THE IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM FROM THE PERSPECTIVE OF AN ENGLISH TEACHERS

THESIS

Submitted to Partially Qualify
to Obtain a Bachelor of Education Degree
in English Language Education

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The Dean of Education and Teacher Training Faculty Walisongo State Islamic University

Assalamualaikum Wr.Wb

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

Title	:**THE IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM FROM THE PERSPECTIVE OF AN ENGLISH TEACHERS**
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Wassalamu'alaikum Wr. Wb.

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MOTTO

"Maka ingatlah kepada-Ku, akupun akan ingat kepadamu,dan bersyukurlah serta janganlah kalian ingkar kepada-Ku "

Al-Baqarah Ayat 152

ABSTRACT

Title : **THE IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM FROM THE PERSPECTIVE OF AN ENGLISH TEACHER**

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The curriculum is a planning document that contains the objectives and content of the material, as well as the learning experiences that students must achieve. This research aims to find out how English teachers perspective the implementation of the independent curriculum. This research was carried out in September 2023. The method used in this research was a descriptive qualitative method. By examining two teachers, namely the vice principal for curriculum and an English teacher. The data collection method used interview and observation techniques. The results of the research show that teachers believe that they still do not understand the curriculum as a whole, still have difficulty using the latest technology and the costs incurred are greater than before the previous curriculum.

Keywords : Curriculum Merdeka, Teacher perspective, Vocational school

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INTRODUCTION

A. Background of the Problem

In line with the development of the world or the development of the times, education is faced with a formidable challenge. Freedom of thought must come first by teachers before they teach to students. In teacher competence at any level, without any translation process from basic competencies and existing curricula, there will never be learning that occurs. New policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud RI) designed by the Minister of Education and Culture of the Republic of Indonesia Advanced Indonesia cabinet, Nadiem Anwar Makarim namely, Merdeka Study. One form of government attention in education listed in national education goals in Law no. 20 concerning the National Education System Chapter II Article III of 2003[1]

"National education functions as education based on Pancasila and the State Constitution Republic of Indonesia and responds to demands changing times. Overall education component integrated education achieves national education goals. In 2021, the National Examination system and replaced with a new system, namely Competency Assessment Minimum and Character Survey.

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[1] Lukman Hakim, "Pemerataan Akses Pendidikan Bagi Rakyat Sesuai Dengan Amanat Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 2.1 (2016), 53–64.

Simplification RPP, RPP is made one sheet anAdmission of New Learners (PPDB) expanded zoning system (excluding area 3T).

Kusumaryono (2019) in Yamin and Syahrir (2020) assess that the concept of "Merdeka Belajar" initiated by Nadiem Makarim can be drawn from several Points. First, the concept of "Free Learning" is the answer to a problem faced by teachers in educational practice. Second, teachers have their burden reduced in carrying out their profession, through independent discretion in judging Learning Students with Various Types and Forms of Assessment Instruments, Independent of Various burdensome administrative creations, and independent from various pressure intimidation, criminalization, or politicizing of teachers. Third, open your eyes we want to know more about what obstacles teachers face in learning tasks at school, starting from the problem of accepting participants' new education (input), teacher administration in preparation for teaching including lesson plans, learning process, as well as evaluation issues such as USBN-UN (output). Fourth teachers who are at the forefront of shaping the future of the nation through The learning process, it becomes important to be able to create an atmosphere more enjoyable learning in the classroom, through a policy education that will later be useful for teachers and students. Last the concept of "Free Learning" was initiated when Nadiem Makarim gave the speech at the National Teachers' Day (HGN)

event, assumed to no longer become an idea but rather a policy to be implemented.[2]

The aim of the independent learning curriculum is so that teachers, students, as well as parents can get a relaxed atmosphere. Freedom to learn is that the educational process must create happy atmospheres. In terms of What needs to be developed, the teacher is the main key to independent learning success for both students and teachers. Independent learning is a process in which a teacher can free himself first in the process of learning to teach and be able to provide a sense of comfort and sense independent learning for their students. The independent learning curriculum program above, of course, really supports the progress of education if it can be implemented well.

In other words, this program can improve the quality of education in Indonesia once and for all. On the one hand, is the quality of the population of Indonesia as a whole. That aside, this program depends on the teacher. Regarding the pillars of education, it is necessary to consider how much education should be provided. Teachers implemented these programs. All of this required the role of a teacher to succeed. This is consistent with Ramayuris' opinion that the word teacher is the same as an educator. educational staff qualified teachers, lecturers, consultants, etc. tutor, learn, tutor, trainer,

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[2] Ach. Syaiful, Pahar Kurniadi, and Mufiqur Rahman, "Merdeka Belajar: A New Paradigm of Islamic Education in the Setting of Social Change," *TADRIS: Jurnal Pendidikan Islam*, 17.1 (2022), 156–69 <https://doi.org/10.19105/tjpi.v17i1.5841>.

moderator. as a professional teacher with an original mission to educate, teach, lead, guide train, assess, and assess learners from early childhood education to formal education primary and secondary education7 the teacher is the master key and very important general formal education for students, often for educators be a good example. teachers must also have the right attitude and skills for and overall growth of students.[3] with your curriculum Revitalize the education system for acquiring skills Most importantly, the learning activities are fun. and In the Curriculum category, self-directed learning shapes the curriculum. Based on competencies, soft skills, and character development. In addition, in our curriculum Learners are trusted by both teachers and students learning process of course, the reaction (recognition) of teachers to this is various. We implement our learning curriculum. assuming there is something different from the current curriculum.

According to Levitt's theory, "The teacher's perception makes him two perspectives. Narrow and wide, narrow field of view Interpreting perception as "seeing" and "how to see" people see something in the landscape broadly define what it means to be human Observe or interpret something. Most individuals perceive the world as it is What you see is not necessarily the same as reality, very different don't just look, and take a narrow approach to something, but more about your understanding of something with your study plan Triggered

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[3] Edy Saputra, "Konsep Kurikulum Pendidikan Islam Menurut Muhammad Natsir," *At-Ta'Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 13.1 (2021), 60 <https://doi.org/10.47498/tadib.v13i01.460>.

by the recognition of the Minister of Education, Culture, Sports, Science and technology however, there are advantages and disadvantages for instructors.

Teachers and students are empowered to be innovative and creative In the learning process, this concept becomes the answer It adapted to the needs of the education system of the Industrial Revolution era. Apart from that, the curriculum is for independent learning and freedom of thought. Freedom of thought is determined by the teacher, self-learning concept, between teacher and student the subject of the learning system. It means teacher It is not used by students as a source of truth but by teachers and teachers. Students actively work together to find the truth.

Thus even though the perception of teachers is different at least the teacher must be creative so that students can be guided and directed according to the concept of independent learning. Independent concept learning is no longer limited by the curriculum, but students and teachers must be creative, to reach knowledge. Students are trained to be independent.

The conclusion of the concept of self-directed learning is the reconstruction of the national education system. Restructuring the education system in response to changes and progress in the country adapts to changing times. In a way, regaining the essence of real education is education that humanizes human beings free education. In the concept of self-directed learning between teachers, The student is

the subject of the learning system. That is, the teacher is not used by students as a source of truth, but teachers and students work collaboratively Activator and quest for truth. This means that the teacher's position within the classroom is inappropriate for him. Instill or standardize the truth according to the teacher, but dig into The student's truth, reasoning, and critical ability to see the world and phenomena. chance The development of the Internet and technology has become an opportunity to learn independence. Because it can hack strict or non-free education systems. Including the reform of the workload of teachers and schools who are too enthusiastic about education administrative matters. So you have the freedom to innovate and learn with it It can be implemented independently and creatively by educational units, teachers, and students.[4]

English learning essentially trains students in communicating, reading, and writing in various contexts so that they can change students' perspectives to become more advanced. The concept of an independent curriculum is actually in line with the process of learning English, students can be supported by independent learning supported by the latest technology and the teacher as a facilitator because currently, teachers are not just a source of learning. However, there are still hurdles to adopting Merdeka Learning. Such limited learning resources become one Learning is still happening despite obstacles in Merdeka learning implementation Use LKS or student worksheets and

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[4] Siti Baro'ah, "Kebijakan Merdeka Belajar Sebagai Peningkatan Mutu Pendidikan," *Jurnal Tawadhu*, 4.1 (2020), 1063–73.

textbooks As a school, learning is still teacher-centered. The students don't seem to be very active yet, they just listen and do what they are told. through the teacher.[5]

From the description of the background above, the researcher wants to know how the English teacher's perception of the implications of the independent learning curriculum, so the writer is interested in conducting a study entitled "The Implementation of Merdeka Belajar from Perspective of An English Teacher"

Based on initial observations by researchers SMK MUHAMADIYAH 1. Concerning classroom learning, some teachers use lecture methods in teaching proven effective even if the student is bored, he or she will be the subject of learning until it becomes the subject of learning. KBM processes (teaching and learning activities) reduce creativity still dominated by the teacher, the children were busy with various things. Teacher-given assignments, such as homework or learning resources the materials used in the lessons are still very limited and generally new. Just using textbooks robs students of their potential you can search for various materials other than textbooks. School and teacher motivation, determined by where the teacher is plays an important role in the learning process. In schools, one of the efforts to improve the quality of education is to improve the quality of education.[6]

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[5] Hakim.

[6] Jiying Han and Hongbiao Yin, "Teacher Motivation: Definition, Research Development and Implications for Teachers," *Cogent Education*, 3.1 (2016) <https://doi.org/10.1080/2331186X.2016.1217819>.

How to develop independent learning original curriculum learning as an initiative to improve learning by facilitating and simplifying the teaching and learning process.[7] The missions to be accomplished are especially the completion of levels. Certain educational institutions certainly have the necessary skills that learners own through self-directed learning learning. In this self-directed learning curriculum Teachers have the freedom to innovate and learn independently and creatively to achieve set goals.

Instructors learn with their curriculum learning will the teacher elaborate on later. Tell students that a self-directed learning curriculum does not focus solely on book sources, but can be done outside the classroom with free access to other knowledge sources online or through the Internet, libraries, and surrounding environments. Surroundings. researchers will also look at how recognition takes place. Teachers who implement their curriculum learning. Consistent with the issues above, social studies teachers in Vocational high schools are strongly aware of the importance of preparedness where do I study the English Learning Independent Curriculum.Teachers believe that a curriculum for self-directed learning is important It is very important because it can change students for the better. The concept of self-learning is no longer restricted but students and teachers need to be

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[7] Tuti Marjan Fuadi, "Konsep Merdeka Belajar-Kampus Merdeka (Mbkm) : Aplikasinya Dalam Pendidikan Biologi," *Prosiding Seminar Nasional Biotik*, 9.2 (2022), 38 <https://doi.org/10.22373/pbio.v9i2.11594>.

creative with the knowledge of students trained to be truly independent.[8]

B. Research Question

Based on the background of the problem above, then the The main issues in this research are:

1.) What is the teacher's perception in the implementation of the Curriculum Freedom to study at Vocational high School ?

C. Purpose and Benefits of Research

Based on the problem formulation described in above, then the objectives of the study are:

To Describe the Teacher's Perception in Implementation Merdeka Belajar Curriculum in Vocational high School

All research must be profitable utility.

The usefulness or advantages of research are:

1. Theoretical advantage the results of this study are expected to contribute to this issue. Insights into teacher perceptions of curriculum implementation independent learning.

2. Practical benefits this study has practical benefits for research others, in developing insights related to teacher perceptions of social studies in the implementation of the self-study curriculum at SMK MUHAMADIYAH

A. Educational institution

This research is intended for educational institutions and schools on teacher perceptions in the English teaching field implementation of learning independence curriculum at Vocational high School

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[8] M Pd, *Etika Dan Profesi Keguruan*.

B. For teachers

This study can motivate teachers to continue learning development of curriculum implementation in english language teaching according to the times.

C. For researchers

this researcher is useful to the researcher himself, that is, knowledge of individual respondents' varying perceptions implementation of original curriculum by english teachers learned at Vocational high School

D. For readers

This survey will help readers: provide information on perceptions of english teachers in implementing the self-study curriculum at Vocational high School

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Literature Review

1. Implementation

The implementation in the Big Indonesian Dictionary (KBBI) means implementation or application. Although the general implementation is an action or carrying out a plan that has been prepared in such a way Consider carefully, thoughtfully, and in detail. Guntur Setiawan has profound views His book on implementation is an extension of joint activities that regulate the interaction between goals and actions to achieve them and requires an effective network of actors and bureaucracies[9]. It can be said that implementation bases its activities on actions to achieve predetermined goals. Implementation is an attempt to think about what should happen after the program is implemented. At a field level, implementation is a process implementation of basic decisions. According to Mulyadi, the process consists of several stages, namely:

a. Stages of ratifying legal regulations.

b. Implementation of decisions by implementing agencies.

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[9] Ardina Prafitasari dan Ferida Asih Wiludjeng, "Jurnal Translitera," *Jurnal Trnslitera (Js))*, 2 (1) (2016), 31–48.

c. Willingness of the target group to carry out the decision.

d. The real impact of decisions, whether desired or not.

e. The impact of the decision is as expected by the implementing agency.

f. Efforts to improve policies or laws and regulations.10

The conclusion from the above description is the process of implementing decisions The basics are the steps used to achieve a goal and execute according to plan. At the regulatory approval stage Laws are created as a legal basis during the implementation process Perform. Implementation must be based on decisions The agency acts on the desire of the target group to achieve this decision. The decision of the implementing agency must have a good and predictable impact on consequences that arise from these decisions and efforts ameliorate the impacts that occur according to policies and regulations of current law.

Mulyadi said that the implementation preparation process itself at least regarding several important things below[11]

1). Setting up resources, units, and methods.

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[10] Mulyadi, D., Ali, M., Ropo, E., & Dewi, L. (2023). Correlational study: Teacher perceptions and the implementation of education for sustainable development competency for junior high school teachers. *Journal of Education Technology*, *7* (2).

[11] Anik Lestariningrum, "Konsep Pembelajaran Terdefirensiasi Dalam Kurikulum Merdeka Jenjang PAUD," *Semdikjar 5*, 5 (2022), 179–84.

2). Translating policies into acceptable plans and directions and run.

3). Routine provision of services, payments, and other matters.

The conclusion of the implementation preparation process is preparation resources, units, and methods are needed to prepare for implementation optimization. This is due to the quality of resources, units, and methods. affects the execution process to be carried out in an area of the firm. Policy translation must be carefully planned accordingly with the conditions of the relevant agencies so that the policy can be accepted and carried out according to established policies. Service availability is defined as the provision of services to the needs of the community concerned about an agency according to generally defined basic rules and procedures or special. It is the community's right to receive the services of an agency so that the implementation brings about a positive impact on the surrounding community.[12]

Furthermore, Kapioru (Kapioru, 2014) suggests that there are four factors affect implementation efficiency, specifically: a) Environmental conditions (environmental conditions).b) Relationships between organizations (inter-organizational relationships).c) compare to Resources (resources). d) Characteristics of implementing agencies.

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[12] Suzannie K.Y. Leung, "Teachers' Belief-and-Practice Gap in Implementing Early Visual Arts Curriculum in Hong Kong," *Journal of Curriculum Studies*, 00.00 (2020), 857–69 <https://doi.org/10.1080/00220272.2020.1795271>.

Conclusion about the above four factors and conditions the environment has a great influence on performance efficiency. This is due to reality The environment plays an important supporting role in operations Perform. The relationships between organizations are also important because they are closely related to each other Collaboration between organizations can support performance. In terms of resources, this is a factor that supports the agency's effective implementation. Stakeholders must undertake assessments to provide adequate resources has authority to support the development of this activity.

The character of the implementing institution is one of the main keys because The implementor is the main actor in supporting the performance of the implementation. Therefore, the character of the implementer in an agency must be competent to lead its members. This is because The performance of members is very dependent on the implementor who has it broad understanding and strategies developed to support performance implementation in an agency. Purwanto and Sulistyastuti argue that basic implementation is an activity aimed at distributing political outcomes (providing policy results) that implementers achieve with target groups (target group) as a policy implementation effort (Sulistyastuti, 1991). Several factors determine the success or failure of a process implementation[13]

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[13] Karima Nabila Fajri, "Proses Pengembangan Kurikulum," *Islamika*, 1.2 (2019), 35–48 <https://doi.org/10.36088/islamika.v1i2.193>.

a. Quality of policy.

b. Adequacy of political input (especially budget).

c. The precision of the tools used to achieve policy goals (services, subsidies, etc.).

d. Implementation capacity (organizational structure, human resource support, coordination supervision, etc.).

e. Characteristics and support of the target group (whether the target group has individuals or groups, male or female, with an educational level

f. Geographical, social, economic, and political environmental conditions and place implementation are done.

Based on some of the explanations above on what implementation means According to experts, it can be concluded that the implementation direction is: a process related to future policies and programs applied by an organization or agency, especially those associated with state institutions, and includes infrastructure to support it entire program, so that the program being executed is capable of producing results Carefully designed, mature and detailed.[14]

2. Teacher Perception

   a. Definition of Perception

      The Indonesian Dictionary says: That recognition is defined as reaction (acceptance). directly from something.

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[14] Syaiful, Kurniadi, and Rahman.

The term perception is commonly used to describe the experience of an object or something that happened. Recognition in the general sense a person's view of what is becoming what someone wants and how to answer the law.

Kleiner and Kinichi say that cognition is one cognitive processes that allow us to interpret and understand the detection of objects in our environment, any of these processes' main function.[15] Perception is a cognitive process you will be able to interpret and understand your environment also called the process of interpreting something's surroundings. For people to be able to interact, they need to know about the object that fits perfectly with our environment. Perception is defined, according to Schendri and Angara "as a process of understanding or making sense of something." gives meaning to information and information stimulation obtained in the process of recognizing relationships between objects, events, or symptoms, processed by the brain. On the other hand, according to Robbins &, perception (perception) is in Chandra, judging refers to a "personally regulated process." Interpret the sensory impressions they use please understand your surroundings. " However what the statement someone accepts may be

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[15] Pd.

radically different from the reality of the purpose. On the other hand, according to the author, this perception is a complex cognitive process, and image creation is a unique reality that may differ significantly from this reality In fact, this recognition is the process of accepting a person's sensory information. by looking at either hearing it, feeling it, touching it, smell it. after that sensory stimulation takes over organization and interpretation. each interpretation process the individual does not consent to the information received.

From the above description we can say that: Teacher cognition is the process by which a person selects, organizes, and interprets input Information to produce meaningful images out of this world. This perception does not only depend on In addition to physical stimulation, Stimulation with surrounding fields, etc. Person's condition. According to Robbins, "Teachers' perceptions individuals are organized interpret and give meaning to sensory impressions perceptions of their environment the environment, that is, the process through which individuals live order and interpret sensory impressions give meaning to your surroundings. Teacher perception is the process of how teachers behave. Select, organize, and

interpret input information and existing experience, interpret it to create a whole.[16]

According to Leavitt's theory cited by Muhammad Nurdin He said: "The teacher's perception makes him two perspectives. Narrow and wide, narrow field of view Interpreting perception as "seeing" and "how to see" people see something in the landscape broadly define what it means to be human observe or interpret something. largely Individuals perceive the world as it is what you see is not necessarily the same as reality, very different don't just look, take a narrow approach something, but more about the meaning of something" [17]

According to Chaplin, this explains the perception of teachers is defined as:

1) Knowing or the process of knowing an object or event objectively through the senses.

2) Recognition of organic processes.

3) Additional sensor groups meaning derived from past experience.

4) Variables that hinder or confuse. Outcomes arising from organizational performance stimulus distinction

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[16] Adji Suradji Muhammad, *Perilaku Organisasi*, 2016 <https://scholar.google.co.id/citations?user=lSvC8YYAAAAJ&hl=id>.

[17] Arif Wicaksana and Tahar Rachman, "済無No Title No Title No Title," *Angewandte Chemie International Edition, 6(11), 951–952.*, 3.1 (2018), 10–27 <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.

5) Direct truth or quickly believing in something based on the teacher's perception means analyzing how to do it. Integrate your application with its surroundings Individuals with pre-existing impressions and concepts, then recognize the object.[18]

According to the above conclusions, what means teacher perception as described in the journal Isthofiyani stipulates that: Teacher perception is a process in which a person selects, organizes, and interprets items and information to create a meaningful image of this world. This perception will depend not only on physical stimuli but also on the relationship between stimulation with the surrounding and upper fields of a person's condition[19]

Teacher perception is a process by which teachers select, organize, and interpret existing input and experience and then interpret it to create a meaningful overall picture. As Hidayat said, Perception is a person's ability to see something to blame. Perception is right can belong to someone depending on their attitude According to Leavitt's theory quoted by Muhammad Nurdin It

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[18] Jeroen Imants and Merel M. Van der Wal, "A Model of Teacher Agency in Professional Development and School Reform," *Journal of Curriculum Studies*, 52.1 (2020), 1–14 <https://doi.org/10.1080/00220272.2019.1604809>.

[19] Sri Endhes Isthofiyani, Andreas Priyono Budi Prasetyo, and Sri Sukaesih, "Persepsi Guru Biologi Sekolah Menengah Atas (SMA) Terhadap Kurikulum 2013," *Unnes Journal of Biology Education*, 3.1 (2014), 50229 <http://journal.unnes.ac.id/sju/index.php/ujbe>.

stipulates that: The teacher's perception becomes two points of view, that is, views narrow and wide, a narrow view interprets perception as vision, how a person who sees something, while that point of view Broadly defined it is the way a person look at or explain something. Most individuals realize that the world as it is seen is not always the same as the real thing, very different with a narrow approach, not just seeing something but more about the meaning of something[20]

b. Perceptual Index

The teacher's perceptual process is a cognitive process shaped by experience, perspective, and knowledge Individually. Experience and learning processes will solve the shape and structure of things that can be felt with the five senses. Knowledge and perspective give meaning to things that capture the individual and ultimately the individual components serve to determine if a response is available in the form of Individual attitudes and behavior towards existing objects. According to Bimo Walgito, these are impact indicators. Recognition is:

1) Degree of understanding of decision target recognition in the brain. The picture is interpreted in terms of understanding and patterns to develop awareness of events that happened.

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[20] Pembentukan Karakter and others, "PENDIDIKAN," 20–33.

2) Individual assessment of relevant subjects; with understanding gained from observation. This understanding is compared with reality what happened in the field was formed verbal, subjectively formed judgments Since other perceptions are personal, individuals judge each other's differences.

3) An external stimulus that an individual receives from the outside thus a definitive acceptance is formed perception. Stimulation is received by 5 people Feel and convey images and impressions brain. Based on the above indicators, according to *Newcomb's theory* quoted from Hidayat: The nature that accompanies the teacher's perceptual process is individual recognize someone as himself. Perception is influenced by the psychological state of the perceiving person, in the sense of receiving only certain information and absorbed the same information, arranged in different patterns. [21]

Based on the theory above it can be concluded that indicators of perception consist of three things, namely stimuli that are absorbed by individuals from outside themselves, individual understanding of objects or phenomena, and individual evaluations of that object[22].

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[21] By Robert and E Bob Brown, *Title*, 2004.
[22] Abdan Rahim, "Peran Madrasah Pendidikan Islam Masa Kini(Studi Tradisi Dan Perubahan)," *Jurnal At-Ta'dib*, 9.2 (2014), 185–97.

Images in the brain are generated from individual external stimuli as disclosed in the first indicator. The image in the brain then provides an understanding for the individual about the symptoms that occur as in the second indicator, and the third indicator is formed after judgment arises from understanding in the brain. [23]

Based on the perception indicators above, in my opinion, the author that with the independent learning curriculum Currently there are many perceptions among educators There are those who think positively or negatively. According to Nana, the theory says that "the concept of curriculum evolves in line with developments in educational theory and practice, as well varies according to the flow or theory of education adhered to". There are several indicators the teachers regarding perceptions of the curriculum include:

1) Master's Understanding independent study plan is a published development policy Kemdikbudristekdikti for student learning school.

2) Curriculum reduction. Curriculum changes It's a systemic change that can be done to Improve learning and recovery. curriculum Identify what you will teach in class. Aside from that, Syllabus also affects speed

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[23] Fajri.

and method Teaching methods teachers use to meet the needs of learners.

3) The study of constructivism. In this case, the student Can interpret inside information in his mind only in the context of experience and knowledge themselves, their needs, backgrounds, and interests

4) Teacher's personal experience. Instructor-independent curriculum Recognize the potential of students in action and Create relevant learning. curriculum Teachers can also apply for Merdeka to enjoy learning because can through project-based learning.

5) Graduated as a teacher. educational background teachers certainly influence thinking and reasoning. React as you would when confronted with things Shape your curriculum Improved quality of learning (obviously) Actively support change and revitalization resume. [24]

6) Conditions under which perception occurs bimo walgit said there are some conditions before an

[24] Arif Rahman Prasetyo and Tasman Hamami, "Prinsip-Prinsip Dalam Pengembangan Kurikulum," *Palapa*, 8.1 (2020), 42–55 <https://doi.org/10.36088/palapa.v8i1.692>.

individual has awareness. Some conditions the following realization arises:[25]

(a) Object

Objects cause stimuli that affect the senses and receptors. stimuli can come from outside the individual directly connected to the receiving nerve and act as a receptor. But most of the impulses came from outside the individual.

(b) Receptor

Receptors are tools for receiving stimuli. In addition, sensory nerves must also be present auxiliary. Transmits the stimulus received by the receptor to the center of the array. Nerves, that is, the brain, which is the center of consciousness. Precautions aware of or holding awareness be careful, this is the first step Preparing for perception. attention is the total focus or concentration personal activity with a purpose quantity and attention are psychological states.

c. Recognition Type

There are different types of teacher recognition. that is:

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[25] Arif Wicaksana and Tahar Rachman,, *Angewandte Chemie International Edition, 6(11), 951–952.*, 2018, III <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.

1) Visual perception comes through sight. is the main topic of discussion on general perception general.

2) Hearing is gained through hearing. I mean ears.

3) Tactile sensation occurs through cutaneous sensation

4) Smell or smell

5) Perception of taste and flavor is through the senses. taste is the tongue [26]

According to Atiek, based on the types above, The modes of perception are: awareness is experiential awareness selective awareness is speculative perception is evaluative, and perception is situational. [27]

d. Perceptual Grouping

If information is obtained from such circumstances someone knows and that information comes in influences the way people organize themselves recognition. As a result of organizing the recognition of Some information can understand objects. Organizing involves perception, says Toha Three things:[28]

1) Similarities and differences with the same Feature differences are recognized as objects such as: Relevant

[26] Gustiana Mega Anggita and others, "Knowledge Level and Perceptions of Physical Education Teacher's Analysis toward Blended Learning Method," *Jurnal Penelitian Pembelajaran*, 6.3 (2020), 699–712 <https://doi.org/10.29407/js_unpgri.v6i3.14815>.

[27] Arif Setiawan Masyhud, *Profesi & Etika Keguruan*, *Paper Knowledge . Toward a Media History of Documents*, 2021.

[28] Arie Ambarwati, *Perilaku Dan Teori Organisasi*, *Media Nusa Creative*, 2018 <https://doi.org/10.1111/j.1469-0691.2011.03558.x/pdf>.

and irrelevant. it means this object shares the same characteristics and is perceived as related On the other hand, objects with different properties are Broken up.

2) Proximity in space Reasons for objects and events that people see the presence of intimacy in a particular space become easier Interpreted as an object or event related to it.

3) Proximity of time objects and events are also considered existing related by proximity or similarity in the meantime. So the above three are processes of sensory organization. any object known to exist in similarity and dissimilarity, spatial proximity, It's close to the time, so I summarized it like that Doing so creates an awareness.

e. Factors Affecting Perception Perceptual

Learning also requires knowing: concerning constancy (consistency) of perception, where is perception An enduring character that is influenced by various factors. according to Mihta Toha's "Factors Affecting Perception" someone is like this[29]

1) Internal factors: individual emotions, attitudes, personality, Prejudices, Desires or Hopes, Concerns (Focus), Processes Learning, physical condition,

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[29] Muhammad.

mental illness, grades, Not just needs, but also interests and motivations.

2) External factors: family background, information about it Surrounding knowledge and needs, strength, magnitude, opposition, repetition of movement, newness, and familiar or unfamiliar objects

These factors shape an individual's perception Each one is different and affects the individual When we perceive an object, a stimulus, even if it is that object, is really the same. perception of a person or group may differ significantly from the perceptions of other individuals and groups even in the same situation. can understand the difference in recognition

Existence of individual differences and differences difference in character, difference in attitude, or motivation. Basically, the process of forming this perception is: Although it is in people, perception is also affected by: Experience, learning process, knowledge. Perception is not just an emotional process, there is organization and observation Jasmine, which is inherently psychological, explains several factors Affect Perception: [30]

[30] Wicaksana and Rachman.

1) Selective attention, not all stimuli need to respond to stimuli, but individual is fully focused pay attention to specific stimuli.

2) Stimulus properties. It means that the stimulus intensity is the highest. Strong, moving or dynamic stimuli are more interesting Please pay attention.

3) Personal values and needs, interpersonal One is not the same as the other because it's important About the value of life and its needs.

4) Past experiences greatly influence how we behave. a person perceives the world around him. Based on some of the above opinions, we can draw the conclusion Factors that can affect perception include: not only the internal, contained within the individual, External factors are factors that exist outside the individual.

3. English Teacher
    a. Definition of teacher

    Being a teacher is a profession that is not easy to live. teachers must be required to be professional. An English teacher must master every English skill such as reading, listening, writing and speaking. English teachers must be good at conveying material with various collaborations so that students can understand the material well In the learning process the teacher plays an important role in curriculum application because it is the teacher who

will guide the students, this is not an easy task, not all students can immediately grasp what is being taught by the teacher.

They have different comprehension abilities, therefore the teacher must have extra patience in teaching and educating students it takes a long time to able to achieve learning targets, especially if there are no supporting teaching facilities in the class[31]

b. Requirements to become a teacher

To carry out their roles and responsibilities, teachers require certain conditions. The conditions to be teachers can be classified into several groups. "Teachers are professional educators because they implicitly have volunteered themselves to accept and bear as the mandate (Amanah) of education that is borne on the shoulders parent"[32]

According to Hasbullah quoted by Binti Maunah mentioned that the main conditions to be a teacher, in addition to a diploma and requirements regarding physical and spiritual health, is a necessary trait for providing education and teaching, namely: requirements professional (diploma), biological requirements (physical

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[31] Han and Yin.

[32] Yosep Aspat Alamsyah, "Expert Teacher (Membedah Syarat-Syarat Untuk Menjadi Guru Ahli Atau Expert Teacher) 24," *Jurnal Pendidikan Dan Pembelajaran Dasar*, 3.1 (2016), 24–44.

health and spiritual), psychological conditions (mental health), conditions pedagogical-didactic (education and teaching). Based on the explanation above, it can be understood that the requirements to be a good teacher must be met there are four conditions listed above

c. Duties and Responsibilities of Teachers

Primary duties and responsibilities of teachers to make education more effective and dynamic. Efficient and positive, it is awareness and active participation between the two subjects taught, as a teacher initial initiator, leader, mentor, moderator experienced and active learners make changes to your lesson. Based on the above opinions, it becomes clear how important it is the importance of teacher's roles, duties, and responsibilities especially in the development of human (student) potential.[33]

The job of a teacher is a job that cannot be done teachers will be proud and satisfied with the results when she feels successful in her work of teaching and teaching among his disciples may be pioneers and useful for the people.[34]

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[33] Janni Haapaniemi and others, "Teacher Autonomy and Collaboration as Part of Integrative Teaching–Reflections on the Curriculum Approach in Finland," *Journal of Curriculum Studies*, 53.4 (2021), 546–62 <https://doi.org/10.1080/00220272.2020.1759145>.

[34] Hamid Darmadi, "Tugas, Peran, Kompetensi, Dan Tanggung Jawab Menjadi Guru Profesional," *Jurnal Edukasi*, 13.2 (2015), 161–74.

It takes constant effort to remember education successful education is critical for human development and Depends on the human factor. very human element the key to success in education is practice Nana Sujana on Education: the teacher about the teacher: Teachers are at the forefront of education. Directly aimed at influencing and developing the ability of a student to become an intelligent and competent person and highly ethical.

As an instructor leader must have the necessary basic knowledge as an educator, as a teacher the main task in Islamic education lies with teachers according to Al-Ghazali, it is for perfection, purification, purification and conquest of the human mind. To Allah SWT. To develop a competent teacher, he must do these three things at the same time give kindness to all, not just as I teach in class, you can be a good person, and be a role model for society.[35]

d. Teacher Position

Sensei is synonymous with unmarked heroes who provide services, but it is teachers who provide the most services and achievements in human life, thanks to the service of many human teachers be noble and honorable. For this reason, Islam holds a very exalted position for teachers. According to Ramayuris say: "The teacher's social status begins now degenerate, conditional,

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[35] Leung.

inconsistent with reality ideal in life. The dignity of teachers began to erode in the eyes of society."[36]

Teaching is positioned as a noble profession a teacher is a person endowed with knowledge by god using swt and its knowledge to become a human mediator another get, get, and move either in this world or the afterlife.

Also, teachers are not only imparting knowledge but also educating to transform students into civilized people. According to Muhammad user says: "the degradation of teachers in today's society" is caused by several things, including:

1) Uprooted Be a role model from within as a teacher
2) Because of the influence of materialistic views,
3) A society called Materialists despise the position of teachers
4) Teachers are no longer the only source of information research,
5) A teacher's job changes. Based on the explanation above, I think you can understand that the teacher is in a very leadership position important and diverse.

e. Teacher Competention

The term competency is not something new. In the 70s, there was a well-known academic discourse about

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[36] Masyhud.

what is referred to as competency-based education and training or Competency Base Training and Education. There are some teacher competencies: 1) have a personality as a teacher, 2) master the foundation of education, 3) master the subject matter, 4) arrange teaching programs, 5) carry out the process of teaching and learning, 6) carry out educational assessments, 7) carrying out guidance, 8) carry out administration school.[37]

According to the writer's opinion, competence is a description of what a person can do in work, as well as what forms of work can be seen. To be able to do a job, a person must have the ability in the form of knowledge, attitudes, and skills relevant to the field of work. Based on the explanation above, it can be understood that teacher competence is defined as ability. Competence is a description of the qualitative nature of behavior teachers who seem very mean

4. Merdeka Belajar Curriculum

a. Definition of Merdeka Belajar Curriculum

Freedom to learn is a policy that was edited by Nadim Makarim as Minister of Education and culture. According to Nadim Makarim quoted by M Badrus: "Freedom to learn is freedom to think, freedom" autonomy given to educational elements the purpose is to provide

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[37] Darmadi.

space for students unleash your inner potential. Merdeka learning is one of his initiative programs Minister of Education and Culture Nadiem Makarim Those who want to create a fun learning environment fun. The goal of self-directed learning is for teachers to: Both students and parents can feel the atmosphere happy. According to the Minister of Education and Culture, freedom of learning is based on: hope that educational outcomes produce quality get better, don't just create learners people who only know how to memorize, but who have it good analytical skills, reasoning and comprehension comprehensive learning to develop himself and his abilities.[38]

Nadiem Makariem says "The teacher's job is noble and and difficult. In system Teacher national education is tasked with shaping the masses in front of the nation but too given the rules rather than help. Teachers want to help students to work on lagging behind in class, but time run out to do administration without any benefits clear. Teachers know the potential of students can not be measured from the exam results, but the teacher is chased by the numbers that are in pressured by various stakeholders. Master wants take students outside the classroom to learn from the world surrounding areas, but

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[38] Franciscus Xaverius Wartoyo and others, "Menakar Korelatifitas Merdeka Belajar Dengan Sistem Pendidikan Nasional Undang- Undang Nomor 20 Tahun 2003 Dan Pancasila," 4.2 (2022), 140–53.

the curriculum is so close adventure. Teachers are so frustrated that in the real world that the ability to work and collaborate determines a child's success, not ability memorize. The teacher knows that every student have different requirements, but uniformity defeats diversity as a basic principle bureaucracy. Teachers want every student to be inspired, but teachers not given the trust to innovate"[39]

Freedom to learn is a policy that: Edited by Nadim Makarim as Minister of Education and culture. According to Nadim Makarim quoted by M Badrus: "Freedom to learn is freedom to think, freedom" autonomy given to educational elements The purpose is to provide space for students unleash your inner potential. Merdeka learning is one of his initiative programs Minister of Education and Culture Nadiem Makarim Those who want to create a fun learning environment fun.

The goal of self-directed learning is for teachers to: Both students and parents can feel the atmosphere happy. According to the Minister of Education and Culture, freedom of learning is based on: hope that educational outcomes produce quality Get better, don't just create

[39] Bambang Yulianto, Universitas Negeri Surabaya, and Jurnal Education, "PIDATO NADIEM MAKARIM DALAM SERI MERDEKA BELAJAR : ANALISIS WACANA KRITIS SITUASI SOSIAL DAN IDEOLOGI (Perspektif Teori Analisis Wacana Kritis)," 9.2 (2021), 220–24.

learners people who only know how to memorize, but who have it good analytical skills, reasoning and comprehension comprehensive learning to develop himself and his abilities.[40]

From the Introduction of the Freedom of Learning Policy Concept Launched by Minister of Education and Culture Nadiem Makarim, There are similarities in using the concept of "free learning". The concept of education according to John's Progressive Philosophy Dewey: both concepts equally emphasize existence Institutional independence and freedom maximize your skills and potential owned by students who naturally have it diverse skills and possibilities.

Education is also responsible for the promotion of participants develop them to maturity, courage, self-reliance and self-reliance. of In this context, imparting knowledge is not important positive things that students take for granted, possible attempt to do means to give independence students should be directly involved in the learning process knowledge transfer, in this case students are considered not as a mere subject, but as a primary subject educational process.

The concept of self-directed learning has a clear direction and purpose same as john's concept of progress

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[40] Syaiful, Kurniadi, and Rahman.

philosophy of education dewey, both offered independence discretion and discretion for educational institutions maximize student potential use it according to your student's interests and talents education in Indonesia is expected to be more advanced quality can have a positive effect in the future it is directly related to the progress of nations and nations.[41]

The concept of teacher-student active learning the subject of the learning system. It means teacher it is not used by students as a source of truth, but by teachers and teachers. Students actively collaborate in their quest for truth. The meaning is the teacher's position in the classroom is not to plant and plant. Standardize the truth according to your teacher, but dig in students' truth, reasoning, and criticality see the world, phenomenon. Internet and technology development opportunities it will be a moment of learning freedom.

Because it can be hacked a strict or non-free education system. Include reform the workload of teachers and schools was poured out even though it was administrative. Hence freedom to innovate, learn

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[41] Carolyn S. Wallace and Mark Priestley, "Teacher Beliefs and the Mediation of Curriculum Innovation in Scotland: A Socio-Cultural Perspective on Professional Development and Change," *Journal of Curriculum Studies*, 43.3 (2011), 357–81 <https://doi.org/10.1080/00220272.2011.563447>.

independently, and be creative carried out by education units, teachers and students.

b. Regulation of Merdeka Belajar

1) Permendikbudristek No. 5 Year 2022: Graduate Competency Standards in Early Childhood Education, Elementary Education, and Secondary Education. Graduate competency standards are the minimum criteria regarding the unity of attitudes, skills and knowledge that show the achievement of students' abilities from their learning outcomes at the end of the education level. SKL is a reference for the 2013 Curriculum, the Emergency Curriculum and the Independent Curriculum.[42]

2) Permendikbudristek No. 7 Year 2022: Content Standards for Early Childhood Education, Elementary Education, and Secondary Education. Content standards are developed through the formulation of the scope of material that is in accordance with the competence of graduates. The scope of the material is study material in learning content which is formulated based on:

a) mandatory content in accordance with statutory provisions;

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[42] Vega Falcon Dr. Vladimir, "SKL Permendikbud 5 Tahun 2022," *Gastronomía Ecuatoriana y Turismo Local.*, 1.69 (2022), 5–24.

b) scientific concept; and 3) track, level, and type of education. The content standards are the reference for the 2013 Curriculum, the Emergency Curriculum and the Merdeka Curriculum[43]

3) Permendikbudristek No. 262/M/2022: Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery. Contains the structure of the Independent Curriculum, rules related to learning and assessment, the Project to Strengthen the Pancasila Student Profile, and the teacher's workload.

4) Decree of the Head of BSKAP No.008/H/KR/2022 of 2022: Learning Outcomes in Early Childhood Education, Basic Education, and Secondary Education, in the Independent Curriculum. Contains Learning Outcomes for all levels and subjects in the Merdeka Curriculum structure.

5) Decree of the Head of BSKAP No.009/H/KR/2022 of 2022: Dimensions, Elements, and Sub Elements of the Pancasila Student Profile in the Merdeka Curriculum.

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[43] Joko Pamungkas and Ad Dieni Maulana Rizka, "Analysis of Educational Values in Macapat Song Learning in Kindergarten," *Return : Study of Management, Economic and Bussines*, 1.02 (2022), 43–48 <https://doi.org/10.57096/return.v1i02.13>.

Contains explanations and stages of developing Pancasila student profiles that can be used especially for projects to strengthen Pancasila students.

6) Circular No. 0574/H.H3/SK.02.01/2023: Following up on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery.

Education units can implement the Independent Curriculum in stages according to their respective readiness. Since the 2021/2022 Academic Year the Independent Curriculum has been implemented in nearly 2,500 schools participating in the School Mobilization Program (PSP) and 901 SMK Centers of Excellence (SMK PK) as part of learning with a new paradigm. This curriculum is implemented starting from TK-B, SD & SDLB grades I and IV, SMP & SMPLB grade VII, SMA & SMALB and SMK grade X.

Starting from the 2022/2023 Academic Year, educational units can choose to implement a curriculum based on their individual readiness starting from Kindergarten Classes I, IV, VII, and X. The government is

preparing a questionnaire to help educational units assess their readiness to use the Independent Curriculum. Three options for implementing the Independent Curriculum for educational units that choose to use the Independent Curriculum in 2023/2024: Independent Learning The education unit applies several principles of the Independent Curriculum in the implementation of learning and assessment but still uses the education unit curriculum that is being implemented. Independent Change Using the Independent.

Curriculum in the development of its educational unit curriculum and applying it in carrying out learning and assessments. Independent sharing using the independent curriculum in developing its educational units and applying it in carrying out learning and assessments with a commitment to share its good practices with other educational units.

Based on the policy concept of "Independence", "Learning" proclaimed by Minister of Education and Culture Nadiem Makarim As mentioned above, the concept of "independence" has similarities. "Learning" based on the concept of education along the flow of philosophy *Progressiveism of John Dewey*.

The two concepts are the same Emphasize institutional independence and freedom training for

maximum capabilities of course, students also have the potential They have diverse skills and possibilities. If the two concepts are equally contained the same meaning the student is free, nurture direct experience naturally best stimulus in learning. Teachers need to be able to you have to lead and be a good facilitator. Educational institution should be an educational laboratory for rotating participants enhance; be able to do activities in educational institutions and at home thank you for your cooperation.[44]

Based on the above explanation, think you can understand self-directed learning policy has four guidelines self-study curriculum by Mr.Nadiem Macarim. According to the Ministry of Education, self-study is required Change your child's attitude towards education. the difference You can check it in the next section.

a) Stereotypes Children's abilities are not absolute. Changeable there are people who are immeasurably wise and foolish Academic ability, intelligence inherited genetically, Performance is symbolized by numbers (grades).

b) Growth mindset Everyone has potential. This potential is can be developed at any time through the ability to think critically, They are creative with real problems

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[44] "Merdeka Belajar 11," 2019.

and have "lifelong" support. ability to learn". A form of stereotype error that is happening include:

(1) Memorize theories and concepts.

(2) Learning is too deductive (just telling theory and theory) draft).

(3) Too vertical (minus horizontal) rating.

(4) May reduce the generation of "teacher-centered learning" Children's desire to learn.

(5) Wrong image: Mathematics and science are difficult, social studies are difficult red.

(6) Reading and writing skills are not properly trained from an early age.[45]

c. Characteristic of Merdeka Belajar

To identify implemented an education that are independent and humanistic, education must has the characteristics that Baharudin defines as: which of the following:

1) Is liberating, liberating what is meant as a process of liberation from all shackles formalistic which instead will print a generation not able to be critical of everything and unable creative in various situations.

2) Includes a spirit of taking sides, taking sides what is meant is education must be presented wholeheartedly, because education is all human rights

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[45] Baro'ah.

3) Participatory principle, which requires existence synergy between schools, parents and also environment. It aims to be education something relevant to what is needed students as well as a means of controlling student development.

4) Need-based curriculum, this point reinforce the previous point. However a good system will produce good output Also.

5) Upholding the principle of cooperation, the point is synergy between teachers and students to work together create fun learning.

6) Evaluation focused on students, because learning can be said to be successful if the participants Students are positioned as subjects that must be continued continually evaluate its progress.

7) Confident, can not be denied that Self-confidence will greatly support the development of students' potential in capacity individual and social46

In line with what was expressed by Baharudin, Ibnu Khaldun also considers that "education is not only is an activity that always comes first untouched thoughts and contemplations of aspect pragmatic at all, but it is formed

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46 Elina Lestariyanti and Mohammad Andi Hakim, "Qaryah Thayyibah: Reposisi Eco-Literacy Melalui Pendidikan Berbasis Masyarakat," *Briliant: Jurnal Riset Dan Konseptual*, 5.3 (2020), 573 <https://doi.org/10.28926/briliant.v5i3.483>.

from all conclusions born of phenomena that exist in society and development in a cultural cycle". So education must contain characteristics that liberate, both from point of view of schools, educators, students and environment.

d. Independent Learning Curriculum Objectives

The characteristics of independent education according to Muhammad Azzat must have a liberating character against learners in the educational process, so they can become enlightened individuals. he has the view that education is constructive consciousness becomes more urgent than system Learning to use memorized theory.

Moreover, education must have a purpose who can practice these humanitarian values 1 person. Ibn Khaldun never expressed an opinion, he clearly explains what this goal means, but he trying to translate the goal of perspective education is a quote from alToumy Ibn Khaldun claims there are at least six points educational goals, namely[47]

1) Prepare someone religiously.

2) Cultivate a person with character and morality.

[47] Ahmad Syamsu Rizal, "FILSAFAT PENDIDIKAN ISLAM ISLAMI Oleh : Ahmad Syamsu Rizal A . PENDAHULUAN Pendidikan Baik Pada Tataran Teoritis Maupun Praktis . Ia Dapat Merupakan Aplikasi," 12.1 (2014), 1–18.

3) Prepare human resources who can understand the social situation socially.

4) Promote your professional potential according to your potential.

5) Enrich the intellectual side.

6) Sharpen your skills. Based on the explanations confirmed above,

In other words, education is not just for people acquire not only intellectual property, but also skills and expertise it will help students in their lives. The main goal of self-directed learning is to produce open-minded, independent-minded participants. Along with the rules and regulations in learning,

To help students reach their full potential unique ability Ibn Chaldu provide a general understanding of education there is no dichotomy between world affairs and religion. When you refer to he represents the principle of balance. education must be competent respond to everything in the form of manifestations of the system Independent learning, resulting patterns the next step is to highlight the potential they have by the students themselves

e. Advantages and Disadvantages of Free Learning Curriculum

The most important skills in education 4.0 are: communicate, collaborate, think critically, think creative. According to mr. Chahianti, the excess of the original curriculum is this research includes: first, there are no limits to the practice of self-study. Space and time, by visiting sightseeing spots, museums and others. Second, based on the project, use the skills you already have. Third: experience from cooperation in this field the world of education and industry, students was instructed to enter the scene and paint gently skills and hard skills that prepare you to go out into the world work. Fourth is individualized learning. At this stadium learning adapted to participants' abilities students are not equally designed in their learning activities. fifth, data interpretation. Big data to support the process used as an educational and central solution solve problems and adapt to your needs.

Based on these advantages, this perspective applying self-directed learning turns the teacher into a facilitator motivation for students' "free learning". and provide activities for students to explore so that all students can experience independent learning. A standalone tutorial is not perfect for this it was completed.

There are some obstacles and challenges that must be overcome faced. Her five assignments for the

Independence Program are: Learning for teachers, specifically:

1) Leave the comfort zone of your learning system.
2) No experience with Merdeka program learning.
3) Referential constraints.
4) Teaching skills.
5) Minimum equipment and quality of teachers[48]

f. Obstacles in the Implementation of the Independent Curriculum Study

Independent learning curriculum is new in Indonesia a world of education helping students and teachers revolutionary but profound in the world of education experience the implementation of this self-study curriculum there are several obstacles, including the lack of understanding of this concept among teachers, students and parents of students. Independent learning.

1) Quality of human resources .People are an important part of an organization who moves and acts to achieve something the purpose. Mr. Nawawi shared his thoughts on human resources he is divided into two parts: macro-understanding and micro-

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[48] E N Kholik, "Persiapan Pendidikan Menghadapi Era Merdeka Belajar," *Prosiding Seminar Nasional Manajemen …*, 2021, 1299–1307 <https://jurnal.ustjogja.ac.id/index.php/semnasmp/article/view/10877>.

understanding. A macro definition of HR includes anyone who: residents or nationals of any country or within its borders Certain fields that have entered the labor age whether you have a job (field) work). A simple micro definition of HR is: a person or worker or member thereof organizations called staff, clerks, clerks, workers, work and other In the world of human resource education in question concerns teachers, students, and parents[49]. Many teachers in particular who are old do not understand the use technology and applications so that the learning process is not running should result in the implementation of the learning system not working optimally.

2)   Facilities and Infrastructure. Requires facilities and infrastructure within the curriculum for teachers with proper facilities and infrastructure Support for the learning process. in regulation government of the republic of indonesia number 19 of 2005 the national education standard states: relevant to national education standards minimum standards for study rooms and locations sports, places of worship, libraries, labs and other possible learning resources support the learning process including how to use

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[49] Mega Anggita and others.

information and communication technology. according to soegypt, mr. raffles said that, and infrastructure is "the whole process of procurement", use and monitoring of occupied facilities support educational processes that have proven effective and efficient. " from this it can be concluded what "means" means learning infrastructure is a direct facility of excellence or indirectly support the educational process in particular the process of teaching and learning whether you move or not move forward to achieve your learning goals. smoothly, neatly, effectively, and efficiently.

3) Mindset**.** Thinking is a process of problem solving and process use of alternative ideas and symbols in physical activity. Besides, if you think about it, the process of presentation of internal and external events, possessing past, present, and future interact with each other. very deep there are patterns in the implementation of self-study curricula that teachers who have not practiced yet thought understood the concept of an independent curriculum. essentially, that's what Desmita thinks "beliefs that influence a person's attitudes and attitudes" ideas that influence people's behavior. way to think in a person's subconscious.

B. Previous Research

In this research, researchers used several previous studies relevant as comparison material with the research that the researcher will conduct. Relevant research used by researchers is as follows:

a. **Nofri Hendri's research (2020)** with the title "Freedom to Learn; Between Rhetoric and Application" (published in the journal Jurnal Jurnal E-Tech Vol. 08 No.01). The results of this research are that freedom to learn is absolute freedom that every citizen has to learn in a meaningful way the real thing. This term originates from many phenomena that occur in our country, such as the functions and duties of teachers and students Many people ignore their main function because they lack focus. There are many other problems, we witness and assess that colonialism has occurred in education. Therefore, the government together with stakeholders has agreed to launch the "Freedom to Learn" program. Based on the explanation above, it can be concluded that freedom of learning is

currently wrong one concrete solution to overcome such educational problems Complete

b. **Research by Ujang Cepi Barlian, Siti Solekah, and Puji Rahayu (2022)** with the title "Implementation of the Independent Curriculum in Improving Quality of Education" (published in the Journal of Educational and Language Research Vol. 1 No.12). The results of this research are first, SDN 244 Guruminda Bandung City has made learning plans independent curriculum in the form of learning tools following guide to making independent curriculum learning tools, namely analyzing learning outcomes (CP) to develop objectives learning and flow of learning objectives, assessment planning diagnostics, developing teaching modules that adapt learning with stages of achievement and characteristics of students and planning formative and summative assessments. Second, SDN 244 Guruminda Kota Bandung has implemented the initial independence curriculum by carrying out diagnostic assessments, carrying out learning according to project-based teaching modules, both short-term and short-term projects long-term projects, classroom learning according to participant characteristics students, as well as implementing formative and summative assessments. Third, SDN 244 Guruminda Bandung City has carried out an assessment or evaluation learning to implement the

independent curriculum including implementing 30 diagnostic assessments, carrying out and processing formative assessments, and summative and reporting.

c. **Research conducted by Muhammad Fakih Khusni et al** in a journal entitled "Implementation Independent Curriculum at MAN 1 Wonosobo." Results The research obtained is, that there is an implementation in the form of several priority programs, self-development, and life skills education as an effort to implement educational programs in madrasas, a curriculum that reflects the needs of society and distinctive and measurable learning so that it is competent graduates can meet acceptable standards accountable. Meanwhile for implementation independent of learning, MAN 1 Wonosobo has not yet been fully implemented. This is proven from the table shows the large burden of learning and teaching. The difference in this research is in the method The data analysis only uses content analysis and The data source only uses observations at MAN 1 Wonosobo as a research object with only use analysis on documents only

C. Framework

To make it easier to understand this research, a framework was created as follows:
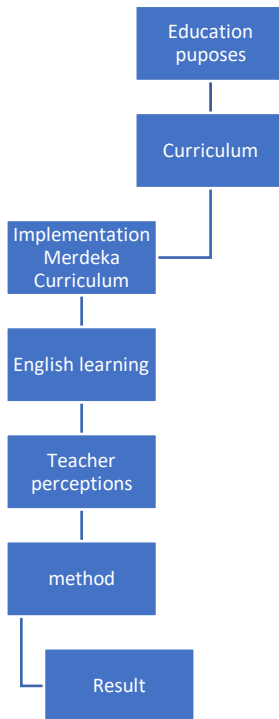
CHAPTER III
METHOD

A. Types and Approaches of Research

This type of research is field research (field research), using a descriptive qualitative approach. Research that uses qualitative research aims to develop the concept of sensitivity to problems that faced, explaining the reality related to Grounded theory and develop an understanding of one or more of the phenomena faced. According to Sugiyono: "Qualitative research methods are research that based on the philosophy of postpositivism, it is used to examine the natural condition of objects where the researcher is as a key instrument, a technique data collection is carried out by triangulation, analysis data is inductive or qualitative and research results qualitative emphasizes meaning rather than generalization" [50]

Sudaryono explained qualitative research namely "Research that seeks to analyze social life by describe the social world from the point of view or interpretation of individuals (informants) in natural settings.[51] Bogdan and

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[50] "By Prof. Dr. Hj. Eti Nurhayati, M.Si."

[51] Asyhari, Ardian, and Helda Silvia. "Pengembangan media pembelajaran berupa buletin dalam bentuk buku saku untuk pembelajran IPA terpadu." *Jurnal ilmiah pendidikan fisika Al-Biruni* 5.1 (2016): 1-13.

Taylor to quote Samus' definition: "Qualitative research" As a research method to generate descriptive data in the written or spoken form of people's words and actions qualitative research tries to understand what an individual looks like, Interpret or explain the social world. A descriptive approach to research conducted using Intensive, detailed and bio-deep a particular phenomenon with (individuals), organizations, or regions, or tight topic.[52]

Quoted by Bogdan and Taylor Adi Kusmastuti said: The qualitative research approach deals with: Subjective evaluation of attitudes, opinions, and behaviors. Research in this situation Research results and impressions[53]

Problems that can be researched and investigated by research This qualitative refers to the case study. Thus the goal from this study get an in-depth picture about a case under investigation. Data collection obtained from observation, interviews and documentation.

B. Place and Time of Research

1) Research Place

The location of this research was carried out at SMK MUHAMADIYAH 1 SEMARANG

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[52] Baro'ah.

[53] Zhang Jie and Yu Sunze, "Investigating Pedagogical Challenges of Mobile Technology to English Teaching," *Interactive Learning Environments*, 0.0 (2021), 1–13 <https://doi.org/10.1080/10494820.2021.1903933>.

2)   Research Time

As for the time of this research, the writer did it for 1 more months, namely from September 5 to September 19

C. Data Source

Sources of data which are written materials consist of primary data sources and secondary data sources as follows:

1. Primary Data

Primary data is a source of data obtained by researchers directly. The primary data in the research is the teacher English, there are 2 English teachers at SMK MUHAMADIYAH 1 SEMARANG

2. Secondary data

Namely, data obtained by researchers from existing sources. In this research that becomes research subjects are modul ajar/ RPP , learning media, etc There are who know and can provide inside information related to independent learning curriculum planning which is the object of this research.

D. Research Focus

The Research Focus is intended to limit research qualitative to determine which data is relevant and which is not irrelevant. The limitations in this qualitative research are more based on the level of importance/urgency of the problem faced in this research.

This research will be focused on the perception of English teachers in implementation learning independence curriculum at Vocational MUHAMADIYAH 1 SEMARANG

E. Data Collection Techniques

To obtain data in the research of the author using several methods of data collection, among others:

1. Observation

According to Sudaryono, the observation is "doing direct observation to the object of research to see close up of the activities carried out". If the object of research is behavior, human action, and natural phenomena, processes work and the use of small resondents. Besides, in the use of the "observation method, the most effective way is complete with a format or blank observation as instrument".[54]

In this study, the observation method used was participant observation method is an observation activity where the observer is involved or participates in the environment and the lives of the people being observed, in this observation for obtain observing data about opinions, teacher readiness in dealing with the implementation of the independent learning curriculum in SMK MUHAMADIYAH 1 SEMARANG

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[54] Fajri.

Table 3.1

Data on teacher teaching preparation for 2023/2024

academic year

No	Variable	Indicator	Observation research	
			Yes	No
1.	Teacher Perception Deep English Implementation Curriculum Independent Study	1. Part of the teacher already understands and gets to know curriculum independent study		
		2. The teacher has to manufacture simplification RPP in the learning process and teach		
		3. Some less disagree in organizing UN		
		4. Less		

		socialization deep mto curriculum independent study		
		5. Curriculum Freedom to learn as a policy good and need to try for increase education quality		
2	Obstacle in implementing merdeka belajar curriculum	1.Source Quality Human Resources		
		2.Means and Infrastructure		
		3. Time		
		4. Mindset		

2. Interview

Moleong said that the interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question interviewee who answered the question. While Sugiono said there are seven steps in the use of interviews to collect data in qualitative research, namely:

a. Determine to whom the interview will be conducted.

b. Prepare the main issues that will be the material talks.

c. Initiating or opening the interview flow.

d. Carry out the interview flow.

e. Confirming the results of the interview and ending it.

f. Write down the results of the interviews in the field notes.

g. Identify follow-up results of interviews that have been obtained.

h. In this study the research conducted interviews directly with the head of the school first, interview the school principal to ask for research permission about English teacher perceptions[55]

[55] Rachman, F., Nurgiansyah, T.H. and Kabatiah, M., 2021. Profilisasi Pendidikan Kewarganegaraan dalam Kurikulum Pendidikan Indonesia. *Edukatif: Jurnal Ilmu Pendidi2kan*, *3*(5), pp.2970-2984.

Table 3.2 Interview Grid

No	Variable	Indicator	Grain	Item
1	Perception of English teachers in implementation Curriculum Freedom to Learn	1. Comprehension Teacher 2. Subtraction Content Curriculum 3. Learning Constructivism 4. Experience Personal Teacher 5. Degree Education Teacher	2 2 2 2 2	
2	Bottlenecks in the implementation Curriculum Freedom to Learn	1. Source Quality Human Power 2. Facilities and Infrastructure 3. Mindset	2 1 2	

3. Document

Documents are records of events that have occurred overcome. According to Sudaryono, "This document is intended to obtain data directly from the study site, including relevant books, regulations, activity reports, photos, movies, and related data. In this study, researchers Use books, articles, and magazines that contain them about the school's geographic description, demographics, vision and mission organizational structure and operational data

Table 3.3 School Main Data

Instrument Grid

No	Document grid	Information	
		Yes	No
1.	History of SMK MUHAMADIYAH 1 SEMARANG		
2.	Vision and mission of the school		
3.	Organizational structure		
4.	Teachers, students,and administrative personel		
5.	Facilities and Infrastructure		

6.	Curriculum 1. Prota/Promissory Note		
	2. Syllabus		
	3. RPP/Teaching Module		

F. Check the validity of the data

In search, every search result must be verified its value so that research results can be taken into account its truth and value can be proven. To verify the validity of these results, the following technique was used.

Triangular method from this point of view we will consider many different phenomena that appear and can then be exploited so the conclusion is accepted as correct. Check that there are different types of triangles, namely:

1. Triangulation

Especially by searching for data about a phenomenon obtained using different methods, namely interviews, observation, and documentation. Then results obtained by this method were compared and concluded to get Reliable data. compared to Time Triangulation performed using method Carry out testing through interviews, observations, or other methods at different times

Based on the above description, the verification techniques The value of data used by researchers is in use Source triangulation techniques involve teachers English needed to know Teachers in the field of how English learning plans are implemented independent study program. Also used to Check the validity of data using data inference Interviews and observations were obtained from subject teachers

G. Data analysis techniques

This study uses data analysis of interaction models. Meanwhile, Miles and Huberman believe that the steps of interactive model data analysis techniques are as follows: next:

1. Data reduction

   According to Sudaryono, mitigation is defined "as a process choice, favoring simplification, abstract and transform the raw data that emerges from field notes".[56] The data obtained is recorded as detailed reports or data. Reports are prepared based on The obtained data is shortened, and synthesized, and factors are selected, focusing on the important things. [57]

   a) Present data

      The data obtained is classified according to the main topic problem, in qualitative research, the

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[56] Robert and Brown.

[57] Bimbingan D A N Konseling, "Metode Penelitian Pengembangan (Rnd) Dalam Bimbingan Dan Konseling," 5.3 (2021), 111–18 <https://doi.org/10.22460/q.v1i1p1-10.497>.

presentation of possible data is produced as brief, graphical, interrelationship descriptions categories, diagrams, and others but commonly used Presenting data in qualitative research includes narrative text. Data can be organized and sorted according to the relational model so we can understand it more easily.

b) Conclusion and verification

Closing operations are an additional step from data reduction and presentation activities, existing data A summary and systematic presentation will be concluded temporarily. Conclusions are usually obtained at an early stage less obvious but will become clearer at a later stage solid and firmly supported. A provisional conclusion needs to be checked. According to Sugiyono, "techniques can be used because verification is about triangulating data sources and methods, Peer discussion and member checking.[58]

During the analysis process, data reduction and data presentation are also done Conclusions and data verification are mutually exclusive and related. These three streams cannot be separated from each other different and parallel. Done in

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[58] Robert and Brown.

advance, during the binding process three are described as follows

Context

Method

Means

Learning

Teacher

Students

Curriculum

Curriculum
Merdeka

Definition

Purpose

Characteristic

Principle

Stages

Superiority
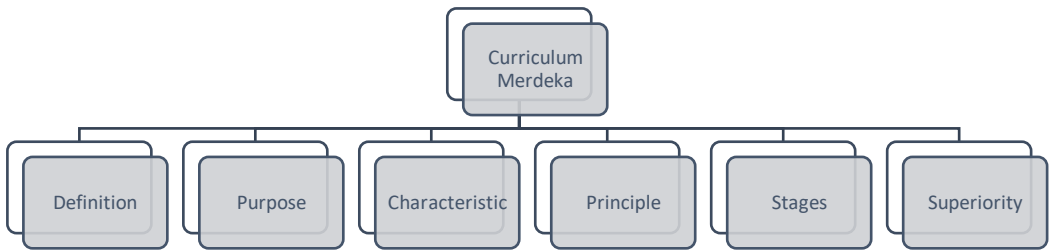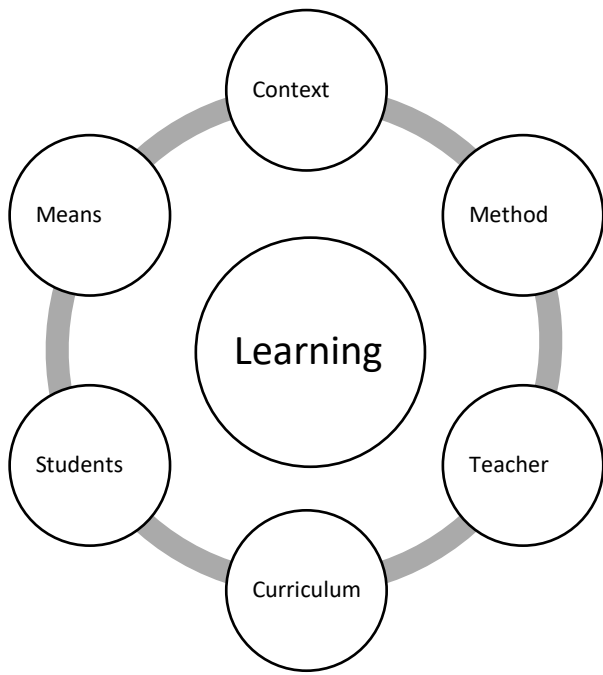
CHAPTER IV
FINDING AND DISCUSSION

A. FINDING

1. Perceptions of English Teachers in Implementation Independent Learning Curriculum at SMK MUHAMADIYAH 1 SEMARANG

In December 2019 the Minister of Education and Culture (Permendikbud) proposed new policies in the world of education, namely "Freedom of Learning". Independent learning is one of the Ministry of Education and Culture's initiative programs that wants to create a happy learning atmosphere, good for students as well as teachers.

First "Freedom to Learn" was initiated by Nadiem Makarim several points can be drawn. First, the concept of "freedom to learn" is the answer to the problem faced by teachers in educational practice.

Second, teachers reduce the burden in carrying out their profession, through independent freedom in assessing student learning with various types and forms of assessment instruments, independent of various burdensome administrative creations, and independence from various pressures of intimidation, criminalization, or politicizing teachers.

Third, opens our eyes to find out more about the obstacles faced by teachers in learning tasks at school,

starting from the problem of accepting new students (input), and teacher administration in teaching preparation including lesson plans and, the learning process.

Fourth, teachers are at the forefront of shaping the future of the nation through processes of learning, it becomes important to be able to create a more enjoyable learning atmosphere in the classroom, through an educational policy that will later be useful for teachers and students.[59]

2. Perceptions of Vice Principal in Implementation Independent Learning Curriculum at SMK MUHAMADIYAH 1 SEMARANG

"The teacher's perception is divided into two views, namely view narrowly and broadly, a narrow view defines perception as seeing, someone sees something, while the view is widely interpreted as how a person looks at or interprets something. Most individual realizes that the world as it is seen is not always the same as reality, so it is different with a narrow approach, not just looking at something but more about the understanding of something"[60]

This was also stated by Mrs. Tika who said "My view is because I am a typical person who is always optimistic and

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[59] Interview with Mr.Ryan , 3 Oktober 2023 08:02 WIB

[60] Interview of vice principal SMK MUHAMADIYAH 1 SEMARANG on 3 Oktober 2023 at 10:10 WIB

not allergic to changes in the curriculum independence can be implemented and is much more humane because you want to humanize humans."[61]

This is included in the Principle of Objective Set, where the understanding process is a mental preformed set. Apart from that, Ki Hajar Dewantara stated "In Education, we must always remember that independence is nature three kinds: stand alone, do not depend on people organize yourself

In this case, it is appropriate Student learning activities are free-thinking so that in the future you can follow your principles without being dependent on others when learning a students physical, mental and energetic independence. Independent curriculum is an educational method Give schools the freedom to develop a research program tailored to local needs and contexts, as well as integrating aspects of culture, environment, and internal creativity study process. The proximity principle or proximity principle in Gestalt theory, refers to an individual's tendencies to group spatially neighboring elements.[62]

Similarly in this study, the principle of proximity, or yang called the proximity principle, involves a number associated with the implementation of the Independent Curriculum in this area of education. In an independent

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[61] Interview Mrs. Tika on 3 Oktober 2023 at 10: 13 WIB
[62] Interview Mrs. Tika on 3 Oktober 2023 at 10: 15 WIB

research program, schools can benefit from this principle by organizing the learning material based on local similarities. For example, integrating relevant content with culture, tradition, or environment. therefore, where possible locally relevant learning elements are grouped visually or conceptually, thus creating more meaningful and authentic learning experiences.

In the independent program, there is a Pancasila student profile made up of several elements including noble character, global diversity, independence, cooperation, and critical and creative reasoning. The ingredients are on file Pancasila students are flexible and close to the cultural values of society thanks to this closeness of perspective principle of closeness[63] if this independent course has an approach capable of adapting to the values of Indonesian society. So, the school carries out an independent research program, including SMK MUHAMADIYAH 1 SEMARANG I think this independent program is a very important thing positive and well-received through the application of values Pancasila student profile is very close to the community culture around both conceptually and practically. The existence of an independent curriculum gives rise to many different concepts educators rely on experience and observation is made, to which these

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[63] Interview Mrs. Tika Vice Principal SMK MUHAMADIYAH 1 SEMARANG AT 3 Oktober 2023 at 10:25 WIB

observations will give rise to different perspectives of each individual. [64]

3. Teacher Perceptions Based on Observations of Comparisons Between the Independent Curriculum and the 2013

Curriculum In terms of implementation, the independent curriculum is not much different from the 2013 curriculum which refers to 21st-century learning, however, the independent curriculum is packaged to serve students according to their respective interests and talents.

Mr. Luqman Hakim's opinion is in line with the basic principles of perception according to gestalt theory which is called the principle of similarity, which means that an individual will be inclined to perceive the same stimuli as a single unit. Similarity these stimuli can be in the form of similarities in shape, color, size and so on brightness [65] Implementation of the Strengthening Pancasila Student Profile (P5) Project activities At Muhammadiyah 1 Vocational School it is held 5 times in 1 week with 3 themes different. The theme taken refers to the Pancasila Student Profile and the selection of themes is determined by the teacher. This matter is intended to make assessment easier. Project implementation It is a

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[64] Lestariningrum.

[65] Anwar, Chairul. "Teori-teori pendidikan klasik hingga kontemporer." *Yogyakarta: IRCiSoD* (2017).

collaboration between several subjects. For example in This is What You Can See Only those contained in the Pancasila student profile contain values, for example, an attitude of tolerance or respect for fellow friends, then a humble attitude, an honest attitude. Following are the data project activities to strengthen Pancasila students at SMK MUHAMADIYAH 1 [66]

Based on the results of observations made by the author at SMK MUHAMADIYAH 1 SEMARANG understanding of the independent learning curriculum from the teacher some of those who have been interviewed by researchers provide English Different views regarding the curriculum some have positive and negative attitudes towards independent learning.

Different understanding of the independent learning curriculum, as stated by Mr Luqman (as the school principal) state: Perception of the independent learning curriculum in my opinion therefore the idea of the government and the government is also certain I've thought about the positive and negative impacts, meaning If it has been instructed, it must be carried out because it has become a decision and we have to make amends I think a lot of people must have thought about it the experts. Should be accepted" [67]

    a)   Teacher Understand

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[66] Interview Mr. Luqman Hakim Head Masteron 3 Oktober 2023 at .10:30 WIB

[67] Interview Mr. Luqman head Master of SMK MUHAMADIYAH 1at 3 Oktober 2023

Then added by Mr. Ryan (an English teacher) stated: "The independent learning curriculum initiated by Minister Nadiem Makarim, in my opinion, has been very helpful and liberating teachers, especially I highlight that This simple lesson plan helps liberate teachers Don't just waste paper to print lesson plans so much, and I'm so grateful with Mr Nadiem Makarim's concept

b) Based on the results of the observations and interviews above, you can conclude the perception of English teachers in implementing the curriculum freedom to learn in terms of understanding there are some of them English teachers who agree with the concept issued by the minister of education and culture but also some of the teachers don't agree, maybe some of the teachers are technologically clueless information and technology.

c) Based on the conclusion above, the English teacher has their understanding in the planning of course the teachers have prepared the independent learning curriculum in the best way.

Then expressed by Mr. Ryan (as an English teacher) states:

"Concepts in implementing the independent learning curriculum As a teacher, I already have one concept

that helps students develop their personalities, expand knowledge, and practice skills in various fields"[68]

Reaffirmed by Mr. Ryan(as English teacher) states:

"As an English teacher, of course, I already have the concept even though you haven't fully mastered what it contains independent curriculum to study later, one of them is me In delivering the material, you will be closer to students like friends and help participants educate to expand knowledge"

According to Mr. Ryan (English teacher):

"The implementation of the independent curriculum is very in line with current developments because students have the freedom to express themselves but are still within the corridor of teacher supervision, the teacher gives direction to certain points and then students develop independently."

In its implementation, each teacher is given direction by the school principal so that teachers can collaborate on the subjects taught with existing departments. What preparations does a teacher make before teaching in class? teachers prepare teaching materials/modules, teachers look for the latest information about teaching. Apart from that, teachers must be able to apply theory and practice in teaching

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[68] Interview English Teacher Mr. Ryan on 3 Oktober 2023 at 08:20 WIB

d) Reduction of CurriculumContent With the independent learning curriculum that was initiated by the Minister of Education and Culture Nadiem Makariem there is a reduction in curriculum implementation especially in the learning process. In the concept of independent learning, between teacher and student is a subject in the system learning. This means that teachers are not used as sources of truth by students, but teachers and students collaborate driving and searching for the truth. based on the results of observations and interviews in the preparation of RPPs and National Examinations The implementation of learning is indeed simplified, but some teachers have done it and some have not yet done it. As expressed by Mr. NS (the principal): This means that is what the government is planning now, right? The first is that the absence of a national exam is replaced by one form called assessment, then that Secondly, in accepting new students, priority is given the zoning, then simplification of RPP one sheet.

Mr. Luqman (as head school) states: The concept of freedom to learn means that students are not burdened again with various problems ranging from the learning process costs and so on In the successful implementation of the independent curriculum.

Learning, of course, must be understood by teachers and students pay attention to freedom of learning so that it is in the implementation process independent learning can be carried out well, as for the results interview conducted with Mr. Luqman (as head of the school) states: based on an explanation from the minister of education and culture Nadieem makarim the first thing I caught was that the national exam in 2020 was canceled later the lesson plan concept was shortened to the remaining one sheet and then plan that concept of independent learning applied in the educational environment is not focused on the teacher is only the learner but the student is the object his learning was able to develop his creativity in working to create new results within education world[69]

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[69] Interview Head Master SMK MUHAMADIYAH 1 SEMARANG

4. Description of Research Area

    a. History SMK MUHAMADIYAH 1 SEMARANG

        SMK Muhammadiyah 1 Semarang is one of the favorite private schools in Semarang City in the fields of Business and Management and Fine Arts. Established on January 1, 1972 with Establishment Decree No. KPPE/015/C.IV/III/B/'72.- under the Muhammadiyah Regional Leadership Council of Semarang City.SMK Muhammadiyah 1 Semarang was established on January 1, 1972 by occupying a location on Jalan Sadewa No. 45, which is now changed to Jalan Indraprasta No. 37 Semarang.[70]

    b. The background of its establishment is to meet the needs of the community for adequate education. This school was originally named Sekolah Menengah Ekonomi Atas (SMEA) Muhammadiyah 1 Semarang with a duration of education of 3 (three) years until in 1995 it changed to Vocational High School (SMK) Muhammadiyah 1 Semarang with a fixed education period of 3 (three) years.[71]

    c. Vision and Mission

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[70] Documentation of Mr. DWI, Date of 14 September 2023 09:00 WIB
[71] Documentation of Mr. DWI, Date of 14 September 2023 09:00 WIB

a) Vision of SMK Muhammadiyah 1 Semarang

The realization of SMK Muhammadiyah 1 Semarang has progressed which is able to produce graduates with noble character, smart, ready to work and entrepreneurship and have a spirit of caring for the environment

b) Mission of SMK Muhammadiyah 1 Semarang

a) Cooperation with universities in order to improve the quality of learning

b) Carry out a learning process based on religion/religiosity.

c) Apply character-based education.

d. Preparing competent and skilled graduates according to the demands of the industrial / business world.

e. Always establish cooperative relations with the business / industrial world.

f. Channeling graduates as implementers who master science and technology in accordance with the demands of the world of work and the industrial world.

g. Become a school that prepares the nation's children to become entrepreneurs.

h. Apply educational patterns that teach social, environmental and other concerns.

Special data

Table 4.1

List of Teachers SMK MUHAMADIYAH 1 SEMARANG

No	Name	Education	Position
1.	Lukman Hakim,S.Pd.	S1	Head Master
2.	Widyasturi Andayani,S.Pd	S1	Head of Library
3.	Dwi Kartika sulisyorini,S.Pd	S1	Vice chairman Curriculum
4.	Moh Furqon,S.Ag	S1	Vice chairman of Insfrastructure
5.	Moh Rifai,S.H,M.SI	S2	Vice chairman of Public Relations
6.	Musyafak,S.Ds	S1	KKK Animation
7.	Nur Hidayawati,S.Pd	S1	KKK Accounting
8.	Uny widyawati,S.Pd	S1	PPKN Teacher
9.	Aji Sasmito,S.Pd	S1	English Teacher

10	Esih Mukti Patriani,S.Pd	S1	Java teacher
11	Meirza Mussaqif Ichsan,S.Pd	S1	Mathematics Teacher
12	Yuliati,S.Pd	S1	Vice Chairman Digital business
13	Ivva Yunita Anistyaningsih,S.Pd	S1	Animation Teacher
14	Hares Sudarmono,S.Pd	S1	Vice chairman of studentship
15	Uma Rosalina,S.Pd	S1	Marketing teacher
16.	Ayu Muria Pangisti,S.Pd	S1	Accounting teacher
17.	Wulan Dhari,S.Pd	S1	Counselling teacher
18.	Yasmine Labela Da Makkah,S.Pd	S1	Animation teacher
19.	Ryan Angga Kusuma,S.Pd,M.M,.M.Pd	S2	English teacher
20.	Intan Kusumaningrum,M.Pd	S2	Counselling teacher

21.	Duwi Miyanto,S.Pd I,M.Pd.I	S2	Religion teacher
22.	Farhan hanif mulana	SMA	Design grafis teacher
23.	Ellyta Dewi Kartikawati	SMA	Indonesia teacher
24.	Meita salsabilasari,S.Tr.AB	S1	Marketing productive teacher

Table 4.2

Room of School Infrastructure and Condition

No	Infrastructure	Condition	
		Good	No
1.	Classroom	V	
2.	Library	V	
3	Laboratories	V	
4	Practice room	V	
5	Leader room	V	
6	Teacher room	V	
7	Pray room	V	

8	Health room	V	
9	Toilet room	V	
10	Circulation	V	
11	Counseling room	V	
12	Osis room	V	
13	Sport room	V	
14	Built room	V	
15	Administration room	V	

Data and Interview Transcript Coding

    c) Interview Guidelines

      1) What is the teacher's perception of implementation in schools?

      2) Is the implementation of the independent curriculum in accordance with students' needs?

      3) What preparations are made before implementing the independent curriculum program?

      4) What are the obstacles to implementing the independent curriculum?

      5) Are there any special instructions from superiors in implementing this curriculum?

6) Is there an evaluation of teachers in implementing this curriculum?

7) What is the difference between the independent curriculum and the previous curriculum?

d) Interview transcript

Table 4.3 Interview Vice Principal

Name	: Bu Dwi Kartika,S.Pd
Position	: Vice Principal of Curriculum
Time	: 3 Oktober 2023
Place	: SMK MUHAMADIYAH 1 SEMARANG
Topic	: MERDEKA BELAJAR Curriculum

No	Coding	Interview material
1.	Reserchers	Assalamualaikum, let me introduce myself, Muhammad Rizqi Mauludin, usually called Rizqi, I am a 7th semester student at UIN Walisongo Semarang. First of all, thank you ma'am for taking the time for the interview session. On this occasion I would like to ask about the implementation of the independent curriculum at this school. Firstly, how is the independent curriculum implemented in this school?

2.	Informant	Informant Since 2022 our school has started implementing the Merdeka curriculum.at the beginning of the implementation of the new curriculum we felt a little confused but over time we have begun to adapt
3.	Reserchers	What is your perception of the implementation of the Merdeka curriculum in the current era?
4.	Informant	The Merdeka curriculum is very good because students are given freedom of expression to discover their talents and interests. With the implementation of the Merdeka curriculum, we are more able to learn technology in accordance with the times. Alhamdulilah our teachers have improved their abilities so that they are more accustomed and the teachers here learn with antusisas. Teachers also continue to learn in order to succeed in the implementation of Merdeka Belajar.
5.	Reserchers	Is the implementation of the Merdeka curriculum in accordance with the needs of students?
6.	Informant	Yes, it is appropriate because in the era of 4.0 someone is required to master the latest technology with this curriculum is an effort so

		that students are better prepared in the world of work later
7.	Researchers	What preparations are carried out by teachers before carrying out classroom teaching?
8.	Informant	Teachers must already have teaching modules so that learning is more focused, besides that teachers must be good at using available teaching media so that students can be facilitated in the teaching process. Our school cooperates with industry, especially soft skills so that students can be better prepared for the world of work including communication, motivation, initiative, and attitude
9.	Reserchers	What are the obstacles encountered in the implementation of the Merdeka Belajar curriculum?
10.	Informant	The obstacles encountered are that some senior teachers do not master technology so that sometimes senior teachers ask for help from young teachers so that there must be synergy among teachers, besides the amount of equipment used so that the costs needed are also greater. Teachers also have difficulty determining the standardization of education.

		Teachers must also think of ways to keep students interested and not get bored quickly
11.	Reserchers	Are there any instructions from superiors regarding the implementation of the new curriculum?
12.	Informant	Yes, we must carry out a super vision where the teachers prepare learning tools with the problem-based learning method by making works or targets given to students so that learning is fun and directed. Early students are taught how to find solutions to all problems faced.
13.	Reserchers	Is there an evaluation from the school principal regarding the implementation of the Merdeka curriculum?
14.	Informant	There is, every 3 months the teacher will be asked to show the teaching module etc. which will then be corrected by the principal regarding the teaching module that will be delivered so that the teacher can continue to improve the quality

5. Obstacles in Implementing the Independent Curriculum Study at MUHAMADIYAH 1 Vocational School

A new policy and rules are of course certain obstacles and constraints when implemented. The same thing was also faced by teachers at SMK MUHAMADIYAH 1 in implementing the curriculum Freedom to Learn certainly has its obstacles and obstacles. The problems that arise also of course come from externally either internally or from the educational community itself.

Based on the results of observations and interviews with informants several factors become obstacles for vocational school teachers The implementation of the independent learning curriculum is as follows:

a) Quality of Human Resources

There are obstacles, and that's a thing Normally we have to respond well look for every solution obstacle, and use supporting factors to the maximum. The main inhibiting factor is financial problems. Obstacle else maybe nothing goes well There are inhibiting factors in policy. Speak about the obstacles, namely from a financial perspective, because human resources all support without anyone complicating things. state:

The inhibiting factor for us teachers is student problems. We prioritize character education according to the objectives of the independent

learning curriculum, and we build character Islamic to improve the morals of students to have good character. Now we have used to register students' attendance electronically using cards, each student before entering class fills in the list by attaching the card to the existing device provided, and after school filling in the attendance list too. Based on observations and interviews in the field that is an inhibiting factor in implementation This independent learning curriculum lies in human resources thus hampering all existing preparations and policies carried out

b) Facilities and infrastructure

Facilities and infrastructure are some of the successes of education, especially learning. However, it's unfortunate In the use of digital media and educational materials, the obstacle lies in students' lack of ability to master technology. Especially when the self-study program has been implemented, Increasing the use of resources and learning materials many digital media users automatically request Full support facilities such as internet access and mobile phones Android, as well as teachers who need to understand digital media

c) Mindset the Independent

Learning curriculum will not take place well if students are just passive. Meanwhile, teachers and The principal do not have creative development learning and do not want to change. Based on observations conducted by researchers some of the teachers have a mindset to develop an independent curriculum learning despite a lack of cooperation between other teachers.

According to Mr. L (the principal): One of the obstacles in implementing the curriculum Freedom to learn is the mindset of a teacher because it exists Some teachers give up easily and are not ready yet Facing the independent learning curriculum is one thing due to age and abilities[72]

Teachers who have a passion for learning and self-development, have a strong commitment to goals, and creativity in managing learning is still very minimal. This makes teachers stutter in dealing with it the new policy is so transformative, even though it is one of the conditions What an independent teacher must have is to be independent and creative, and always willing to continue learning and developing.

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[72] Interview Head Master SMK MUHAMADIYAH 1 SEMARANG

B. Discussion

From research carried out by the author with the title "Implementation of an independent curriculum for English teachers". based on data obtained by researchers through observation, interviews, and documentation. then the researcher will analyze existing findings and modify existing theories, then build a new theory and explain the implications of the research

Discuss research results based on the research results, the program was successful and will be implemented at SMK Muhamadiyah 1 teaching 2022/2023 refers to national education standards, with the concept of independent learning, and implementation of the Pancasila student profile. From a legal perspective, the curriculum of Muhammadiyah Vocational School 1's operational activities are structured based on regulations applicable laws and regulations in the field of education, both at the central and regional levels. Meanwhile, from a pedagogical perspective, the SMK MUHAMMADIYAH 1 SEMARANG activity program discusses teacher competence as learning and assessment experts.

The growth of teacher professionalism is realized in the form of continuous practical training. This is a professional commitment to serving students. There are important points

discussed in the research this is based on the following problem formulation.

Basically to be able to achieve an achievement learning in the independent curriculum, in activities learning is carried out in a constructivist manner. Learning constructivism is a learning activity that Prioritizes the logical and conceptual development learner. Through this learning theory, children can create or create a work and build on something that has already there studied. Based on the results of observations made by the author at SMK MUHMADIYAH 1 some said that with the existence of this independent learning curriculum,

It becomes Teachers must understand the concept of constructivism in the process of learning, especially the independent learning curriculum, but for teachers who want to retire or less with technology they still use the normal curriculum. According to the results of the observations above at SMK MUHAMADIYAH 1 in SEMARANG, some of the teachers use the independent curriculum in the learning process

CHAPTER V
CLOSING

A. Conclusion

Based on the results of observations and interviews carried out at SMK MUHAMADIYAH 1 SEMARANG regarding the perceptions of teachers in the social studies field of study The implementation of the independent learning curriculum can be concluded as follows: The English teacher at SMK MUHAMADIYAH 1 SEMARANG has a positive perception and very good reviews of the Merdeka Belajar program. This comes from observations and the results of interviews conducted. The results of the investigation explain that the teacher's perspective on implementing an independent curriculum is very good because students are given the freedom and flexibility to develop their talents and interests inside and outside the classroom. Apart from that, they can also develop their ability to master technology, but there are several obstacles, including a lack of understanding of the program and difficulties in implementing creative and innovative learning methods, students and teachers have not yet mastered the latest technology. Independent curriculum requires more time and resources than previous teaching methods

B. Suggestions

Based on the results of research examined by researchers, Therefore, the researcher provides the following suggestions:

1. For Teachers As a teacher you can see how developments occur in students, to follow up learning process that must be used.

2. For School Principals As a school principal this can be a consideration in deciding learning process policies.

3. For Students The research results are expected to increase knowledge regarding the perception of the independent learning curriculum to make it even better for the future in using the latest curriculum.

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APPENDIX 1

Table 3.1
Data on teacher teaching preparation for 2023/2024
academic year

No	Variable	Indicator	Observation research	
			Yes	No
1.	Teacher perception deep english implementation curriculum independent Study	1. Part of the teacher already understand and get to know curriculum independent study		
		2. The teacher has do in manufacture simplification RPP in learning process teach		
		3. Some less disagree in organizing UN		
		4. Less the socialization deep mto curriculum independent study		
		5. Curriculum Freedom to learn as a policy good and need to try for increase		

No	Variable	Indicator	Grain	Item
		education quality		
2	Obstacle in implementing merdeka belajar curriculum	1.Source Quality Human Resources 2.Means and Infrastructure 3. Time 4. Mindset		

APPENDIX II

Table 3.2 Interview Grid

No	Variable	Indicator	Grain	Item
1	Perception of English teachers in implementation Curriculum Freedom to Learn	1. Comprehension Teacher 2. Subtraction Content Curriculum 3. Learning Constructivism 4. Experience Personal Teacher 5. Degree Education Teacher	2 2 2 2 2	

2

2	Bottlenecks in implementation Curriculum Freedom to Learn	1. Source Quality Human Power 2. Facilities and Infrastructure 3. Mindset	2 1 2	

Table 3.3 CORE DOCUMENT

No	Document grid	Information	
		Yes	No
1.	History of SMK MUHAMADIYAH 1 SEMARANG		
2.	Vision and mission of the school		
3.	Organizational structure		
4.	Teachers, students,and administrative personel		
5.	Facilities and Infrastructure		
6.	Curriculum 1.Prota/Promissory Note 2. Syllabus 3.RPP/Teaching Module		

APPENDIX IV

Table 4.1

List of teachers SMK MUHAMADIYAH 1 SEMARANG

No	Name	Education	Position
1.	Lukman Hakim,S.Pd.	S1	Head Master
2.	Widyasturi Andayani,S.Pd	S1	Head of Library
3.	Dwi Kartika sulisyorini,S.Pd	S1	Vice chairman Curriculum
4.	Moh Furqon,S.Ag	S1	Vice chairman of Insfrastructure
5.	Moh Rifai,S.H,M.SI	S2	Vice chairman of Public Relations
6.	Musyafak,S.Ds	S1	KKK Animation
7.	Nur Hidayawati,S.Pd	S1	KKK Accounting
8.	Uny widyawati,S.Pd	S1	PPKN Teacher
9.	Aji Sasmito,S.Pd	S1	English Teacher
10	Esih Mukti Patriani,S.Pd	S1	Java teacher
11	Meirza Mussaqif Ichsan,S.Pd	S1	Mathematics Teacher
12	Yuliati,S.Pd	S1	Vice Chairman Digital business
13	Ivva Yunita Anistyaningsih,S.Pd	S1	Animation Teacher

14	Hares Sudarmono,S.Pd	S1	Vice chairman of studentship
15	Uma Rosalina,S.Pd	S1	Marketing teacher
16.	Ayu Muria Pangisti,S.Pd	S1	Accounting teacher
17.	Wulan Dhari,S.Pd	S1	Counselling teacher
18.	Yasmine Labela Da Makkah,S.Pd	S1	Animation teacher
19.	Ryan Angga Kusuma,S.Pd,M.M,.M.Pd	S2	English teacher
20.	Intan Kusumaningrum,M.Pd	S2	Counselling teacher
21.	Duwi Miyanto,S.Pd I,M.Pd.I	S2	Religion teacher
22.	Farhan hanif mulana	SMA	Design grafis teacher
23.	Ellyta Dewi Kartikawati	SMA	Indonesia teacher
24.	Meita salsabilasari,S.Tr.AB	S1	Marketing productive teacher

APPENDIX V

Table 4.2

Room of School

No	Infrastructure	Condition	
		Good	No
1.	Classroom	V	
2.	Library	V	
3	Laboratories	V	
4	Practice room	V	
5	Leader room	V	
6	Teacher room	V	
7	Pray room	V	
8	Health room	V	
9	Toilet room	V	
10	Circulation	V	
11	Counseling room	V	
12	Osis room	V	
13	Sport room	V	
14	Built room	V	
15	Administration room	V	

Table 4.3 Interview Vice Principal

Name	: Bu Dwi Kartika,S.Pd
Position	: Vice Principal of Curriculum
Time	: 3 Oktober 2023
Place	: SMK MUHAMADIYAH 1 SEMARANG
Topic	: MERDEKA BELAJAR Curriculum

No	Coding	Interview material
1.	Reserchers	Assalamualaikum, let me introduce myself, Muhammad Rizqi Mauludin, usually called Rizqi, I am a 7th semester student at UIN Walisongo Semarang. First of all, thank you ma'am for taking the time for the interview session. On this occasion I would like to ask about the implementation of the independent curriculum at this school. Firstly, how is the independent curriculum implemented in this school?
2.	Informant	Informant Since 2022 our school has started implementing the Merdeka curriculum.at the beginning of the implementation of the new curriculum we felt a little confused but over time we have begun to adapt
3.	Reserchers	What is your perception of the implementation of the Merdeka curriculum in the current era?
4.	Informant	The Merdeka curriculum is very good because students are given freedom of expression to discover their talents and interests. With the implementation of the Merdeka curriculum, we are more able to learn technology in accordance with the times. Alhamdulilah our teachers have improved their abilities so that they are more accustomed and the teachers here learn with antusisas. Teachers also continue to learn in

		order to succeed in the implementation of Merdeka Belajar.
5.	Reserchers	Is the implementation of the Merdeka curriculum in accordance with the needs of students?
6.	Informant	Yes, it is appropriate because in the era of 4.0 someone is required to master the latest technology with this curriculum is an effort so that students are better prepared in the world of work later
7.	Reserchers	What preparations are carried out by teachers before carrying out classroom teaching?
8.	Informant	Teachers must already have teaching modules so that learning is more focused, besides that teachers must be good at using available teaching media so that students can be facilitated in the teaching process. Our school cooperates with industry, especially soft skills because so that students can be better prepared in the world of work including communication, motivation, initiative and attitude
9.	Reserchers	What are the obstacles encountered in the implementation of the Merdeka Belajar curriculum?
10.	Informant	The obstacles encountered are that some senior teachers do not master technology so that sometimes senior teachers ask for help from young teachers so that there must be synergy among teachers, besides the amount of equipment used so that the costs needed are also greater. Teachers also have difficulty determining the standardization of education. Teachers must also think of ways to keep students interested and not get bored quickly

No.	Coding	Interview material
11.	Reserchers	Are there any instructions from superiors regarding the implementation of the new curriculum?
12.	Informant	Yes, we must carry out a super vision where the teachers prepare learning tools with the problem-based learning method by making works or targets given to students so that learning is fun and directed. Early students are taught how to find solutions to all problems faced.
13.	Reserchers	Is there an evaluation from the school principal regarding the implementation of the Merdeka curriculum?
14.	Informant	There is, every 3 months the teacher will be asked to show the teaching module etc. which will then be corrected by the principal regarding the teaching module that will be delivered so that the teacher can continue to improve the quality

APPENDIX VII

Table 4.4

Interview English Teacher transcript

Name   : Mr. Ryan Angga Kusuma,S.Pd,M.M,,M.Pd

Position   : English Teacher

Time   : 3 Oktober 2023

Place   : SMK MUHAMADIYAH 1 SEMARANG

Topic   : MERDEKA BELAJAR Curriculum

No	Coding	Interview material
1.	Reserchers	Assalamualaikum, let me introduce myself, Muhammad Rizqi Mauludin, usually called

		Rizqi, I am a 7th semester student at UIN Walisongo Semarang. First of all, thank you ma'am for taking the time for the interview session. On this occasion I would like to ask about the implementation of the independent curriculum at this school. Firstly, how is the independent curriculum implemented in this school?
2.	Report	The implementation of the Merdeka curriculum is a very good thing, this school implements the Merdeka curriculum in accordance with the recommendations of the Minister of Education, Nadiem Makariem;
3.	Reserchers	What is your perception of the implementation of the Merdeka curriculum in the current era?
4.	Report	The application of the Merdeka curriculum is very good in learning, especially English language learning because students are given freedom of thought and expression but are still under teacher supervision. Teachers provide direction regarding English learning in the classroom
5.	Reserchers	Is the implementation of the Merdeka curriculum in accordance with the needs of students?
6.	Report	Yes, because in this era, the English language is not a scary scourge for students. As technology advances, students must be able to master English because it is a supporting language in various jobs. With this curriculum, students are given the freedom to access their devices to find material related to lessons
7.	Reserchers	What preparations are carried out by teachers before carrying out classroom teaching?

8.	Report	Teachers must already have teaching modules so that learning is more focused, besides that teachers must be good at using available teaching media so that students can be facilitated in the teaching process. Our school cooperates with industry, especially soft skills because so that students can be better prepared in the world of work including communication, motivation, initiative and attitude
9.	Reserchers	What are the obstacles encountered in the implementation of the Merdeka Belajar curriculum?
10.	Report	Alhamdulilah this school has complete facilities so that learning is effective, but teachers must try so that when carrying out the transfer of knowledge students can receive well so that students get good grades during assessment
11.	Researchers	Are there any instructions from superiors regarding the implementation of the new curriculum?
12.	Report	Yes, we must carry out a super vision where the teachers prepare learning tools with the problem-based learning method by making works or targets given to students so that learning is fun and directed. Early students are taught how to find solutions to all problems faced.
13.	Reserchers	Is there an evaluation from the principal regarding the implementation of the Merdeka curriculum?
14.	Report	There is, every 3 months the teacher will be asked to show the teaching module etc. which will then be corrected by the principal regarding the teaching module that will be

		delivered so that the teacher can continue to improve the quality

APPENDIX VIII

APPENDIX

Curriculum Vitae

A. Personal identity

The undersigned below :

1. Name : Muhamad Rizqi Mauludin

2. Place and date of birth : 29 Mei 2001

3. Address : Jalan Banyar no 26 RT 07
   RW 08 KEL.TEGALSARI KEC   TEGAL   BARAT. KOTA
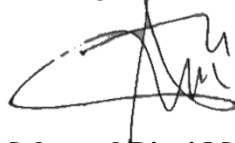   TEGAL

   No handphone : 087834359888

   Email : :
   muhamadrizqimauludin@gmail.com

B. Educational History

A. SDN TEGALSARI 3 TEGAL   graduated 2013

B. SMPN 7 TEGAL   graduated 2016

C. SMA NEGERI 1 TEGAL   graduated 2019

Thus, I made this list of curriculum vitae truthfully

Semarang,16 Oktober 2023

Muhamad Rizqi Mauludin
2003046054