

**TEACHERS' PERCEPTIONS AT MTS MIFTAHUL HUDA CURAH KATES JEMBER
ON THE MERDEKA CURRICULUM AND THE IMPLEMENTATION**

THESIS

Presented to State Islamic University of KH Achmad Siddiq Jember
In Partial Fulfillment of The Requirements For Bachelor Degree (S.Pd)
Education And Teacher Training Faculty
English Education Department



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
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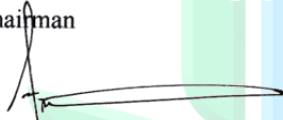
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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Trully Allah will not change the face of a people untill they change what is in themselves.” (Q.S Ar-ra’d: 11)

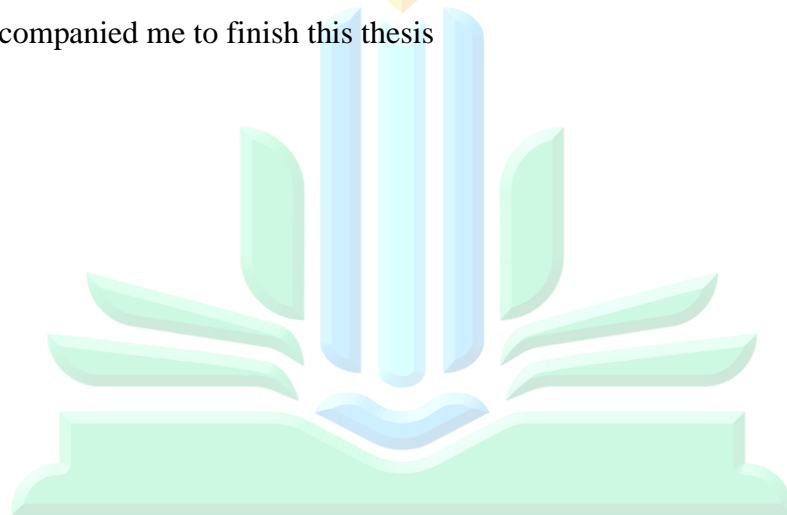


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DEDICATION

This thesis is dedicated for everyone who cares and love me. I proudly dedicate this thesis to:

1. My beloved parrents Tohari and Siti Ponirah who passed away and always in my heart. Unforgateable my son Muhammad Aril Fauzil Fajri.
2. My beloved big families who always pray for due to my future
3. My beloved classmates, Brilliant Class TBI 2 2017
4. My closest friends, Azwar, Fudaili, Mutaali, Unayyis who always accompanied me to finish this thesis



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Alhamdulillahirobbil ‘alamin. Praise to Allah SWT, the Almighty for the univers. Invocation and peace delivered to the greatest propeth Muhammad SAW, his family and his disciples. This thesis is for achieving the undergraduate degree of English Language Teaching in UIN KIAI HAJI ACHMAD SIDDIQ Jember. The undergraduate thesis entitled “Teachers’ Perceptions at MTs Miftahul Huda Curah Kates Jember On The Merdeka Curriculum And The Implementation.”

The researcher also fully aware that the undergraduate thesis could never finished without helping and supported from others during the process of writing. Therefore, in this occasion the researcher expresses thankfully and honorable:

1. Prof. Dr. H. Babun Soeharto, S.E,MM, as a rector of state Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
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Jember, 08 June 2023

Dadang Sumito

ABSTRACT

Dadang Sumito 2023: *Teachers' Perceptions at Mts Miftahul Huda Curah Kates Jember On The Merdeka Curriculum And The Implementation.*

Key Words: *Teachers' Perceptions, Merdeka Curriculum, Qualitative Method, Implementation.*

Curriculum is one of the main pillar in education system. It is impossible that education stands without curriculum at all. In Indonesia, the Merdeka Curriculum has lately emerged as an innovative and transformative educational paradigm. It has received much attention as an innovative educational paradigm emphasizing learner-centered and comprehensive education. As a new curriculum, it is natural that teachers face various obstacles in its implementation since they are not used to it.

Regarding to that issue, this research is questioning about : first, What is the Teachers' Perception To Merdeka Curriculum at MTs Miftahul Huda Curah Kates Jember? second, What are the problems faced by the teacher in implementation the Merdeka Curriculum At MTs Miftahul Huda Curah Kates Jember?. While the purposes of this research are to describe the teacher's perception on the Merdeka Curriculum and to find out the obstacles faced by them.

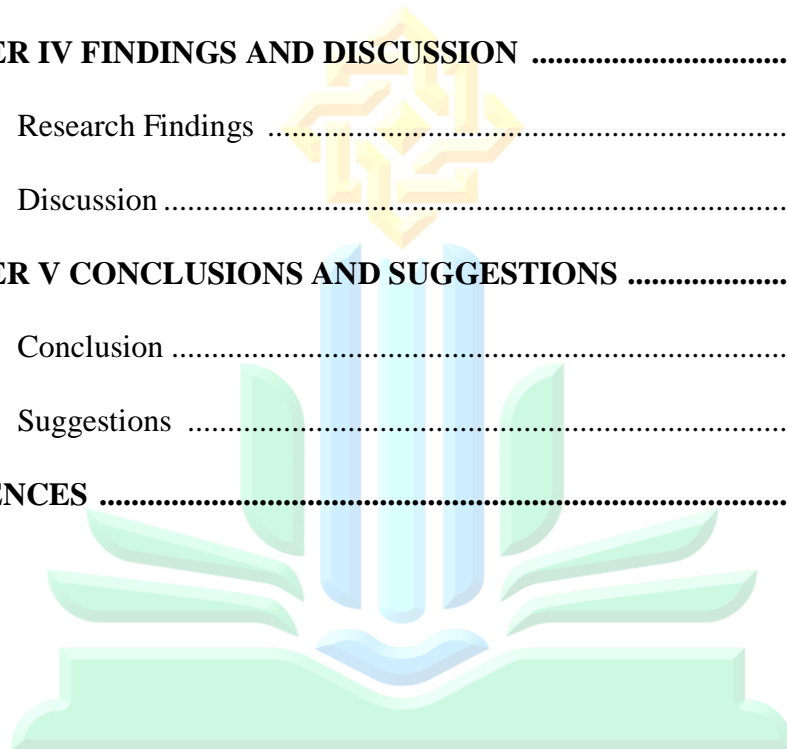
This research is conducted at Mts Miftahul Huda Curah Kates Jember. It used qualitative as the research approach. The subject of the research were three English teachers of Mts Miftahul Huda Curah Kates Jember. The in-depth interview was used as data collection technique. The descriptive qualitative was used to analyze the collected data.

Result of the research indicated that teachers and students are excited to implement Merdeka Curriculum. Teachers are enthusiasts to conduct Merdeka Curriculum in the teaching learning process even though there were moments students got lazines and lack of reference from teacher due to lack of facilities. In addition, the teachers were required to be more creative, innovative, critical, and practical in carrying out the learning and assessment process to achieve curriculum targets. New model of Lesson Plan was one of the problems faced by the teacher firstly. Then, how teacher should assess and monitoring each student's talents and ability in line with the concept of free learning to explore students individual competency was the next obstacle faced by the teacher.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. The parts of this chapter are research background, research question, research objective, research significance, limitation of the research, and definition of key term.

A. Research Background

The quality of education in Indonesia has been very concerning lately. Matter This is caused by the presence of several problems in the Indonesian education system which resulting in low quality of education in Indonesia. For example, weakness in the education management sector, there is a gap in educational facilities and infrastructure in urban and rural areas, support from the government is still weak, there is a mindset ancient society, low quality teaching resources, and weak standards learning evaluation. Some of the things above are factors in the quality of education in low Indonesian. Apart from some of the things above, there are also internal problems learning.¹

This is also one of the reasons for the decline in the quality of education in Indonesia. According to Law No. 20 of 2003 concerning SISDIKNAS, in article 1 explained that education is a conscious effort to create an atmosphere learning so that students can actively develop their potential through the learning process. Through education, students are

¹ Kadi, T. Upaya Penyelesaian Problematika Pendidikan di Indonesia. Jurnal Islam Nusantara, Vol.1 No.2, (2017).

expected to have intelligent personality, noble character, and also has the skills for himself themselves or for the local community.²

Developing curriculum to enhance student learning is the primer purpose of all curricular activities. Availability of recent tools supporting to teach various skills including reading, listening, speaking and writing has opened a new venue for curricular activities in technology-enhanced learning environments³.

The use and how to apply the curriculum in educational activities become an important aspect and is impossible to be ignored. Whereas, all students being confused regarding a significant changement in curriculum every 5 years. Indeed, this circumtances happened rarely once in 3 years. This phenomenon give a skecth, how indonesia's education curriculum does not stand in a great value.

However, the reseacher needs to give such a provement toward the history of educational curriculum in Indonesia. As stated by Mulaysa⁴ curriculum in Indonesia has gone through a long history since post-independence. Starting from the curriculum that was first called Rencana Pelajaran 1947 to, Curriculum 2013 the newest one called Kurikulum Merdeka Belajar. Muhammad Nuh, the previous Minister of Education says

² Megawanti, P. Meretas Permasalahan Pendidikan di Indonesia. Jurnal formatif, vol.2. No.3. Tersedia: <https://journal.lppmunindra.ac.id/index.php/Formatif/article/download/105/101>, (2012).

³ Gurleyik, Sinan. *Guiding Curriculum Development: Student Perceptions for the Second Language Learning in Technology-Enhanced Learning Environments*. Journal REDFAME, (quoted from <https://doi.org/10.11114/jets.v6i4.2994> The Institute of Social Sciences, Bülent Ecevit University, Zonguldak, Turkey 2018).

⁴ Keni, Farida. 2018, *Teachers Perceptions Toward The Implementation Of Curriculum 2013* Journal ELLiC, (Sebelas Maret University, indonesia 2018).

“Renewing and developing curriculum needs to be done because a curriculum should be able to go along with the era development”⁵.

Sofyan has stated in his journal about a specific discussion towards the teachers' perception if the curriculum is changing, the components of the curriculum, which are syllabus and lesson plan, could changing as well because they should be in line with the curriculum. Recently, there are several updated on the curriculum in Indonesia. Example, In 2013 KTSP (Kurikulum Tingkat Satuan Pendidikan) was changed into 2013 curriculum (K-13) and again later on, the curriculum has been updated to 2013 curriculum (K-13) revised version. There are a lot of multiple changes from KTSP to K-13 and there are some additions to the K-13 revised version indeed. KTSP has been stand to implemented since 2006 and teacher became the center of the learning process (teacher-centered), the indicators for the lesson plan and the assessment already stated in the syllabus. In KTSP the learning steps include only exploration, elaboration, and confirmation. KTSP is designed to make the school more autonomous⁶.

By this, facing curriculum changes, teachers find out difficulties to arrange material that will be applied for students. Teachers however feel confused dealing with government policies regarding the changing as newest Curriculum called Merdeka Belajar Curriculum. According to the extensive Indonesian dictionary, the word Merdeka can be interpreted as being free from

⁵ Darsih, E. *Indonesian " EFL Teachers" Perceptions on the Implementation of 2013 English Curriculum*. Journal of English Education. 2(2), 193-200. 2014).

⁶ Sofyan A. Gani, Teuku Zulfikar, dan Tri Sulisdawati, “*Perceptions of English Teachers About Lesson Plans For The KTSP and The 2013 Curricula*,” English Education Journal 8, no. 4 (2 Oktober 2017): 503– 17.

slavery, colonialism or can be interpreted as being independent. In Arabic, the phrase Merdeka is commonly referred to as hurriyah, which means free from all forms of binding oneself to anything or istiqla. In this context, being independent is equivalent to thinking freely and determining one's destiny. While learning is a relatively permanent behavior change, a life obtained from observation or practice⁷.

A theory also stated by expert from Moh. Surya learning is an effort that seeks to change each individual to obtain the overall change received from the experience process and the response from interaction to the environment to each individual. While the word learning has a literal meaning that puts forward changes in mental processes resulting from stimulation of environmental interactions. In general, it has been stated that learning is a change in an individual that occurs through experience and not because of the growth or development of his body or characteristics of a person since birth. Therefore, independent learning is freedom in determining how to behave, process, think, and apply creatively for each individual's self development by deciding his destiny⁸.

Furthermore a brief explanation about Merdeka Curriculum has cited on learning policies in Indonesia have been accommodated in Article 35 paragraph (1) of Law no. 20 of 2003 that "National standards of education consist of standards of content, process, competency of graduates, education

⁷ Iwinsah, R. (2020) *Menakar Konsep "Merdeka Belajar"*, Intens.News. Available at: <https://intens.news/menakar-konsep-merdeka-belajar>.

⁸ Wina Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta : Prenada Media Group, 2010) h.24.

staff, facilities and infrastructure, management, financing, and assessment of education which must improve in a planned and periodic manner"⁹.

The basic term of curriculum merdeka above has shown the teacher is particularly has prerogative hold dealing with the teaching and learning process. This phenomenon would be obviously different if we track-back into the previous curriculum which had been implemented for several eras. Let us say KTSP, and K13. These two early "changed" curriculum went through various pro-contra arguments, even though in the end of the day it was implemented in good enough decision of course with several revisions. KTSP and K13 would not ever be a good mirror to take for teacher interpretation on how they assess and implementing their subject into the class. Because, as an example K13 curriculum issues about not all teachers have participated in 2013 curriculum training, resulting in teachers do not understand much about the substance of the 2013 curriculum, such as competency standards graduates (SKL), content standards (SI), process standards (SP) etc., teachers also do not understand about the 2013 curriculum learning tools, especially about the nature of the syllabus and the format of the lesson implementation plan (RPP) several times undergoing revision, plus in the process of preparing the lesson plans, there are not many teachers who understand the objectives, indicators, approaches and learning models, stages of activities, assessment process and media & learning resources in the curriculum 2013.

⁹ DPR-RI, *Undang-Undang Sistem Pendidikan Nasional*, Acta Paediatrica (Indonesia: www.jdih.com, 1982), lxxi, 6–6.

Changes in assessment standards in the 2013 curriculum, assessment becomes Authentic assessment according to teachers is a very complex activity, difficult and complicated and time consuming. The teacher is used to making questions without an answer key, grids, rubrics and scoring. Even though the assessment in the 2013 curriculum requires that the questions are made in accordance with the learning objectives that must be associated with the dimensions of cognitive processes & knowledge dimensions (KD3) and dimensions of skills, both abstract skills and process skills (KD4)¹⁰.

Merdeka Curriculum is not simply perfect, even though the purpose in curriculum change nor to make a better education system because the old one was not capable anymore dealing with students needs and circumstances. Kurikulum merdeka as what has explained by the education minister is to reduce those complexity such as The teacher is used to making questions without an answer key, grids, rubrics and scoring. Dealing with this complexity, Merdeka Curriculum present to optimized learning in practice so that students have enough time to explore concepts and strengthen competencies, Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

However, the inovation occured in Merdeka Curriculum not always goes smooth, there will always any perceptions from teacher due to capabilities and misunderstanding towards each teachers perception on how they catch every single curriculum points. Afterward, an issue about the

¹⁰ Rofiq, *Implementasi Kurikulum 2013 dan Permasalahannya (Studi Kasus Di Smk Ganesa Kabupaten Demak)*, journal iVET, (qouted from <http://e-journal.ikip.veteran.ac.id/index.php/pawiyatan> 2019).

technical socialization uniformity dealing with Merdeka Curriculum application also counted urgently. These issues seem a little bit complicated if compared into the previous curriculum such as KTSP or either K13 that had been applied. The character of Merdeka Curriculum is so far different, where in KTSP and K13 seem more focus on character building and ethics. It does not mean Merdeka Curriculum erased its points of character building and ethics, indeed it gets more elaborate and added some innovations as follows :

The ability problem first perspective formulate graduate profiles and learning outcomes. The graduate profile formulation cannot removed from the world of work. In general, the profile of graduates of the language education study program is as an educator or teacher. This profile is the focus of both study programs researched. However, the emergence of quite a number of derivative profiles of graduates has yet to come based on studies with the world of work.

The second perspective is a learning model and assessment system that formulated. Based on SN-Dikti Number 3 of 2020 the learning system is built based on plans that are relevant to the objectives, learning domains and hierarchies. Learning is carried out using a variety of challenging strategies and techniques, encourage students to think critically to explore, be creative and experiment by utilizing various sources¹¹.

¹¹ Suryaman, *Orientasi Pengembangan Kurikulum Merdeka Belajar*, (quoted from <https://ejournal.unib.ac.id/index.php/semiba/issue/view/956/> 2020).

In agreement, curriculum is a cell of education which means every single aspect of education needs to be elaborated in each value. As cited in character building Hadist as follows:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ
 اللَّهُ لَكُمْ ط

Meaning : O you who believe! when it is said, “Give spaciousness in assemblies,” then expand, surely Allah will provide spaciousness for you. (QS. Al-mujadilah, 11)¹².

The verse of the hadiths above shows how important education in character building for all mankind, especially to devote the young people with a predetermined level of education. The hadith verse above can be an analogical example of Merdeka Curriculum which much focuses on the importance of relevant knowledge to the objectives, learning domains and hierarchies.

In line with that, Ahmad and Farida confirmed about curriculum change as the same result with the observation above as follows, the implementation of Merdeka Curriculum and its implementation practices was found to be partial, biased and tended to be traditional from the planning to the assessing process. Teacher and students bounded in one moment with interesting way of learning¹³.

The upgrading and changing not only happened on the curriculum but also on the lesson plan. Recently, education in Indonesia has been updated

¹² Al-qur'an, Q.S Al-Mujadilah, 11.

¹³ Ahmad, Farida. *Understanding the 2013 Curriculum of English Teaching through the Teacher's and Policymaker's Perspectives*. Internasional Journal of Enhanced Research in Education Development (IJERED), (Makassar: Alaudin state islamic university, 2014)

with new policy called Merdeka Curriculum¹⁴ proposed by the Ministry of Education and Culture. There are 4 new main policies rose that regulate about USBN, UN, RPP and PPDB. In the case of RPP or lesson plan, the new policy directed teachers to have only a piece of paper of lesson plan by cut off some components on the old models of lesson plan. It is stated above that lesson plan consist of some components that make teachers difficult in designing the lesson plan¹⁵. It is such a waste of time for teacher to develop each component to make a good lesson plan.

To ease teachers' administration and making the lesson plan, the Ministry suggested a new policy that allows teachers to make and develop their own models of lesson plan. The different factors of the old lesson plan and the newest, based on Circular Letter Number 14 of 2019¹⁶, are the format, components and the duration of writing the lesson plan. Ministry of Education and Culture believed that the format of the old lesson plan was too rigid, so it changes the format into a free style, means that teachers are allowed to choose, make, implement and develop the lesson plan using their own format. The old lesson plan also has too much components and teachers are required to write in detail for each component that resulting on more than 5 pages of lesson plan. The new policy stated that teachers now can focus only to 3 main components; teaching and learning objectives, activities and assessment that

¹⁴ Kemendikbud dan Mohammad Tohir, *Empat Pokok Kebijakan Merdeka Belajar*, 2019, <https://doi.org/10.31219/osf.io/67rcq>.

¹⁵ Muhammad Syaiful, "Arah Baru Pendidikan Islam Di Sekolah Pada Era Kenormalan Baru", *TADRIS: Jurnal Pendidikan Islam* 16, no. 1 (20 Juni 2021): 193–203, <https://doi.org/10.19105/tjpi.v16i1.4286>.

¹⁶ Kemendikbud dan Mohammad Tohir, *Empat Pokok Kebijakan Merdeka Belajar*, 2019, <https://doi.org/10.31219/osf.io/67rcq>.

can be simplified into a page of lesson plan. Other components can still be mentioned in the lesson plan, it is up to the teachers what they want to include on their lesson plan. And the new policy about lesson plan also believed that it can be done efficiently and effectively so that teacher can focus more in preparing and evaluating the real teaching and learning activities.

B. The Research Questions

Knowing that curriculum is updated and teachers still get difficulties in designing the lesson plan for the new curriculum, the Ministry of education and Culture published a new policy about designing a page of lesson plan. Regarding to that issue, this study is questioning about :

1. What is the Teachers' Perception To Merdeka Curriculum reforms at MTs Miftahul Huda Curah Kates Jember ?
2. What are the problems faced by the teacher in implementation the Merdeka Curriculum reforms At MTs Miftahul Huda Curah Kates Jember?

C. The Research Objective

Based on the statements of research question above, the objectives of this research were :

1. To describe the teachers' perception Merdeka Curriculum reforms At MTs Miftahul Huda Curah Kates Jember.
2. To describe problems face by the teacher in Implementation Merdeka Curriculum reforms at Mts Miftahul Huda Jember.

C.D. Research significance

The significance of the research contains about what contributions will be made after completing the research. Thus, the significance of the research are structured as follows:

1. Theoretically

Research is expected to be able adding, deepen and broaden the treasures of knowledge about teachers' perceptions on the Merdeka Curriculum reforms at MTs Miftahul Huda Curah Kates Jember.

2. Practically

a. For Further Researcher

As an insight from the practice of writing scientific papers on the teachers' perceptions on the Merdeka Curriculum reforms at MTs Miftahul Huda Curah Kates Jember.

D.E. Definition of Key-Terms

This study examines "Teachers' Perception at MTs Miftahul Huda Curah Kates Jember on the Merdeka Curriculum " therefore there are several main terms defined and explained in this study, in order to deny misunderstandings, the definitions of these terms will be explained as follows:

1. Merdeka Curriculum

Here is a brief explanation about Merdeka Curriculum as quoted from Izza mentioned that The Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen

competencies, Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

Conceptually, Merdeka Curriculum refers to a planned implementation of education for schools, especially for teachers by giving them freedom and actualization for them in running the national curriculum in accordance with existing resources in schools¹⁷. In school planning, Merdeka Belajar is expected to be able to explore the talents and potentials possessed by students at an early age according to their wishes, in which case teachers and schools become effective facilitators to accommodate these goals. Whereas in a higher education setting, Merdeka Belajar is focused on developing individual student skills to have multi-tasking skills and also the development of the campus system as a forum for the actualization of the academic community in society¹⁸. Thus, it is hoped that the policy of Merdeka Curriculum will become a forum for actualization of all resources in a national education system. In addition, because the implementation is left to teachers in schools, learning media, learning techniques, and a conducive and directed learning climate will be another task for teachers to create this¹⁹.

¹⁷ Izza, A. Z., Studi literatur: Problematika evaluasi pembelajaran dalam mencapai tujuan pendidikan di era merdeka belajar. Konferensi Ilmiah Pendidikan Universitas Pekalongan 2020, 10–15. <https://proceeding.unikal.ac.id/index.php/kip> (2020).

¹⁸ Siregar, N., Konsep kampus merdeka belajar di era revolusi industri 4.0. *Fitrah: Journal of Islamic Education*, 1(1), 141–157. (2020).

¹⁹ Ramadania, F, Blended learning dalam merdeka belajar teks eksposisi. *STILISTIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 5(1), 10–21. <https://doi.org/10.33654/sti.v5i1.1014> (2020).

Implementing of the Merdeka Curriculum is commonly referred to the new learning paradigm. It ensures that the learning practices are learner-centered. Through this new paradigm, learning is a cycle that begins with mapping competency standards, planning the learning process, and implementing assessments to improve learning so that students can achieve the expected competencies. In this new paradigm of learning, teachers have all the freedom in a learning process, especially in formulating learning designs and assessments tailored to the students' characteristics and needs. Also, in the new paradigm of learning, the Pancasila student profile acts as a guide to all policies and reforms in the national education system, including learning and assessment.²⁰

2. Teachers' Perception

By far, what has been observed in pre observation the researcher found a that the teacher perception is a partial, incomplete view of something that is nevertheless real, and capable of different interpretation when seen from different viewpoints. It depends on how and what is the rule of curriculum and material being teacher inside the classroom.

The main purpose in Merdeka Curriculum was to brun out scepticness towards students lack of confidence and lazzieness. This action was to make sure that teacher and students had such good bounding chemistry in teaching learning process, in hope there would found any hidden talents and skill to improve. This idea was in line with this

²⁰ Hary, *Teacher's Perception On Merdeka Belajar Policy*, Indonesian Journal of Educational Assessment (IJEA). Vol. 3 No. 2, Center of Assessment and Learning, Ministry of Education and Culture, Jakarta, Indonesia December 2020).

research concept about how to represented teachers' new perception in understanding Merdeka Belajar Curriculum as the newest curriculum applied.

Several researchers have conducted research on teacher perception of curriculum changes, among the results show that teacher perceptions in the preparation, implementation, and evaluation of curriculum changes from 2006 to 2013 and again to Merdeka Curriculum are very diverse. While the teacher's response to the curriculum change was split into two groups, the group that rejected and who supported it, although some teachers realized that the curriculum change was for the better. Other research results show that the teacher's perception of curriculum changes has a direct influence on the attitude and readiness of teachers in carrying out the curriculum. Others point out that teachers' perceptions of curriculum change indirectly affect teachers' attitudes and readiness in implementing the curriculum.²¹

This is in accordance with what was conveyed by Sarwono, Perception takes place when a person receives a stimulus from the outside world which is captured by his auxiliary organs which then enters the brain. In it a thought process occurs which ultimately manifests itself in an understanding. The dynamics and changes in the field of education currently felt so dynamic, the existence of technological advances information that is so fast, the learning model must be able to answer

²¹ Kuntarto, E, *Persepsi Guru Terhadap Aspek Penilaian Sikap dan Aspek Penilaian Keterampilan dalam Kurikulum 2013 di Sekolah Dasar*. JPGD: Jurnal Gentala Pendidikan Dasar, 1(1), 21–40 (2016).

challenges so that there is a shift in the role of the teacher or lecturers are not just central learning.²² Foundations of the sociology of education is a set of assumptions that is used as a starting point in the framework of practice and/or study of education based on sociology. Sociology of education includes: teacher-teacher interactions with students, class or school group dynamics, structure and function education, and societal systems and their effects on education, how to implement the sociological foundation education in Indonesia, what are the implications of the sociological foundation education for Indonesian education.²³

3. Implementation

There have been studies about teachers' perception and difficulties in designing the lesson plan and some which compared the difficulties based on the three curriculums. Gani, et al stated that teachers are familiar and didn't face any challenges in designing and implementing lesson plan for Merdeka Curriculum. It is also supported by Darma, Suwarno, & Mulyadi, that they found that teachers didn't find any significant difficulties in designing the lesson plan based on Merdeka Curriculum. It is because teachers accustomed with Merdeka Curriculum since it was already implemented from 2006.²⁴

²² Isthofiyani, S. E. Persepsi Guru Biologi Sekolah Menengah Atas (SMA) Terhadap Kurikulum 2013. *Journal of Biology Education*, 3(1), 85–92. <https://doi.org/10.15294/jbe.v3i1.4163> (2014).

²³ Abidin, A. D. N. Persepsi guru terhadap perubahan kurikulum ktsp ke k13 (studi kasus mi al-jariyah bungkuk parang magetan). In *Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Ponorogo* (Vol. 13). http://etheses.iainponorogo.ac.id/4360/1/APRITA_SKRIPSI.pdf (2018).

²⁴ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction 7th Ed* (Malang: Universitas Negeri Malang, 2019), 77.

They have enough time to learn and understand about every aspect included in Merdeka Curriculum. It can be concluded that the period of time matters for teachers. According to Gani et al. study about teachers' difficulties in designing the lesson plan for Merdeka Curriculum curriculum and the result showed that teachers still learning and adapting to the curriculum at that time although it has been applied for 4 years. Teachers found that Merdeka Curriculum need more detailed assessment for students' achievement because they have to assess students' output, input and their process of learning. Also, teachers have to assess students' cognitive, psychomotor and affective aspects of learning. Teachers must formulate the indicators based on the basic competence because unlike KTSP and K-13 that the indicators already stated in the syllabus.²⁵

The same study about teachers' perception on developing lesson plan of K-13 was conducted by Saputra and the result showed that most of the teachers already adapted and showed positive perception towards the K-13 curriculum. They also discovered that by modifying the lesson and materials can help them to achieve their teaching objectives. Over time teachers feel comfortable and familiar with K-13 although some still got difficult to adapt because Richard argues that some teacher may welcome with the new syllabus and materials and some others will not. It works the same way with K-13 revised version. The upgrading and changing not only happened on the curriculum but also on the lesson plan. Recently,

²⁵ Ach Sayyi, "Management Model of Kitab Kuning Reading Acceleration Program at Mambaul Ulum Islamic Boarding School, Bira Timur Sampang," FIKROTUNA 13, no. 01 (8 Oktober 2021), <http://ejournal.kopertais4.or.id/madura/index.php/fikrotuna/article/view/4788>

education in Indonesia has been updated with new policy called Merdeka Curriculum proposed by the Ministry of Education and Culture.²⁶

There are 4 new main policies rose that regulate about USBN, UN, RPP and PPDB. In the case of RPP or lesson plan, the new policy directed teachers to have only a piece of paper of lesson plan by cut off some components on the old models of lesson plan. It is stated above that lesson plan consist of some components that make teachers difficult in designing the lesson plan.¹³ It is such a waste of time for teacher to develop each component to make a good lesson plan. To ease teachers' administration and making the lesson plan, the Ministry suggested a new policy that allows teachers to make and develop their own models of lesson plan²⁷.



²⁶ Muhammad Syaiful, "Arah Baru Pendidikan Islam Di Sekolah Pada Era Kenormalan Baru," *TADRIS: Jurnal Pendidikan Islam* 16, no. 1 (20 Juni 2021): 193–203, <https://doi.org/10.19105/tjpi.v16i1.4286>.

²⁷ Jack C. Richards, *Curriculum Development in Language Teaching* (Germany: Cambridge University Press, 2001), 159.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two contains of several review of related literatures with the results which are relevant to the research conducted by competent researcher. Also the theoretical framework will be discussed here. The previous research taken from several researchers with the similar topic but each research had its own uniqueness. This is due to differences in places of research, research subjects, and literature used by researchers.

A. Previous Research

In this point there will be some previous researches used for supporting this research, the previous research related with the title that is Teachers' perceptions at Mts Miftahul Huda Curah Kates Jember on Merdeka Curriculum reforms and The Implementation:

1. The first study written by Syahrul Hamdi (2022) entitled, "*Kurikulum Merdeka Dalam Perspektif Pedagogik*" This study tells about Improving and equalizing the quality of education which has been a major challenge to the government for a long time in developing education in Indonesia. Dealing with this, the government continues to make improvements through various systematic steps, one of which is improvement in the curriculum by presenting an independent curriculum. This curriculum is expected to be the answer to the problem of the low basic literacy ability of students and will be fully implemented at all school levels in 2024. The curriculum alternation causes teachers to adjust their competencies,

especially pedagogic competencies. Through a literature review research method conducted in 2022, researchers identified what pedagogical abilities need to be improved by teachers in optimally implementing the independent curriculum. The results of the study indicates that the pedagogic abilities that need to be improved by teachers include understanding constructivism learning theory, the ability to develop and determine approaches for the Pancasila student profile project and the use of expanded formative assessment in learning assessment²⁸.

2. A journal written by Reiga Wierna Aulia (2021) entitled, "*Teachers' Perception On The New Policy Called Merdeka Belajar; A Page Of Lesson Plan*" The Ministry of Education and Culture released a form letter in 2019 called Merdeka Curriculum containing the policy of simplification of the RPP/Lesson Plan. Therein explained about the new format of lesson plan that only need to put or include 3 core components which are; Learning objectives, Learning activities and Assessment rather than putting all of the components from the usual lesson plan. Regarding to the new policy, this qualitative study aims to know teachers' perception on it and collect their opinions toward the simplification of RPP/Lesson Plan using questionnaires as the instrument. The result showed that teachers agree that the 3 components are the most important components to be included in the lesson plan preparation. The result also showed that although few of them think additional attachments are still needed, while

²⁸ Hamdi, *Kurikulum Merdeka Dalam Perspektif Pedagogik*, SAP (Susunan Artikel Pendidikan) Vol. 7 No. 1 Agustus, Pascasarjana Administrasi Pendidikan, Universitas Pendidikan Indonesia, 2022).

others think that it will be better to arrange and have such kind of lesson plan, which is simple but solid²⁹.

3. A journal Written by Kasman (2022) entitled, “*Teachers’ Performance Evaluation Instrument Designs In The Implementation Of The New Learning Paradigm Of The Merdeka Curriculum*” This research aims to design an instrument for evaluating teachers’ performance in the implementation of the new learning paradigm of the Merdeka Curriculum. This research employed a qualitative approach with a literature study method. This research data is secondary data collected through the exploration of sixty-four literary references from books and articles in nationally accredited and internationally reputable scientific journals. The data were analyzed by using Miles’ and Huberman’s interactive model, which includes data reduction, data presentation, and conclusion drawing/verification. The results of this study indicated that the design of the teacher performance evaluation instrument in the new learning paradigm of the Merdeka Curriculum take into account teachers’ planning, implementation and assessment of the learning. Lesson planning is evaluated based on the comprehensiveness of the components contained in the teaching modules composed by a teacher. The teaching module must contain indicators of general information and core components. The instrument utilized is a documentation review using a checklist sheet with a Guttman scale. The implementation of the learning is evaluated based

²⁹ Wierna, *Teachers’ Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan*. Jurnal Pendidikan dan Manajemen Islam (FIKROTUNA) Vol 14, No. 2. Pascasarjana Universitas Negeri Malang 2021).

on the teachers' learning practices, using the indicators of the teachers' skills in preliminary activities, core activities and closing activities. The instrument utilized in this case is an observation sheet in the form of a rubric with a 4-point Likert scale. The evaluation of the learning process is referred to as an assessment, using the learning assessment indicators include diagnostic, formative, summative, and assessment principles and components. Teachers' performance evaluation instruments designs in the implementation of the new learning paradigm of the Merdeka Curriculum was serve as a reference in conducting evaluations. Through performance evaluation, teachers' competencies can be measured, learning obstacles can be identified, feedback on classroom needs can be provided, and opportunities for schools and teachers to develop themselves can be created³⁰.

4. A journal written by Bagus Hary Prakoso (2020) entitled, "*Teacher's Perception On Merdeka Belajar Policy*" The urgency of Merdeka Belajar policy is certainly a challenge for teachers to carry out the learning process in schools. This policy makes teachers have to independently find methods and ways of learning that suit the situation in school. This study aims to explore teachers' perceptions regarding Merdeka Belajar policy that will be applied today. A mixed research design was used in this study by involving thematic content analysis to get an overview of teachers'

³⁰ Kasman, *Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum*, Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran (Jurnal Kependidikan) No 3, (quoted from e-journal.undikma.ac.id. 2022).

perceptions about the implementation of Merdeka Belajar policy at schools. Then the researcher tested the extent of the teacher's readiness to use a portfolio instrument which was an implementation of Merdeka Belajar. This study involved 30 teachers who received a set of open-ended questionnaires, conducted the FGD process, and filled out a portfolio assessment questionnaire. The results showed that the majority of teachers considered Merdeka Belajar policy to be an effective alternative in providing instruction to students in accordance with the resources owned by the school. However, technically, teachers feel the need to be given structured socialization, clear guidance, and freedom based on the abilities and personalities of teachers in schools. In addition, the percentage of portfolio instruments usage seems to have been widely practiced in learning activities³¹.

5. A Journal written by Reffy Ananda Rizki (2022) entitled, "*Evaluation Of Implementation Of Independent Curriculum*". Pandemic Covid-19 brings many influences in our life, including educational system in Indonesia. The students experienced learning loss and learning gap during pandemic. Without any solution, the education in Indonesia can be left behind. Therefore, The Minister of Education and Culture revised the national curriculum. This curriculum will be used as recovery of educational crisis because of Pandemic. This curriculum is Kurikulum Merdeka or Independent Curriculum. This curriculum has not been fully implemented

³¹ Hary, *Teacher's Perception On Merdeka Belajar Policy*, Indonesian Journal of Educational Assessment (IJEA). Vol. 3 No.02, (Center of Assessment and Learning, Ministry of Education and Culture, Jakarta, Indonesia 2020).

in nationwide until 2024. However, the preparation of this curriculum is on progress. The school can apply Implementasi Kurikulum Merdeka or Implementation of Independent Curriculum. The aim of this study was to evaluate the implementation of this curriculum through analysing related document such educational system law, regulation of the Minister of Education and Culture, article, and journal. Based on analysis, the result showed that implementation of new curriculum has both challenges and positive impact. The main challenge is related to the readiness of the teacher while the main positive impact is there is improvement in terms of communication, collaboration, critical thinking, and creative thinking of the students. The result of this study can be used as consideration in formulating educational policy, reflection for the teachers, principal and other stakeholders³².



³² Ananda, *Evaluation Of Implementation Of Independent Curriculum*, Journal of Curriculum and Pedagogic Studies (JCPS), Vol. 1 No. 4.(quoted from /e-journal.lp2m.uinjambi.ac.id. STAI NIDA EL-ADABI, Jawa Barat, Indonesia 2022).

Table 2.1
Similarities and Differences
Previous Research and This Research

No	Writer's Name	Title	Similarities	Differences
1	2	3	4	5
1.	Syahrul Hamdi, 2022	Kurikulum Merdeka Dalam Perspektif Pedagogik	<ul style="list-style-type: none"> • The purpose of this study is to describe the perception and attitude of teachers on curriculum changes in Indonesia. • The researches uses the same methodology that is qualitative research. 	<ul style="list-style-type: none"> • This study tells about Improving and equalizing the quality of education The curriculum alternation causes teachers to adjust their competencies, especially pedagogic competencies. Through a literature review research method conducted in 2022, researchers identified what pedagogical abilities need to be improved by teachers in optimally implementing the independent curriculum. The results of the study indicates that the pedagogic abilities that need to be improved by teachers include understanding constructivism learning theory.

1	2	3	4	5
2.	Reiga Wierna Aulia, 2021	Teachers' Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan	<ul style="list-style-type: none"> This research is formed in qualitative study it aims to know teachers' perception on it and collect their opinions toward the simplification of RPP/Lesson Plan. 	<ul style="list-style-type: none"> This reseach is using questionnaires as the instrument. The result showed that teachers agree that the 3 components are the most important components to be included in the lesson plan preparation. The result also showed that although few of them think additional attachments are still needed, while others think that it will be better to arrange and have such kind of lesson plan, which is simple but solid.
3.	Kasman, 2022	Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum	<ul style="list-style-type: none"> The data were analyzed by using Miles' and Huberman's interactive model, which includes data reduction, data presentation, and conclusion drawing/ verification. 	<ul style="list-style-type: none"> This research aims to design an instrument for evaluating teachers' performance in the implementation of the new learning paradigm of the Merdeka Curriculum. This research employed a

1	2	3	4	5
				<p>qualitative approach with a literature study method. This research data is secondary data collected through the exploration of sixty-four literary references from books and articles in nationally accredited and internationally reputable scientific journals.</p>
4.	Bagus Hary Prakoso, 2020	Teacher's Perception On Merdeka Belajar Policy	<ul style="list-style-type: none"> This study aims to determine the evaluation of teacher competence and performance training on the readiness of the Merdeka Belajar Curriculum 	<ul style="list-style-type: none"> This study aims to explore teachers' perceptions regarding Merdeka Belajar policy that will be applied today. A mixed research design was used in this study by involving thematic content analysis to get an overview of teachers' perceptions about the implementation of Merdeka Belajar policy at schools. teachers feel the need to be given structured socialization, clear guidance,

1	2	3	4	5
				and freedom based on the abilities and personalities of teachers in schools.
5.	Reffy Ananda Rizki, 2022	Evaluation Of Implementation Of Independent Curriculum	<ul style="list-style-type: none"> This research is a descriptive qualitative on adaptation to independent learning independent campus (MBKM) into the curriculum of study program in Academic Community 	<ul style="list-style-type: none"> The aim of this study was to evaluate the implementation of this curriculum through analyzing related document such educational system law, regulation of the Minister of Education and Culture, article, and journal. The main challenge is related to the readiness of the teacher while the main positive impact is there is improvement in terms of communication, collaboration, critical thinking, and creative thinking of the students.

Based on the previous research on the table above, it can be concluded that literally there is such significant gap about teachers perception in implementing the new curriculum onto the lesson plans, therefore however teachers should be able to ended up through seek for a proper lesson plan to be

done including the positive, negative, strenght, and the weakness. Furthermore, they were inclined to focus on the the teachers' perception on curriculum into the lesson plans for Merdeka Curriculum reforms at MTs Miftahul Huda Curah Kates Jember, and to analyze the implementation on Merdeka curriculum reforms reforms at Mts Curah Kates Jember.

B. Theoretical Framework.

1. Teaching Learning Curriculum

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

Project to strengthen the achievement of the Pancasila student profile were developed based on certain themes determined by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content³³.

a. Knowledge aspect

A brief explanation about knowledge aspect seems needed to cited in this sub point, the researcher is going to explore some theorist rised by expert in order to make a brief understanding and theoretical framework about what and how is the knowledge aspect in curriculum design. The further general explanation about “knowledge” has cited

³³ Kemendikbud Republik Indonesia : <https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>

by a scientist named Ashwin, He stated that Knowledge is at the centre of students' engagement with higher education. So much so that it almost seems platitudinous to argue that it is the critical relationships that students develop with knowledge that makes a university degree a higher form of education.

However, when policy makers discuss higher education and ways of defining the quality of an undergraduate degree, there is remarkably little discussion of knowledge³⁴. The before explanation in Ashwin's perspective begin with a higher education in meaning (university). He reflected knowledge aspect for curriculum on higher education because higher education such as university become the field of knowledge growth. the bachelor students already have logical tools towards the truth of knowledge. The more explicit explanation about knowledge aspect in curriculum designed for high school students has raised by Ashwin that, there is very little discussion of the relations between knowledge, curriculum, teaching and learning, assessment and the understandings that student develop through their engagement with higher education programmes.

The design of this special issue is based on a particular view of curriculum which highlights these relations.³⁵ The argument underpinning this special issue is that focusing on the relations

³⁴ Ashwin, P. *Analysing teaching learning interactions in Higher Education: Accounting for structure and agency*. (London: Continuum 2009).

³⁵ Bailin, S., & Siegel, H. *Critical thinking*. In N. Blake, P. Smeyers, R. Smith, & P. Standish (Eds.), *The Blackwell guide to the philosophy of education* (pp. 181–193). (Oxford: Blackwell 2016).

between knowledge as research, knowledge as curriculum and knowledge as student understanding offers a powerful way of gaining a sense of the transformative power of higher education because it brings into focus the ways in which higher education transforms students' understanding and identities. This involves developing a deeper sense of how students' engagement with knowledge and curriculum can transform their relations with themselves and the world.³⁶

b. Skill Aspect

An advantage about skill aspect in curriculum design dealing with students comprehension towards students skill in scientific sides is barely rejected to accomplished. Thus, a concept and general understanding about how is skill aspect should be establish in curriculum seems urgent to briefly explained. Bailin and Siegel point of view stated that the notion of critical thinking as an enabler for students to effectively solve problems has been promoted as an invaluable strategy for improving student learning in contemporary education.³⁷ Environmental management also requires an understanding that may necessitate the student approaching issues different ways, and often this journey can challenge the students worldview, This was an important element to consider in our course design, as often students enter the program with very narrowly

³⁶ Ashwin, P. *Analysing teaching learning interactions in Higher Education: Accounting for structure and agency*. (London: Continuum, 2009).

³⁷ Bailin, S., & Siegel, H. *Critical thinking*. In N. Blake, P. Smeyers, R. Smith, & P. Standish (Eds.), *The Blackwell guide to the philosophy of education* (pp. 181–193). (Oxford: Blackwell, 2016).

constructed views (committed to being either wholly for or against an issue). Just as contextual understandings of environmental issues and challenges are important, so too is self-awareness of personal values³⁸.

c. Attitude Aspect

An advantage about attitude aspect in curriculum design dealing with students comprehension towards students skill in scientific sides is barely rejected to accomplished. Thus, The reasons for studying the views and attitudes of teachers is grounded in the assumption that these have a significant influence on their thinking and actions. Views and attitudes act as a sort of filter³⁹. The above phenomenon rarely happen in some lesson plans cases due to curriculum change, it is because teacher would be in “mind” to re-arrange to matching the attitude aspect points to be done.

d. The Principle of Free Learning Policy

In the concept of independent learning, four main educational policy programs are used as a focal point for improving the quality of human resources.⁴⁰

- 1) A comprehensive USBN Assessment process, namely the implementation of the USBN (National-Based School

³⁸ Bailin, S., & Siegel, H. *Critical thinking*. In N. Blake, P. Smeyers, R. Smith, & P. Standish (Eds.), *The Blackwell guide to the philosophy of education* (pp. 181–193). (Oxford: Blackwell 2016).

³⁹ Bailin, S., & Siegel, H. *Critical thinking*. In N. Blake, P. Smeyers, R. Smith, & P. Standish (Eds.), *The Blackwell guide to the philosophy of education* (pp. 181–193). (Oxford: Blackwell 2016).

⁴⁰ Kompas Cyber Media, ‘Gebrakan “Merdeka Belajar”, Berikut 4 Penjelasan Mendikbud Nadiem Halaman all’, KOMPAS.com [accessed 17 July 2020].

Examination), will be carried out with an exam organized by the school. In the assessment process. The school can conduct written or oral exams or use writing papers or portfolio collection to formulate and have the authority according to policies that support children's knowledge.

2) The National Examination (UN) will be changed to a Minimum Competency Assessment and Character Survey consisting of the ability to reason using language (literacy), the ability to maintain using mathematics (numbering), and strengthening character education. The examination process will be carried out in the middle of the education level; for example, in grade 4 SD, 8 SMP, 10 SMA, this will be the material for evaluating learning at the level of education that teachers or educators will carry out.

3) Simplification of the Learning Implementation Plan (RPP), in preparing the RPP, the Ministry of Education and Culture cut

several components. Therefore, teachers are free to choose, create, use, and develop lesson plans in this policy. The three core components of lesson plans consist of learning objectives, learning activities, and assessments.

4) New Student Admission (PPDB), there is a change in the composition of PPDB, the zoning path can accept a minimum of 50% students, the affirmation path is at least 15%, and the transfer path is a maximum of 5%. Then on the achievement path or the

remaining 0-30%, it is adjusted to conditions each city area. Each region has policy autonomy to determine the final composition of the zoning so that equity and the quality of students and teachers are balanced

e. The Advantage and Disadvantage of Merdeka Curriculum

Merdeka Curriculum or known as MBKM however has pros and contras argumentation. It goes to the advantage and disadvantage as well. An expert Rosyidi in his research rose some of these pros and contras or the advantage and disadvantage as follows⁴¹ :

The Advantages;

1) Students are Free of Expression.

This means that students are free to express themselves in the sense of being free to learn because they are not regulated by one lesson; the point is that students learn according to their respective potentials.

2) Students are not demanded the same.

The independent learning program has brought changes to the Indonesian education system because so far, students have been targeted only by academic grades; the independent learning program makes students look exceptional because of their different skills; in the process of recognizing their talents, we as teachers must always be there so that children do not despair in the process.

⁴¹ Rosyidi, *Merdeka Belajar; Aplikasinya dalam Manajemen Pendidikan & Pembelajaran di Sekolah*. (Jakarta: Universitas Negeri Jakarta, Ketua Umum Pengurus Besar PGRI, 2020)

3) Rp. 1 sheet.

Because students learn according to their respective potentials, we as teachers who guide students only need to adjust the direction; with the one-sheet lesson plan, the teacher's burden is slightly reduced because it is expected that the supervising teacher will focus on directing assisting students.

Disadvantages;

1) It takes a lot of time and money.

With the freedom of expression of students in learning, it takes a lot of time and money because, in the process, students have different understandings.

2) Lack of independent teacher.

To realize students who are independent in learning, of course, requires teachers who are separated in teaching. Still, the experience of independent teachers is only a little, mostly seen

from the experience of the teachers during their college days; this is due to the Lack of expertise of the teachers because the new independent learning program -recently published.

3) Lack of reference.

To run the independent learning program, of course, requires references or references such as books as learning tools. The existing books are considered low; therefore, we need more efficient books to carry out learning and realize this independent

learning program. Those are the advantages and disadvantages that are taken in outline.

2. Teachers' Perceptions

a. Positive

Students were enthusiastic and active during teaching and learning process, after the curriculum was changed, students became happy because students could explore the material more deeply. Excellence in the new curriculum students can more easily understand and understand the material than the previous curriculum. In K13 also when paying attention to the values of life and even ethics in class such as how to talk to the teacher, talk to his friends and even discuss the material being worked on.

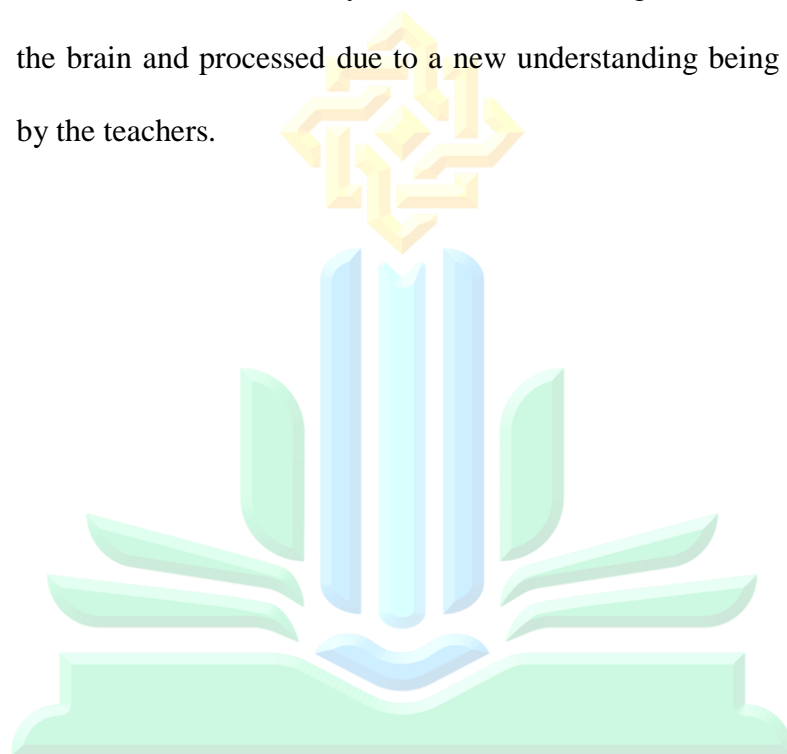
b. Negative

According to Bruner (2009) The process of perception mostly begins with an object in the real world (students' and teachers' mind),

it used to term out the distal stimulus or distal object. In biological words He explains that perspective nearly comes from, some sound or another physical process. Furthermore, perspective will raise the object to stimulates the body's sensory organs. These sensory organs transform the input energy into neural activity a process called transduction. This raw pattern of neural activity is called the proximal stimulus. These neural signals are transmitted to the brain and processed. The resulting mental re-creation of the distal stimulus is the

percept.⁴²

The negative perception about how teachers reflecting the new curriculum mostly goes to the re-action on how the material should given, applying a proper method, find out some strategies etc. That is normal, as what burner says that These neural signals are transmitted to the brain and processed due to a new understanding being established by the teachers.



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J E M B E R

⁴² Burns, Robert B. *Introduction to Research Methods*. Melbourne: (Longman, Australia 1995).

CHAPTER III

RESEARCH METHOD

A. Research Design

The approach of this research used the qualitative research. Before of all, at the very beginning on this sub-chapter it is a need to bring away a merely brief definition about what qualitaive research means. The following words are an expert point of view in describing an epistimology of qualitative research by Donald Ary. Qualitative inquiry means seek to understand and interpret human and social behavior or perspective as it is lived by participants in a particular community, such as school and another a like. It is an intensely personal kind of research, one that freely acknowledges and admits the subjective perceptions and biases of both participants and researcher⁴³. By far, the term of qualitative research had stated by expert above would be in line dealing with the phenomenon happened at MTs Miftahul Huda Curah Kates Jember. Where particularly the curriculum change as what has been explained in the previous chapter one is something that the researcher seek to describing the social behaviour and its perspective. Again, a point needed to remark is, does curriculum change has such a freely acknowledges and admits the subjective perceptions and biases of the teacher.

The kinds of perspective to be describe here is the Teacher Perception at MTs Miftahul Huda Curah Kates Jember on Merdeka Curriculum reforms and The Implementation 2022/2023.

⁴³ Donald Ary, *Introduction to Educational Research 8th edition*, (Canada: Wadsworth CengageLearning, 2010), 420).

B. Research Location

This research would be held in Jember, precisely at MTs (Junior High School) Miftahul Huda, Curah Kates Village. The idea to choose Mts Miftahul Huda is to discover how teachers' perception seems like, due to curriculum change. The more detail visible reason why is MTs Miftahul Huda being a place to chosen. First, I would arguing from a fundamental point as what has done in preliminary research took at 20th Februari 2023, the fact raised from observation say that MTs Miftahul Huda counted as a new school wich established arround 2004. Thus, MTs Miftahul Huda has such less experience if compared to another old school arround jember dealing with facing the curriculum change. This might be clear to say that the teacher perspective about how curriculum change effect their school totally intersting to describe. Secondly, MTs Miftahul Huda was a perferct field study to be taken since MTs Miftahul Huda tried to implemented Merdeka Curriculum even though there found less of facilities remind this school was the only near school establised in the area. Therefore, the spirit of principals and teachers seemed interesting to raised up dealing with how teachers perception towards the curriculum change. This reason also brings me to decide MTs Miftahul Huda is a proper place.

C. Research Subject

A complex understanding in defining what research subject means is important to distinguish between the subject and object wich sometimes make people confuse. Cresswell claims that those informants who are used as data

source in report the data that are related to the research focus can be defined as research subject⁴⁴. Afterward we will mention how description includes from research subject considering what data we need to obtain, who wants to be an informant or research subject, and finally how the data will be seek and captured in order to be guaranteed.

Since the focus of this study is to describing in detail how teachers's perception looks like, therefore the only make sense subject are **The English Teachers at MTs Miftahul Huda Curah Kates Jember**. There are three English Teacher in total as the research subject, they are Tatin Iriana, S.Pd, Muhammad Miqdad Nidhom Fahmi, S.S, Lutfi Takiudin, S.Pd.

D. Data Collection Technique

The following is three techniques in collecting the data, here the researcher used Jhon Cresswell as theoretical judgments as mentioned on references. While the data of the research will be obtained by using observation, interview, and documentation. The techniques used in collecting data in this research as follows⁴⁵:

1. Observation

In accordance with Cresswell theory, the Observation is the process of gathering open-ended, into first hand information by observing people and places at a research site. The type of observation I took was participant observation. The more definition about participant observation

⁴⁴ John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 212-223).

⁴⁵ John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012)212-223).

can be seen as follow:

a. Non-Participant Observer

In accordance with Cresswell theory, In this research the researcher use no-participant observer to gain data a miles and huberman research said non-participant observer is an activity that the researcher does not involve in activity being observed in means that the reseacher merely observed what the teacher and student did during the learning proces. Additionally, the researcher used observation checklist as intrument and the indicator of the observation the checklist is adabted from fraenkle and wolen.⁴⁶ The data was got from non-participant observation is about teachers teaching practice in Enlish class due to the corelation through teachers's perception to an Merdeka Curriculum, does teacher perception will unmerely appear during teaching and learning process, wether from the way teachers teach, the gesture, untill the material given in the class.

2. Interview

In accordance with Cresswell theory, this research used semi-structured interview(in-depth interview). Semi structured interview (in-depth interview) is more freely than structured interview. The purpose of this interview is to find the problems openly in which the interview asked

⁴⁶ Miles, Saldana and Huberman, *Qualitative Data Analysis 3rd Edition*, (London: Sage, 2014).

for their opinions and ideas.⁴⁷ The researcher chose this type of interview because it is very flexible. Despite the researcher having prepared the question, the researcher can add the other necessary question in the process of interview. The researcher conducted the interview by face to face with the informant.

The type of interview I take semi structured interview, The more definition about semi structured interview can be seen as follow:

In this interview session, the research would put forward questions that intersect with the teacher's perspective on curriculum changes, ranging from basic questions to specific questions. Of course, the questions in this interview session would more or less include some spontaneous questions based on the responses from the respondents' answers. Spontaneous questions that are not listed in the list of questions. This is because the interview is semi structured. This step is very useful for researchers because it would be easier to get data optimally without having to fixate on written questions.

3. Documentation

Documentation took in this researcher was supported by Miles and Huberman theory. In using documentation technique, the researcher would be able to attach evidence supporting the researcher wants to obtain with documentation techniques are⁴⁸:

⁴⁷ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D*, (Bandung alfabeta 2015, 319-320).

⁴⁸ Miles, Saldana and Huberman, *Qualitative Data Analysis 3rd Edition*, (London: Sage, 2014).

- a. Curriculum used in MTs Miftahul Huda
- b. Lesson Plan used by English Teacher
- c. Photos of implementing teaching and learning activities at class.

E. Data Analysis

In accordance with Milles and Huberman qualitative data analysis the researcher uses three steps in qualitative research, they are⁴⁹:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcriptions. Those steps were to get the needs of the data seek by the researcher. The results data summarizes and sorts based on the unit conceptual themes, and certain categories will provide a sharper picture of the observations as well as making it easier for researchers to find data back in addition to previous data obtained if needed.⁵⁰

2. Drawing Conclusion

Since Qualitative is the method used by researcher, in accordance with Miles and Huberman theory about qualitative, the initial conclusions put forward are temporary, and will change if no strong evidence is found to support the next stage of data collection. But if the conclusions put forward at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusions put

⁴⁹ Miles, Saldana and Huberman, *Qualitative Data Analysis 3rd Edition*, (London: Sage, 2014).

⁵⁰ Miles, Saldana and Huberman, *Qualitative Data Analysis 3rd Edition*, (London: Sage, 2014).

forward are credible conclusions.⁵¹

F. Validity of The Data

The validity of data uses by the researcher is triangulation of techniques and triangulation of source. Triangulation is defined as checking data from various sources and various ways.

1. Triangulation of sources to test the credibility of the data is done by checking data from different sources with the same techniques. The data obtained from the interview of students and teacher about teachers' strategies in teaching reading comprehension at Mts Mftahul Huda Curah Kates.
2. Triangulation techniques to test the credibility of the data are done by checking the data to the same source with different techniques.⁵² The data obtained from the interview and observation process with the teacher and students regarding teachers' strategies in teaching reading comprehension at Mts Miftahul Huda Curah Kates.

G. Research Stages

This section outlines means, the research plan that was carried out by researchers, starting from preliminary research, design and development, actual research, until writing reports.

The research phases that were passed by the researcher in the research process as follows:

⁵¹ Miles, Saldana and Huberman, *Qualitative Data Analysis 3rd Edition*, (London: Sage, 2014).

⁵² Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D*, (Bandung alfabeta 2015, 319-320).

1. Pre-field step

The pre-field stage is the stage where it is determined what must be done and will:

- **Develop research designs:** In compiling this plan, the researcher establishes the following stages: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.
- **Choosing research fields:** Before conducting research, a researcher must choose a research field. The chosen research field is MTs Miftahul Huda Curah Kates Jember.
- **Permit processing:** Before conducting research, researcher took care of licensing in advance to the campus. Thus, researcher can immediately carry out the stages of research after getting permission to conduct research at the site.
- **Assessing the state of the field:** After getting permission, researcher begun to explore and assessed the field to know better about the background of the research object. This was done in order to make it easier for researcher to dig up the data.
- **Prepare research instrument:** After all done, the researcher prepared the instrument needed in the study before conducting the research.

2. Data Display

The next step is to present the data. In qualitative research. The presentation of data can be done in the form of brief descriptions, charts.

There are several stages of activities that researcher must do, in this stage one consideration is added the needs to be understood, namely research ethics in the field in activities and considerations described below:

- a. Prepare research design
- b. Select the research field
- c. Take care of licensing
- d. Explore and asses the field

Field assessments and assessments will be carried out well if the researcher has read in advantages from the literature of knows through people about the situation and condition of the area where the research is conducted. It is also expected that research can adjust to the circumstances of the research area.

- a. Select and use informants
- b. Prepare equipments
- c. The issue of research ethics

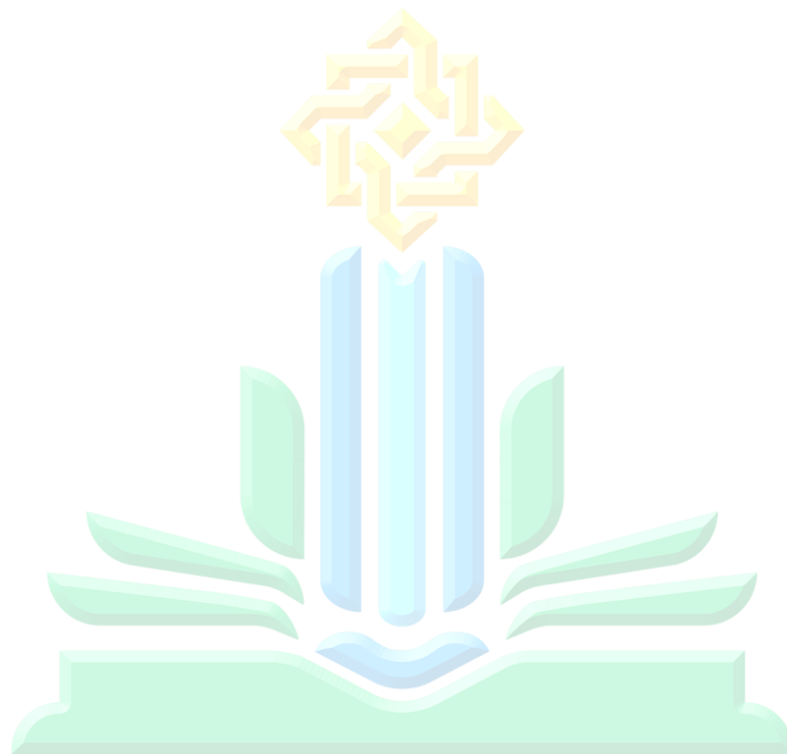
3. Stage of field work

- a. Understanding the background of research and preparation
- b. Enter the field
- c. Participate while collecting data

4. Data analysis stage

The data analysis is the last stage of the research process was discussed in the previous chapter. At this stage the activities include:

- a. Data condensation
- b. Presentation of data
- c. Conclusion with drawing



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is going to talk about the research result dealing with the title Teachers' Perceptoins at MTs Miftahul Huda Curah Kates Jember On The Merdeka Curriculum and The Implementation wich was conducted at MTs Miftahul Huda Curah Kates Jember as the field study. Furthemore, this chapter is expected to give the overview of the result data presentation and analysis, also the discussion of the findings.

A. Presentation and Analysis of Data

Every research must be accompanied by data presentation. The presentation of the data is done after the data has been collected, with the presentation of the data we can understand what happened and what should be done, because this data would be analyzed. As mentioned in the previous chapter, the researchers used interview, observation and documentation techniques which were presented by collecting data from the triangulation techniques.

The following would describe the results of research that had been collected by researchers related to the results of interviews and observations, data about Teachers Perception At Mts Miftahul Huda Curah Kates Jember On The Merdeka Curriculum And The Implementation would be presented:

1. English Teachers' Perception to Merdeka Curriculum Reforms At Mts Miftahul Huda Curah Kates Jember

The following were the data interview that the researchers had collected. The explanation below was about the teachers' perceptions at MTs Miftahul Huda Curah Kates Jember on the Merdeka Curriculum and the implementation which was be the first focus research in this Research. Here are the results of interview conducted on Thursday 5th September 2022 (09.00 am), with the English teacher as the informant of this interview.

The Teachers' Perception of Merdeka Curriculum At Mts Miftahul Huda Curah Kates Jember according to the first English teacher was explained below:

“This school use merdeka curriculum, this was change form K-13 as the last curriculum, because back in 2021 the government issued a new curriculum, namely the Merdeka curriculum. After that in 2022 this school was ready in using it. I did not found any difficulties to apply it. Teachers and students all excited along teaching and learning process.”⁵³

He added :

“Students feel excited, they show good expression and spirit students in classroom. This is good attitude and I feel proud of them.”⁵⁴

From the first informant above with the English teacher we can see that the english teacher conducted the Merdeka Curriculum in teaching learning process. Also based on the first informant we can see that there

⁵³ Interview Teacher Jember, January 11th 2023.

⁵⁴ Interview Teacher Jember, January 11th 2023.

was no a serious problem in implementing Merdeka Curriculum. Almost all students are so excited and bring up a positive spirit whenever English class is going to run. They gave pay attention to the teacher when the teacher explain the material. They were active when the teacher asked some questions related to the material.

Furthermore, He also added:

“after K-13 was implemented, all went good. Then the minister give another curriculum concept. Free learning for students to explore more about their talents, bounded with their positive habbit, and the most important thing is to explore their talents.

Furthermore He also added about another positive side in Merdeka

Curriculum:

“There are so many another positive side in it. Such as time flexibility, creativity and joys. On the other hand there some weakness in it like the infrastructure, the teaching and learning media limitations, needed to give extra control for students in assessing their learning process etc.”⁵⁵

It was also confirmed by the second English teacher. She said that :

“my opinion, students and teacher feel free to explore students talents and to create teaching and learning model. With freedom of learning students and teacher have strong chemeistry in the class. This is good for self-exploring in their ability and talents. We know and agree that unfortunately not all school provided many good learning facilities.

Furthermore She also added about her perspective in Merdeka

Curriculum:

“Firstly, I feel confused when i conducted Merdeka Curriculum , in teaching learning process, as it was new for me. But after few times, after i got some workships about Merdeka Curriculum i

⁵⁵ Interview Teacher Jember, January 11th 2023.

found it is interesting and fun to be applied. As in this implementation the students must be creative and also me as the teacher related with the media and material for example”⁵⁶

Reasearcher also asked the same question to another English teacher at MTs Miftahul Huda Curah Kates Jember about Teachers’ Perception Toward Merdeka Curriculum based on his Point of view along Teaching and Learning process to make sure and validate what have been said by the first and second informants above is being the third informant has given information as follows :

“Merdeka curriculum pushed me, the English teacher to be creative. I like it. As i can develop my own material, of course it still based on the curriculum. The students also can learn independently according to the topic given. It make them feel free and fun to learn”

Based on those three informants above, we can take a poin that Teachers and Students are excited to Implementing Merdeka Curriculum Teachers are enthusiasts to Implementing Merdeka Curriculum even though there were moments students got lazzines and lack of reference from teacher due to uncooperate facilities. Also teachers are require to be more creative, innovative, critical, and practical in carrying out the learning and assessment process to achieve curriculum targets.

⁵⁶ Interview Teacher Jember, January 11th 2023.

2. Problems Faced by Teacher in implementation Merdeka Curriculum, Lesson Plan, Assessment and Materials At MTs Miftahul Huda Curah Kates Jember

Dealing with the second research question, about Teacher's Problems in Implementing The Merdeka Curriculum at MTs Miftahul Huda Curah Kates Jember, researcher asked two teachers. The first teacher explained that :

“Technically there is a bit difficulty on making Lesson Plan (RPP) teacher should go through several birocraies and requirements that caused of less in time management and efectiveness.”

“In preparation in making lesson plan is made with the principle of backward thinking or backward design. That is, the way of thinking used starts from seeing the final results of learning. Thus, teachers need to set learning goals, set strategies, and monitor developments accordingly which can hone student independence”⁵⁷.

This information also confirmed by the second informant :

“Nothing really hard in implementing it. Technically there few problem in it like RPP, Assessment and Scoring. Practially all went good. I enjoy all moments in the class even if it takes few moments that needed adjustment on how the way we teach. But in the end of the day all smoth all good.”⁵⁸

“Students have to adapt such a new way of learning with new curriculum, it is all about taking approach in new learning method. because students are set to be free in finding their easiest way in comprehending material, sometime they don't have media to use for independent learning.”⁵⁹

⁵⁷ Interview Teacher Jember, January 11th 2023.

⁵⁸ Interview Teacher, Jember Januari 11th 2023.

⁵⁹ Interview Teacher, Jember Januari 11th 2023.

She added about The basic and fundamental problem with Merdeka Curriculum feels by teacher is about Lesson Plan.

“About disadvantages, just a simple case such as facilities, media, human resource and some students measured as need to learn more so that they are a bit lazy to explore more themselves. Thus, sometimes freedom makes students lazier to study”⁶⁰

“Furthermore it is about arranging an officer up work like doing RPP, Syllabus stuff. Because teachers need to be aware with different requirements in making it.”⁶¹

also she added :

“Literally I needed to be aware with the situation here. Since English is one of the subjects that is hated by most students, memorizing words is a main problem here to be reached. On the other hand, students have to adapt such a new way of learning with new curriculum.”⁶²

She also added problem in making lesson plans that :

“On the other hand what I feel besides those issues I have just explained is about making RPP, Syllabus stuff. I feel like I need to comprehend again with different necessities in it. It takes time to understand these new concepts”⁶³

To support the data given by the first informant, the Researcher

had interviewed the third informant to validate and confirm it:

“Deciding lesson plans is actually stands as a matter, even though it is just a simple case but however, teachers must be able to dig up and get to know closer student potential ability and talents towards their future. Merdeka Curriculum designed to seek for student self-exploration through free learning concept. Free learning is a way which is expected to gain such joy and happiness for students because they have freedom to take and choose what subject is really match towards their passion.”⁶⁴

⁶⁰ Interview Teacher Jember, January 11th 2023.

⁶¹ Interview Teacher, Jember Januari 11th 2023

⁶² Interview Teacher, Jember Januari 11th 2023.

⁶³ Interview Teacher Jember, January 11th 2023.

⁶⁴ Interview Teacher Jember, January 11th 2023.

Based on those three informants above, we can take a point that making lesson plan had face difficulties on how teacher should assess and monitoring each students talents and ability in line with the concept of free learning to explore students individual competency. And Merdeka Curriculum needs to set up for several serious steps. Wich takes time and not really effiience.

Dealing with the second research question, about teacher's problem in Implementing The Merdeka Curriculum at MTs Miftahul Huda Curah Kates Jember, researcher about problems in making assessment with Merdeka Curriculum at MTs Miftahul Huda Curah Kates Jember.

The first Informant we had He said :

“Well, I would say that assessment is one of an urgent thing to know, student ability and how far they are comprehend the material. Unfortunately, this activity takes longer time than making lesson plan. However, as a teacher we need to get it done in good way and manner.

He also added another information:

“Next we have formative assessment, This assessment activity determines the extent to which learning objectives have been achieved by students. This assessment is carried out at the beginning of learning and during learning. The results of the formative assessment are used to consider the description of Competency Achievements in the report card.”

The data information given by the first informant however still weak, researcher needs to clarify and validate what had explained through asking the second informants to validate. She said :

“Assessment is really important in teaching and learning process. Assessment seems like students product based on what they had

done in class. Assessment is a complicated thing to do. Merdeka Curriculum and K-13 has different form. Teacher should understand several assessment requirements.”⁶⁵

Both two informants gave reasearcher the same answer towards the research question. This might be a valid data locked. But the last third information is needed in term of triangulation source of Qualitative research. This purpose is to strenghtened the data given by informants He said:

“Actually there are plenty of steps in Assessment for Merdeka Curriculum like Sumative and Formative assessment, Formative assessment Designed for learning purposes and should not be used to determine report card grades, grade advancement decisions, graduation, or other important decisions. The goal is to improve the quality of the learning process.

Furthermore He also added:

“Formative assessments carried out at the beginning of learning cognitive diagnostic assessment will provide information to educators about students' learning readiness. Then we have summative assessment, this aims to assess the achievement of learning objectives as a basis for determining grade increases and/or graduation from educational units.”⁶⁶

Based on those three informants above, we can take a point that assessment in Merdeka Curriculum needs to set up for several serious steps. Wich literally divided into two parts of assessment. That is Formafive and Normative assessment.

Dealing with the second research question, about teacher's problem in Implementing The Merdeka Curriculum at MTs Miftahul Huda Curah Kates Jember, researcher about problems in making material of

⁶⁵ Interview Teacher Jember, January 11th 2023.

⁶⁶ Interview Teacher Jember, January 11th 2023.

English Subject with Merdeka Curriculum at MTs Miftahul Huda Curah

Kates Jember. The first Informant we had was He said :

“As important as Lesson plan and Assessment, it is impossible to ignore the important of choosing material. Selecting material is also one of the most important things in the teaching and learning process. The materials must be adapted to the capacity and ability of each student. Teaching Materials are one of the guidelines for implementing learning for students, teachers, and educational units where learning takes place.”⁶⁷

The data information given by the first informant however still weak, researcher needs to clarify and validate what had explained through asking the second informants to validate. She said :

“Making and choosing material is an urgent thing to give it attention. Because teacher needs to profiling each students towards their own ability and talents in line with the lesson plan. In this case, teacher forced to be able to selecting which material and learning model can be implemented. It must be creative and fun, because if then it seems boring, students might be bored and lazy to concern on what teacher explained.”⁶⁸

The result above was supported by the third informant, He said:

“Yap, as what you asked for the first and second informant in advance, keeping learning material valid in Merdeka Curriculum is not easy. But then we agreed that impossible to ignore. I want to confirm that fact delivered by previous informant was all right. Teachers in educational units are given the freedom to develop teaching modules according to the environmental context and learning needs of students.”⁶⁹

Based on those three informants above, we can take a point that making learning material in Merdeka Curriculum needs to set up for several serious steps. Which literally divided into profiling and Initial Competence.

⁶⁷ Interview Teacher Jember, January 11th 2023.

⁶⁸ Interview Teacher Jember, January 11th 2023.

⁶⁹ Interview Teacher Jember, January 11th 2023.

Table 4.1

No	Research Focuse	Findings
1.	English Teachers' Perception To Merdeka Curriculum Reforms At Mts Miftahul Huda Curah Kates Jember	1. Teachers and Students are excited to Implementing Merdeka Curriculum. 2. Teachers are enthusiasitics to Implementing Merdeka Curriculum. 3. There were moments students got lazzines and lack of reference from teacher due to uncooperate facilities.
2.	Problems In Implementing The Merdeka Curriculum Reforms At Mts Miftahul Huda Curah Kates Jember	1. Making lesson plan has face difficulties on how teacher should assess and monitoring each students talents and ability in line with the concept of free learning to explore students individual competency. And Merdeka Curriculum needs to set up for several serious steps. Wich takes time and not really effiience. 2. Assessment in Merdeka Curriculum needs to set up for several serious steps. Wich literally divided into two parts of assessment. That is Formafive and Normative assesment. 3. Making learning material in Merdeka Curriculum needs to set up for several serious steps. Wich literally divided into profiling and Initial Competence.

B. Discussion

After the data was collected from the results of interviews and observations, the findings are then described with existing theories. The findings are all data from the field which will be disclosed as follows:

1. Teachers' Perceptions To Merdeka Curriculum Reforms At Mts Miftahul Huda Curah Kates Jember

Curriculum changes require teachers to be more creative, innovative, critical, and practical in carrying out the learning and

assessment process to achieve curriculum targets. Therefore, it is necessary to make efforts to change the mindset (perception) and behavior (attitude) of teachers in carrying out learning by curriculum demands. Perception plays an important part in the learning process since it influences someone's behavior or attitudes and motivation to learn⁷⁰.

Genuine outcomes were seek by teachers in facing curriculum changes all with its behaviour and mindset and attitude as the demads of curriculum. Then evidence had found at Mts Miftahul Huda Curah Kates Jember wich was chosen as the field study in this paper. Previous chapter had been delivered in background of the research about there were at least two research problem found. This case become interesting that in fact those two research problems wich the first one was Teachers' perception to Merdeka Curriculum reform at Mts Miftahul Huda being in line toward the theory raised up by the expert. As written that curriculum changes required teachers to be more creative, innovative, critical and practical in carrying out the learning and assessment process to achive curriculum targets, also confirmed on interview section and observation. Teachers and Students are excited to Implementing Merdeka Curriculum Teachers are enthusiasts to Implementing Merdeka Curriculum even though there were moments students got lazzines and lack of reference from teacher due to uncooperate facilities. Furthermore teachers were required to be more

⁷⁰ Kuntarto, E, Persepsi Guru Terhadap Aspek Penilaian Sikap dan Aspek Penilaian Keterampilan dalam Kurikulum 2013 di Sekolah Dasar. JPGD: Jurnal Gentala Pendidikan Dasar, 1(1), 21–40. (2016).

creative, innovative, critical, and practical in carrying out the learning and assessment process to achieve curriculum targets.

Several researchers have conducted research on teacher perception of curriculum changes. Among those results showed that teacher perceptions in the preparation, implementation, and evaluation of curriculum changes from 2006 to 2013 and again to Merdeka Curriculum are very diverse. While the teacher's give positive response to the implementation Merdeka Curriculum they supported it as they realized that the curriculum change was for the better innovation. However, another research results showed that the teachers' perception of curriculum changes has a direct influence on the attitude and readiness of teachers in carrying out the curriculum. Furthermore, it was point out that teachers' perceptions of curriculum change indirectly affect teachers' attitudes and readiness in implementing the curriculum.⁷¹

This is in accordance with the data found above based on interview and observation that, perception takes place when a person receives a stimulus from the outside world. This process occurs which ultimately manifests itself in an understanding. The dynamics and changes in the field of education currently felt so dynamic, the existence of technological advances information that is so fast, the learning model must be able to answer challenges so that there is a shift in the role of the teacher or lecturers are not just central learning.

⁷¹ Kuntarto, E, Persepsi Guru Terhadap Aspek Penilaian Sikap dan Aspek Penilaian Keterampilan dalam Kurikulum 2013 di Sekolah Dasar. *JPGD: Jurnal Gentala Pendidikan Dasar*, 1(1), 21–40. (2016).

Foundations of the sociology education at field study Mts Miftahul Huda Curah Kates Jember was a set of assumptions that used as a starting point in the framework of practice and/or study of education based on curriculum. This includes: teacher interactions with students, class or school group dynamics, structure and function education, and societal systems and their effects on education, how to implement the sociological foundation education in Indonesia, what are the implications of the sociological foundation education for Indonesian education.⁷²

To achieve the optimization of Merdeka Curriculum which is expected to be beneficial for all parties, this will be a shared task for all related aspects of education. Starting from the government itself, which provides guarantees and technical instructions as to what kind of independent learning is. This is followed by schools which in practice, through teachers, how they plan the learning process according to the concept and management of independent learning, up to parents and the community who are directly involved in supervision and optimization outside of school. Thus, the collaboration of these parties is considered to be one of the important points in the implementation of Merdeka Curriculum⁷³.

⁷² Abidin, Persepsi guru terhadap perubahan kurikulum ktsp ke k13 (studi kasus mi al- jariah bungkok parang magetan). In Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Ponorogo (Vol. 13). http://etheses.iainponorogo.ac.id/4360/1/APRITA_SKRIPSI.pdf. (2018).

⁷³ Ramadania, F., & Aswadi, D. (2020). Blended learning dalam merdeka belajar teks eksposisi. *STILISTIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 5(1), 10–21. <https://doi.org/10.33654/sti.v5i1.1014>

Meanwhile teachers' perception towards Merdeka Curriculum change in MTs Miftahul Huda Curah Kates Jember was actually fully attractive and well applied. It is related towards some theories being stated above throughout expert research that most teacher had to served consciounes at the beginning of measuring and adapting the newest curriculum. Furthermore, based on observation, teachers interview at MTs Miftahul Huda Curah Kates Jember and supported with document review from expert explanation it is clear that in the end of the day teacher are so excited in implementing Merdeka Curriculum because of the free will concept given inside the curriculum.

2. Problems In Implementing The Merdeka Curriculum Reforms At MTs Miftahul Huda Curah Kates Jember

There have been studies about teachers' perception and difficulties in designing the lesson plan and some which compared the difficulties based on the three curriculums. Gani, etal stated that teachers are familiar and didn't face plenty of challenges in designing and implementing lesson plan for Merdeka Curriculum. It is also supported by Darma, Suwarno, & Mulyadi, that they found that teachers find a bit significant difficulties in designing the lesson plan based on Merdeka Curriculum. It is because teachers accustomed with Merdeka Curriculum since it was already implemented from 2006.⁷⁴

⁷⁴ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* 7th Ed (Malang: Universitas Negeri Malang, 2019), 77.

On the other hand, problems also found on how teachers arranging assessment and choosing learning material for teaching and learning process. An issue about time effectiveness and the rules in making assessment showed based on interview and observation taken as evidence and fact that teacher literally did not have enough time to learn and understand about every aspect included in Merdeka Curriculum. Therefore the period of time matters for teachers. According to Gani et al, study about teachers' difficulties in designing the lesson plan, Assessment and learning material for Merdeka Curriculum curriculum that teachers still learning and adapting to the curriculum although it has been applied. Teachers found that Merdeka Curriculum curriculum need more detailed assessment for students' achievement because they have to assess students' output, input and their process of learning. Also, teachers have to assess students' cognitive, psychomotor and affective aspects of learning. Teachers must formulate the indicators based on the basic competence because unlike KTSP and K-13 that the indicators already stated in the syllabus.⁷⁵

The same study about teachers' perception on developing learning material conducted by Saputra and the result showed that most of the teachers already adapted and showed positive perception, indeed there was still unconscious moments and anxiety dealing with what the process in creating and choosing material. Teachers need to profiling, monitoring and exploring students ability and talents for each students as stated in

⁷⁵ Ach Sayyi, "Management Model of Kitab Kuning Reading Acceleration Program at Mambaul Ulum Islamic Boarding School, Bira Timur Sampang," *FIKROTUNA* 13, no. 01 (8 Oktober 2021), <http://ejournal.kopertais4.or.id/madura/index.php/fikrotuna/article/view/4788>.

curriculum demands and concepts. They also discovered that by modifying the lesson and materials can help them to achieve their teaching objectives. Over time teachers feel comfortable and familiar with Merdeka Curriculum although some still got difficult to adapt.

According to Richard argues that some teacher may welcome with the new syllabus and materials and some others will not. It works the same way with Merdeka Curriculum. The upgrading and changing not only happened on the curriculum but also on the lesson plan. Recently, education in Indonesia has been updated with new policy called Merdeka Belajar proposed by the Ministry of Education and Culture.⁷⁶

Practically, Merdeka Belajar Policy still finds several obstacles. Merdeka Belajar policy must be able to guarantee the individual differences displayed by the accommodated students as a whole. One of them is accessibility for students with special needs who use the system as usual, although there are still many issues areas. Merdeka Belajar must also consider situational cases that might be a challenge in its implementation, such in the lesson plans (RPP) design⁷⁷.

In the case of RPP or lesson plan, the new policy directed teachers to have only a piece of paper of lesson plan by cut off some components on the old models of lesson plan. It is stated above that lesson plan consist of some components that make teachers difficult in designing the lesson

⁷⁶ Muhammad Syaiful, "Arah Baru Pendidikan Islam Di Sekolah Pada Era Kenormalan Baru," *TADRIS: Jurnal Pendidikan Islam* 16, no. 1 (20 Juni 2021): 193–203, <https://doi.org/10.19105/tjpi.v16i1.4286>.

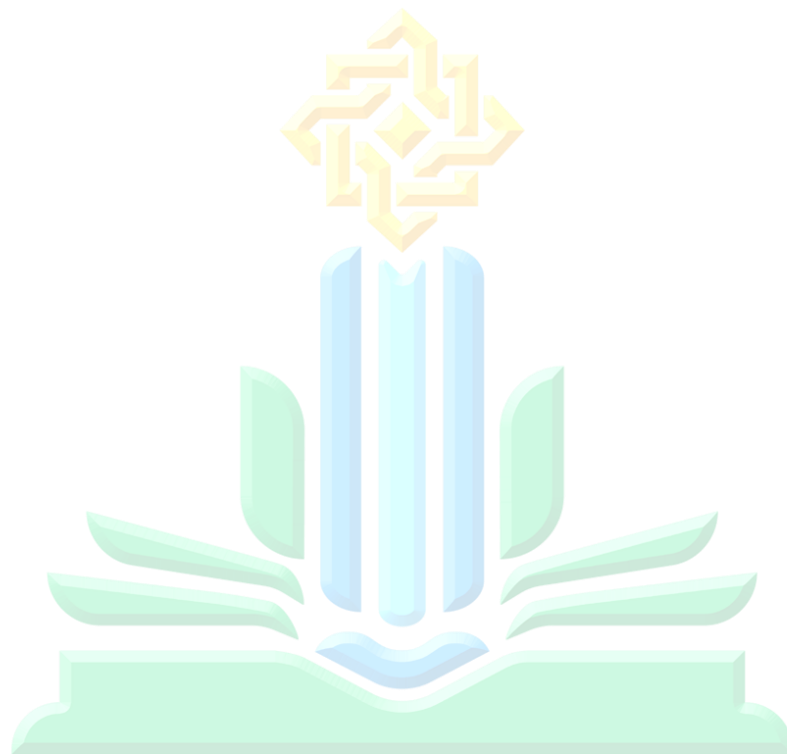
⁷⁷ Asfiati. (2020). Merdeka belajar bagi anak kebutuhan khusus di slb kumala indah padangsidempuan. *Kindergarten;Journal of Islamic Early Childhood Education*, 3(1), 59– 69.

plan. It is such a waste of time for teacher to develop each component to make a good lesson plan. To ease teachers' administration and making the lesson plan, the Ministry suggested a new policy that allows teachers to make and develop their own models of lesson plan⁷⁸.

Meanwhile the teacher problems in MTs Miftahul Huda Curah Kates Jember toward Merdeka Curriculum. It is related towards some theories being stated above throughout experts research that most teacher had to served difficulties in maintaining students ability on how they start to learn and memorizing basic skill, just like memorizing vocabularies and grammatical formulas. It is also added based on observation, teachers interview at MTs Miftahul Huda Curah Kates Jember and supported with document review from experts explanation it is clear that English Teachers particularly also facing a bit obstacles in making RPP, Syllabus and stuff because they need to aware in comprehending some differences in making those documents. Based on those three informants above, we can take a point thatm making lesson plan has face difficulties on how teacher should assess and monitoring each students talents and ability in line with the concept of free learning to explore students individual competency. And Merdeka Curriculum needs to set up for several serious steps. Wich takes time and not really effiience. Also assessment in Merdeka Curriculum needs to set up for several serious steps. Wich literally devided into two parts of assessment. That is Formafive and Normative assessment, as final

⁷⁸ Jack C. Richards, Curriculum Development in Language Teaching (Germany: Cambridge University Press, 2001), 159.

problems in Merdeka Curriculum based on interview, observation and document review found that making learning material in Merdeka Curriculum needs to set up for several serious steps. Wich literally devided into profiling and Initial Competence.



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CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the material and suggestion for the English teacher, students, and further researcher who are interested in similar or relevant research.

A. Conclusion

The objectives of this research were to describe the teachers' perception and problem faced by English teacher at MTs Miftahul Huda Curah Kates Jember.

1. Based on the result procedures Teachers and Students are excited to Implementing Merdeka Curriculum Teachers are enthusiastic to Implementing Merdeka Curriculum even though there were moments students got laziness and lack of reference from teacher due to uncooperative facilities. Also teachers are required to be more creative, innovative, critical, and practical in carrying out the learning and assessment process to achieve curriculum targets.
2. Based on the result, making lesson plan, assessment and scoring it found that teacher face difficulties on how teacher should assess and monitoring each student's talents and ability in line with the concept of free learning to explore student's individual competency.

B. Suggestion

Based on the conclusion above, the researcher provides some suggestion for the students, teacher, and other researcher who are interested to do related research.

1. For Institution, the researcher hopes ministry of education provided money for school that do not have good facilities on behalf with Merdeka Curriculum being applied
2. For English teacher, the researcher hopes the result of this thesis could be improving school facilities towards Merdeka Curriculum being applied and bring up positive response for english teacher to be more spirit in teaching English
3. For the future researcher, the researcher suggests to analyze further research about teacher perception in curriculum changes for the next researcher especially the students of UIN KHAS JEMBER, this paper can be references to do the next research in other field.

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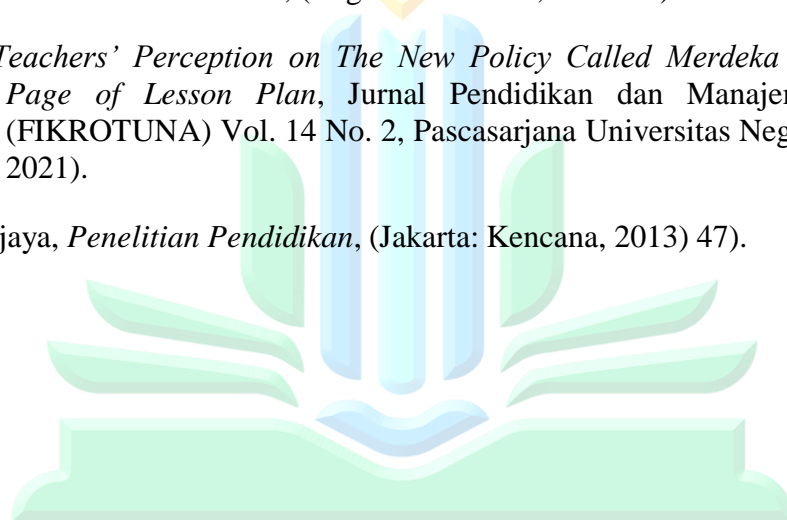
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PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Dadang Sumito

NIM : T20176060

Program Studi : Tadris Bahasa Inggris

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Menyatakan dengan sebenarnya bahwa dalam hasil penelitian ini tidak terdapat unsur - unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila di kemudian hari ternyata hasil penelitian ini terbukti terdapat unsur – unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai perundang - undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

Jember, 17 Juni 2023

Saya yang menyatakan

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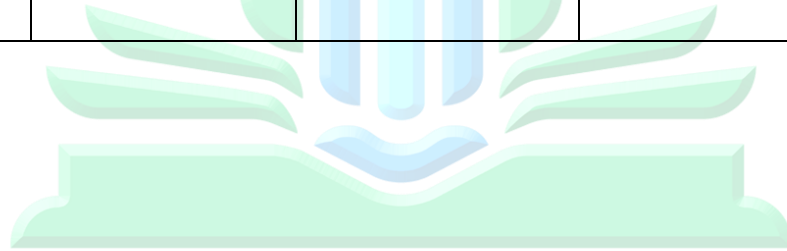
Dadang Sumito

NIM. T20176060

Appendix 1

Research Matrix

Title	Variable	Indicator	Source of Data	Research Method	General Question
Teachers' Perceptions at Mts MIFTAHUL HUDA Curah Kates Jember of The Merdeka Curriculum and The Implementation	1. Merdeka Curriculum 2. Teachers' Perceptions	1. Knowledge Aspect 2. Skill Aspect 3. Attitude Aspect 1. Passive 2. Negative	Primary Data a. Junior School Curriculum Secondary Data a. Interview b. Observation c. Document Review	Qualitative research a. Survey Method b. Descriptive Method	1. To analyze the teachers' perception to Merdeka curriculum reforms at MTs Miftahul Huda Curah Kates Jember? 2. To analyze the implementation of Merdeka curriculum reforms at MTs Miftahul Huda Curah Kates Jember?



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Appendix 2.

Interview Script

1. Mr Miqdad Nidhom :

A: What curriculum is being used at Mts Miftahul Huda Curah Kates Jember at the moment?

B: “This school uses an independent curriculum, this has changed from K-13 as the previous curriculum, because back in 2021 the government issued a new curriculum, namely the Merdeka curriculum. Right after it is launched in 2022 this school were set to ready in using it. And it was not found any difficulties due to the implementation toward Merdeka curriculum. Teachers and students all were excited along teaching and learning process.”⁷⁹

“what I mean excited here is about the expression and the spirit showed by almost all students at classroom. Once they realized that tomorrow is english subject, students sometimes ask me about what to learn tomorrow, this attitude is incredible as teacher to see how students feel bounded with english subject. Another thing that i could not believe is if I compare to last year experience with different curriculum, students are extremely different on how they come closer to woment “Mrs” than “Mr” english Teacher. Its is because may be a masculinity sides of a man teacher bring up a bit thrill atmosphere insed the class although it seems weird to be honest haha (Theacher Laughing) but indeed personally as a Man and as teacher of course I try to give my best and make students served allot of joy with english.”⁸⁰

⁷⁹ Interview Teacher, Jember Januari 11th 2023.

⁸⁰ Interview Teacher, Jember Januari 11th 2023.

1. A: what is your perception as an English teacher about the curriculum changes that have occurred?

C: “ As my point of view about Merdeka Curriculum, the first word if you let me to choose and describe is Freedom. Yes, right like the curriculum name, students and teacher feel free to explore students talents and feel free to create teaching and learning model the media and stuff. Trough freedom learning students and teacher establish strong chemeistry in learning. This might bring a masive positive effect. The spirit and the attitude also seems better because students serve self-exploring towards their ability and talents. But ya, again nothing really perfect in this world even if Merdeka Curriculum has a lot of advantages we can not deny that it still has disanvantages in it. We all realize and agree that unfortunately not all school provided various great learning facilities. Another problem like students and teachers quality. Not only about english subjek but also the others are sadly face problem such as some old teachers who do not know about technology. If we compare to State (Negeri) and unstate (Swasta) school, students quality in IQ, SQ and EQ is different. That is why it also being a challenge as well.”⁸¹

A: what is your perception as an English teacher about the curriculum changes that have occurred?

C: “if we talk about the advantage of Merdeka Curriculum, students and teachers are very enthusiastic in having English class. In line with the name Merdeka Curriculum students and teachers are walk into a huge education corridor, the corridor here is freedom of learning. Students are expected to have a wild exploring towards their talents wether about science and arts. Teachers also expected to help and support students in providing idea, media, material and infrastructure in hope that there is connection and chemistry between students and teacher to established those talents. It is also easier for students to focus on their life goal and

⁸¹ Interview Teacher, Jember Januari 11th 2023.

career as well, because nowadays it is possible to take only 1 subject to learn. In hope students have such a strong knowledge to reached their dream for professional carrier. If He wants to be a doctor, the he will only focuse on subject like biology for example, if He wants to be an artist he will only learn about art along 3 years periods in school. This is amazing though, and this is our first experience ever. But unfortunately, there still some lack points to be revise to make it better. We can not deny that it is impossible for (Swasta) school to provide all students talents and dream, we regret to not have a full media quality, infrastructure and even not all teacher have premier potential due toe their old age.”⁸²

A: Do you find some obstacles in implementing this curriculum so far, what are the obstacles, mention them?

D: “Nothing really hard in implementing it. Technically there few problem in it like RPP, Assessment and Scoring. Practially all went good. I enjoy all moments in the class even if it takes few moments that need needed adjustment on how the way we teach. But in the end of the day all smoth all good.”⁸³

D: “Technically there is a bit difficulty on making Lesson Plan (RPP) teacher should go through several birocracies and requirements that caused of less in time management and efectiveness. First, In preparing Lesson plan or RPP for the Independent Curriculum, student profiles are used as the background. This is because the implementation of the Independent Curriculum is initiated by the awareness that each student has a unique profile. Therefore, the learning process must adjust to the profile of students as learners.”

D: “In preparation in making lesson plan is made with the principle of backward thinking or backward design. That is, the way of thinking used starts from seeing the final results of learning.”

⁸² Interview Teacher, Jember Januari 11th 2023.

⁸³ Interview Teacher, Jember Januari 11th 2023.

A: Is there any significant differences since the change in the curriculum experienced by students, in learning when implementing the new curriculum?

B: “So, learning objectives, evidence and assessments are prepared in advance. Only then, the teacher arranges the initial learning activities by adjusting the objectives and assessments that have been prepared. This step is not the last part on making lesson plan. It is a must that the teacher does not only act as a teacher who delivers the material, but also as a facilitator who helps students feel independence in learning.”⁸⁴

“Thus, teachers need to set learning goals, set strategies, and monitor developments accordingly which can hone student independence.”⁸⁵

This information also confirmed by the second informant :

A: Is there any significant differences since the change in the curriculum experienced by students, in learning when implementing the new curriculum?

C: “students have to addapt such a new way of learning with new curriculum, it is all about taking approach in new learning method. because students are set to be free in finding their easiest way in comprehending material, sometime they don’t have media to use for independent learning.”⁸⁶

“Thus, teachers need to set learning goals, set strategies, and monitor developments accordingly which can hone student independence.”⁸⁷

A: Is there any significant differences since the change in the curriculum experienced by students, in learning when implementing the new curriculum?

⁸⁴ Interview Teacher, Jember Januari 11th 2023.

⁸⁵ Interview Teacher, Jember Januari 11th 2023.

⁸⁶ Interview Teacher, Jember Januari 11th 2023.

⁸⁷ Interview Teacher, Jember Januari 11th 2023.

D: “Students have to adapt such a new way of learning with new curriculum, it is all about taking approach in new learning method. because students are set to be free in finding their easiest way in comprehending material, sometime they don’t have media to use for independent learning.”⁸⁸

“Furthermore it is about arranging an officier up work like doing RPP, Syllabus stuff. Because teacher need to aware with different requirement in making it.”⁸⁹

A: Could you give an objective comparison for the English subject between the previous curriculum and the new curriculum?

B: “Literally we teacher need to aware wtith the situation here. Since English is one of subject that hated by most students, memorizing words is a main problem here reached. On the other hand, students have to adapting such a new way of learning with new curriculum. It is all about taking approach in new learning method. Because students are set to be free in finding their easiest way in comprehending material.”⁹⁰

“On the other hand what I feel beside those issues I have just explained is about making RPP, Syllabus stuff . I feel like need to comprehending again with different necessity in it”⁹¹

A: Could you give an objective comparison for the English subject between the previous curriculum and the new curriculum?

D: “Well, I would say that assessment is one of urgent thing to know students ability and how far they are comprehend the material. Unfortunately this activity takes longer time than making lesson plan. However, as a teacher we need to get it done in good way and manner. Alright, let me tell you the process of assessment wich actually a bit complicated and takes time in making it.

⁸⁸ Interview Teacher, Jember Januari 11th 2023.

⁸⁹ Interview Teacher, Jember Januari 11th 2023

⁹⁰ Interview Teacher, Jember Januari 11th 2023.

⁹¹ Interview Teacher, Jember Januari 11th 2023.

Appendix 3

Lesson Plan / RPP



MODUL AJAR BAHASA INGGRIS FASE D

Culture

INFORMASI UMUM				
Nama	Muhammad Miqdad Nidhom Fahmi, S.S	Jenjang/Kelas	IX A	ING . D . RAR . 9.2
Asal sekolah	MTs Miftahul Huda Curah Kates	Mapel	Bahasa Inggris	
Alokasi waktu	4 JP (160 menit)	Jumlah siswa / Target Peserta	50 / Siswa regular (tipikal)	
Profil pelajar pancasila yang berkaitan	<ul style="list-style-type: none">○ Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia● Berkebhinekaan Global○ Bergotong-royong● Mandiri● Bernalar Kritis	Model Pembelajaran	<ul style="list-style-type: none">○ Tatap muka○ PJJ Daring○ PJJ Luring● Paduan Tatap Muka dan Daring (<i>blended learning</i>)	

	o Kreatif		
Fase	D	Domain mapel	<ul style="list-style-type: none"> • Menyimak – Berbicara o Membaca – Memirsa o Menulis – Mempresentasikan
Tujuan Pembelajaran	9.2 Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup global.		
Kata kunci	Menjelaskan konteks, gagasan utama, informasi terperinci, lisan, tulisan, multimoda.		
Deskripsi umum kegiatan	<ul style="list-style-type: none"> • Fokus kegiatan pembelajaran secara umum adalah tentang menjelaskan konteks, gagasan utama, dan informasi terperinci dari suatu teks tentang budaya di dunia melalui serangkaian kegiatan seperti menyimak, berbicara, membaca, dan memirsa. 		
Materi ajar, alat, dan bahan	<ol style="list-style-type: none"> 1. Materi ajar: <ul style="list-style-type: none"> • <i>Watching or observing the picture/video to explain the context.</i> • <i>Listen to spoken informative text to identify the main idea and specific Information with two or more key facts.</i> • <i>Ask and answer questions to exchange detailed information.</i> 2. Alat: <ul style="list-style-type: none"> • Lembar kerja 		

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3. Bahan:

- Video: <https://www.youtube.com/watch?v=hTxKv5n5M2Y>
- Audio: <https://listenamminute.com/c/culture.html>

Sarana

Prasarana

- Komputer/Laptop, proyektor, gawai (HP), jaringan internet.
- Lingkungan kelas.

Assesmen

1. Cara penilaian

- Rubrik assesmen Individu (lampiran)

2. Jenis Assesmen

- Tertulis (tes objektif)
- Performa (presentasi)



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KEGIATAN PEMBELAJARAN (Pertemuan ke- 1)

- Persiapan Pembelajaran** Guru menyiapkan (5 menit):
- file audio hasil unduhan.
 - laptop, proyektor, dan speaker
 - lembar kerja untuk kegiatan.



Urutan Kegiatan Pembelajaran	Pengaturan siswa	Metode
<p>Pendahuluan (10 menit)</p> <ul style="list-style-type: none">• Guru mengucapkan salam dan bertegur sapa dengan siswa.• Guru mengajak siswa untuk berdo'a sebelum memulai pembelajaran.• Guru memeriksa kehadiran dan kesiapan siswa.• Guru mengajak siswa untuk kegiatan <i>warming up</i> – <i>make the most words</i> dari kata "<i>TRADITIONS</i>"	<ul style="list-style-type: none">• Individu○ Berpasangan○ Berkelompok (> 2 orang)	<ul style="list-style-type: none">○ Diskusi○ Presentasi○ Demonstrasi○ Project○ Eksperimen○ Permainan• Ceramah○ Kunjungan lapangan○ Simulasi
<p>Inti (55 menit)</p> <ul style="list-style-type: none">• Sebelum menyimak, siswa diminta untuk mengamati gambar/video pendek tentang budaya, kemudian diberikan pertanyaan lisan tentang isi video/gambar tersebut.• Siswa diberi latihan terkait kosakata. (lampiran 1)• Guru memutarakan 1x rekaman audio tentang <i>culture</i>.• Guru mengajak siswa untuk berdiskusi sambil mengekstraksi kosakata yang mereka dengar.	<ul style="list-style-type: none">• Individu○ Berpasangan○ Berkelompok (> 2 orang)	<ul style="list-style-type: none">• Diskusi○ Presentasi○ Demonstrasi○ Project○ Eksperimen○ Permainan○ Ceramah○ Kunjungan lapangan

Penutup
(15 menit)

- Guru memutarakan rekaman 1x lagi, siswa menyimak sambil mengerjakan lembar kerja 1. (lampiran 2)
- Guru memutarakan rekaman 1x lagi, siswa menyimak sambil mengerjakan lembar kerja 1. (lampiran 3)
- Siswa bersama guru mendiskusikan hasil pekerjaannya.

- Siswa menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam menyimak tujuan, gagasan utama, dan informasi rinci dari suatu informasi tentang *culture*.
- Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.
- Siswa berdoa sebelum menutup kegiatan.



- Individu
 - Berpasangan
 - Berkelompok (> 2 orang)

- Simulasi

- Diskusi
 - Presentasi
 - Demonstrasi
 - Project
 - Eksperimen
 - Permainan
 - Ceramah
 - Kunjungan lapangan
 - Simulasi



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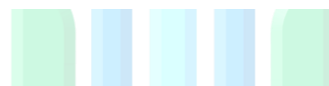
Refleksi

Refleksi Guru

- Apakah kegiatan pembelajaran berjalan sesuai rencana?
- Apakah siswa dapat mengikuti proses pembelajaran dengan baik?
- Apakah siswa senang dan antusias mengikuti kegiatan pembelajaran?
- Kesulitan apa yang dialami ketika melaksanakan kegiatan pembelajaran ini?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses pembelajaran?

Refleksi Siswa

- Bagian mana yang menurutmu paling sulit dari pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?
- Jika kamu diminta untuk memberikan bintang 1 – 5, berapa bintang akan kamu berikan pada usaha yang kamu lakukan?



Kriteria untuk mengukur ketercapaian Tujuan Pembelajaran dan assesmennya

Penilaian Kompetensi atau Kemampuan serta Pengetahuan

- Siswa mampu memahami konteks, topik, setting dan kosakata ditandai dengan kemampuan mengerjakan LK.
- Siswa mampu mengidentifikasi informasi rinci ditandai dengan kemampuan mengerjakan LK.
- Siswa mampu menyampaikan pertanyaan dan memberikan respon terhadap pertanyaan.

Cara Melakukan Asesmen

- Tulisan (lembar kerja)
- Performa

Kriteria Penilaian

- Ketepatan mengidentifikasi informasi rinci
- Ketepatan memaknai dan menggunakan kosakata.

Produk Siswa

- Jawaban tertulis di lembar kerja.
- Role play

Daftar Pustaka

- <https://www.youtube.com/watch?v=hTxKv5n5M2Y>
- <http://www.listenAminute.com/c/culture.html>



Dokumen Penunjang

Lembar kerja siswa

- *pre-exercise* – Lampiran 1
- Lembar kerja 1 – Lampiran 2
- Lembar kerja 2 – Lampiran 3
- Lembar kerja remedial – Lampiran 4
- Lembar kerja 3 – lampiran 5

Bahan bacaan siswa

Vocabulary list

Bahan bacaan guru

Listening Transkrip (Lampiran)

Materi pengayaan

Bahan:

-

Materi untuk siswa yang kesulitan belajar

Bahan:

- <https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/places-town>

J E M B E R

Lampiran

Culture

I'm really interested in the culture of other countries. I don't know why, but I always think other cultures are more interesting than my own culture. Every time I travel, I learn wonderful, strange, amazing and interesting things about other cultures. One of the biggest surprises I had was when I went to the USA as a child. I'm English so I thought Americans had the same culture as me. When I went to America I understood Americans and Brits are very different people. Understanding the culture of other people is very important. It helps us all to get along. If everyone really tried to learn about other cultures, the world would be a more peaceful place. The world is becoming smaller, so I think this is happening.

(Lampiran 1) Pre-exercise

Match the words with the definitions

Word	Definition
1. Culture	a. arousing curiosity or interest
2. travel	b. the characteristics and knowledge of a particular group of people.
3. Interesting	c. unusual
4. Wonderful	d. great significance, influential
5. Strange	e. extremely good
6. different	f. not the same as another or each other
7. important	g. go from one place to another.
8. peaceful	h. free from disturbance

(Lampiran 2) Lembar Kerja 1

Listen and Write the words to fill the gap.

I'm really interested in _____(1)_____ other countries. I don't know why, but I always think other cultures are more interesting _____(2)_____ culture. Every time I travel, I learn wonderful, strange, amazing and interesting things _____(3)_____ cultures. One of the biggest surprises I had was when I went to the USA as a child. I'm English _____(4)_____ Americans had the same culture as me. When I went to America I understood Americans _____(5)_____ very different people. Understanding the culture _____(6)_____ is very important. It helps us all _____(7)_____. If everyone really tried _____(8)_____ other cultures, the world _____(9)_____ more peaceful place. The world is becoming smaller, so I _____(10)_____ happening.

(Lampiran 3) Lembar kerja 2

Answer the following questions.

1. What is the speaker interested in?
2. Why does he get interested in it?
3. When does he start to be interested?
4. Why is understanding it important?
5. What do you think? Do you agree with the speaker? Give your reason in 1 sentence.

(Lampiran 4) Lembar kerja remedial

Correct the spelling of the underlined words.

I'm really ertseentdi in the culture of other countries. I don't know why, but I always think other cultures are more nitesgeintr than my own culture. Every time I travel, I learn dunlrewof, strange, amnigaz and interesting things about other cultures. One of the biggest russeprsi I had was when I went to the USA as a child. I'm English so I thought Americans had the same culture as me. When I went to America I ooedutdsrn Americans and Brits are very different people. Understanding the culture of other people is very otnratimp. It helps us all to get along. If everyone

leayrl tried to learn about other cultures, the world would be a more pfealceu place. The world is becoming emsrlla, so I think this is happening.

Lampiran 5 (Pertemuan ke- 2)

Lembar kerja

No	Questions	Student 1	Student 2	Student 3
1.	What is your name?			
2.	Where do you come from?			
3.	What is the language do you usually use in daily conversation?			
4.	What is your favourite traditional food/cuisine?			
5.	Based on your opinion, why we have to preserve our cultural heritage?			

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Lampiran 6

Rubrik Penskoran

Pertemuan 2

No.	Aspek	Keterangan	Skor	Skor Maksimal
1.	Lafal	Sangat jelas dan mudah dipahami	4	4
		Mudah dipahami namun masih terpengaruh Bahasa Ibu	3	
		Bermasalah dalam pengucapan, kurang jelas, perlu konsentrasi tinggi untuk dapat menyimak.	2	
		Bermasalah serius dengan pengucapan, tidak bisa dipahami.	1	
2.	Kosa kata	Menggunakan kosa kata dan ungkapan yang tepat	4	4
		Sesekali menggunakan kosa kata yang kurang tepat	3	
		Sering menggunakan kosa kata yang tidak tepat	2	
		Percakapan tidak terjadi karena kosa kata terbatas.	1	
3.	Kelancaran	Sangat lancar	4	4
		Cukup lancar, terjadi sedikit kendala pada Bahasa	3	
		Kurang lancar, sering terhenti karena keterbatasan Bahasa	2	
		Sering terhenti dan percakapan sulit untuk terjadi	1	
Skor Maksimal				12

Nilai akhir = (Skor Perolehan Siswa x 10) / 12

MODUL AJAR BAHASA INGGRIS FASE D

Indonesian Culture

INFORMASI UMUM

Nama	Tatin Iriana, S.Pd	Jenjang/Kelas	XI C	ING . D . RAR . 9.5
Asal sekolah	MTs Miftahul Huda Curah Kates	Mapel	Bahasa Inggris	
Alokasi waktu	8 JP (320 menit)	Jumlah siswa / Target Peserta	50 / Siswa regular (tipikal)	
Profil pelajar pancasila yang berkaitan	<ul style="list-style-type: none"> ○ Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia ● Berkebhinekaan Global ● Bergotong-royong ○ Mandiri ● Bernalar Kritis ○ Kreatif 	Model Pembelajaran	<ul style="list-style-type: none"> ○ Tatap muka ○ PJJ Daring ○ PJJ Luring ● Paduan Tatap Muka dan Daring (<i>blended learning</i>) 	
Fase	D	Domain mapel	<ul style="list-style-type: none"> ○ Menyimak – Berbicara ● Membaca – Memirsa ○ Menulis – Mempresentasikan 	
Tujuan Pembelajaran	9.5 Menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup global.			
Kata kunci	Membaca dan merespon, menyimpulkan, gaya Bahasa deskripsi, teks asli, ide pokok, rincian penting.			

Deskripsi umum kegiatan

Untuk mencapai tujuan pembelajaran ini, kegiatan pembelajaran dibagi kepada 4 pertemuan:

1. Pertemuan pertama, fokus kegiatan pembelajaran adalah membangun dan memahami konteks dan topik teks, eksplorasi kosakata, dan menghubungkan gagasan antar teks.
2. Pertemuan kedua, fokus kegiatan pembelajaran adalah mengidentifikasi informasi rinci, eksplorasi kosakata dan membandingkan informasi.
3. Pertemuan ketiga, fokus kegiatan pembelajaran adalah eksplorasi kosakata, pelafalan dengan menggunakan pola generalisasi multi suku kata, dan membandingkan informasi.
4. Pertemuan keempat, fokus kegiatan pembelajaran adalah menyimpulkan suatu informasi.

Materi ajar, alat, dan bahan

1. Materi ajar:
 - *Read descriptive texts that related to topics from some of learning subjects.*
 - *Comprehending the main idea and essential details of the text.*
 - *Identify and discuss the use of descriptive adjectives in texts.*
 - *Make connection between text to self, text to other texts, and text to world.*
 - *Use phonic generalizations to read multisyllabic words.*
2. Alat:
 - *Sticky notes*
 - Lembar kerja
 - Kertas plano
 - Spidol
 - Lakban
3. Bahan:
 - Printed Descriptive text: **What you need to know about Indonesia Culture.**
 - Printed Descriptive text: **My watch.**
 - Mentimeter.com

Sarana Prasarana

- Komputer/Laptop, proyektor, pengeras suara, gawai (HP), jaringan internet (Jika tersedia)

Assesmen

1. Cara penilaian (lampiran)
 - Assesmen Individu
 - Assesmen Kelompok
2. Jenis Assesmen
 - Performa (presentasi)
 - Tertulis (tes objektif, esai)



KEGIATAN PEMBELAJARAN (Pertemuan ke- 1)

Persiapan Pembelajaran

- Guru menyiapkan 1 buah teks deskriptif yang dibagi kedalam 10 bagian teks untuk 10 kelompok.
- Lembar kerja



Urutan Kegiatan Pembelajaran

	Pengaturan siswa	Metode
Pendahuluan (10 menit)	<ul style="list-style-type: none">• Individu○ Berpasangan○ Berkelompok (> 2 orang)	<ul style="list-style-type: none">○ Diskusi○ Presentasi○ Demonstrasi○ Project○ Eksperimen○ Permainan• Ceramah○ Kunjungan lapangan○ Simulasi
Inti	<ul style="list-style-type: none">• Individu	<ul style="list-style-type: none">• Diskusi

(55 menit)

yaitu:

1. *What do you know about Indonesia?*
2. *Can you mention one of the most your favourite things in Indonesia?*

melalui pooling digital menggunakan mentimeter.

- Siswa berkelompok dan Guru membagikan potongan teks.
- Siswa diberikan waktu untuk membaca penggalan teks tersebut selama 5 menit dan siswa diperbolehkan untuk membuat catatan atau tanda pada teks untuk membantu pemahaman mereka.
- Siswa diberikan kesempatan untuk berdiskusi di masing-masing kelompok tentang *general idea* dari teks tersebut selama 5 menit.
- Siswa mengerjakan lembar kerja secara individu.
- Siswa bersama guru mendiskusikan hasil pekerjaannya.

- Berpasangan
- Berkelompok (> 2 orang)

- Presentasi
- Demonstrasi
- Project
- Eksperimen
- Permainan
- Ceramah
- Kunjungan lapangan
- Simulasi

Penutup
(15 menit)

- Siswa menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam kegiatan pembelajaran.
- Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.
- Siswa berdoa sebelum menutup kegiatan.

- Individu
- Berpasangan
- Berkelompok (> 2 orang)

- Diskusi
- Presentasi
- Demonstrasi
- Project
- Eksperimen
- Permainan
- Ceramah
- Kunjungan lapangan
- Simulasi

Refleksi

Refleksi Guru

- Apakah kegiatan pembelajaran berjalan sesuai rencana?
- Apakah siswa dapat mengikuti proses pembelajaran dengan baik?
- Apakah siswa senang dan antusias mengikuti kegiatan pembelajaran?
- Kesulitan apa yang dialami ketika melaksanakan kegiatan pembelajaran ini?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses pembelajaran?

Refleksi Siswa

- Bagian mana yang menurutmu paling sulit dari pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?
- Jika kamu diminta untuk memberikan bintang 1 – 5, berapa bintang akan kamu berikan pada usaha yang kamu lakukan?



Kriteria untuk mengukur ketercapaian Tujuan Pembelajaran dan assesmennya

Penilaian Kompetensi
atau Kemampuan
serta Pengetahuan

- Siswa mampu memahami konteks, topik, setting dan kosakata.
- Siswa mampu mengidentifikasi informasi rinci.
- Siswa mampu mengidentifikasi *adjective descriptive* dan melafalkan kosakata dengan tepat.
- Siswa dapat membuat kesimpulan sederhana.

Cara Melakukan
Asesmen

- Tulisan (lembar kerja)
- Lisan (menyampaikan pendapat/diskusi)

Kriteria Penilaian

- Kemampuan menjelaskan gagasan utama

Produk Siswa

- Kemampuan mengidentifikasi informasi rinci
- Ketepatan melakukan inferensi
- Kemampuan memberikan simpulan
- Jawaban tertulis di lembar kerja
- Keaktifan diskusi dan curah pendapat.



Daftar Pustaka

<https://authentic-indonesia.com/blog/what-you-need-to-know-about-indonesian-culture/>

Zaida, Nur. 2019. *Erlangga X-press: UN SMP/Mts 2015*. Jakarta: PT. Gelora Aksara Pratama



Dokumen Penunjang

Lembar kerja siswa

- Lembar kerja 1 (lampiran)
- Lembar kerja 2 (lampiran)

Bahan bacaan siswa

Descriptive text, present tense, inference

Bahan bacaan guru

Transkrip teks.

Materi pengayaan

Authentic materials about world culture

Materi untuk siswa yang kesulitan belajar

My favourite meal
<https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/my-favourite-meal>

J E M B E R

Lampiran

Lampiran 1

Transkrip Descriptive text

1. Potongan Teks (pertemuan 1)

<https://authentic-indonesia.com/blog/what-you-need-to-know-about-indonesian-culture/>

<p>Bhinneka Tunggal Ika (Unity in Diversity) is a motto that has been held by the Indonesian to embrace all the people amid diversity. This is a principle run by the Indonesian people where ethnic, tribe, cultural and religious diversity is not a barrier for Indonesians to unite and respect one another.</p> <p>The tolerance that people have is the color of the unity of the Indonesian people. In fact, Indonesia often gets credit from other countries because it can remain united amid many cultural differences among its people.</p>	<p>Foreign tourists are very happy to visit Indonesia because they feel that Indonesians are friendly and kind, even to people they really don't know. Indonesians are often friendly, especially to people who are new in their area and sometimes Indonesians can invite and give a lot of treats to strangers they consider guests.</p> <p>For this reason, there are so many foreign tourists who love to live in Indonesia because the people are always smile and also generous.</p>
<p>Mudik refers to the annual mass homebound exodus around the time of Idul Fitri. An overwhelming majority of Indonesians are Muslims and thus celebrate Idul Fitri. The most popular way to celebrate Idul Fitri is by gathering with extended family and performing religious rituals together, typically in the family's hometown.</p> <p>This "mudik" term is often used by</p>	<p>Indonesians tend to maintain close relationships with their family members, regardless of their age and level of economy. Most of Indonesians choose to live with their parents unless they really must go because of jobs or business things. They are also many of Indonesian leave their hometown to get job in the city.</p> <p>This "family come first" tradition is not</p>

<p>nomads when they will return to their hometown. The term of “mudik” become popular in 1970. The term might come from the Javanese phrase “mulih disik”, meaning to go home for a while after migrating somewhere. Traffic congestion will occur in various regions in Indonesia, especially in Java.</p>	<p>necessarily a sign of dependency but it just shows the values and principles the nation has when it comes to family.</p>
<p>Some Indonesian cultures are also often considered unique by many people, especially foreign tourists who are living in Indonesia. A unique culture that is often carried out by Indonesian people everyday is eating with hand.</p> <p>You can easily find people who enjoy eating with their hand instead of using spoon and fork. Perhaps according to other countries culture this kind of habit is disgusting but for Indonesians eating with hand are just their way to enjoy the food. Some of you might think that hands are dirty and unthinkable to eat straight with just hand, but the truth is they really wash their hands before eating.</p>	<p>Westerners love to eat bread. Their stomach can be full just by eating bread but that is not the case in Indonesia. Indonesia is just like most Asian countries who love rice. Cooked rice is called “nasi” by Indonesians and they will not feel full if they have not eaten rice.</p> <p>Rice is indeed the most important meal of Indonesian, while in other countries carbohydrates from nasi may not be the main menu to be served. They do not use rice as their staple food but use another carbohydrates source from corn, potatoes or sweet potatoes. Although most Indonesian eat rice, but there are some islands and provinces that do not eat rice. They eat “sagu” or “singkong” (sago or cassava), mostly people in the east part of Indonesia.</p>
<p>Sambal is a sauce made from various kinds of spices such as cayenne pepper, red chili, onion as well as other ingredients. Indonesians really like spicy</p>	<p>When traveling to Indonesia, you will see that the Balinese present their offerings are first things to do in the morning or some employees temporarily stop their</p>

<p>food and they even consider “sambal” as their main menu. Any dishes will not be complete to eat without the chili sauce.</p> <p>Indonesia people are obsessed with sambal. For the locals, sambal is not merely a condiment but also an integral part of Indonesian food. Therefore, in every house of a family in Indonesia there will always be this simple appetizing dish because they love it very much, even though they often feel spiciness.</p>	<p>work because of prayer time. No matter what religion they are uphold, Indonesians are generally very spiritual. They take religious practices very seriously and that are reflected in daily rituals, ceremonies, even the grandness of their places of worship (temple, mosque, church, vihara, etc).</p>
<p>Another uniqueness about Indonesian culture is that most of Indonesians want to have pure white skin like westerners. In fact, they are even willing to buy various cosmetic products to realize their dreams of having white skin. For them, especially the women, having white skin are identical with beautiful and clean. Even though the original skin of Indonesian people is brown.</p>	<p>When many western tourists come to Indonesia for a vacation and to see themselves the uniqueness of Indonesian culture, Indonesians itself actually like something westernized. Nowadays it is so rare for the younger generation who wants to continue what their ancestors inherited. Even for dressed, they often use something that resembles westerners.</p> <p>Lifestyle is part of human secondary needs that can change easily depending on the age or desire of a person to change his lifestyle. It includes the way of people dressing, the ways of speaking, social manners and habits.</p>

Lembar Kerja

1. Lembar kerja 1 (Pertemuan 1)

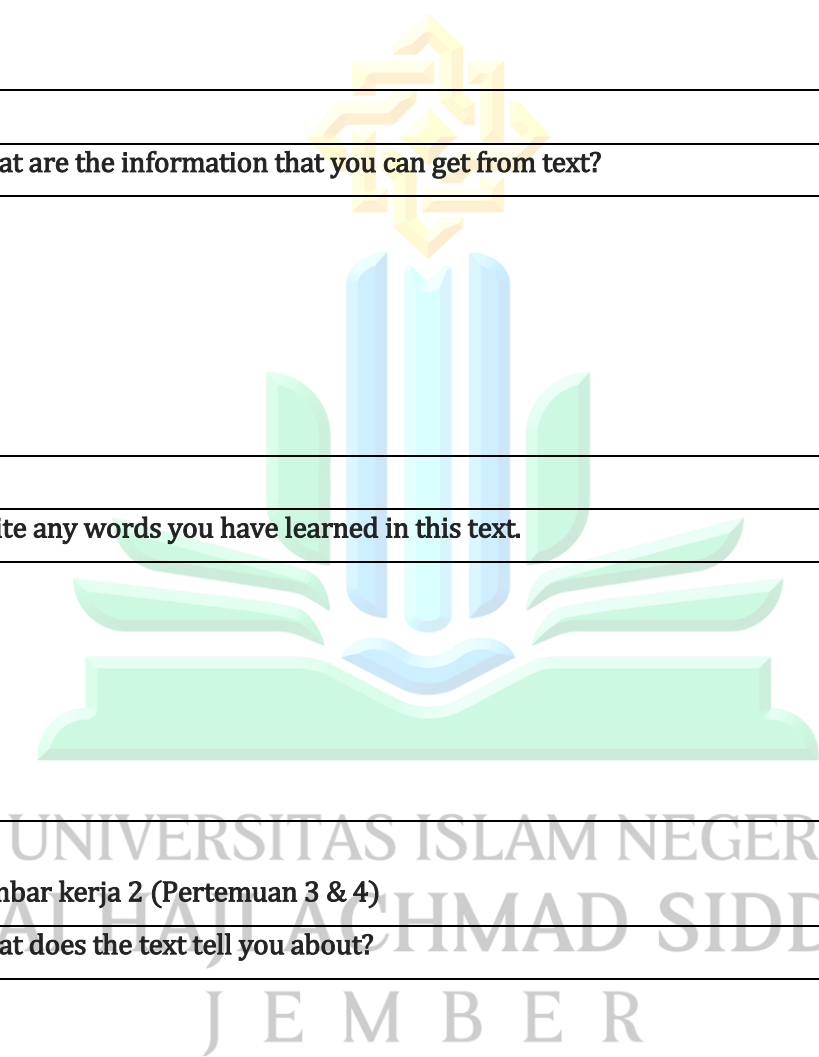
What does the text tell you about?

What are the information that you can get from text?

Write any words you have learned in this text.

2. Lembar kerja 2 (Pertemuan 3 & 4)

What does the text tell you about?



What are the information that you can get from text?

--

Write any words you have learned in this text.

--

Write any inferences you can find on the text.

--

What is your favourite thing?

Why do you love it?

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Lampiran 3

Rubrik Penilaian.

No.	Aspek	Keterangan	Skor	Skor Maksimal
1.	<i>Main idea</i>	Menunjukkan pemahaman dan mampu menjelaskan <i>main idea</i> jelas dan tidak ambigu	4	4
		Menunjukkan pemahaman tentang <i>main idea</i> , namun kesulitan dalam menjelaskan.	3	
		Kesulitan dalam memahami dan menjelaskan <i>main idea</i> , namun mampu mengidentifikasi letak main idea.	2	
		Tidak mampu memahami dan menjelaskan <i>main idea</i> .	1	
2.	<i>Supporting Idea</i>	Dapat menemukan dan menyebutkan minimal 80% <i>supporting idea</i> / hampir seluruh <i>supporting idea</i> pada teks.	4	4
		Dapat menemukan dan menyebutkan setidaknya 60% <i>supporting idea</i> pada teks.	3	
		Kesulitan dalam menemukan dan menyebutkan <i>supporting idea</i> pada teks (kurang dari 50%)	2	
		Tidak dapat menemukan dan menyebutkan <i>supporting idea</i> pada teks.	1	
3.	Kosa kata	Dapat memahami minimal 80% kosa kata pada teks.	4	4
		Dapat memahami setidaknya 60% kosa kata pada teks.	3	
		Kesulitan dalam memahami kosa kata pada teks (kurang dari 50%)	2	
		Idak dapat memahami kosa kata pada teks.	1	
Skor Maksimal				12

Nilai akhir = (Skor Perolehan Siswa x 10) / 12

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

No.	Komponen	Deskripsi / Keterangan
1.	Informasi Umum Perangkat Ajar	
	Nama Penyusun	Lutfi Takiudin, S.Pd.
	Nama Institusi	MTs Miftahul Huda Curah Kates
	Tahun Penyusunan	2022
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Kelas	VII A (Tujuh)
	Alokasi Waktu	4 Jam Pelajaran (JP) = 4 x 40 menit = 160 menit (2 kali pertemuan)
2.	Capaian Pembelajaran Fase D	
	Fase Capaian Pembelajaran (CP)	<p>Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p> <p><u>Elemen Membaca – Memirsa</u></p> <p><i>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They are able locate and evaluate main ideas and</i></p>


<p>Elemen/Domain CP</p>	<p><i>specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They are able to identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i></p> <p><u>Elemen Menulis – Mempresentasikan</u></p> <p><i>At the end of Phase D, students are able to communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They are able to include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell</i></p>
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		<i>new words are based on known English letter sound relationships and they use punctuation and capitalization with consistency.</i>
	Tujuan Pembelajaran	Para peserta didik dapat memproduksi teks deskriptif tulis untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Mengetahui <i>number</i> dan cara menyebutkan <i>time</i> .
3.	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)	
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan	<p><u>Pertemuan 1</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menuliskan (C1) beberapa kosa kata terkait kegiatan sehari-hari. 2. Peserta didik dapat mengkategorikan (C2) kegiatan-kegiatan yang biasa mereka lakukan dan tidak mereka lakukan. 3. Peserta didik dapat melengkapi (C3) kalimat rumpang berdasarkan video yang disajikan. <p><u>Pertemuan 2</u></p> <ol style="list-style-type: none"> 4. Peserta didik dapat membandingkan (C4) struktur kalimat. 5. Peserta didik dapat menyimpulkan (C5) struktur kalimat yang digunakan. 6. Peserta didik dapat menyusun (C6) kalimat terkait kegiatan sehari-hari, baik yang biasa dilakukan maupun tidak.
	Cara Melakukan Asesmen	Tertulis
	Produk	Teks yang berisi kegiatan sehari-hari peserta didik.
4.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	<ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif
5.	Sarana dan Prasarana	

	Fasilitas	<ol style="list-style-type: none"> 1. LCD <i>Projector</i> 2. Laptop 3. Jaringan internet
6.	Peserta Didik	
	Kategori Peserta Didik	Peserta didik regular
	Jumlah Peserta Didik	32 peserta didik
7.	Model dan Metode Pembelajaran	
	Model Pembelajaran	<ul style="list-style-type: none"> • Tatap muka • Model pembelajaran pertemuan pertama: <i>Problem Based Learning (PBL)</i> <ol style="list-style-type: none"> a) Orientasi pada masalah b) Mengorganisasikan peserta didik untuk belajar c) Membimbing penyelidikan individu atau kelompok d) Mengembangkan dan menyajikan hasil karya e) Menganalisis dan mengevaluasi proses pemecahan masalah • Model pembelajaran pertemuan kedua: <i>Project Based Learning (PjBL)</i> <ol style="list-style-type: none"> a) Pertanyaan mendasar b) Mendesain perencanaan produk c) Menyusun jadwal pembuatan d) Memonitoring keaktifan dan perkembangan proyek e) Menguji hasil f) Evaluasi pengalaman belajar
	Metode Pembelajaran	Diskusi berkelompok
8.	Asesmen	
	Cara Penilaian	Rubrik asesmen individu (terlampir)
	Jenis Asesmen	Formatif dalam bentuk tertulis (<i>descriptive text</i>)
9.	Materi Ajar, Alat, dan Bahan	
	Materi Ajar	<ol style="list-style-type: none"> a) <i>Vocabulary related to daily activities</i> b) <i>Pronoun</i> c) <i>Adverb of Frequency</i> d) <i>Simple Present Tense</i> e) Teks berisi <i>daily activities</i> Julie dan Sophie (semua materi terlampir)
		<ol style="list-style-type: none"> 1. Video berisi kosa kata 2. Video berisi kalimat-kalimat untuk

Alat dan Bahan	<p>memberikan informasi terkait kegiatan sehari-hari (https://youtu.be/JwGnCI5LOpU)</p> <ol style="list-style-type: none"> 3. Lembar Kerja Peserta Didik (LKPD) 4. Lembar Refleksi
Media Pembelajaran	<p>Menggunakan media berbasis AI yaitu <i>Wordwall</i>. https://wordwall.net/resource/36040563</p>
10.	<p>Urutan Kegiatan Pembelajaran</p>
<p>Pertemuan 1</p>	<p><u>Kegiatan Pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> ✓ Apa yang sedang ananda rasakan saat ini? (peserta didik ditunjukkan/diberikan gambar emoji positif maupun negatif pada slide ppt) ✓ https://tinyurl.com/pptnonkognitif1 ✓ Bagaimana aktivitas kegiatan belajar ananda selama seminggu terakhir? ✓ Apakah ananda sudah siap mengikuti pembelajaran hari ini? 5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini.
	<p><u>Kegiatan Inti (60 menit)</u></p> <p>a) Orientasi pada masalah</p>
	<ol style="list-style-type: none"> 1. Peserta didik mengamati gambar (link) yang disajikan oleh guru pada power point yang ditayangkan melalui presentasi. 2. Peserta didik bersama guru melakukan tanya jawab terkait gambar. Pertanyaan yang digunakan seperti "What time do you usually wake up?" "What is the first thing you do after waking up?" <p>b) Mengorganisasikan peserta didik untuk</p>

		<p>belajar</p> <ol style="list-style-type: none"> 1. Peserta didik dibagi ke dalam beberapa kelompok belajar heterogen (1 kelompok terdiri dari 4-5 siswa). 2. Peserta didik mengamati tayangan video (link) yang berisi daftar kosa kata kegiatan sehari-hari. <p>c) Membimbing penyelidikan individu atau kelompok</p> <ol style="list-style-type: none"> 1. Setelah menonton tayangan video, peserta didik dalam kelompok dipandu guru menuliskan (C1) beberapa kosa kata yang ditemukan dalam video, seperti: <i>wake up, brush teeth, get dressed, etc.</i> 2. Peserta didik mengkategorikan (C2) kegiatan-kegiatan yang biasa mereka lakukan dan tidak mereka lakukan. <p>d) Mengembangkan dan menyajikan hasil karya</p> <ol style="list-style-type: none"> 1. Selanjutnya peserta didik mengamati tayangan video (link) terkait kalimat untuk memberikan informasi kegiatan sehari-hari. 2. Peserta didik disajikan link Wordwall untuk melengkapi (C3) kalimat rumpang berdasarkan video yang disajikan. 3. Perwakilan tiap kelompok maju <p>e) Menganalisis dan mengevaluasi proses pemecahan masalah</p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mendiskusikan kalimat-kalimat yang digunakan untuk memberikan informasi kegiatan sehari-hari. <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari
--	---	--

		<p>ini.</p> <ol style="list-style-type: none"> 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisisioner yang disediakan guru. 4. Peserta didik berdoa untuk mengakhiri pembelajaran.
		<ol style="list-style-type: none"> 5.
	Pertemuan 2	<p>Kegiatan Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Para peserta didik mengucapkan salam dan bertegur sapa dengan siswa yang lain dan guru. 2. Peserta didik dan guru berdoa'a sebelum memulai pembelajaran.
		<ol style="list-style-type: none"> 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> ✓ Apa yang sedang ananda rasakan saat ini? (peserta didik ditunjukkan/diberikan gambar emoji positif maupun negatif pada slide ppt) ✓ Bagaimana aktivitas kegiatan belajar ananda selama seminggu terakhir? ✓ Apakah ananda sudah siap mengikuti pembelajaran hari ini? 5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini.
		<p>Kegiatan Inti (60 menit)</p> <ol style="list-style-type: none"> a) Pertanyaan mendasar <ol style="list-style-type: none"> 1. Peserta didik diberi pertanyaan pemantik seperti “<i>Do you still</i>

remember what we have learned in the previous meeting?” “Can you mention some verbs relating to daily activities?”

b) Mendesain perencanaan produk

1. Peserta didik diberi arahan terkait jadwal dan aturan pengumpulan proyek, seperti pengerjaan proyek yang dilakukan secara individu, waktu pengumpulan (dalam waktu 20 menit) dan ketentuan jumlah kalimat yang ditulis (10 kalimat yang berisi *verbs relating to daily activities*)

c) Menyusun jadwal pembuatan

1. Peserta didik diberitahu bahwa proyek (*descriptive text*) dilaksanakan dalam satu pertemuan dan diselesaikan dalam waktu 20 menit.

d) Memonitoring keaktifan dan perkembangan proyek

1. Peserta didik dikondisikan agar duduk dalam kelompok seperti pertemuan sebelumnya. (1 kelompok terdiri dari 4-5 peserta didik)
2. Peserta didik mengamati 2 teks ([link](#)) dan ([link](#)) yang berisi kegiatan sehari-hari Julie dan Sophie.
3. Peserta didik **membandingkan (C4)** struktur kalimat yang digunakan di dalam 2 teks tersebut.
4. Peserta didik bersama-sama guru mengklarifikasi perbedaan-perbedaan yang digunakan dalam

		<p>kalimat, yaitu penggunaan <i>She gets up</i> dan <i>I get up</i>.</p> <p>5. Peserta didik dipandu guru menyimpulkan (C5) struktur kalimat yang digunakan (penggunaan <i>simple present tense</i>).</p> <p>6. Peserta didik secara individu menyusun (C6) kalimat terkait kegiatan sehari-hari, baik yang biasa dilakukan maupun tidak. Setiap peserta didik menulis 10 kalimat.</p>
		<p>7. Kegiatan peserta didik dipantau oleh guru untuk diambil penilaian sikapnya.</p> <p>e) Menguji hasil</p> <ol style="list-style-type: none"> 1. Peserta didik menyelesaikan proyeknya tepat waktu. <p>f) Evaluasi pengalaman belajar</p> <ol style="list-style-type: none"> 1. Peserta didik diminta mengungkapkan pengalamannya secara lisan selama menyelesaikan proyek.
		<p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisisioner yang disediakan. 4. Peserta didik berdoa untuk mengakhiri pembelajaran.
12.	Refleksi	
	Refleksi Guru	<ol style="list-style-type: none"> a) Apa saja tiga hal yang saya lakukan sebelum mengajar peserta didik menggunakan model <i>project based learning</i>? b) Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran <i>daily activities</i> hari ini?

		<p>c) Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini?</p> <p>d) Apa dua hal yang akan dilakukan di masa depan setelah melakukan pembelajaran hari ini?</p>
		e)
	Refleksi Siswa	<p>a) Saya merasa senang saat disajikan gambar dan video ketika pembelajaran materi <i>daily activities</i> dimulai.</p> <p>b) Saya lebih mudah memahami materi <i>daily activities</i> dengan penggunaan <i>Wordwall</i>.</p> <p>c) Saya mudah memahami materi <i>daily activities</i> dengan berdiskusi bersama teman kelompok.</p> <p>d) Saya merasa pembelajaran Bahasa Inggris materi <i>daily activities</i> hari ini menyenangkan.</p>
13.	Daftar Pustaka	<ul style="list-style-type: none"> • Damayanti, E.L., et al. (2022). <i>English for Nusantara untuk SMP/MTs Kelas VII</i>. • Putcha, H. & Stranks, J. (2021). <i>English in Mind Second Edition</i>.
14.	Bahan Bacaan	
	Bahan Bacaan Siswa	<i>Vocabulary list</i>
	Bahan Bacaan Guru	<ul style="list-style-type: none"> • Damayanti, E.L., et al. (2022). <i>English for Nusantara untuk SMP/MTs Kelas VII</i>. (Buku Guru) • Putcha, H. & Stranks, J. (2021). <i>English in Mind Second Edition</i>.

LAMPIRAN

1. Materi

a. *Vocabulary related to daily activities*

sleep	go to school	play football
wake up	learn/study	do homework
take a bath/shower	Pray	clean the bedroom

get dressed	have breakfast	have lunch
make the bed	have dinner	watch TV

b. *Pronoun*

I	You	It
He	She	
They	We	

c. *Adverb of Frequency*

Usually	Often	Seldom	Never
Generally	Sometimes	Rarely	
Frequently	Occasionally	Hardly ever	

d. *Simple Present Tense*

- I always wake up at 6 AM. She always wakes up at 5 AM.
- I don't go to school on Sunday.
- He doesn't play football on Monday.
- Do you watch TV every day? Do they have dinner at 7 PM?

e. *Teks berisi daily activities Julie dan Sophie*

Julia's daily routine.

Hello. I am Julia. I **get up** early, at 7. I **get dressed** in the bedroom – my favourite green sweater. I **have breakfast** in the kitchen, I like orange juice and a sandwich for breakfast. I **brush my teeth** in the bathroom. My teeth are white! I **go to school** at 8. At school I **have lunch** – rice and tomatoes and some chicken or fish. After school I **go to the park** and **play** with my friends – Kate and Mary. I **have dinner** at 7. I eat salad. I **go to bed** at 8.



GERI
IDDIQ

Sophie's Daily Routine

Sophie is eleven years old and she lives in Brighton, England. She usually gets up at a quarter to eight, she has a shower and gets dressed. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth because she likes them white and healthy!

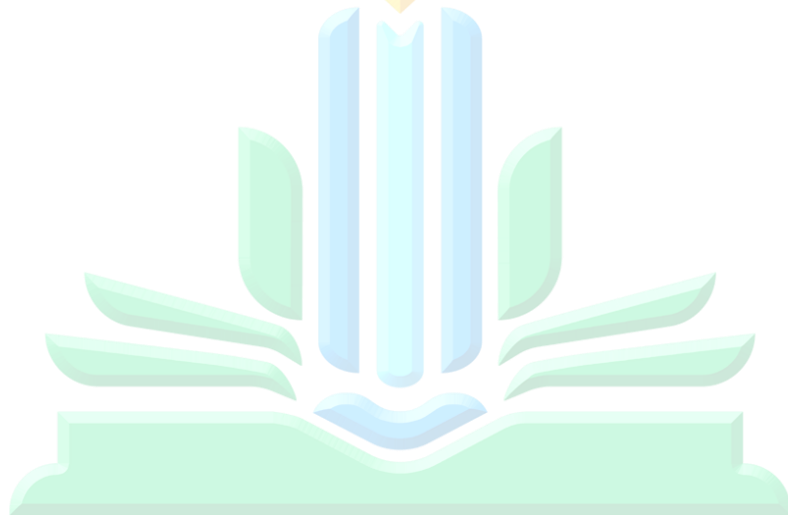
Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch. They usually eat rice, soup, salad and meat

After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit.

At half past seven it is time for dinner. She eats a sandwich with strawberry juice. Then she usually reads a book or chats with her parents for a while. Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth.



Adapted from: [iSLCollective](#)



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

2. Instrumen Penilaian

Nama Sekolah : MTs Miftahul Huda Curah Kates
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Tahun Ajaran : 2022/2023

a) Penilaian Sikap

Teknik : Observasi
Instrumen : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

Kelas : Hari/Tanggal :

Pertemuan Ke :

Materi :

Petunjuk : Guru mengisi lembar observasi

dengan menuliskan Nama Peserta Didik dan nilai sikap

sesuai dengan rubrik yang disediakan.

No	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1								
2								
3								
4	Dst							

I. Kriteria:

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama.

No.	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.
5.	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.

II. Rubrik penilaian sikap

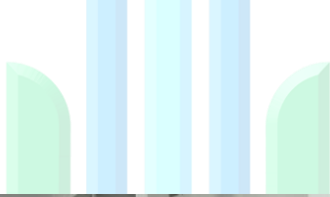
Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Tanggung jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3
	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Percaya diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3
	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

Nilai akhir = (Skor Perolehan Siswa x 10) / 12

Appendix 4

Photos and Documentation





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Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-4716/In.20/3.a/PP.009/01/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Miftahul Huda Curah Kates Jember
Kab. Jember, Jawa Timur.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Dadang Sumito
NIM : T20176060
Semester : XI
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ; ***Teachers' Perceptions At MTs Miftahul Huda Curah Kates Jember On The Merdeka Curriculum And The Implementation*** selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak Muh, Najib, S. Ag.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 09 January 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



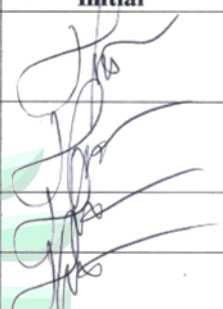
MASHUDI

Appendix 6

Research Journal Activity

RESEARCH JOURNAL ACTIVITIES

Name : Dadang Sumito
SRN : T20176060
Title : TEACHERS' PERCEPTION AT MTS MIFTAHUL HUDA CURAH
KATES JEMBER ON THE MERDEKA CURRICULUM AND THE
IMPLEMENTATION
Location : MTs Miftahul Huda Curah Kates Jember

No	Day Date	Activity	Initial
1	Monday, 09 January 2023	The researcher Gives a "Surat Permohonan" to the school	
2	Tuesday, 10, January, 2023	The researcher was giving the research permission letter	
3	Wednesday, 11 January, 2023	Interview	
4	Thursday, 12 January 2023	Implementation	

Jember, 09-January-2023

Kepala Sekolah

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
Muh. Najib, S.Ag

Appendix 7

The Letter of Research Finisher



**YAYASAN PON PES “ AR-RISALAH ”
MTS MIFTAHUL HUDA**

CURAH KATES KLOMPANGAN AJUNG JEMBER

Alamat: Jl Ponpes SALAFIYAH Curah Kates - Klompangan - Ajung - Jember Tlpn. 085330755924
E-mail: arrisalahcurahkates@gmail.com

SURAT KETERANGAN PENELITIAN

Nomer: B-023/MTs.13.32.011/PP.05/02/2023

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Miftahul Huda Curah kates Klompangan Ajung menerangkan bahwa :

Nama : DADANG SUMITO
NIM : T20176060
Fakultas : FTIK
Jurusan : Pendidikan Bahasa Inggris
Tempat, Tanggal Lahir : Jember, 10 Juni 1996

Yang bersangkutan telah mengadakan penelitian (Research) di Madrasah Tsanawiyah Miftahul Huda Curah kates Klompangan Ajung, terhitung tanggal 16 Juli s.d. 16 Agustus 2018 guna penulisan skripsi dengan judul : **TEACHERS' PERCEPTIONS AT MTS MIFTAHUL HUDA CURAH KATES JEMBER ON THE MERDEKA CURRICULUM AND THE IMPLEMENTATION**

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya.

Jember, 20 Februari 2023
Kepala MTS Miftahul Huda

Muh. Najib, S.Ag

CURRICULUM VITAE



Name : Dadang Sumito
Born, place and time : Jember, 10th Juni 1996
Address : Sumuran, Klompangan, Ajung Jember
Field of Study : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty

Education Background :

Formal School

1. MIMU 01 Sumuran, Ajung Jember (Elementary School)
2. SMP Terbuka Ajung 01 (Junior High School)
3. MA Modern Al Islam, Jember (Senior High School)

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