

In the explanation above, it can be concluded that the application of Genre Based Approach method to grade VII students to improve English reading and writing skills make children enthusiastic about learning so that when this Genre Based Approach method is applied, it will certainly improve students' comprehension skills and improve fluency in reading and writing, especially in English subjects.

According to Byrne (1984:28), Genre Based Approach is defined as a framework for language instruction based on examples of a particular genre. Genre Based Approach is an approach which is also known as text based instruction. Genre Based Approach method is also expected to be a reflection material for students in order to provide an assessment of the learning that has been carried out and be able to improve students' English reading and writing skills.

According to Hammond et.al (1992:18-23) states that there are four stages in teaching learning cycle based on

Genre Based Approach method. They are building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text. The stages of the Genre Based Approach method in English learning are as follows:

1. Building knowledge of the field

   Classroom tasks and activities at this stage enable the learners to:

   - Explore cultural similarities and differences related to the topic
   - Share experience relevant to the topic or text
   - Practice grammatical patterns relevant to the topic or text
   - Build up and extend vocabulary relevant to the topic or text

2. Modeling of the text

   This stage involves introducing the learners to a model of the genre they will be reading or writing; focusing on analyzing the genre through a model text related to the course topic.

   Classroom tasks and activities at this stage enable learners to:

   - Read the model text with the teacher, with other students or alone

- Develop an understanding of the social function and purpose of the text; the overall organization and development of the text
- Develop an understanding that the organization of the text is functional: that the text is as it is because of the purpose it fulfills. Its schematic structure and grammatical patterns are not accidental.

3. Joint construction of the text

Classroom tasks and activities at this stage enable learners to:

- Explore further the purpose of the genre and its relation to the topic or field
- Contribute the knowledge of the field in the shared construction of text that appropriate with the social function and generic structure
- Develop an understanding of some of the differences between talking about a topic and writing about it.

4. Independent construction of the text

Classroom tasks and activities at this stage enable learners to:

- Incorporate knowledge of schematic structure and grammatical patterns into their own writing

- Produce written texts that approximate control of the genre
- Read other examples of the genre in contexts outside the classroom and feel confident about writing the genre in contexts outside the classroom.

The implementation of the Merdeka Curriculum can run smoothly and well in accordance with the provisions of the curriculum, so teacher has characteristics in carrying out teaching process activities in the classroom, including a pleasant example from English teacher.

The existence of a pleasant teacher figure and provides a comfortable atmosphere in the classroom when learning takes place is certainly the desire for every student. Because the existence of a teacher who has characteristics that are able to make students feel comfortable while learning will provide enthusiasm and increase student learning motivation in the learning material. When a teacher is able to bring and package classroom conditions to be fun, it will be a plus for the teacher in the eyes of students. This applies to English teachers who feel so enthusiastic and interested in learning English because the personality and

characteristics of the teacher are able to make the learning atmosphere enjoyable in English subjects, namely Mrs. Putri Mawiliani, M.Pd.

This can be seen through the exposure of the interview which was conducted during school break hours on August 3, 2023 with Mrs. Putri Mawiliani, M.Pd as the English teacher in class VII. Here's the exposure: "When I was in class and teaching the students, it would have been crowded first, they asked 'what material we will study now ma'am?' So I feel challenged there to always hone my knowledge and abilities both from academics and the ability to nurture students to be more interested in learning English, because I deliberately did not provide guidebooks or textbooks, and only student worksheet handbooks (LKS). What I teach in English subject may be different from other subjects where the teacher provides textbooks and LKS, modules or other things to students."

"For English subjects, whose the teacher is me, I always apply learning using LKS 'Pegangan Guru Bahasa Inggris untuk SMP/MTs Kelas VII' by Septiarti Wijayanti or handbook 'Bright An English Course for SMP/MTs Grade VII' by Nur Zaida because there are several reasons, the first

considering that class VII is the chosen ones, students who already have high academic abilities certainly have high interest and curiosity abilities. So that students want to explore this subject matter by not only holding on to LKS or modules and the other, I want my students to independently explore the ability to understand the material wherever the source is obtained, it can be through the facilities that the school provides such as libraries and IT laboratories that are available for students to access, Wi-Fi is also available at school and in the classroom, so there is no reason for class VII students not to be enthusiastic in understanding and exploring the material and doing the assignments given."

From the explanation above, it can be concluded that the ability of students and the high spirit of curiosity about English make teachers challenged to explore and hone their abilities in order to further foster this curiosity attitude to students so that the existing enthusiasm always grows love for knowledge, especially English. In addition to academic abilities that need to be honed and deepened, a teacher must also be able to develop the potential to manage learning strategies and methods while in class so that students feel comfortable and happy when teachers provide and deliver learning materials.

The behavior and example of English teachers in the classroom reflect such a noble attitude that makes students feel comfortable and enthusiastic about learning in class. Likewise, the high enthusiasm and curiosity of class VII students is also a supporting factor in fluency and comfort as well as increased motivation to learn in class.

When a teacher is able to understand the characteristics and abilities of the students, he will easily provide a better stimulus and response in supporting more significant learning activities to achieve his learning goals. Giving assignments is a form of learning evaluation of what has been given by the teacher related to learning material. However, when giving assignments that are less relevant to students' abilities, it will actually make students less enthusiastic in doing it. But on the contrary, when the assignments are given according to the abilities and understanding of students, it will further foster enthusiasm in doing it.

The assessment of the English language learning process uses the Genre Based Approach method which assesses students' readiness, process and learning outcomes as a whole. The integration of the assessment of these three

components describe the capacity, style and learning achievements of students who are able to produce an instructional effect on the knowledge aspect and a nurturing effect on the attitude aspect. The results of authentic assessments are used by teachers to plan remedial learning programs, enrichment or counseling services. In addition, authentic assessment results are used as material to improve the learning process in accordance with Educational Assessment Standards. Evaluation of the learning process is carried out during the learning process using tools: observation sheets, peer questionnaires, recordings, anecdotal notes and reflections. Evaluation of learning outcomes is carried out during the learning process and at the end of the lesson unit using methods and tools: oral tests and written tests. The final evaluation results are obtained from a combination of process evaluation and learning outcome evaluation.

The English teacher uses formative and summative assessment. The formative assessment are informal and formal assessment, such as teacher's appreciation to students' answers, daily tests, and quiz. The summative assessment are midterm test and final test.

Based on the description of the quality of learning indicators above, it can be seen, among other things, from the teacher's behavior in carrying out the learning process. The teacher uses the methods of observing, questioning, reasoning/associating, organizing and communicating. This method influences student learning behavior and impact, learning climate, learning materials, learning media, and learning systems.

Assessment of English learning using Genre Based Approach method in class VII of SMP Plus Abayasa

No	Name	Assessment components ≥ 75 - 100				
		Cognitive	Reading	Writing	Creativity	Average
1	ARP	85	90	90	90	89
2	AAA	80	85	85	85	84
3	ANH	85	88	90	85	87
4	AKN	75	75	75	70	74
5	AH	85	85	80	85	84
6	DHT	90	85	86	85	87
7	DRL	85	80	80	85	83
8	DFDI	80	85	90	85	84
9	DM	85	85	80	85	84
10	FAK	90	85	86	85	87
11	FN	85	90	90	90	89
12	HHM	80	85	85	85	84
13	IMT	85	88	90	85	87

14	MDA	80	80	85	85	83
15	MAP	85	85	80	85	84
16	MAN	90	85	86	85	87
17	MFA	85	80	80	85	83
18	MHR	80	85	90	85	85
19	MLH	85	85	80	85	84
20	MPN	90	85	86	85	87
21	MRR	85	90	90	90	89
22	NMA	80	85	85	85	84
23	NSA	85	88	90	85	87
24	RAK	75	75	70	75	74
25	SHA	85	85	80	85	84
26	SPURA	90	85	86	85	87
27	SWN	85	80	80	85	83
28	WM	80	85	90	85	85
29	ZAR	85	85	80	85	84
30	MHMH	90	85	86	85	87

Based on the recapitulation of the assessment of English learning descriptive text material for class VII at SMP Plus Abayasa Islamic School using the Genre Based Approach method, the number of students was 30 children. The average results obtained had reached the KKM because each student had obtained an average score above 83, while the KKM determined by the school is only 70.

2. Students' Responses to the Implementation of the Merdeka Curriculum at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati

Students' response to the Merdeka Curriculum implemented at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati is a positive attitude implemented by students, because by implementing this Merdeka Curriculum students feel happy and comfortable participating in learning activities. Students are better able to understand the materials presented by the teacher. Because the Merdeka Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

In the Merdeka Curriculum, schools and teachers are given the freedom to determine learning methods that suit student needs. In this way, students can learn according to their abilities and interests, so they can better understand and enjoy the lessons given. The Merdeka Curriculum can also increase student creativity. In the Merdeka Curriculum, students are given the opportunity to develop their creativity

through more varied and challenging activities. In learning carried out in this way, students can feel more challenged to explore their abilities and develop their potential.

However, no matter how good the curriculum implemented in schools is, there are still advantages and disadvantages. Moreover, schools that do not have complete facilities will hamper teaching and learning activities. This is a reality that must be faced by teachers and students in the learning process due to several factors. These various factors cannot be separated from several elements of school facilities, teachers, and students.

Based on the results of interviews with students and teacher, several data related to this matter can be obtained, including lack of time duration for English subjects when students doing assignments. In the implementation of Genre Based Approach method assignments there are various obstacles that affect students' interest and motivation in doing the assignments given. The lack of time duration for some students who are lacking in completing assignments was an obstacle in implementing this Genre Based Approach method. But for some students can complete their assignments properly without any obstacles. This is most

likely influenced by several factors, both intrinsic and extrinsic factors of students and teachers.

From the student factor, it is caused by negligence in doing the work, which is less consistent, playing more or talking in the work on assignments also makes the implementation and application of Genre Based Approach method not run optimally. From the teacher's factor it was caused by several things including 1) being late to class, 2) repetition of material until students understood, 3) students who were too rowdy and not conducive.

Here the researcher conducted interviews with several students. For more details, it can be seen based on the results of interviews conducted on Thursday, August 3, 2023 with students, which can be described as follows:

Zevil "The teacher gave us an assignment that was easy but I did not know why suddenly the time is running out so fast it makes me nervous to finish it soon. Maybe because I was joking with my friends while doing my assignment, that's why I didn't realize that the time was up, so that's probably the obstacle."

Anita "Because the ability of each student is different in doing assignments, so I am the type who when doing the assignment wants to be as good as possible so that the teacher's assessment is also good, and because of that I do not remember the time, I forget the time when English class is about to finish."

From the results of the interviews with the informants, it can be concluded that the cause of the obstacles in implementing the Genre Based Approach method is the lack of time efficiency in carrying out the assignments given, whether caused by the personal students or teacher. From students it can be caused by frequently joking with their friends in class when doing assignments so they forget about the time of learning hours, then the careful and meticulous attitude of students who are so perfectionists in carrying out assignments so that the time they have is lacking. Then the last factor is the factor of the teacher being late in carrying out teaching and learning activities in the classroom.

There are several factors that encourage students to carry out reading and writing literacy in English subjects including the following:

1. **Application of the Genre Based Approach Method**

    The Genre Based Approach method can encourage student learning in English subjects. In the implementation of Genre Based Approach methods in the classroom, of course, there are driving factors that become a reference for the method to be successfully applied in the classroom. One of the driving factors was based on the results of interviews with several class VII students, which was related to a mutually supportive classroom environment.

    A positive classroom and school environment will always produce good learning outcomes and achievements. This happened in class VII of SMP Plus Abayasa Islamic School Tlutup Trangkil Pati. The students in this class are always enthusiastic and support each other among other students, especially in working on assignments. It can be seen when they work together in completing the assignments. This can be proven based on the results of an interview conducted on Friday, August 4, 2023 with students named Ainun and Rizal following the presentation:

Ainun "I am excited to do the assignment because of the influence of friends in the class who are so enthusiastic in completing the assignment given by the teacher. That's what makes me love this class. When I want to be lazy and see my friends doing assignments, I am also indirectly excited to complete the assignment given by the teacher."

Rizal "when given an assignment by the teacher, indirectly my friends must be very enthusiastic in doing it, so I am also excited because their influence on mutual cooperation and often exchange ideas when doing assignments is an interesting thing from class VII friends."

From the exposure of the interviews by the informants above, they had a very good response in class, felt comfortable, enthusiastic and easily motivated due to their friends who both supported each other so that they were able to make the learning atmosphere fun. Therefore, a positive classroom and school environment will always produce good learning results and achievements.

2. **The Role and Influence of Motivation from Parents**

Basically, the role of parents is also a trigger for increasing student's motivation in learning at school. When parents take part in providing and guiding their children to learn and hone their children's abilities, the motivation and development of children in learning will increase.

This is appropriate based on the results of interviews with class VII students about the causes of their increased motivation when doing assignments given by the teacher. The researcher conducted an interview session on Friday, August 4, 2023 in the classroom. Here the researcher conducted an interview with a student named Anita along with her explanation:

"When my motivation has decreased to learn, I always remember my parents at home who always support and pray for me and guide me to be given the opportunity to go to school, so when there is assignments given by the teacher, I must immediately do it because when I remember my subconscious parents, I indirectly invite me not to be lazy in learning."

From the explanation above, it can be concluded that the role of parents is also very important in triggering increased student motivation when studying at school. When parents take part in providing support and guiding their children to learn and hone the abilities possessed by their children, the motivation and development of children in learning will increase.

3. **Teacher's Motivation**

Successful teachers are teachers who are able to provide a good understanding and provide increased motivation in learning, especially in learning English itself. The role of the English teacher here turns out to be a trigger for students to do the assignments given. Every enthusiasm and motivation given has an influence on increasing student motivation in doing the assignments given. This is in accordance with what was explained by one of the students named Nova.

The researcher conducted an interview session on Friday, August 4, 2023 in the classrooms of SMP Plus Abayasa Islamic School Tlutup Trangkil Pati. Here is the explanation: "One thing that makes me enthusiastic in doing English assignments is because the teacher

who teaches always encourages her students even though the English class schedule has ended, but the teacher is always enthusiastic about providing motivation in class so that her students are able to do their assignments well which is their responsibility."

This is also supported by the presentation of the results of interviews with a student named Dimas, the following are the results of the presentation: "The teacher gives motivation and advice in class when I am not enthusiastic or lazy, immediately I feel awake and excited again in learning, especially doing assignments which are of course the responsibility of every student including me, so if I do not do it or I am late, I will miss out with the other friends."

From the explanation above, it can be concluded that the role of the teacher is not only to explain the subject matter, but also to provide motivation and enthusiasm to students so that they can continue to be active and diligent in learning.

To reduce student boredom when carrying out literacy in teaching and learning activities in class, of

course the enthusiasm for learning will not be fully stable until class ends. Boredom, drowsiness and the like which trigger a decrease in student learning motivation certainly requires good efforts and strategies so that students remain enthusiastic in accepting and doing assignments, especially in English lessons.

The researcher interviewed seventh grade students regarding their interest in the figure of Mrs. Putri Mawiliani, M.Pd as an English teacher. Here the researcher conducted interviews with students of Hanif Husni Mubarok and Wilis on Friday at 10.10 WIB.

Hanif Husni Mubarok "My English teacher in class is very friendly, can adapt to the conditions and wishes of the class. When it was explained at first we didn't understand, but Mrs. Putri repeated it again until we understood, the teacher was patient and pleasant, besides that Mrs. Putri also friendly with us, so when we were learning English it would be easy to understand, because the teacher never gets tired of delivering the material many times until the students understand. If we already understand the material, we are immediately given the assignments by Mrs. Putri,

and the assignments are actually quite easy, because it is in accordance with the explanation that the teacher has explained before."

Wilis "Usually, most teachers teach more talkatively, but the unique thing is that the teacher in this English subject is friendly with us, often jokes together, play games in class. The activities are fun, and from there the teacher does not get tired of understanding her students. The teacher explains the learning material patiently and kindly until we really understand and as a result the material is easily understood by students."

The two explanations above revealed the results that were equally satisfied when English subjects were managed and packaged by teachers who are fun, carrying, and delivering learning material to students with methods and strategies that were in accordance with the abilities of students.

English is one of the subjects that require students to continue reading and writing as the key to understanding the material so that when the teacher is

able to guide and direct students to be interested in English subjects, it will make the learning atmosphere more enjoyable.

B. Discussion

In qualitative research, more data analysis techniques are carried out at the time of data collection, and after completion of data collection within a certain period. At the time of the interview, the researcher had already conducted an analysis of the interviewee's answers. If the interviewee's answers after analysis are not satisfactory, then the researcher continued to question again, until a certain stage, obtained data that is considered credible. Miles and Huberman, suggest that activities in qualitative data analysis are carried out interactively and take place continuously until complete (Miles, Huberman, 1994).

Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content is more optimal so that students have enough time to explore concepts and strengthen competencies. One of the Merdeka Curriculums, namely a project to strengthen the achievement of the Pancasila student profile, is developed based on certain themes set by the government. The project is not directed to achieve specific learning achievement targets, so it is not tied to subject content.

1. **Implementation of the Merdeka Curriculum at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati**

    The Merdeka Curriculum is the development and arrangement of the curriculum 2013. A curriculum has an impact on various parties. Life in the global era demands various fundamental educational changes. These changes include: changes from local people's views of life to global societies, changes from social cohesion to democratic participation, and changes from economic growth to human development (Mulyasa, 2017).

    In relation to changes in the Merdeka Curriculum, various parties analyze and see the need to implement an Informatics and Computer Technology (TIK) competency-based curriculum and at the same time based on the character of the Pancasila student profile, which can equip students with various attitudes and abilities in accordance with the demands of the times and technological demands. The character-based curriculum of Pancasila student profiles and TIK competencies are expected to be able to solve various national problems, especially in the field of education, by preparing students, through planning, implementing and evaluating the education system

effectively, efficiently, and successfully, including in the development of an independent curriculum.

The Merdeka Curriculum places more emphasis on character education, especially at the basic level, which becomes the foundation for the next level. Character education in the Merdeka Curriculum aims to improve the quality of educational processes and outcomes, which leads to the formation of ethics and noble morals of students in a whole, integrated, and balanced manner, in accordance with graduate competency standards in each educational unit.

Through Merdeka Curriculum that is both competency-based and character-based with a thematic and contextual approach, it is hoped that students will be able to independently improve and use their knowledge, examine, internalize and personalize character values and noble morals so that they are manifested in daily behavior.

The development of Merdeka Curriculum is expected to prepare quality human resources so that the people and nation of Indonesia can answer various problems and challenges that are increasingly complicated and complex. This is important, because in the era of globalization, the

development of science, technology and art takes place so rapidly and the high mobility of humans because the distance of space and time becomes very relative.

Merdeka Curriculum based on the character of the Pancasila student profile and TIK competencies must involve all existing components in the education system and demand optimal cooperation among teachers, thus requiring compact cooperation among team members.

The differences between teachers in the past before using the Merdeka Curriculum and teachers who had used the Merdeka Curriculum were as follows:

In the past, before using the Merdeka Curriculum in the teaching and learning process, the teachers were active, while the students were passive. This is because the teacher who teaches still using traditional learning, where a teacher in explaining lessons uses more of the lecture method and expects students to sit, be silent, listen, take notes, and memorize.

Learning activities that used teacher learning methods in the past were monotonous, less interesting, boring, and could not make students enthusiastic about learning. In

addition, during the teaching process, the teacher was not optimal in conditioning the class so that the class atmosphere became rowdy. As a result, students pay less attention in following the lesson and their learning achievement decreases. The lack of teacher understanding of learning strategies and methods greatly influences the teacher's role, so it is necessary to get attention to be more optimal in carrying out the role of a teacher.

Teachers who have used the Merdeka Curriculum in the teaching and learning process have active students, meaning that teachers must be able to encourage students, be better able to make observations, ask questions, reason, and communicate or present what they get or know after receiving learning material. Through these 4 objectives, it is expected that students will have much better attitudes, skills and knowledge competencies. They will be more creative, innovative, and productive.

Based on the observations above, the implementation of learning English using the Merdeka Curriculum that occurs at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati is still not optimal, because the teacher has not used the Genre Based Approach method when giving material, and

the lack of motivation given by the teacher to students to ask questions and answer questions so that students are less enthusiastic in participating in learning activities.

Overall of the 30 students at SMP Plus Abayasa Islamic School who achieved a completeness score in learning English, there were 20 students, while 10 students had not yet achieved a completeness score. This shows that the teacher has a relatively low or less optimal role in the learning process in the classroom. However, after the teacher used the literacy method in implementing English learning, the success of the students increased to 28 out of 30 students in class VII.

2. **Student Response to the Implementation of the Merdeka Curriculum at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati**

The student responses to the implementation of the Merdeka Curriculum at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati were very happy and enthusiastic, because with the implementation of the Merdeka Curriculum students felt happy and excited about participating in learning activities. Students are better able to understand the material presented by the teacher. Because the Merdeka

Curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

Moreover, this Merdeka Curriculum aims to simplify the previous curriculum which seemed complicated and could not meet the achievement of student competence. So to achieve the success of students at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati apply Genre Based Approach method in increasing learning motivation.

Based on the results of research that has been conducted by researcher, there are various kinds of data related to the application of Genre Based Approach method in increasing student motivation in English subjects at SMP Plus Abayasa Islamic School. From the exposure to the data that has been conducted interviews with several informants such as class VII students, English teacher, and school principal gave varied statements about the increased enthusiasm when Genre Based Approach method were applied in class VII.

In the data obtained by the researcher, there are four strong reasons that become the enthusiasm of students in doing the tasks given by their teacher, including 1) Genre Based Approach method as a support for students' reading and writing skills in English subjects, 2) pleasant examples from English teacher when studying in class, 3) Genre Based Approach method as a forum for increasing student learning motivation, 4) non-burdensome assignments for students.

When learning material is given and taught by the teacher to the students, of course the teacher has a strong desire so that the students understand what is being conveyed. The knowledge that is transferred by a teacher to the students must have efforts, methods, and strategies that are in accordance with the abilities, wishes, and conditions of the class so that the knowledge conveyed is able to provide a broad understanding to students and be able to open students' thinking abilities.

One of the methods applied in class VII in the English subject, in increasing student learning motivation is to use the Genre Based Approach method. The Genre Based Approach method is the assignment given by the teacher as a support or determinant of understanding or not

understanding the material presented previously. Therefore, this method is always used as a reflection material for teacher as well as students in achieving learning goals in cognitive understanding of students related to English learning material. For some class VII students, they like the application of this method because giving assignments can provide opportunities for students to explore subject matter more deeply and also provide a broader understanding of the English material.

Being a teacher who is liked by students is the dream of every teacher when teaching and imparting knowledge to their students. A friendly attitude and being able to be a teacher as well as a friend for students when teaching is something that is very liked by students. This example and attitude is possessed by the class VII English teacher at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati. A pleasant attitude and being able to break the classroom atmosphere makes students feel at home and happy when learning in class.

According to Benjamin Bloom as quoted by W.S. Winkel (1991: 115), the quality of teaching depends very much on how to present the material to be learned. In

addition, how teachers use edification, how teachers enable students to participate and feel involved in the learning process, and how teachers inform students about their success, are common ways of being delivered. All these things require the didactic skills of the teacher.

The Genre Based Approach method as a forum for increasing student motivation in class VII SMP Plus Abayasa Islamic School turned out to be very popular with students. In this English subject, in class VII English teachers actually do not provide handbooks such as modules, LKS, and package books because they have certain goals. The goals of the English teacher turned out to be in accordance with the abilities of students. There is no reason for them that the absence of a handbook in learning English prevents learners from completing the assigned tasks. This is an evident when the assignment given requires students to look for it themselves anywhere in the use of facilities that have been provided by the school both in the classroom and outside the classroom. Based on the results of research, this Genre Based Approach method is quite capable of providing enthusiasm for students in working on assignments in English subjects.

This is in accordance with the theory put forward by Tambak Syahrini which states that one of the methods applied in involving active students, in order to support the smooth teaching and learning process is to use Genre Based Approach method. This is in accordance with research conducted by researcher based on the results of interviews and observations to students who are active in class, both actively asking and explaining and active in collecting assignments given when Genre Based Approach methods are applied, students tend to be more enthusiastic to immediately complete the tasks that have been given.

When the teacher is able to adjust the assignment to the understanding and ability of students, it will certainly excite the enthusiasm of students in doing the assignment given. This is done by English teachers in class VII in completing the assignment given, because the assignments given to students are in accordance with their abilities. For class VII level, giving assignments that are too burdensome will actually have the potential to negatively reduce students' enthusiasm for learning in class. This is what triggers English teachers to always innovate, develop and make the latest ideas in assignments that if the assignments

given are acceptable and easy to understand and arouse the enthusiasm of students when doing it.

When students are accustomed to the assignments that the teacher presents, it will familiarize students also to a higher level in working on more relevant assignments later. Habituation instilled like this will certainly have a positive impact on students when continuing to a higher level because they are accustomed from the beginning to giving assignments that train their cognitive abilities.

In line with the opinion above, Songgok explained that the characteristics of students who have high learning motivation are that they will be very interested in the various assignments they are working on, show high perseverance, their active learning variations will also be greater, and they do not like negative behavior which raises disciplinary problems (Andina, 2010: 48).

In the use of any method applied by teacher in the classroom during learning, of course, there are challenges in the form of obstacles and support in the form of factors driving the realization of the method efficiently. Likewise, this happens to Genre Based Approach method which also

has obstacles and support when the method is applied in class VII with the aim of being able to provide significant enthusiasm and motivation in learning and doing assignments.

Based on the results of the research that has been done, there are several inhibiting and supporting factors that increase the learning motivation of class VII students in English subjects when given assignments by the teacher. Some of these factors in terms of obstacles can be grouped into three including 1) lack of time duration in doing assignments in English lesson hours, 2) the absence of English language handbooks, 3) inadequate classroom and school facilities. Some of the supporting factors for increasing student motivation in English subjects can also be grouped by researcher into three, including 1) a mutually supportive classroom environment, 2) the role and influence of motivation from parents, 3) the enthusiasm and motivation of the teacher.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the findings of researcher in the field related to the implementation of the Merdeka Curriculum in improving the literacy of class VII students at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati in accordance with the research focus that has been stated, the following conclusions can be drawn:

1. The implementation of the Merdeka Curriculum to improve students' reading and writing in Class VII English subjects at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati is still not optimal. This is because the teacher has not used the Genre Based Approach method when providing material and the lack of motivation given by the teacher to students to ask and answer questions so that students are less enthusiastic in participating in learning activities. To improve reading and writing skills in English subjects, teacher uses the Genre Based Approach method. By using the Genre Based Approach method, it is expected that children will be able to read and write English properly and correctly. Overall, of the 30 students of grade VII who achieved a

mastery score in learning English, there were 20 students, while 10 students had not yet achieved a mastery score. This shows that the teacher has a relatively low or less optimal role in the learning process in the classroom. However, after the teacher used the Genre Based Approach method in implementing English learning, the success of the students increased to 28 out of 30 students in class VII.

2. The response of students to the Merdeka Curriculum implemented at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati is positive, because by implementing this Merdeka Curriculum students feel happy and comfortable participating in learning activities. Students are better able to understand the material presented by the teacher. Because the Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students.

B. Suggestion

Based on the findings of the researcher as a contribution of thought as a form of better evaluation of schools and teachers at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati regarding the implementation of the Merdeka Curriculum in improving students' reading and writing in English subjects, the researcher summarizes suggestions that can be considered are:

1. For Teacher

   The researcher would like to suggest teachers to be able to handle teaching well and continue to motivate students to be active and diligent in learning English.

2. For Students

   Students need to improve their learning activities both inside and outside the classroom. In addition, students must also increase literacy in learning English by reading more English books and continuing to increase their learning motivation.

3. For Institution

   It is necessary to have school facilities in terms of facilities and infrastructure in English subjects, especially for each class there is a picture display or at least the library provides these facilities because it is an important point in English lessons regarding students' basic understandings directly while studying.

4. For Other Researchers

Hopefully this simple research can also be used as a reference for future researchers. And hopefully how similar activities can be exported which can then influence generations to follow this good thing.

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APPENDIXES

Appendix I

INTERVIEW GUIDELINE PRINCIPAL

1. What is the vision and mission of SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

2. What do you think about the role of the teacher in a learning process, especially the role of the English teacher?

3. What is the curriculum used in the learning program at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

4. Does every teacher use lesson plans according to the syllabus and indicators?

5. Do you always give directions to the teachers to use appropriate methods, models, and media in the learning process?

6. Do you always monitor and evaluate the role of the teacher, especially in improving student achievement?

7. What is your response to the implementation of the Merdeka Curriculum?

INTERVIEW RESULT

1. What is the vision and mission of SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

    Answer:

    The vision of SMP Plus Abayasa Islamic School:

    "The Realization of an Intelligent, Characteristic, Achievement Generation in Religion and Science Education Based on Islam *Rahmatan Lil Alamin*"

    The mission of SMP Plus Abayasa Islamic School:

    a) Implement discipline and Islamic values of *rahmatan lil alamin*
    b) Building a balance between cognitive, affective, and creative
    c) Develop a sense of love for the culture, society, and nature surroundings
    d) Guarantee the right of children to be creative and learn optimally
    e) Building knowledge of books and science

2. What do you think about the role of the teacher in a learning process, especially the role of the English teacher?

    Answer: Teachers are educators who become figures, role models, and identification for students. Therefore, teachers

must have certain quality standards that include responsibility, authority, independence and discipline.

3. What is the curriculum used in the learning program at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?
Answer: The curriculum used in the learning program is the Merdeka Curriculum for class VII and the 2013 curriculum for class VIII and IX.

4. Does every teacher use lesson plans (RPP) according to the syllabus and indicators?
Answer: Yes, because RPP is a plan in the learning flow or learning cycle, and the suitability between RPP, syllabus and indicators. Therefore, all three must be mutually sustainable.

5. Do you always give directions to the teachers to use appropriate methods, models, and media in the learning process?
Answer: Of course yes, because methods, models, and media are one of the processes in a lesson so that it can attract children to follow the learning process well. Using appropriate methods, models, and media can encourage and trigger children to be enthusiastic in learning and learning is not just

monotonous so that children feel enjoy participating in the process of teaching and learning activities.

6. Do you always monitor and evaluate the role of the teacher, especially in improving student achievement?
Answer: Monitoring and evaluation is something that must be carried out because through monitoring and evaluation, school principals can monitor directly, especially in the process of teaching and learning activities, or about teacher performance in the process of carrying out teaching and learning.

7. What is your response to the implementation of the Merdeka Curriculum?
Answer: My response to the Merdeka Curriculum is positive. The positive is that in the Merdeka Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

Appendix II

INTERVIEW GUIDELINE TEACHER

1. When is the implementation of learning English for class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

2. What is the role of the English teacher in the literacy learning process at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

3. How is the implementation of learning English for class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati? Is it in accordance with the Merdeka Curriculum?

4. Does every teaching always use media or visual aids in learning English?

5. Do all class VII students take part in English literacy lessons able to take part in every learning activity that takes place?

6. How is the literacy of class VII students in learning English at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

7. What will the teacher do if the learning achievement results are not on target?

8. What are the supporting and inhibiting factors for the teacher in carrying out his role in the English learning process for class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

9. How do you overcome obstacles in the process of learning English for class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

10. What are the advantages and disadvantages of implementing Merdeka Curriculum?

INTERVIEW RESULT

1. When is the implementation of learning English for class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?
   Answer: The implementation of class VII English learning are Monday and Tuesday.

2. What is the role of the English teacher in the literacy learning process at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?
   Answer: Teachers as educators, teachers as instructors and mentors, teachers as learning resources, teachers as motivators and as trainers in improving student abilities and achievements.

3. How is the implementation of learning English for class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati? Is it in accordance with the Merdeka Curriculum?

Answer: Yes, but it is still not fully in accordance with what is expected, because the Merdeka Curriculum has just been implemented in the learning process, various methods and learning media are rarely applied, so that learning is not in accordance with the learning objectives in the lesson plans.

4. Does every teaching always use media or visual aids in learning English?
Answer: Yes, because by using media or visual aids, it can be seen that children are happier and more enthusiastic and can improve student learning achievement.

5. Do all class VII students take part in English literacy lessons able to take part in every learning activity that takes place?
Answer: Students are able to participate in every learning activity that takes place, but there are still some students who are less active in the ongoing learning of English.

6. How is the literacy of class VII students in learning English at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?
Answer: The literacy of class VII students in learning English is quite good, because every student is able to follow the lesson well even though there are still students whose learning

literacy is lacking because there are students have not been able to follow the lesson well.

7. What will the teacher do if the learning achievement results are not on target?

Answer: By providing motivation and encouragement so that these students feel enthusiastic in learning. As well as the teacher's efforts to overcome this, namely by giving several additional assignments and guidance regarding learning English so that it can improve student learning achievement well.

8. What are the supporting and inhibiting factors for the teacher in carrying out his role in the English learning process for class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

Answer: Supporting factors internally, among others, can be seen from the level of education of the teacher, the teacher's personality, teaching ability, and discipline. While the external supporting factors can be seen from the existence of adequate facilities and infrastructure so that the learning process can run smoothly, welfare guarantees for teachers will keep teachers enthusiastic in achieving their goals, and good relations with the community. Inhibiting factors internally can

be seen from the teacher himself such as a lack of motivation in teaching so that the role of the teacher is reduced. While the inhibiting factors externally come from the students' parents or the community environment, which means that support from the community will be able to assist the teacher in carrying out his role as a professional teacher.

9. How do you overcome obstacles in the process of learning English for class VII at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

Answer: Creating comfort in learning, providing interesting books, and providing a mini library in the reading corner, so that students are interested in reading and following the learning process well.

10. What are the advantages and disadvantages of implementing Merdeka Curriculum?

Answer: The advantages of this Merdeka Curriculum, students are more emphasized to think more creatively, innovatively, responsive and also train students' courage. Besides that, the Merdeka Curriculum also trains students' logical abilities so that they can solve a problem and in the Merdeka Curriculum are given or included elements of life and also religious elements to form students with character. While the

disadvantages of Merdeka Curriculum include the Merdeka Curriculum that can confuse teacher, the teacher has never been directly involved in the Merdeka Curriculum development process, there is no harmony between the learning process and the results in the independent curriculum, complicated forms of assessment.

Appendix III

1. How do you feel about learning English at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?
2. What do you know about the Merdeka Curriculum?
3. Does the implementation of Merdeka Curriculum learning make it easier for you to understand learning English?
4. Are you happy with learning English based on the Merdeka Curriculum?
5. Are there any obstacles in the process of implementing English learning?
6. Did your grades or learning achievements increase after the implementation of learning based on the Merdeka Curriculum?
7. What efforts do you make if your grades or learning achievements decrease or not in accordance with the target?

INTERVIEW RESULT

1. How do you feel about learning English at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati?

   Answer: My feelings are happy when learning English, because the English teacher is fun.

2. What do you know about the Merdeka Curriculum?

   Answer: I don't know much about the Merdeka Curriculum, but as far as I know the Merdeka Curriculum is a renewal of the curriculum 2013. And for the junior high school level, currently only class VII uses Merdeka Curriculum.

3. Does the implementation of Merdeka Curriculum learning make it easier for you to understand learning English?

   Answer: Yes, it is easier for me to understand the material well.

4. Are you happy with learning English based on the Merdeka Curriculum?

   Answer: Yes, I'm happy because the Merdeka Curriculum is a new curriculum implemented at SMP Plus Abayasa Islamic School Tlutup Trangkil Pati.

5. Are there any obstacles in the process of implementing English learning?

   Answer: Of course there is, because in my opinion learning English is not easy, but if we study hard it will be easier to understand the material.

6. Did your grades or learning achievements increase after the implementation of learning based on the Merdeka Curriculum?

Answer: After the implementation of the Merdeka Curriculum, my grades increased quite a bit from before, because it was easier for me to understand the material being taught and it made me more active when studying in class.

7. What efforts do you make if your grades or learning achievements decrease or not in accordance with the target?

Answer: If my grades or academic achievement decrease, then I will try to be more diligent in studying.

Appendix IV

**Daftar siswa kelas VII SMP Plus Abayasa Islamic School
Tlutup Trangkil Pati**

No	Nama	Jenis Kelamin	Kelas
1	ARP	Laki - laki	VII
2	AAA	Laki - laki	VII
3	ANH	Laki - laki	VII
4	AKN	Perempuan	VII
5	AH	Perempuan	VII
6	DHT	Laki - laki	VII
7	DRL	Perempuan	VII
8	DFDI	Laki - laki	VII
9	DM	Laki - laki	VII
10	FAK	Laki - laki	VII
11	FN	Perempuan	VII
12	HHM	Laki - laki	VII
13	IMT	Laki - laki	VII
14	MDA	Laki - laki	VII
15	MAP	Laki - laki	VII
16	MAN	Laki - laki	VII
17	MFA	Laki - laki	VII
18	MHR	Laki - laki	VII
19	MLH	Laki - laki	VII
20	MPN	Laki - laki	VII
21	MRR	Laki - laki	VII
22	NMA	Laki - laki	VII
23	NSA	Laki - laki	VII

24	RAK	Laki - laki	VII
25	SHA	Perempuan	VII
26	SPURA	Laki - laki	VII
27	SWN	Laki - laki	VII
28	WM	Perempuan	VII
29	ZAR	Perempuan	VII
30	MHMH	Laki - laki	VII

Appendix V

Documentation of the Interview with the School Principle

Appendix VI

Documentation of the Interview with English Teacher

Appendix VII

Documentation of the Interview with Students

Appendix VIII

Surat Permohonan Izin Penelitian

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 : B-3374/Un.10.3/D.1/TA.00.01/07/2023   26 Juli 2023
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Witiza Halwa Irdatul Qolbi
NIM   : 1903046107

Yth.
Kepala SMP Plus Abayasa Islamic School
di Pati

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Witiza Halwa Irdatul Qolbi
NIM   : 1903046107
Alamat   : Ds. Tlutup RT 04/02 Trangkil, Pati
Judul skripsi : Implementing Independent Curriculum to Improve Student Literacy

Pembimbing :
1. Dr. Hj. Siti Mariam M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 15 hari, mulai tanggal 1 Agustus 2023 sampai dengan tanggal 15 Agustus 2023.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

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Appendix IX

Surat Keterangan Selesai Penelitian

YAYASAN AULADI AL SALEH
SMP PLUS ABAYASA ISLAMIC SCHOOL
Jl. Juwana - Tayu km 11 Desa Tlutup RT 05 RW 01 Kecamatan Trangkil Pati
Kode Pos.59153 Phone : 085225941140. Email : smpplusabayasa@gmail.com

Pati, 18 Agustus 2023

No : 09.036/SMP-ABAYASA/VIII/2023
Lamp. : -
Hal : **Surat Keterangan Penelitian**

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Walisongo Semarang
di Tempat

Assalamu'alaikum wr. wb.

Puji syukur ke-hadirat Allah SWT, sholawat serta salam selalu tercurah kepada junjungan kita Nabi Muhammad SAW beserta keluarga dan sahabatnya.

Sehubungan dengan surat saudara pada tanggal 26 Juli 2023 perihal permohonan izin mengadakan riset di SMP Plus Abayasa Islamic School dalam rangka penyusunan skripsi, maka dengan ini kami menerangkan bahwa mahasiswa sebagai berikut:

Nama	:	Witiza Halwa Irdatul Qolbi
NIM	:	1903046107
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Implementing Independent Curriculum to Improve Student Literacy

Benar telah mengadakan penelitian di SMP Plus Abayasa Islamic School pada tanggal 01 Agustus 2023 sampai 15 Agustus 2023.

Demikian surat keterangan ini kami sampaikan, atas perhatiannya kami mengucapkan terima kasih.

Wassalamu'alaikum wr. wb.

Kepala Sekolah

Shodikin, M.Pd.

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CURRICULUM VITAE

A. Personal Identity

   1. Name   : Witiza Halwa Irdatul Qolbi
   2. Place/date of birth : Pati, 17 July 2001
   3. Student Number   : 1903046107
   4. Major   : English Educational Department
   5. Address   : Ds. Tlutup, Kec. Trangkil, Kab. Pati
   6. Phone Number   : 082326077271
   7. Email   : irdaizawa2017@gmail.com

B. Education

   1. TK Pertiwi Tlutup
   2. SDN Tlutup
   3. MTs. Raudlatul Ulum Guyangan
   4. MA Raudlatul Ulum Guyangan
   5. Universitas Islam Negeri Walisongo Semarang

Semarang, 19th September 2023

The Researcher

Witiza Halwa Irdatul Qolbi

1903046107