EMANCIPATED CURRICULUM IMPLEMENTATION: ENGLISH TEACHERS' DIFFICULTIES IN ARRANGING FLOW OF LEARNING OBJECTIVES AT ASY-SYAFA'AH VOCATIONAL HIGH SCHOOL

UNDERGRADUATE THESIS

Presented to Kiai Haji Achmad Siddiq Jember State Islamic University
in Partial Fulfillment of the Requirements of Education Bachelor Degree (S.Pd.)
Tarbiyah and Teacher Training Faculty
Islamic Studies and Language Education Department
English Education Study Program

By:

ANIKA HIKAMUL ASROR
204101060002

STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER FACULTY OF TARBIYAH AND TEACHER TRAINING JUNE 2024

EMANCIPATED CURRICULUM IMPLEMENTATION: ENGLISH TEACHERS' DIFFICULTIES IN ARRANGING FLOW OF LEARNING OBJECTIVES AT ASY-SYAFA'AH VOCATIONAL HIGH SCHOOL

UNDERGRADUATE THESIS

Presented to Kiai Haji Achmad Siddiq Jember State Islamic University
in Partial Fulfillment of the Requirements of Education Bachelor Degree (S.Pd.)
Tarbiyah and Teacher Training Faculty
Islamic Studies and Language Education Department
English Education Study Program

By:

Anika Hikamul Asror
SRN: 204101060002

Has been approved by the advisor

Dr. Ninuk Indrayani, M.Pd.
NIP: 197802102009122002

EMANCIPATED CURRICULUM IMPLEMENTATION: ENGLISH TEACHERS' DIFFICULTIES IN ARRANGING FLOW OF LEARNING OBJECTIVES AT ASY-SYAFA'AH VOCATIONAL HIGH SCHOOL
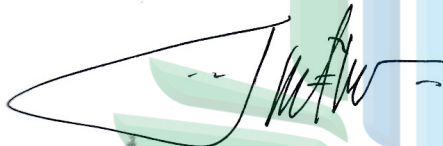
UNDERGRADUATE THESIS

Has been examined and approved by the board of examiners
in Partial Fulfillment of the Requirements of Education Bachelor Degree (S.Pd.)
Tarbiyah and Teacher Training Faculty
Islamic Studies and Language Education Department
English Education Study Program

Day: Thursday
Date: June 6, 2024

The Board of Examiners

Chairman

Dewi Nurul Qomariyah, S.S., M.Pd.
NIP. 197901272007102003

Secretary

Siti Khodijah, S.S., M.Pd.
NIP. 198609192019032016

Members:

1. Sofkhatin Humaida, M.Pd., M.Ed., Ph.D. ( )
   NIP. 196507201991032001

2. Dr. Ninuk Indrayani, M.Pd. ( )
   NIP. 197802102009122002

Approved by,
Dean of Tarbiyah and Teacher Training Faculty

Dr. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

iii

MOTTO

قُلْ يٰقَوْمِ اعْمَلُوْا عَلٰى مَكَانَتِكُمْ اِنِّيْ عَامِلٌۚ فَسَوْفَ تَعْلَمُوْنَۙ مَنْ تَكُوْنُ لَهٗ عَاقِبَةُ الدَّارِۗ اِنَّهٗ لَا يُفْلِحُ الظّٰلِمُوْنَ ۝١٣٥

Meaning:

135. Say (O Muhammad): "O my people! Work according to your way, surely, I too am working (in my way), and you will come to know for which us will be the (happy) end in the Hereafter. Certainly the Zalimun (polytheists) and wrong-doers) will not be successful."[*]
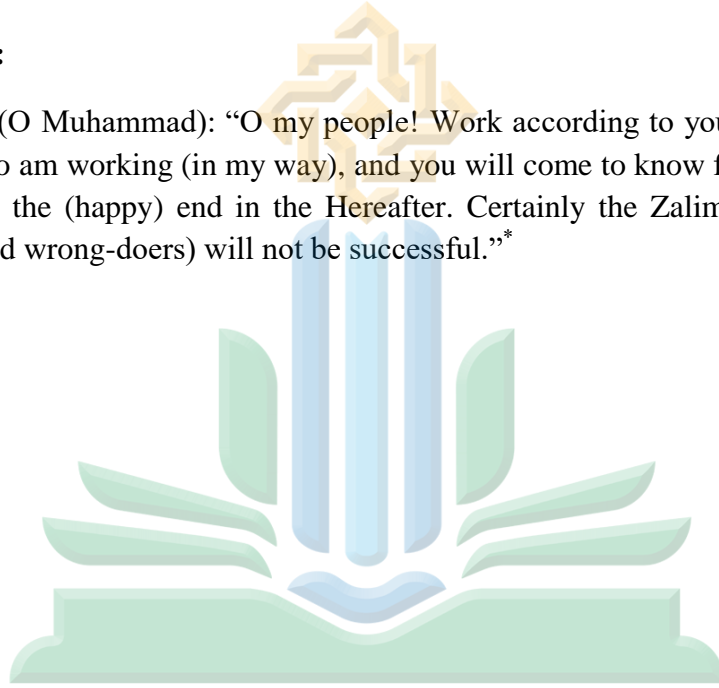
DEDICATION

I proudly dedicate this thesis to:

1. Allah SWT, the lord of the world, just because of Him that I could live and pass many things in life such as accomplishing this thesis.

2. My most beloved ones, my father and mother, as the biggest source of my motivation and support. Although, he is not as expressive as my mother, the one namely Anwari born to be my father never even once lowers his efforts to raise me right and support me in all things I do. Also my mother, Asri Asih, with her prayers and simple text of *"Hikam yang semangat nakk…"* she often sends me through online chat, make me just feel that there are no difficult things I couldn't pass in life. They are the ones I would have sacrificed my life for.

3. My beloved eldest sister, Dayang Ala Firdaus, the one becomig an extraordinary figure of sibling, I do thank her for the financial and emotional supports given in every time I feel lost inside myself.

4. My beloved elder sister and little brother, Noer Diana Kholidah and Ahmad Novil Akwan, who have motivated and inspired me to always be the pride of our family.

ACKNOWLEDGEMENT

In the name of God, Allah, the most gracious and the most merciful, praise to Allah for giving me mercy and blessing, health, and opportunity to finish this undergraduate thesis well. And Sholawat and Salam may be delivered to our prophet Muhammad SAW who has guided us to today civilization that is full of light and sciences.

At this part, the writer would like to express his gratitude and appreciate some people who help, contribute, and encourage the researcher in the process of this undergraduate thesis arrangement:

1. Prof. Dr. Hepni, S.Ag., M.M., CPEM, as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given the writer an opportunity to study in this university.

2. Dr. Abdul Mu'is, S.Ag., M.Si, as the Dean of Tarbiyah and Teacher Training Faculty of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given the writer approval signature for this undergraduate thesis.

3. Dr. Nuruddin, S.Pd. I, M.Pd.I, as the Head of Islamic Studies and Language Education Department who has given the permission to do this research.

4. Dewi Nurul Qomariyah, S.S., M.Pd, as the Head of English Education Department who has approved this research title.

ABSTRACT

Anika Hikamul Asror, 2024: *Emancipated Curriculum Implementation: English Teachers' Difficulties in Arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School*

Keywords: Emancipated Curriculum Implementation, English Teachers' Difficulties, Flow of Learning Objectives

Emancipated Curriculum principle of giving freedom for teachers in conducting teaching and learning in the classroom, teachers of all subjects including English are expectedly able to create their own Flow of Learning Objectives to achieve several elements of Learning Outcome. Meanwhile, the process of arranging the Flow of Learning Objectives by teachers is not as well as expected, there are still several difficulties faced by teachers in arranging their own Flow of Learning Objectives.

Hence, this current research aimed to specifically discuss English teachers' difficulties in arranging Flow of Learning Objectives set by following research questions; 1) what are the difficulties faced by English teachers in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School?, 2) what are the aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School?, and 3) what are the solutions to overcome English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School?

The research used qualitative approach and descriptive design. The research subjects of this research were 2 English teachers and the headmaster of the school. The used data collection techniques were interview, observation, and documents review. The researcher then analyzed it with data condensation, data display, and drawing or verifying conclusions. The data validity used the data source and technique triangulation.

The obtained results of this research conveyed that; 1) English teachers' difficulties in arranging Flow of Learning Objectives include: a) the low comprehension of English teachers on the new implemented curriculum, and b) the lack of supporting learning conditions and environments. 2) The aspects that determine English teachers' difficulties were: a) the lack of training in the implementation of Emancipated Curriculum, and b) the limited budgets owned by the schools to provide better facilities and infrastructures. 3) the solutions to overcome English teachers' difficulties cover: a) teachers' self-initiative to independently learn the Emancipated Curriculum, b) teachers' self-initiative to share their understanding about the Emancipated Curriculum, c) the school gives full support for the teachers to understand more about the new curriculum by sending them to trainings, workshops, and seminars about Emancipated Curriculum, and d) the school keeps maximizing the money usage given by the government by focusing on repairing and preparing better facilities and infrastructures.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

This chapter is the introduction of the current research consisting of the research background, research focus, research questions, research objectives, research significances, key terms definition, and discussion systematic.

A. Research Background

Education is the most essential thing in human life. Regarding to that statement, it can be told that every Indonesian has a right to get the proper and appropriate educational services. Moreover, education is considered as the way of changing the condition of nation that is left behind to be a better nation. Developed nation starts from developed circumstance of the education, because a better form of education will provide a better system of educating the generation. Education can be meant as the process of developing every individual's potency to live and be able to totally undergo the life as educated human, either cognitively, affectively, or psychomotor. Education takes massive role in preparing and developing skilled human resources who can compete both in local and international domain, because education is also understood as the process of educating human with the aim of making the human be beneficial and useful for both the nation and country.[2]

---

[2] Angga *et al., "Komparasi Implementasi Kurikulum 2013 dan Emancipated Curriculum i Sekolah Dasar".* BASICEDU Journal: *Research & Learning in Elementary Education.* Vol. 6 No. 4. 2022. Page 5877.

Based on the student affairs concept of Tri Education Center *(Tri Pusat Pendidikan),* Tri Education Center is an education that happens in three types of environments, the first environment is family, the second one is educational institution such school, and the third is society. Further, in family environment, children gain the education of religion belief, etiquette and politeness, and character. In school environment, children will gain knowledge and attitude. Then in society environment, children are expected able to develop their talents and interests while applying the previous educations they have gotten[3]. Further about school as the second education environment for the students, the best teaching and learning for students happening at school will extra-ordinary impact for student's potency in the process of education. Thus, teacher doesn't only role in uttering messages of learning materials for the students, but also role as educator who gives the best and beneficial education for the students.

Related with the descriptions above, in the constitution of Sisdiknan Number 20 at 2003 conveyed that education is aware effort that is planned to realize the learning situation and process in order to make the students active in developing their potencies to have the power of religion spirituality, self-control, personality, intellectuality, noble morals, and skill which are required by themselves, society, nation, and country.[4]Therefore, government gives much attention toward the education side, because the

---

[3] Tim Dosen Ketamansiswaan, *Materi Kuliah Ketamansiswaan.* Yogyakarta: Universitas Sarjanawiyata Tamansiswa. 2014. 37-38.
[4]Undang-Undang Republik Indonesia, *Sistem Pendidikan Nasional*, Nomor 20, 2003, Pasal 1 ayat 1.

development of a country starts from the education. Education budget will be increased, steps will be taken to enhance the quality of education, and various problems in basic, middle, and higher educations will be solved as well. Thus, this thing aims to increase the education quality in order to be able to compete with other countries and other things which also take a part in increasing Indonesia education quality.[5]

An alternative that can be done to realize the development of generation potency and the quality of education is to innovate the existence of structured education program named as Education curriculum. Based on the constitution number 20 at 2003 about the national education system, it explains that curriculum is teaching-learning set and arrangement in the forms of content, objectives, and learning materials used as guidance in teaching and learning to achieve certain education objectives.[6] Hence, the process of achieving learning objectives cannot be separated with curriculum, because curriculum is the foundation of how teaching and learning is conducted.

In line with the previous discussion, it is believed that curriculum is the integral part of education process.[7] Simply, curriculum becomes guidance in realizing the education, because curriculum is the basis of implementing teaching and learning process at school. Also, curriculum is

---

[5] Eva Ari Astuti, *"Analisis Emancipated Curriculum Pada Pembelajaran IPAS Kelas IV di SD Negeri 1 Kadipiro".* (Yogyakarta: UST, 2023), Page 2.

[6] Undang-Undang Republik Indonesia, *Sistem Pendidikan Nasional*, Nomor 20, 2003, Pasal 1 ayat 19.

[7] Insani 2019 cited from Angga *et al., "Komparasi Implementasi Kurikulum 2013 dan Emancipated Curriculum di Sekolah Dasar".* BASICEDU Journal: *Research & Learning in Elementary Education.* Vol. 6 No. 4. 2022. Page 5879.

a tool used to achieve the learning objectives, it can be stated that curriculum is the reference for teaching and learning implementation process in Indonesia.[8] It can be understood that, curriculum is truly basic thing that should be firstly comprehended and further used to conduct teaching and learning process with the aim of achieving learning objectives which are supposed to be passed by the students, education will be randomly running if there is no any curriculum sets the limit in the form of certain objectives that should be prioritized by all educational practitioners.

As being taught in the Islam, there is a Qur'an verse that strengthens the importance of doing good teaching as the target of curriculum, it is mentioned in the Qur'an at surah An-Nahl (125) that says:

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۖ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

The meaning: Invite (mankind, O Muhammad) to the way of your Lord (i.e. Islam) with wisdom (i.e. with the Divine Revelation and the Qur'an) and fair preaching, and argue with them in a way that is better. Truly, Your Lord knows best who has gone astray from His path, and He is The Best Aware of those who are guided.[9]

---

[8] Wahyuni, *"JMSP (Jurnal Manajemen dan Supervisi Pendidikan")*. Jurnal Manajemen dan Supervisi Pendidikan. Vol. 3 No. 2. 2019. Page 64.

[9] Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khas, *Noble Qur'an: The English Translation of the Meanings and Commentary,* (KSA King Complex, 2007)

This verse of An-Nahl in the Qur'an states the order of uttering the materials and teachings in the right way (with wisdom and fair preaching) with the aim of maximizing the materials being told and the results that will be obtained.

The previous discussion has indicated that curriculum has an important essential position in education. Curriculum is continuously updated but the change of curriculum is certainly influenced by various factors, one of these is the effort of balancing the massive advancement of science and the sophisticated technology in education side.[10] Simply, it can be assumed that curriculum will always change by adapting and balancing the circumstance of era either from the advancement of science and sophisticated technology that cannot be controlled.

Seeing the factors above, curriculum change is also based and influenced by other factors. Curriculum change from the era of Indonesia independence till 2013 is based on the rapid change of the world in many aspects such as education.[11] Time by time, started from the existence of Competency-Based Curriculum (KBK) that was implemented at 2004, Education Unit Level Curriculum (KTSP) at 2006, and Curriculum 2013 (K-13) at 2013 to 2014, Curriculum nowadays has a new form to be implemented in teaching and learning of education process implementation responding to the past moment of pandemic COVID-19 making the education process could not run as well, this innovation of

---

[10] S Nasution, "*Kurikulum dan Pengajaran*". (Jakarta: Bumi Aksara, 1999).

[11] Alhamuddin, *"Sejarah Kurikulum di Indonesia (Studi Analisis Kebijakan Pengembangan Kurikulum)"*. Nur El-Islan. 2014. Page 50

Indonesia curriculum is named as Emancipated Curriculum *(Kurikulum Merdeka)* through emancipated learning program.

Emancipated learning is a policy program that was established by Indonesia minister of education and culture to return back national education system under the laws characteristic by giving freedom to school, teacher, and student. Emancipated and freedom here are meant as a freedom to innovate, a freedom to learn and a freedom to be creative. In implementing "emancipated learning" program, it needs the transformation of school curriculum, the transformation of teaching-learning management in national education, and the transformation of regional education management with school autonomy.[12] This statement is in line with the case that Emancipated Learning is the program of digging the potency of teachers and student to innovate the increase of teaching-learning quality in the classroom conveyed by Saleh.[13]Emancipated Curriculum is implemented in some "Driving Schools" *Sekolah Penggerak* from the result of government selection.

In accordance with the provision of Education, Culture, Research, and Technology Ministry of Republic Indonesia Number 162/M at 2021 about driving school as a program focusing on the enhancement of overall students' competencies to more ease the realization of Pancasila *(Five*

---

[12] Sherly, Edy Dharma, and Humiras Betty Sihombing, *"Merdeka Belajar: Kajian Literatur".* UrbanGreen Conference Proceeding Library. 2021. Page 185.

[13] Meylan Saleh, *"Merdeka Belajar DI Tengah Pandemi Covid-19".* Prosiding Seminar Nasional Hardiknas 1. 2020. Page 52.

*Principles of Indonesia)*profile students.[14]Driving school is the project pilot from the implementation of Emancipated Curriculum. In case, related with the appearance of Emancipated Curriculum, the implementation of Emancipated Curriculum is considered important with the aim of recovering the teaching-learning process post COVID-19 pandemic, where one of the interventions is the teaching-learning process which is centered to students. It was also told that online teaching and learning transition becomes limited face-to-face teaching-learning, it requires innovation in teaching and learning to rebuild students' motivation and output to be better and developed.[15]

Emancipated Curriculum occurs to complete the implementation of 2013 curriculum. This is supported by the previous research of Wahyuni *et al.,* stated that teacher felt difficult in the implementation of 2013 curriculum especially in the arrangement of Lesson Plan, the implementation of scientific teaching-learning, and teaching and learning assessment.[16] Maladerita *et al.,* also explained that 2013 curriculum implementation is too complex to be implemented.[17] In line with the previous researches, Krissandi and Rusmawan also told that the implementation of curriculum 2013 is in the avoidance from government,

---

[14]Kementerian Pendidikan, Budaya, Riset, dan Teknologi, *Program Sekolah Penggerak,* Nomor 162/M,2021.

[15]Aprima Desy and Sasmita Sari, *"Analisis Penerapan Pembelajaran Berdiferensiasi dalam Implementasi Emancipated Curriculum pada Pelajaran Matematika SD".* Cendikia: Media Jurnal Ilmiah Pendidikan. Vol. 13 No. 1. Page 96-97.

[16]Wahyuni, *"JMSP (Jurnal Manajemen dan Supervisi Pendidikan").* Jurnal Manajemen dan Supervisi Pendidikan. Vol. 3 No. 2. 2019. Page 65-66.

[17]Maladerita *et al., "Peran Guru Dalam Menerapkan Kurikulum 2013 Di Sekolah Dasar."* Edukatif: Jurnal Ilmu Pendidikan. Vol. 3 No. 6. 2021. Page 4774.

school institution, teacher, students' parents, and the students itself.[18] Regarding to those problems, government created an innovation in the form of Emancipated Curriculum. But it cannot be assumed that with the existence of Emancipated Curriculum then the teaching-learning implementation would run as all people have expected, there are also some points that should be considered to realize the ideal implementation of Emancipated Curriculum, especially in the teacher preparation for teaching the students. As researched by Nyoman *et al.,* the research resulted that teacher understanding in Emancipated Curriculum is still not really good, and requires a development.[19]

Teacher as the subject in teaching-learning process should understand all elements in a curriculum to implement the curriculum as well. Understanding the set of teaching and learning is one of things that the teacher should do earlier before diving in the process of teaching and learning. Things that should be firstly noticed in compiling learning plan is (1) comprehending Learning Outcome, (2) formulating Learning Objectives, (3) arranging Flow of Learning Objectives, and (4) designing teaching-learning process (Learning Module).[20]

Meanwhile, as the one holding the prominent position in teaching and learning conducted in classroom, teachers are also faced with several

---

[18]Krissandi and Rusmawan. *"Kendala Guru Sekolah Dasar Dalam Implementasi Kurikulum 2013."* Jurnal Cakrawala Pendidikan. Vol. 34. No. 3. 2015.

[19]Nyoman *et al., "Pemahaman Guru Sekolah Dasar Terhadap Kebijakan Rencana Pelaksanaan Pembelajaran Merdeka Belajar."* Seminar Nasional Riset Inovatif. 2022. 7:403-7.

[20]Windy Hastasasi *et al., "Panduan Pengembangan Kurikulum Operasional di Satuan Pendidikan."* 2022

difficulties avoiding their process on many sides including the process of arranging teaching and learning set *(perangkat pembelajaran)* for conducting the teaching and learning. In this case, teachers' difficulties refer to any form of obstacles faced by teachers in the process of conducting teaching and learning for the students in the classroom. Regarding to Noerma Elya Putri, teachers' difficulties are influenced by two types of aspects covering the teachers'-based aspects and students' based aspect.[21] At this discussion, the discussion focuses on the teachers'-based factor related with the lack of teachers' understanding on preparing and serving the teaching learning as well started from the pre-activity such preparing the administrative thing including the learning set till the practical activity in the midst of teaching and learning.

Discussing further about the teaching and learning set that can be the challenge for the teachers to arrange, Flow of Learning Objectives is put as the very first thing the teacher should be able to adapt in conducting the teaching and learning in the classroom by Emancipated Curriculum as the basis. In the pre-activity especially in case of the administrative preparation that should be firstly accomplished by the teachers in Emancipated Curriculum is to design the Flow of Learning Objectives or ATP *(Alur Tujuan Pembelajaran)* used to reflect the teaching and learning activity in the classroom. Flow of Learning Objectives is one of parts on what is called as Syllabus in other curriculums. But the distinguishable

---

[21] Noer Elya Putri, *"Faktor-Faktor Kesulitan Guru dalam Pembelajaran Ekonomi (Studi Kasus di SMA Favorit NU Tegaldlimo Kabupaten Banyuwangi)." Undergraduate Thesis.* Universitas Jember. 2013.

thing of Learning Objective Flow is its arrangement that is anyway based on the teachers teaching the classroom, meaning that the teachers are the ones expectedly able to arrange the Flow of Learning Objectives based on the real and concrete circumstance of the classroom including the students and might be also the facility owned by the school used in every classroom. Simply, Flow of Learning Objectives (ATP) is the practical mechanism that the Learning Objectives (TP) as the guideline after the general guideline stated in the Learning Outcome (CP) is implemented and served in the classroom to the students.[22]

Furthermore, based on the guidance of Emancipated Curriculum Implementation, learning outcome can be meant as the united process of continuing knowledge, creativity, and attitude to build the intact competence from a subject at school. Learning outcome is arranged by phase, it is an effort of simplification so the students can have proper time to master the competence. Learning Outcome arrangement per-phase also gives opportunity for the students to learn based on the right level, need, speed, and learning their learning style. This thing happens because Learning Outcome is compiled by noticing the phases of children development. Besides that, Learning Outcome arrangement per-phase is also useful for teachers in educational institution unit. Teacher and

---

[22] Anindito Aditomo, *Panduan Pembelajaran dan Assessmen.* Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. 2022.

educational unit will gain emancipation in adjusting teaching and learning process with the condition and students' characteristics.[23]

Focusing on Flow of Learning Objectives, flow of learning objectives is the sequences of learning objectives which is logically arranged based on the teaching-learning sequences since the start till the end of phase. The principles of arranging flow of learning objectives suppose the flow of teaching and learning is essential, sustainable, contextual, and simple. Flow of Learning Objectives are functioned as the same as syllabus in 2013 curriculum, as the reference for teacher in planning the teaching-learning process (Learning module), but completed with the learning objectives gotten by the students in the end of phase and strengthening project of Pancasila students profile.[24] With this point, it is true when Nadiem Makarim as the Minister of Education, Culture, Research, and Technology stated that teacher has a complex job and responsibility but tends to be noble. Teachers are given responsibility forming as nation future but based on numerous rules in the form of administrative preparation that must be earlier prepared by all teachers.[25]

These discussions above have enough proved that it is not easy to implement teaching-learning process based on Emancipated Curriculum. Even the term of "Emancipated" is actually for all the education

---

[23] Ministry of Education, Culture, Research, and Technology, *"Buku Saku Emancipated Curriculum."* 2022

[24] Windy Hastasasi *et al., "Panduan Pengembangan Kurikulum Operasional di Satuan Pendidikan."* 2022

[25] Juliati *et al., "Pengembangan Perangkat Pembelajaran Emancipated Curriculum Belajar."* PROSIDING PENDIDIKAN DASAR. Vol. 1 No. 1. 2022. Page 82.

practitioners, but the most influenced subject getting the impact is the teacher who becomes the driver of a classroom in every formal educational institution. Such arranging the Flow of Learning Objectives that must fit with the condition of classroom, teacher is not supposed to be randomly arranging the Flow of Learning Objectives just based on one or two students in the classroom itself.

Also, with the data previously discussed, the researcher assumed that there have many researches which have conducted various research related with the similar topic of Emancipated Curriculum Implementation. Meanwhile, there is only few of numbers of research that focus on the difficulties faced by English teachers in arranging one of the important components of Emancipated Curriculum called as Flow of Learning Objectives, because due to the fact that most researches just focus on the general form of teachers' difficulties in implementing the Emancipated Curriculum on certain subjects.

Therefore, these facts become the excuses for the researcher to further discuss about the difficulties felt by teacher in arranging the Flow of Learning Objectives especially in English lesson at Asy-Syafa'ah Vocational High School. Considering that Flow of Learning Objectives is one of essential components in the implementation of Emancipated Curiculum, thus, investigating and describing the difficulties in arranging Flow of Learning Objectives by English teachers in Vocational High School might be beneficial and interesting.

B. Research Focus

Based on the background explained above, there has been a problem becoming the focus of this current research. This research focuses on the implementation of Emancipated Curriculum especially in the side of teachers' difficulties in arranging Flow of Learning Objectives in English lesson of Asy-Syafa'ah Vocational High School. This focus of research is based on the strata of vocational high school which has its own phase of "Phase E" in Emancipated Curriculum.

C. Research Questions

Thus, to simplify and limit the discussions of this research, the researcher has formulated questions becoming the guidance of this research discussion, as follow:

1. What are the difficulties faced by English teachers in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School?

2. What are the aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School?

3. What are the solutions to overcome English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School

D. Research Objectives

Regarding to the research questions above, the aims of the research are:

1. To describe the difficulties faced by English teachers in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School.

2. To describe the aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School.

3. To describe the solutions to overcome English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School.

E. Research Significances

The researcher expected that the current research could give some beneficial outputs both in theoretical and practical significances for the readers, especially in arranging Flow of Learning Objectives in Emancipated Curriculum. Theoretically, this research is able to enrich and add the knowledge on the difficulties of arranging Flow of Learning Objectives in Emancipated Curriculum at Asy - Syafa'ah Vocational High School. Hence, the faced problems could be put as serious consideration that needs to be noticed and solved.

Practically, the results of this research will be beneficial for both English teachers as the practitioner of education and next further

researchers who will conduct the similar research with this current research. For the English teachers, the results of this research can be the avoidance points for them to the difficulties they face in arranging the Flow of Learning Objectives at School. Further, for the next researcher, this research can be considered as the essential source of reference for further researches that will be conducted later, in case, the upcoming researches have the similar theme and variables as discussed in this research of the implementation *Emancipated Curriculum* especially in the side of analyzing the difficulties of Vocational High School teachers in arranging Flow of Learning Objectives in English lesson.

F. Key Terms Definition

Key term definition is about comprehending the essential terms becoming the vital points that exist in the research title. Key term definition aims to avoid misunderstanding toward the interpretation of contents that the researcher means in the research, the key terms definition of this current research are as follow:

1. Emancipated Curriculum Implementation

Emancipated Curriculum that is also known as Kurikulum Merdeka is the new implemented curriculum education in Indonesia that is about to be widely implemented in 2024. In the implementation, Emancipated Curriculum holds the principle of giving freedom for both students and teachers to set the classroom teaching and learning. Regarding to that principle, in teacher's side,

teacher is expectedly able to create its own Flow of Learning Objectives as the sequences of teaching and learning oriented with the students' factual conditions.

2. Teachers' Difficulties

Teachers' difficulties are the various problems and obstacles which are faced by teachers avoiding the activity the teachers want to accomplish. Teachers' difficulties appearance can be influenced by several aspects both internal and external. Internal aspects come from the teachers itself, while the external one comes from outside of teacher self but still around the case domain.

3. Flow of Learning Objectives

Flow of Learning Objectives can be defined as further practical continuation of Learning Objectives which have been firstly formulated from the Learning Outcome. As the principle, what is shown in the Flow of Learning Objectives should reflect the activity implemented in the classroom and passed by all students. It can be assumed that Flow of Learning Objectives is the planned set of teaching and learning that will be conducted in the classroom based on the certain objectives stated in Learning Objectives formulated from Learning Outcome.

CHAPTER II
LITERATURE REVIEW

This chapter is the literature review consisting of the description of previous researches related with the current research completed with table of similarities and differences of the current research and previous researches, this part also consists of the theoretical framework.

A. Previous Research

This section contains with the writer intention to tell the readers about the same topic and variables in previous researches conducted by several researchers related with the current research. Firstly, it provides simple explanation and description of each previous study and similarities-differences between this current study and the previous studies. In order to ease the readers' understanding on the gap of each research, the researcher provides comparison table at the end of this section.

1. **"Analisis Implementasi Emancipated Curriculum pada Pembelajaran IPAS Kelas IV di SD Negeri 1 Kadipiro", undergraduate thesis of Eva Ari Astuti in 2023.[26]**

   The study aimed to describe; (1) the analysis of Emancipated Curriculum implementation in IPAS subject at the 4th grade of Kadipiro 1 state elementary school, (2) the analysis of constraint

---

[26]Eva Ari Astuti, *"Analisis Implementasi Emancipated Curriculum Pada Pemebalajaran IPAS Kelas IV di SD Negeri 1 Kadipiro,"* (Universitas Sarjanawiyata Tamansiswa: Yogyakarta, 2023), Page 1-109.

and obstacles in implementing Emancipated Curriculum in the teaching and learning of IPAS subject at the 4th grade of Kadipiro 1 state elementary school, and (3) the analysis of an effort to solve the constraint and obstacles in the implementation of Emancipated Curriculum in IPAS subject at the 4th grade of Kadipiro 1 state elementary school. This research is qualitative research conducted in Yogyakarta annual state elementary school in December 2022. The research subjects were the headmaster, 4th grade teacher, and 4th grade students. Techniques used for collecting data were observation, interview, and documentation, further analyzed by the interactive model through the steps of Data Collection, Data Reduction, Data Display, and Data Conclusion Drawing. Then the data analysis was strengthened by using *atlas.ti* application. Result of the study conveyed that; (1) the implementation of Emancipated Curriculum in the teaching and learning of IPAS has been well realized, the planning was done through analyzing the Learning Outcome (CP), compiling Learning Objectives (TP), and create the Flow of Learning Objectives (ATP). The teaching and learning has implemented the differentiated teaching and learning which has been adapted with the needs of students and also has compiled the evaluation in the form of diagnostic assessment, formative and summative assessment, (2) there are constraint and obstacle like invalid information, little amount of reference, 3) limited time in

compiling learning module and assessment, (3) done effort to solve the constraint and obstacles are in the form of joining seminar, webinar, and workshop, finding more reference and utilize the guidance book of learning module arrangement provided by the government.

2. **"Komparasi Implementasi Kurikulum 2013 dan Emancipated Curriculum di Sekolah Dasar", a journal article written by Angga *et al.*, in 2022.**[27]

The study aimed to (1) know the difference of 2013 curriculum and Emancipated Curriculum, (2) compare 2013 curriculum and Emancipated Curriculum in elementary school, and (3) analyze the faced difficulties in the implementation of curriculum 2013 and Emancipated Curriculum in elementary school at Garut region. The study is descriptive qualitative research with case study method. The study was conducted in several elementary schools and driving school *(sekolah penggerak)* in the implementation of Emancipated Curriculum at Garut region. The study used primary and secondary data collected through purposive sampling, data collection techniques which were used cover observation, interview, and documentation, then the collected data were further analyzed through the theory of Miles and Huberman at 1992, these data reduction, data display, and conclusion

---

[27] Angga, *et al., "Komparasi Implementasi Kurikulum 2013 dan Emancipated Curriculum di Sekolah Dasar,"* Journal Basicedu, 6 (4), 2022, Page 5877-5889.

drawing/ verification. At last, result of the study showed that 2013 curriculum has a good concept in education process, but its implementation on the field does not go as well. While, the implementation of Emancipated Curriculum in several driving schools *(sekolah penggerak)* at the first year went well, then it was developed in many schools this year. Several schools have arranged the appropriate formula in implementing Emancipated Curriculum. At the last result, it was stated that Emancipated Curriculum implementation is more appropriate and fitting with the culture of Indonesia education, rather than 2013 curriculum.

3. **"Problematika Guru dalam Menerapkan Emancipated Curriculum Belajar", a journal article compiled by Siti Zulaiha, Tika Meldina, and Meisin in 2022.[28]**

The study aimed to comprehend the implementation of Merdeka Belajar Curriculum, problems faced by teachers in implementing Merdeka Belajar Curriculum, and how are the teachers' efforts in solving the problems of implementing Merdeka Belajar Curriculum at the 1st and 4th grade in Rejang Lebong 17 State Elementary School. The study used qualitative approach with the type of descriptive research. The research subjects were the headmaster, teacher, and 1st and 4th graders. Collecting data techniques used were observation, interview, and documentation;

---

[28]Siti Zulaiha, Tika Meldina, & Meisin, *"Problematika Guru dalam menerapkan Emancipated Curriculum,"* TERAMPIL: Jurnal Pendidikan dan Pembelajaran Dasar, 9 (2), 2022, Page 163-177.

the collected data were then further validated through the triangulation of technique. The result of the study showed several important points, these are: *first,* Rejang Lebong 17 State Elementary School had already implemented Merdeka Belajar Curriculum with the teaching and learning which are based on project, diagnostic assessment, formative and summative assessment, subject-based teaching and learning, IPAS, report, Flow of Learning Objectives and Learning Module done in a group. *Second,* teachers' problems in implementing Merdeka Belajar Curriculum in planning, implementing, and teaching-learning assessment were the difficulties to analyze Learning Outcome (CP), formulate Learning Objectives (TP), and compile the Flow of Learning Objectives (ATP) and Learning Module, setting the learning method and strategy, the lack of capability in utilizing technology, the limited amount of students' books, the lack of capability in using method and learning media, learning material was too wide, determining class project for 1st and 4th graders, the lack of time allocation belongs project-based teaching and learning, determining the form of assessment in project-based teaching and learning. *Third,* the efforts implemented by teachers to solve the problems of Merdeka Belajar Curriculum implementation were in the form of routinely meeting Teacher Working Group (Kelompok Kerja Guru/ KKG), accompaniment

from Program Management Office, and special coaching for headmaster, and making the project format, continue the project at home, taking note, and following training or workshop with the theme of curriculum Implementation.

4. **"Kesulitan Calon Pendidik dalam Mengembangkan Perangkat Pembelajaran pada Emancipated Curriculum", a journal article written by Cindi Arjihan Desita Putri, Evilia Rindayati, and Riand Damariswara, in 2022.**[29]

This previous study was conducted to discover and find out the difficulties of teachers' candidates in developing the learning set (perangkat pembelajaran) of Emancipated Curriculum. The study was qualitative descriptive research with the data collection techniques of interview and documentation. In data analysis technique, the research used data reduction, data display, and conclusion drawing. The research object was the process of developing learning set (perangkat pembelajaran) in Emancipated Curriculum with the subjects of university students with the major of elementary school teacher education (PGSD). Research result showed that the difficulties experienced by teachers candidates in developing the set of learning (perangkat pembelajaran) cover: (1) not able to read and analyze the Learning Outcome well, (2) not able to formulate the Learning Objectives based on the existing

---

[29]Tri Wiswakhyuningsih, *"Pengembangan Alur Tujuan Pembelajaran (ATP) Mata Pelajaran Ilmu Pengetahuan Alam (IPA) Kelas VII SMP,"* RISTEK: Jurnal Riset, Inovasi, dan Teknologi Kabupaten Batang, 7 (1), 2020, Page 20-30.

Learning Outcome, (3) not able to compile the Flow of Learning Objectives from the Learning Objectives, (4) difficulties in developing the learning module, (5) and the possibility that the Emancipated Curriculum is in thematic form.

5. **"Pengembangan Alur Tujuan Pembelajaran (ATP) Mata Pelajaran Ilmu Pengetahuan Alam (IPA) Kelas VII SMP", a journal article of Tri Riswakhyuningsih, in 2022.[30]**

The study aimed to know the validation result of Learning Objectives Flow in IPA subject as VII grade of junior high school that was developed and to find out the result of trials in Flow of Learning Objectives trial as the base reference in arranging the learning module. The study was conducted through Research and Development (R&D) method. Research subject was the formulation of Learning Objectives Flow in IPA subject at VII grade of junior high school. The research object was the component of Learning Objectives Flow. Data source in this research was the result of ATP validity and the result of trials in using the ATP. Non-test technique was used to collect data. Data collection instrument used the study sheet *(lembar telaah)* for ATP and learning module. The validity was done through experts' validity, logical validity, and internal validity. Data analysis was done descriptively based on the assessment result with the support

---

[30]Cindi Arjihan Desita Putri, Evilia Rindayati, Rian Damariswara, *"Kesulitan Calon Guru Pendidikan dalam Mengembangkan Perangkat Pembelajaran pada Emancipated Curriculum,"* PTK: Jurnal Tindakan Kelas, 3 (1), 2022, Page 18-27.

of rubric. The result of validity showed that ATP criteria developed was good so it could be used in teaching and learning. The result of trials conveyed that the Flow of Learning Objectives that was developed was easy to use.

Table 2.1. Similarities and Differences between
Previous Researches and the Current Research

No	Research Titles	Similarities	Differences
1.	An undergraduate thesis of Eva Ari Astuti in 2023 entitled: "Analisis Implementasi Emancipated Curriculum pada Pembelajaran IPAS Kelas IV di SD Negeri 1 Kadipiro."	1) Both researches discuss almost similar topic about the implementation of Emancipated Curriculum. 2) Both researches use similar approach and method of research. 3) Both researches are in the same form of undergraduate thesis.	1) The previous research focused on general implementation of Emancipated Curriculum, while the current research focuses on the difficulties of arranging the flow of learning objectives in the implementation of Emancipated Curriculum. 2) The previous research was conducted in an elementary school, while the current research is conducted in private vocational high school. 3) The previous research focused on the subject of IPAS, while the current research focuses on English subject.
2.	A journal article of Angga *et al.,* in 2022 entitled:	1) Both researches focus on the similar topic of the implementation of Emancipated	1) The previous research put the focus on comparing the implementation of

	"Komparasi Implementasi Kurikulum 2013 dan Emancipated Curriculum di Sekolah Dasar."	Curriculum. 2) Both researches use similar approach and method of research.	Kurikulum 2013 and the implementation of Emancipated Curriculum, while the current research just put the focus on the implementation of Emancipated Curriculum. 2) The previous research didn't decide the specific focus being research, while the current research focuses on the difficulties felt by teacher in arranging flow of learning objectives. 3) The previous research was conducted in elementary school, while the current took a place in private vocational high school. 4) The previous researched did not take a detail subject being researched, while the current research decides to focus on the English subject. 5) The previous research was in the form of journal article, while the current research is an undergraduate thesis.
3.	A journal article of Zulaiha *et al.*, in 2022, entitled: "Problematika Guru dalam	1) Both researches discuss the similar topic of Emancipated Curriculum Implementation. 2) Both researches	1) The previous research just discussed about the general problems in Emancipated Curriculum Implementation, while

	Menerapkan Emancipated Curriculum Belajar."	similarly put the discussion focus on the problems and difficulties faced by educational practitioners in implementing Emancipated Curriculum. 3) Both researches use similar research approach and method in conducting the researches.	the current research massively discussed about deeper difficulties faced by educational practitioners in compiling the Flow of Learning Objectives (ATP). 2) The previous research was conducted in elementary school especially at the 1st and 4th grade classrooms, while the current research is conducted in private vocational high school. 3) The previous research talked about general difficulties felt by teacher in implementing Emancipated Curriculum not difficulties in the teaching and learning of certain subjects by Emancipated Curriculum, while the current research focuses on the specific subject of English as the discussion context being focused. 4) The previous research was in the form of journal article, while the current research is an undergraduate thesis.
4.	A journal article of Putri *et al.,* in 2022, entitled:	1) Both researches almost similarly discuss the same focus of	1) The previous research generally focused on the difficulties of

"Kesulitan Calon Pendidik dalam Mengembangkan Perangkat Pembelajaran pada Emancipated Curriculum."	discussion about the difficulties of arranging learning set *(perangkat pembelajaran)* and Flow of Learning Objectives as one of learning sets. 2) Both researches also discuss about the similar context of Emancipated Curriculum Implementation. 3) Both researches use similar research approach and method in conducting the researches.	developing Learning set *(Perangkat Pembelajaran),* while the current research massively focuses on the deeper difficulties of arranging Flow of Learning Objectives (ATP) in the implementation of Emancipated Curriculum. 2) The previous research was conducted in one of universities in Indonesia, while the current research is conducted in private vocational high school. 3) The previous research got the research subjects of teacher candidates or university students with education major, while the current research gets the subject of vocational high school teachers. 4) The previous research did not determine specific subjects taught to the students, while the current research determine the subject of English as the discussion context felt difficult to arrange the Flow of Learning Objectives itself. 5) The previous research was in the form of journal article, while the current research is

| 5. | A journal article of Tri Riswakhyuningsih in 2022, entitled: "Pengembangan Alur Tujuan Pembelajaran (ATP) Mata Pelajaran Ilmu Pengetahuan Alam (IPA) Kelas VII SMP." | 1) Both researches similarly put the discussion focus on the Flow of Learning Objectives (ATP).
 2) Both researches similarly talk in the same context of Emancipated Curriculum Implementation. | an undergraduate thesis.
 1) The previous research focused on the development of Objectives Learning Flow (ATP), while the current research focuses on the difficulties in compiling the Flow of Learning Objectives (ATP)
 2) The previous research was conducted through Research and Development (R&D) method, while the current research is conducted through Qualitative research method.
 3) The previous research was conducted for junior high school strata especially in VII grade, while the current research is conducted for vocational high school strata.
 4) The previous research put the focus on the subject of natural science (IPA), while the current research focuses on the subject of English. |

Regarding to the explanations of several previous researches that have been discussed above, the proof emerges that there are some similarities and differences between this current researched compiled by the researcher with the researches which were previously conducted by

several researchers. The similarities of this current research with the previous researches are in the form of similar topic and variables being researched. Meanwhile, the differences between this current research with several previous researches are in various aspects, these are: 1) different specific discussion focus being discussed by the researchers, 2) different research approach and method used by the researches, 3) different data collection, data analysis, and data validity technique used in the researches, and 4) different setting and subjects of research used by the researchers in conducting the researches, thus, these points of differences becomes the excuse of uniqueness owned by this current research among other researchers conducted before.

As the uniqueness, other researches conducted before massively discussed about various discussion focuses, such as: the general analysis of Emancipated Curriculum Implementation in certain subjects of IPAS and IPA, the comparison between 2013 curriculum and Emancipated Curriculum Implementation, the problems faced by educational practitioners in the implementation of Emancipated Curriculum, the difficulties of teachers candidate in developing learning set in Emancipated Curriculum, and the development of Learning Objectives Flow, while, this current research brings up the discussion focus of teachers' difficulties in arranging Flow of Learning Objectives of English subject especially at Asy-Syafa'ah Vocational High School. Therefore,

with this fact, the researcher decides to discuss it further with the excuses

that there are no many researchers discussed it deeper before.

B. **Theoretical Framework**

1. **Emancipated Curriculum Implementation**

Fundamentally, implementation based on Nugroho is the

application of plan that is thoughtfully and specifically arranged,

implementation is usually conducted after the plan is considered

perfect.[31] It was supported by Nurdin Usman by saying that

implementation is sourced on activity, behavior, action, or things

which have system mechanism meaning that implementation is not just

an activity, but it is an activity that is thoughtfully designed to achieve

the activity objectives.[32]

Mulyadi explained that the term of implementation refers to

action to achieve objectives which have been set in a decision,[33] then it

was added with the statement of Mulyadi and Jones stating that "those

activities directed toward putting a program into effect"[34]. In field

context, Mulyadi states that implementation is the process of

implementing fundamental decision with some process procedures, as

follow:[35]

---

[31]Bekti Taufiq Ari Nugroho, *"Impelementasi Pendekatan Saintifik,"*Yogyakarta: Deepublish, 2016. Page 9

[32]Nurdin Usman, *"Konteks Implementasi Berbasis Kurikulum,"* Jakarta: PT Raja Grafindo Persada, 2002. Page 70

[33] Dedi Mulyadi, *"Studi Kebijakan Publik dan Pelayanan Publik,"*Bandung: Alfabet. 2015. Page 12

[34]*Ibid., Dedi Mulyadi,* 2015. Page 45.

[35]Dedi Mulyadi, *"Perilaku Organisasi dan Kepemimpinan Pelayanan,"* Bandung: Alphabet. 2015

a. Validation stage from legislation

b. The decision implementation by institution as the executor

c. The readiness of target group for the decision implementation

d. Real and concrete impact for the good decision that is either wanted or not

e. The decision impact as expected by the executor institution

f. The reparation effort over the policy or legislation.

Mulyadi added that the process of implementation preparation must be at least related with several things such as; 1) the process of preparing resource, unit, and method, 2) the process of interpreting policy as the plan and direction which can be accepted and undergone, and 3) the provision of service, payment, and other gradual things. Further, Kapioru mentioned that there are four factors influencing the implementation performance, covering, environmental condition, inter-organization relationship, resources, and characteristics of executor institution.[36]

In another discussion, etymologically, curriculum *kurikulum* is sourced from Greek of *curir* word that has a meaning of runner and *curare* meant as racing place. So, in ancient Greek times, the term of *curriculum* is used in sport domain, meaning that the length that must be passed by runners from the start to finish line, in other words, the

---

[36]Kapioru, *"Kebijakan Publik: Proses, Analisis, dan Partisipasi,"* Bogor: Ghalia Indonesia. 2014

route must be noticed and passed by other competitors.[37]But nowadays, the term of curriculum is used in educational environment described as a plan related with the learning materials which will be used in the process of teaching and learning.[38]

Further about curriculum, S. Nasution in research conducted by Bahri explained that curriculum is a plan arranged to support the teaching and learning process under the guidance and responsibility of schools or educational institutions with the teaching staffs. Further, Nasution also added that several curriculum experts argued that curriculum is not only about the planned activities, but also all events happening under the school surveillance, so it includes the additional activities by school such as the extracurricular joined by the students.[39] It is also added that curriculum is the guideline of education institutions in conducting the education process to achieve certain objectives.[40] Then, curriculum as the learning plan must be contained with objectives, content, and teaching activity implementation to achieve education objectives.[41] Hence, it is simplified that curriculum

[37]Jeflin Hairunisa & Hade Afriansyah, *"Pengertian Kurikulum, Proses Administrasi Kurikulum dan Peran Guru Dalam Administrasi Kurikulum,"* 2020. Page 2

[38]Eva Ari Astuti, *"Analisis Implementasi Emancipated Curriculum Pada Pemebalajaran IPAS Kelas IV di SD Negeri 1 Kadipiro,"* (Universitas Sarjanawiyata Tamansiswa: Yogyakarta, 2023), Page 14.

[39]Syamsul Bahri, *"Pengembangan Kurikulum Dasar dan Tujuannya,"* Jurnal Ilmiah Islam Futura. 2017. Page 15

[40]Hari Setiadi, *"Pelaksanaan Penilaian Pada Kurikulum 2013,"* Jurnal Penelitian dan Evaluasi Pendidikan. 2016. Page 167

[41] Dedi Lazwardi, *"Manajemen Kurikulum sebagai Pengembangan Tujuan Pendidikan, "* Jurnal Kependidikan Islam. 2017. Page 100

is learning plan arranged by educational institution to be made as the guidelines for achieving the learning education objectives.[42]

Thus, in summary, it can be understood that curriculum implementation is the action or planned application to achieve objectives which have been set by the curriculum as the learning plan that is thoughtfully designed and arranged to involve all activities existing in the school, with no exception, as long as the activities are under the school surveillance.

a. The Description of Emancipated Curriculum

Regarding to the fact that curriculum becomes the guidelines of all aspects in teaching and learning that happens at school, then it influences the speed and learning method used by teachers for students' necessity in education. Ministry of Education Culture Research and technology then develop an innovation on the new form of curriculum named as Emancipated Curriculum Belajar as the essential part in the effort of recovering the pedagogy on education crisis happens in Indonesia.

Cited from Aina, Nadiem Makarim as the education minister on his speech told that the term of Emancipated Learning or *Merdeka Belajar* is the best and most appropriate choice to be the philosophy change from teaching and learning

---

[42] Syanila Indah Mawardani, *"Implementasi Emancipated Curriculum dalam Pembelajaran Sejarah di SMA Negeri 5 Bandar Lampung Tahun Ajaran 2022/2023,"* Universitas Lampung. 2023. Page 30

method happening in Indonesia nowadays. Because in Emancipated Curriculum, there is the autonomy and Emancipated for the educational environment with the aim of being able to determine the best way in processing the teaching and learning. It was also told by Nadiem Makarim that the concept choice of Emancipated Curriculum is sourced from the philosophy of Ki Hajar Dewantara inspiring two important things in education, these are emancipated and autonomy.[43]

Emancipated Curriculum has its terminological meaning of being emancipted in learning, it means that Emancipated Curriculum gives free and comfort choice for the students to learn with peace, enjoyable, and fun environment without caring of the pressure existence from the ability the students have. Emancipated Curriculum also does not suppose the students to learn and master several aspects of knowledge out of the hobby and the self-ability belong to the students, so they would have their portfolio based on their interest.[44]

With the statements explained before, it does require the contribution from the educational institutions to take part and take role in succeeding the implementation of Emancipated Curriculum. The policy of Emancipated Curriculum gives the

---

[43] Dela Khoirul Ainia, *"Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara dan Relevasinya bagi Pengembangan Pendidikan Karakter,"* Jurnal Filsafat Indonesia. 2020. Page 96
[44] Ana Widyastuti, *"Merdeka Belajar dan Implementasinya: Merdeka Guru-Siswa, Merdeka Dosen-Mahasiswa, Semua Bahagia,"* Jakarta: PT Elex Media Komputindo. 2022. Page 5

Emancipated to all educational units to innovate. Emancipated Curriculum concept must fit with the condition in teaching-learning process, started from the aspect of culture, local wisdom, social-economy, and the infrastructure condition. Moreover, Emancipated Curriculum can support every teacher to choose the materials and learning methods having high quality, but with requirements that the chosen materials and methods must fit with the competence, interest, and ability owned by every student.[45] Therefore, to succeed the program of Emancipated Curriculum implementation, the hands from teachers and all educational practitioners are required as well.

b. The Purpose of Emancipated Curriculum

As the objective, Emancipated Curriculum was created to solve the problems of previous education. The existence of this curriculum directs to the potency development and students' skill. The mission of this curriculum is to develop potency and all things which are also related with the interactive teaching and learning process. An interactive teaching and learning create a project. This teaching and learning will make the students interested and able to develop all things existing in their environment.[46]

---

[45]*Ibid., Ana Widyastuti,* 2022, Page 7.
[46] Khoirurrijal, *et al. Pengembangan Emancipated Curriculum,* Malang: CV. Literasi Nusantara Abadi. 2022. Page 20.

In fact, it cannot be denied that Indonesia is in the continuous learning crisis, several researches showed that there are still many students who are not able to comprehend the fundamental concept of reading, writing, and simple mathematic showing the education gap of Indonesia.[47] Hence, here is the Emancipated Curriculum required in the implementation, the Emancipated Curriculum to be the media of reconciliation for the education crisis, the concept of Emancipated Curriculum in the form of being emancipated in learning and thinking opens up the chance to provide the best and most appropriate teaching and learning environment expected by both the students and teachers at school, with the basic objective to create the better generation.

c. **The Characteristics of Emancipated Curriculum**

Further about Emancipated Curriculum, as the supporting system to support the reconciliation of teaching and learning in Indonesia education, Emancipated Curriculum is equipped with several main characteristics, these are:[48]

1) Project-based teaching learning through Pancasila students profile strengthening project/ project to

---

[47]Kemdikbud, "Buku Saku Emancipated Curriculum: Tanya Jawab," *Kementerian Pendidikan dan Kebudayaan,* 2022, page 20.

[48]Amelia Rizky Idhartono, *Literasi Digital pada Emancipated Curriculum Belajar Bagi Anak Tunagrahita,* Jurnal Teknologi Pembelajaran. 6 (1), 2022, Page 93.

strengthen the profile of Pancasila students *(Projek Penguatan Profil Pelajar Pancasila – P5).*

Students have an opportunity to learn important themes so they are able to really act to answer the issues based on the right stages and necessities. This project is beneficial for the students because it is able to strengthen the competences of solving the problems based on various conditions, while it also shows the responsibility and concerns on surrounding issues.

2) Focusing on essential material so there will be enough time to deepen the basic competences (literacy and numeracy).

The purpose of Emancipated Curriculum is to focus on the essential materials so teachers could have more time to determine the interactive and collaborative learning method. Several examples of learning method with discussion and argumentation are the teaching and learning uses the *project-based learning* and *problem-based learning.* Schools do not only strengthen the high amount of students' achievements, but also focus on the soft skills of the students.

3) Teachers' flexibility to conduct the teaching and learning based on the students' ability and do the

adjustment with the context and local content *(muatan lokal)*.

Emancipated Curriculum is considered as more flexible platform of curriculum than other previous curriculums, because teachers, students, and schools are more independent in conducting the teaching-learning activity at school. As the example, students do not only study in the classroom by memorizing and reading book, but also learn wherever they want to create and build a project.

With these characteristics owned by Emancipated Curriculum, people it has been enough to show and differentiate the general form and image of Emancipated Curriculum with other curriculums, the different flow of teaching learning promised by Emancipated Curriculum can be considered as an innovation for Indonesia education, the Emancipated learning and autonomy based on the characteristics owned by Emancipated Curriculum is expectedly able to create better environment for Indonesia education.

d. **The Excellences *of* Emancipated Curriculum**

Regarding to Numertayasa *et al.,* Emancipated Curriculum has several excellences rather than the previous

curriculums, the first one is the excellence of being simpler, the second is more emancipated, because schools have their own policy to develop and produce the teaching and learning curriculum based on the characteristics of an educational institutions and students, and the third one is the excellence of being more relevant and interactive.[49]

Relevant with the previous data, teachers in Emancipated Curriculum has a freedom to choose the various learning set *(perangkat ajar)* so the teaching and learning can be customized and adapted with the necessity of students' learning and interest. Project to strengthen the pancasila students profile achievement is developed based on certain theme set by the government. The project is not directed to achieve certain Learning Outcome, so it is not related with the subject of teaching and learning content.[50]

Further about the excellences of Emancipated Curriculum Nurani *et al.,* classify and describe Emancipated Curriculum excellences as follow;[51]

1) Emancipated Curriculum is simpler and deeper

---

[49] Numertayasa, I. Wayan, *et al.* Workshop Review dan Implementasi Emancipated Curriculum di SMP Negeri 3 Selemadeg Timur, *Madaniya,* 2022, 3 (3).

[50] Barlian, Ujang Cepi, & Siti Solekah. Implementasi Emancipated Curriculum dalam Meningkatkan Mutu Pendidikan, *JOEL: Journal of Educational and Language Research,* 2022,1(12).

[51] Nurani, D., *et al.* Buku Saku Edisi Serba Serbi Emancipated Curriculum Kekhasan Sekolah Dasar, *Jakarta Pusat: Tim Pusat Kurikulum dan Pembelajaran (Puskujar),* BSKAP, 2022.

Emancipated Curriculum more focuses on the essential materials and the effort of developing the students' competence in each phase. So, the process of teaching–learning can be fun, deep, and valuable.

2) Emancipated Curriculum is more emancipated

Emancipated Curriculum makes the teachers teach based on the achievement stages and develop the students. Not only teachers, school as the conductor also has the authority to develop and manage the curriculum and the teaching and learning based on the characteristics of the educational institutions and the students.

3) Emancipated Curriculum is more relevant and interactive

Teaching and learning through project activity opens up more opportunities for the students to actively explore the actual issues, such as issues related with environment, health, and others to support the character development and the competence of Pancasila students profile belong to the students.

As the summary, we can assume that Emancipated Curriculum has its own excellences in the implementation. These excellences are the proof that Emancipated Curriculum

is not just a prototype curriculum to be implemented; it also has some promising aspects to ensure the success of better learning environment for students, teachers, and even the schools.

e. **The Components of New Paradigm Teaching-Learning of Emancipated Curriculum**

New paradigm teaching-learning is the transformation effort in each stage of education phase. This transformation is done through driving school program. The teaching and learning process effort through the implementation of Emancipated Curriculum. In the practice, teaching and learning transformation is the exchange effort from conventional teaching and learning to students-centered teaching and learning, based on the orientation of competence and character development that is suitable with the Pancasila values.[52]

There are three components of new paradigm teaching-learning, these are:[53]

1) Pancasila Students Profile

Pancasila students profile roles as the main reference in directing the education policy, including the reference for the teachers in building the students' character. This profile must be remembered, simple and operated, either for the teachers or students in order to

---

[52]Deni Hadiansyah, *Emancipated Curriculum dan Paradigma Pembelajaran Baru,* (Bandung: YRAMA WIDYA, 2022), Page 22.
[53] Ibid., Deni Hadiansyah, Page 29-30.

ease the implementation in daily life. It consists of six dimensions, these are: being religious (believe in the almighty of God and have noble character), being emancipated, being cooperative, having global diversity, having critical and creative reasoning.

2) Teaching and Learning

In the Minister of Education and Culture Regulations *(Permendikbud)* Number 16 in 2022 about the standard process of early childhood education programs *(PAUD),* national education strata, and ministry education strata that the standard in the process of teaching and learning consists of a) the planning of teaching-learning, b) the implementation of teaching and learning, and c) the assessment of teaching and learning process.

3) Assessment

Assessment is the integrated part of teaching-learning process, facilitate teaching-learning and provide the holistic information as good feedback for the teachers, students, and parents in order to be able to guide them in determining the next teaching-learning strategy.

f. The Structure of Emancipated Curriculum in Vocational High School Strata

The structure of Emancipated Curriculum in High School Strate equivalent (Senior High School, Islamic Senior High School, and Vocational High School) is divided into 2 phases, these are: Phase E for the 10th grade, and Phase F for the 11th and 12th grades. The curriculum structure curriculum of the High School equivalent is divided into 2, these are:[54]

1) Intra-curricular teaching-learning

2) Pancasila Students Profile Strengthening Project *(Projek Penguatan Profil Pelajar Pancasila – P5)* is allocated around 30% with the total of time allotment per year.

The implementation is done flexibly in the project of P5, either in the content or time allotment. In the content, profile project must be based on the achievement of Pancasila students' profile, either in the time allotment or in the content itself. In the time management of the implementation, project can be done by calculating the time allocation of project teaching-learning from all subjects with also the total amount of time used in the implementation of each project implementation.

---

[54]Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran, page 13.

The belief of teaching-learning content aims to deepen the belief on the God almighty, based on the decision of constitution regulations in which it sets the education service to the belief on the God almighty. An educational institution also provides the special requirement program service based on the students' condition for the inclusive education practitioners in High School Strata equivalent including the Vocational High School.

2. **Teachers' Difficulties**

Fundamentally, a teacher regarding to the definition proposed by scholar refers to profession of someone educating students. Meanwhile, cited from HakiElimu, the definition given by TUKI dictionary explain that a teacher as a person teaching and facilitating the learning process.[55] Further, the term of teacher is also defined as a person or an expert who conveys knowledge that will enable student to develop, recognize, and acquire required skills to meet life's problems. Additionally, a teacher can be also meant as the one imparting ideas, knowledge, and skills to the students that promote development. Then, at the end, a teacher becomes the creator of education person with qualification that they are able to utilize the opened opportunities in either private or public sectors. Those educated people coming from the students are easily able to pick the occupation due to the life skills

---

[55]Sange, J. *School that Learning, DoubleDay Publishing Group New York Sheria ya Elimu, (Surra ya 353 R.E. 2000).*

they have mastered enabling them to interact well in the society.[56] Simply, Desri underlined that teachers are anyone working in the business of educating the country in all domains of spiritual and emotional, intellectual, physical, and others.[57]

Besides, difficulty means the circumstance felt by someone that they are hard to do something and needs struggling to get it and it is not easy.[58] Difficulty also means some challenges encountered by English teaching and learning process during the teaching program and causing those while teaching English in the classroom.[59] Then, difficulties is also defined as some problems, obstacles, troubles, or conduction which are felt by anyone in doing certain jobs that cause the problem to achieve the goal and require more efforts to get it.[60] In other words, difficulty refers to all things related with problems, obstacles, troubles, or conduction felt by people when they are doing certain jobs, the people will feel hard to do something and need more struggle or effort to get and achieve what they want in the process, this difficulty can also disturb the facile flow of all things related to the process of human activities.

---

[56] HakiElimu. *Who is Teacher? Quality Teacher for Quality Education: Deer es Salam: Print Factory LTD.* 2009.

[57] Desri Susiyanti. *Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makasar,* undergraduate thesis: Muhammadiyah University of Makassar. 2019. Page 29

[58] Tisa Angelina. *Students Teachers' Difficulties in Teaching Listening,* IAIN Batusangkar, 2020.

[59] Ledy Mardiah, *Students' Teachers' Difficulties in Teaching English as a Foreign Language during Teaching Practice,* IAIN Batusangkar. 2020.

[60] Anisa Ulfa, *Prospective-Teachers' Difficulties in Teaching English during the COVID-19 Pandemics,* IAIN Batusangkar. 2022.

Regarding to the experts' perceptions above, it can be assumed that teachers' difficulties refer to the condition and situation where the teachers in educational institution meet several problems avoiding them not able to do their activity. In case of this current study, the teachers' difficulties refer to the obstacles and problems they face in arranging the Flow of Learning Objectives for the teaching and learning that will be conducted in the classroom. As the mediator of students and the educational materials, teachers are influenced by both internal and external aspects to arrange the Flow of Learning Objectives as the guideline of conducting the teaching and learning based on the real and concrete situations happening in the classroom.

3. **Arranging Flow of Learning Objectives**

Based on the definition from Merriam Webster, arranging is defined as an activity of putting into a proper order or into correct or suitable sequence, relationship, or adjustment. In another definition, arranging means an action of making preparation for certain activity. In another dictionary, Cambridge defines arranging as an action of planning, preparing, or organizing something, or an action of putting a group of objects in a particular order. So, arranging can be meant as an activity done by human to make a preparation for certain activity, it can be also said as an administrative activity of planning, preparing, or organizing something.

Related with context being researched, the Merdeka Curriculum's another component is the one called as Flow of Learning Objective. The way that learning objectives are organized really serves a similar purpose to what is currently referred to as the "syllabus," which is to plan and organize learning and evaluation activities for a full year. Teachers may therefore only use the learning objectives flow, which they can acquire by doing the following things:

a. Self-designing based on learning outcome,

b. Develop and modify the examples provided, or

c. Use government-provided examples

In the process of developing Flow of Learning Objectives, there are several principles that must be considered for the arrangement, these are:

a. Learning objectives are in the form of more general goals rather than daily learning objective

b. The flow of learning objectives must be complete in a phase, not separated in the middle of the road

c. The flow of learning objectives must be developed collaboratively, (if the teacher develops, it is necessary for teacher collaboration across classes/ levels in a phase)

d. The flow of learning objectives is developed according to the characteristics and competencies developed by each subject. Therefore, it is best developed by subject experts, including

teachers who are proficient in the subject; the flow of learning objectives does not need to be cross-phase (except special education);

e. The method of arranging the flow of learning objectives must be logical, from simple to more complicated abilities, can be influenced by the characteristics of the subject, the learning approach used (example: realistic mathematics);

f. The display of learning objectives begins with the flow of learning objectives first, then the thought process (for example, deciphering from elements into learning objectives) as attachments to make it simpler and to the point for teachers;

g. Because the flow of learning objectives provided by the Ministry of Education and Culture is an example; the flow of learning objectives can be numbered or letters (to show the sequence and completion of completion in a phase);

h. The flow of learning objective describes one learning objective flow, not branching (not asking the teacher to choose). If in fact the sequence can be different, it is better to make another learning objective flow as a variation, the sequence/ flow needs to be clear according to the choice or decision of the compiler, and for that can be given a number or code; and

i.   The flow of learning objectives focuses on achieving learning outcome, not the Pancasila student profile and does not need to be equipped with the learning approaches/ strategies.[61]

At the end, the term of "Arranging" is suitable with the process of making Flow of Learning Objectives in the domain of Emancipated Curriculum; it is in line with essential core of Learning Objective Flow having a position of being the concrete form of planning in the implementation of Emancipated Curriculum. Thus, arranging Flow of Learning Objectives can be meant as the process of planning, preparing, and organizing things related with the teaching and learning implementation in Emancipated Curriculum that is started from the beginning to the end phase of a semester.
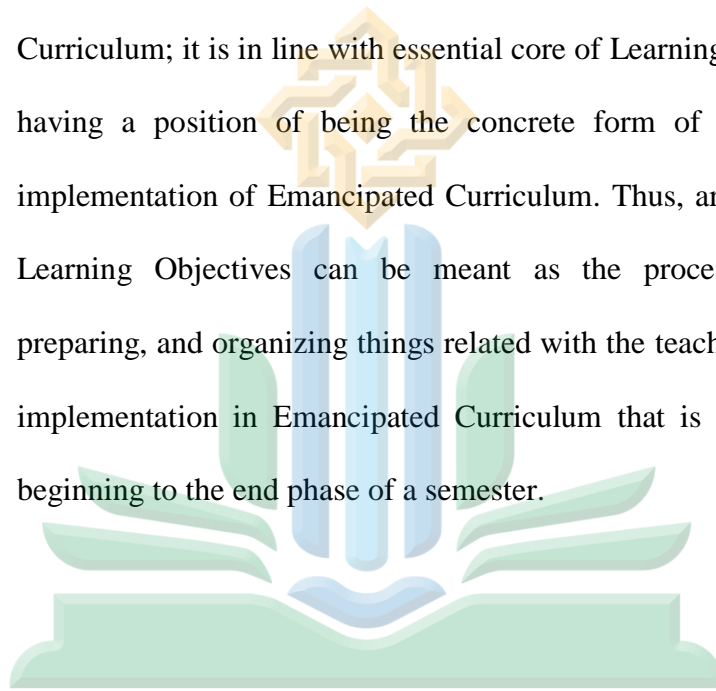
---

[61] Anindito Aditomo, *Panduan Pembelajaran dan Assessmen*. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. 2022.

CHAPTER III
RESEARCH METHODOLOGY

This chapter is current research' methodology consisting of design and approach of research, location of research, subject of research, technique of data collection, analysis of data, validity of data, and procedure of research.

A. Approach and Design of Research

Related with the several elements such as variables, research focus, research question, research objectives, and discussion systematic shown in Chapter I, it can be understood that this research uses qualitative research approach.

Qualiatitive research generally has a more positivist perspective on the world, regarding reality as something measurable that can be objectively measured by that use of experimental and observational techniques. Humanistic in nature, qualitative research emphasized the subjective, experiential, and individual foundations of knowledge and practice. That holistic approach of qualitative research can also be attributed to its emphasis on elucidating the significance of certain behaviors and ways of doing things within a particular setting.[62] Sugiono went on to say that because qualitative research is conducted in a natural context, it is commonly referred to narutalistic research approach.[63]

---

[62]Karina Kielmann, Fabian Cataldo, and Janet Seeley, *"Introduction to Qualitative Methodology: A Training Menual,"* (UK: Department for International Environment (DFID) 2012), Page 7-9.

[63] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D, (*Bandung: Alfabeta, 2013), Page 8.

This research is confirmed as qualitative research regarding to its core objective that is to describe the happening phenomenon. Chariri, in Fadly, states that qualitative research is conducted in certain natural setting in real life to investigate and understand phenomenon.[64] In other words, qualitative research is based on investigation concept that involves detail research and case oriented, or series or individual case.[65]

Regarding to the explanations above, it can be understood that the current research uses qualitative research approach with descriptive design "Qualitative Descriptive." A descriptive study is determined as crucial and suitable for research inquiries aimed at learning the who, what, and where of events of experiences as well as getting information from informants about a little-known phenomenon.[66] Also, a descriptive qualitative study is a method of choice when precise descriptions of events are required and when a phenomenon requires only a pure description, with the goal that is to describe an individual's experience specifically in his own words.[67] Connected with the qualitative descriptive design used in this research, this research is aimed to investigate and give in depth and pure description about the happening phenomenon being the focus of the research based on the individual's experiences in the certain natural setting.

---

[64] Muhammad Rijal Fadli, *"Memahami Desain Metode Penelitian Kualitatif,"* Humanika: Kajian Mata Kuliah Umum, 21(1), 2021, Page 35-36.

[65] *Ibid., Eva Ari Astuti,* 2023, Page 33.

[66] Hyejin Kim, Justine S. Sefcik, and Christine Bradway, *"Characteristics of Qualitative Descriptive Studies: A Systematic Review,"* Research in Nursing & Health, 40(1), 2017, 23-42.

[67] Sandelowski, M., *"Focus on Research Methods: Whatever happened to Qualitative Description?,"* Research in Nursing dr Health, 23(4), 334-340," 2000.

B. Location of Research

This recent research was done at Asy-Syafa'ah Vocational High School located on Basuki Rahmad Street, No.5, Kebonsari, Sumbersari, Jember, East Java. The research location chosen to be the place where the research would be conducted was regarded to several excuses, the first excuse came from the researcher consciousness on several researches which had been previously conducted based on similar topic as the current research had, those previous researches were mostly conducted in both junior and senior high school and with deeper investigation done by the researcher, the researcher found that the only a few numbers of research conducted in vocational high school, so that the researcher of this current research decided to conduct the research in vocational high school especially at Asy-Syafa'ah vocational high school. The second excuse went connected with the fact that the research had done mini observation in that school, so the researcher had known some problems related to the condition of teaching and learning conducted there. And the third excuse was on the school side, Asy-Syafa'ah Vocational High School has just implemented the Emancipated Curriculum at this academic year, especially for only the 10th grade while the 11th and 12th grade are still using the curriculum 2013, meaning that the institution is in transition process of changing the whole curriculums at the school into the Emancipated Curriculum.

Based on several excuses mentioned above, the uniqueness of choosing Asy-Syafa'ah Vocational High School as the research location might be assumedly based on the circumstance of school that has just implemented the Emancipated Curriculum indicating that even the teacher was still not that master in adopting all things required in the implementation of Emancipated Curriculum in their teaching and learning process, including the activity of arranging Flow of Learning Objectives for the teaching and learning.

C. Subject of Research

The subjects of research were the several people who would become the source of related data with the focus being discussed in this current research. In case, the research subjects must be relevant and appropriate to be the data source that would be obtained. Data source can be defined as the place where the research data will be obtained.[68]The subjects who would be selected were English teachers and the school headmaster especially in the classroom that has implemented the Emancipated Curriculum exactly at the X grade classroom of Asy-Syafa'ah Vocational High School Jember.

Purposive sampling is used in qualitative research to select the study subjects that are recruited.[69] Purposive sampling, according to

---

[68] Suharsimin Arikuto, *"Prosedur Penelitian suatu Pendekatan Praktik",* Jakarta: Rineka Cipta, 2010, Page 134.

[69]John C. Cresswell, *"Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th Edition",* (Boston Pearson Education, 2012), Page 205.

Sugiyono, bases sample procedure decisions on a number of factors.[70] It can be inferred that the purposive sample strategy is the most suitable method for selecting a study informants that will be useful in understanding the main phenomenon of the area and the individuals in the field.

Based on the information above, the English teachers at Asy-Syafa'ah Vocational High School were chosen as research subjects to gain the data source with the consideration that they have wide knowledge regarding to the related phenomenon. Then, the researcher assumed that the subjects of research who were capable and appropriate to give the information about the phenomenon being discussed were in detail as follow:

1. Asy-Syafa'ah Vocational High School Headmaster

    As the head of the school, headmaster holds the position of evaluating the implementation of every program as like the implementation of Emancipated Curriculum including the obstacles and difficulties faced by English teachers.

2. English teachers of the X grade classroom at Asy-Syafa'ah Vocational High School

    English teachers became the concrete informants for the related phenomenon being researched due to the fact that the teachers are directly facing and conducting the Emancipated

---

[70]Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D, (*Bandung: Alfabeta, 2013), Page 85.

Curriculum in the classroom. Thus, they in direct felt the difficult moment of implementing the Emancipated Curriculum such the process of arranging Learning Objectives Flow in the classroom.

D. Technique of Data Collection

Data collection technique is basically several procedural methods used in collecting research data. Sugiyono defined data collection technique as several strategic steps in research, because the main objective of research is to obtain data.[71] Here are the data collection techniques used by the researcher in this current research, as follow:[72]

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at the site being researched.[73] In this research, at classroom, the researcher selected the non-participant observation to gain the observational data. The researcher observed to get the fact of the general circusmstances of a classroom with the Flow of Learning Objectives used in the implementation of Emancipated Curriculum at Asy-Syafa'ah Vocational High School. In regard to the role, observation especially the non-participant one is when the observer comes to the field and takes notes from the observation setting but

---

[71]*Ibid., Sugiyono, 2013,* Page 224.

[72]John C. Cresswell, *"Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th Edition",* (Boston Pearson Education, 2012), Page 212-224.

[73]Sugiyono, *"Metode Penelitian Pendidikan",* (Bandung: Alfabeta, 2015), Page 203.

without directly being included in the activities of the participants.[74]

Practically, the observation that was done focusing on the English teachers of Asy-Syafa'ah vocational high school when they taught the students especially for the X graders, in other words, the observation was conducted when the teaching and learning of English lesson happened. As the rule of non-participant observation, the researcher observed whole circumstances of English teaching and learning without directly taking a part in the process of teaching and learning. This observation aimed to discover the reflection of how the teaching and learning of English lesson happened with the Flow of Learning Objectives that had been implemented by the teachers, whether the Flow of Learning Objectives had already covered the students' need to gain the English lesson as well and as appropriate as possible or not.

2. Interview

Interview is data collection technique when the researcher wants to do preliminary research to find out the problems that must be investigated and when the researcher wants to know more things directly from the respondents. This data collection technique is

---

[74]*Ibid., Suigiyono,* 2015, Page 203.

self-reported or at least it comes from the personal knowledge and belief.[75]

In this current research, the researcher used interview in semi-structured form. Semi-structured interview was chosen with the aim of creating more comfortable interview circumstances to the research subjects so that the obtained data tended to be more specific and natural due to the definition that semi-structured interview forms an interview that is naturally conducted. Also, the researcher in semi-structured interview usually just creates general outline about the questions that will be asked to the informants related with the focus of the research.[76]

In this current research, the interview section went to English teachers and the headmaster of the vocational high school. These informants from English teachers and headmaster were chosen based on several consideration. English teachers were the appropriate people to ask about the difficulties in arranging Flow of Learning Objectives because they were the ones supposed to be emancipated in arranging the Flow of Learning Objectives of English lesson that used in the classroom.

Besides, the head master of Asy-Syafa'ah vocational high school was the most appropriate one to ask about the solution of difficulties faced by the English teachers, based on the monthly

---

[75]Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D, (*Bandung: Alfabeta, 2013), Page 231.
[76]*Ibid., Sugiyono,* 2013, Page 232.

evaluation conducted by the school, the headmaster of the school always be the one absorbing the problems faced by teachers including the English teachers and proposed the possible solutions that could be implemented to settle the problems of all teachers. Thus, the interview conducted to English teachers and the headmaster of school were the valuable data source for this research based on the facts that both English teachers and the Vocational High School of Asy-Syafa'ah Headmaster are the important components of school who directly get engaged with the circumstances of the school itself.

3. Documents Review

Documents review that is also known as documentation is the process of gaining information from various written sources of documents that exist in the respondents. The used manner to gain the data and information is by reviewing the book, archives, documents, numbers, and images which are in the form of report with the description that can support the research.[77]

In recent research, the taken data were in the form of:

a. Asy-Syafa'ah Vocational High School Profile.

b. The document of Learning Outcome.

c. School's data from the Website of Dapodik "SEKOLAHKITA."

---

[77]Sugiyono, *"Metode Penelitian Pendidikan",* (Bandung: Alfabeta, 2015), Page 329.

d. The document of Flow of Learning Objectives.

e. School's Income from the government shown in the office announcement board.

f. Documented picture of Emancipated Curriculum Implementation event joined by Asy-Syafa'ah teachers.

g. Supporting teaching and learning facilties.

h. The previous similarly related researches.

These documents mentioned above were the documents required by the researcher to conduct the research. The documents related with the information of Vocational High School of Asy-Syafa'ah will be the research data related with the atmosphere of school being researched by the researcher, the documents of Learning Outcome and Learning Objectives Flow were the appropriate data to deal with the research questions of this current research, while the previous similarly related researches are also the required documents to be additional data sources for answering the similarity of the recent research focus with previously conducted researches.

The data about the information of the school was obtained from the school archives and the data from Dapodik especially in the website of SEKOLAHKITA, the documents of the learning set related with the Learning Outcome and Learning Objectives Flow were obtained from the English teachers, the picture of school

income was obtained from the office announcement board, Emancipated Curriculum Implementation event documentation was gotten from the teachers who ever joined the event, the picture of teaching-learning facilities was also given by the teacher, and the previous related researches was obtained from the national E-library. The documents related with the school information were taken at the time the researcher came and conducted the research at Vocational High School of Asy-Syafa'ah and the documents on the previous related researchers had been obtained since the researcher started to write this undergraduate thesis.

E. **Analysis of Data**

According to Sugiyono, the process of methodically locating and gathering information from observation, interviews, and documentation is known as data analysis, so that it will be easier to be understood and the research results can be well informed to other people. Qualitative data analysis is inductive; it is based on the obtained data then developed to be assumption.[78]

Further, this research used the data analysis of qualitative data analysis concept of Miles, Huberman, and Saldaña, underlining the analysis as three concurrent flows of activity: 1) data condensation, 2) data display, and 3) conclusion drawing/ verification, described as follow:[79]

---

[78]Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D, (*Bandung: Alfabeta, 2013), Page 244.

[79]Matthew B. Miles, A. Michael Huberman, and Johny Saldaña. *"Qualitative Data Analysis: A Methods Sourcebook, Third Edition",* (London: Sage Publications, 2014), Page 12.

1. Data Condensation

   The data analysis process done in the part of data condensation is the process by which a researcher starts to narrow down, simplify, abstract, and change the data from the topic that they want to study further as it is described in field notes, transcripts of interviews, documentation, and other empirical materials by condensing those points with the aim of making it more believable.

   The researcher in this study produced summaries of the information gleaned from the data collection involving the implementation of Emancipated Curriculum, the obstacles and difficulties felt by teachers in arranging the Flow of Learning Objectives as the learning set for the Emancipated Curriculum Implementation in English Lesson, and several solutions done by the English teachers to overcome the difficulties in arranging the Flow of Learning Objectives.

2. Data Display

   The organized and streamlined arrangement of data that facilitates conclusion drawing and action is known as a data display. A variety of formats, including tables, charts, graphs, and networks, are used to display the data. A brief description can also be formed by the data presented in addition to those. Analytical tasks in data presentation involve the researcher attempting to build

data display by selecting which data, in which form, should be entered in the cells and deciding on the rows and columns of a matrix for qualitative data.

As the case with this study, descriptive organization was used to arrange the collected data. By acquiring the previously collected data, the data in this stage is arranged. After that, the researcher provided an explanation of the data's contents in order to reach conclusive conclusion.

3. Conclusion Draw/ Verification

The process of drawing or verifying conclusion can be defined as the conclusion in qualitative research that can answer the research questions formulated in the research, but it might also not, because as it has been stated that problems and research question in qualitative research is temporary and it will be further developed when the research has been on the field.[80]

Following the presentation of the gathered data and a thorough analysis of the data, the researcher confirmed the data by comparing the data relevance to the previously provided data with newly collectied data used as findings.

F. Validity of Data

The degree to which an instrument measured what it was supposed to measure is known as its validity. Cross-referencing the same data from

---

[80]Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D, (*Bandung: Alfabeta, 2013), Page 252-253.

several sources yields the validity of the data.[81] Triangulation is frequently used in qualitative research to ensure data validity. There are two approached to assess the validity of data on triangulation: triangulation of data source and triangulation of technique.[82]

The triangulation of data sources was evaluated for trustworthiness by cross-referencing the collected data with information from multiple sources, including interviews with the Vocational High School of Asy-Syafa'ah headmaster and two English teachers of the X graders. Additionally, the technique triangulation was evaluated for data reliability by cross-referencing similar data using multiple techniques. It may entail document reviews, interviews, and observation.

Practically, in the data source triangulation, the researcher collected the data from three different informants to answer certain focus existing in this current research, and if those three informants utter similar answers on the question being asked, the answer as the obtained data was considered valid. Further, in technique triangulation, after the data was collected from whole instrument of data collection such as the non-participant observation, one-on-one interview, and documents review, the researcher then compared all the data obtained from all the instruments, as the result, if the obtained data implied the similar facts related with the

---

[81] Donald Ary, *et al., "Introduction to Research in Education: Eight Edition,"* (Canada: Nelson Education, Ltd., 2010), Page 225.

[82] Matthew B. Miles, A. Michael Huberman, and Johny Saldaña. *"Qualitative Data Analysis: A Methods Sourcebook, Third Edition",* (London: Sage Publications, 2014), Page 266.

focus being discussed in this current research, the data was validated due to the triangulation technique.

G. Procedure of Research

The term "procedure of research" refers to the plan that the researcher used for carrying out the research, including planning, developing and conducting real research, and writing report.

In reference to the above procedure of research, the researcher completed three steps, further described below:

1. Stage of Pre-Field

   The stage of pre-field is a stage done before conducting the main research in work field.

   a. Development of research design

      In earlier process of arranging the research, the researcher set the plan by doing several things, such as: preparing research title, research excuses, research focus, research purpose, research significance, research object, and research strategy.

   b. Choice of research field

      The researcher selected the field of research, in this research, the difficulties of arranging Learning Objectives Flow in implementing Emancipated Curriculum for English lesson at Vocational High School of Asy-Syafa'ah.

   c. Process of permission

In the process of permission, the researcher, before conducting the research, made the research permission letter in private website of *SALAMI* belongs to the Faculty of Education and Teacher Training (FTIK), then the researcher visited the research field to inform and get the permission of conducting the research.

d. Assessment of field state

Following the gotten permission, the researcher started exploring deeper the field of research with purpose of knowing better the object of research background and easing the researcher in collecting the required data.

e. Preparation of research instrument

The final step involved getting the instruments ready before starting the research after the previous steps were completed.

2. Stage of Field Work

This step demonstrates how the necessary data were collected. Three methods were used by the researcher to obtain the data: observation, interview, and documents review.

3. Stage of Data Analysis

Following the collection of data by observation, interview, and document review, Miles, Huberman, Saldana's model was used to analyze the data. Triangulation of data source and

triangulation of technique were then used to further validate the data. Subsequently, it was explained in report form and discussed with the advisor. After all, this research was examined and edited one last time after the exam, when the research paper was completely put together.

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

This chapter is the data presentation and discussion of the current research consisting of the description of the research object, data presentation and analysis, and discussion.

A. Description of the Research Object

1. Profile of Asy-Syafa'ah Vocational High School

Asy-Syafa'ah vocational high school is one educational unit with senior high school strata under the auspices of Asy-Syafa'ah Islamic Boarding College located in Kebonsari, Sumbersari, Jember, east Java. Asy-Syafa'ah Islamic Boarding College, in carrying out its educational activities, is under the auspices of the Education and Culture Ministry. Furthermore, Asy-Syafa'ah vocational high school was founded in 2010. This was confirmed in the decree number of incorporation in 005/SMK/ASY/VII/2010. Asy-Syafa'ah vocational high school is located on Basuki Rahmad Street V/31, Kebonsari, Sumbersari, Jember Regency. This private senior high school strata institution has the organization structure with the principle namely M. Masykur Abdillah, Lc. M.Th.I, develop team namely Resti Dwi Anggraeni, S.Pd, treasurer team namely Maslichatul Fadilah, S.Pd, Operator namely Abdul Muni, the head of administration namely

Risdiana Yulianingrum, S.Pd, AP of infrastructure and Facilities namely Dirham Drs. Arsun Erhamni.

Asy-Syafa'ah vocational high school has teachers and staff in the total number of 20 people and the students in 2023-2024 academic years in total number of 43 students. Asy-Syafa'ah vocational high school has a wide parking area for teachers and students separately. This school also has a security post to claim for the school environment security, a mosque to do the worship, bathrooms for the teachers separated with students', library, teachers' room, and classrooms. Totally, there are 3 teachers for English subjects in Asy-Syafa'ah vocational high school, with the classification that 2 teachers teach for the English subject in the 10th to 12th grade, while 1 teacher focuses on the English day program. Each class is facilitated with several proper and supporting facilities, such as the whiteboard, eraser, board marker, students' attendance, picket schedule, lesson schedule, and students learning products like mind mapping from their project of a certain subject. Based on the observation done by the researcher on 18 of February 2024, the geographic location of Asy-Syafa'ah vocational high school is as follow:

North Side : Mosque & Asy-Syafa'ah Boarding School

South Side   : Farming Area

West Side   : Citizens settlements

East Side   : Asy-Syafa'ah Elementary School & Asy-Syafa'ah Kindergarten

As further description of its geographical location, the north side of Asy-Syafa'ah vocational high school is the Mosque and Boarding college, the south side of Asy-Syafa'ah vocational high school is the farming area, the west side of Asy-Syafa'ah vocational high school is citizen settlements, and the east side of it is the Asy-Syafa'ah Elementary school and Asy-Syafa'ah Kindergarten, which under the same auspices of Asy-Syafa'ah Islamic Boarding College.

2. **Emancipated Curriculum Implementation at Asy-Syafa'ah Vocational High School**

Based on the observation done by the researcher, it results a fact that Asy-Syafa'ah vocational high school is in the transition of implementing the Emancipated Curriculum. Emancipated Curriculum has just been implemented to the 10th grade of Asy-Syafa'ah vocational high school while other grades are still using the curriculum 2013 as the guidance of teaching and learning implementation. By these, it can be assumed that the transition time of curriculum change in Asy-Syafa'ah vocational high school

emerges several problems for the implementation of the new curriculum either in the side of students who get the new model of teaching and learning or even in the side of teachers who have to implement the teaching and learning with also the new model. One of the crucial problems of implementing the new curriculum of Emancipated Curriculum is the complex arrangement of Learning Objectives Flow that obligates the teachers to comprehend both the concrete circumstances of students and their tendency in learning. Therefore, this current research is written to open up the phenomena of English teachers' difficulties in arranging Flow of Learning Objectives in the implementation of Emancipated Curriculum.

B. Data Presentation and Analysis

Data presentation and analysis contain the detailed data description and findings obtained from the research methods and procedures described in Chapter III. This description consists of data descriptions presented to the topic according to the research questions. The results of the data analysis are the research findings presented in the form of patterns, themes, lesions, and motives arising from the data. Besides, the finding may be a category, classification system, and typology. The data presentation and analysis of this current research are as follow:

1. **English Teachers' Difficulties in Arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School**

The researcher conducted an interview, observation, and documentation to obtain the data from teacher about their difficulties in arranging Flow of Learning Objectives, the obtained data from the instruments mentioned before are as follow:

According to the statement of Miss Resti as one of English subject teachers at Asy-Syafa'ah Vocational High School, in this way, she said:

> *"The difficulties in arranging Flow of Learning Objectives (ATP) are (1) Teachers' low comprehension on the new curriculum being implemented, (2) the difficulties in analyzing the connection between standard competency with the competency achievement indicator, and (3) the learning environment including the facilities and infrastructure that support the teaching learning implementation."*

It was added by another English teacher of Asy-Syafa'ah Vocational High school, she is Miss Laili, she said:

> *"The new program of Emancipated Curriculum Implementation (IKM) is still not totally understood by all teachers making them not really understand about the implementation and all things related with the implementation of Emancipated Curriculum such the obligation of teacher to make their own Flow of Learning Objectives (ATP) for the teaching and learning they are going to do in the classroom. Also, the unsupportive teaching and learning environment of Asy-Syafa'ah Vocational High School, I and all teachers here believe that Asy-Syafa'ah Vocational High School is still mid-low educational institution for educating the students, the facilities and infrastructure the school has is still not that enough and proper to facilitate the students' learning, with the existence of IKM, I personally cannot think about the best and most creative way of teaching I will put in my own ATP, because as long as the facilities and infrastructures are still stuck, the expected ATP I want to implement cannot be realized as well."*

Then, the headmaster of Asy-Syafa'ah Vocational High School,

Dr. KH. Masykur Abdillah, Lc., M.Thi., added:

> *"Similar with the statements of the English teacher, I also think that the teachers of English subjects at Asy-Syafa'ah Vocational High School still don't really get what the Implementation of Emancipated Curriculum means, it cannot be denied. Moreover, Emancipated Curriculum Implementation has just been applied for the X grade meaning that we are still new in using Emancipated Curriculum for teaching the students, that's why the theoretical and practical preparations that the teachers have to do are still not well understood even by the English teachers itself. Also, the learning environment existing here including the facilities and infrastructures we provide haven't adequately met the needs of teachers in arranging the various, effective and, efficient Flow of Learning Objectives (ATP) for the teaching and learning in Emancipated Curriculum Implementation, with these excuses, the expected Flow of Learning Objectives (ATP) to provide the best teaching and learning implementation of English subjects is still constrained."*

Based on the interviews from two English teachers and the headmaster of Asy-Syafa'ah Vocational High School, there are two points which are highlighted due to its similar context, the first is the low comprehension of English teachers on the Implementation of Emancipated Curriculum including the operational preparation pre-conducting the teaching-learning, and the second is the unsupportive learning environment involving the availability of facilities and infrastructure to English teaching and learning in Emancipated Curriculum.

In this way, the two points highlighted above are supported for its validity by the results of observation, the researcher found that the

teachers are difficult to arrange the Flow of Learning Objectives due to several cases, the first one goes to the comprehension of English teachers on the new curriculum being implemented that involve the preparation for the learning set *(Perangkat Pembelajaran)* such as setting the Learning Achievement *(Capaian Pembelajaran),* formulating the Learning Achievement into the items of Learning Objectives *(Tujuan Pembelajaran),* and arranging the Flow of Learning Objectives *(Alur Tujuan Pembelajaran).* Further, the researcher also found that the existing learning environment at Asy-Syafa'ah Vocational High School might become the difficulty for teachers to make various ATP for the teaching and learning, it is based on the facilities and infrastructures owned by the school itself, as the example, Asy-Syafa'ah Vocational High School has a combined field with the Asy-Syafa'ah Elementary school, it prevents the teacher to conduct teaching and learning out of the classroom, also Asy-Syafa'ah Vocational High School just has 3 classrooms and 1 conventional library with no other rooms for the students such the Language laboratory and others to support the language teaching and learning, that's why the teachers effort to create the best Flow of Learning Objectives for the teaching and learning are limited.

Also, the points highlighted above are also supported by the results of documentation, for the first point on the teachers' averagely low comprehension about the Implementation of Emancipated

Curriculum is proven by the teachers' personal document of Learning Outcome in every class, it is shown that the XI and XII grade still use Curriculum 2013 as the basis matrix of conducting the teaching and learning in the classroom, while it also shows that the X grade just implements the Emancipated Curriculum in this semester, with those facts, it might be true that the teachers' comprehension on the new implemented curriculum of Emancipated Curriculum is still low. Furthermore, in the second point being highlighted, the documentation to validate the point comes from the data shown in the website of Education, Culture, Research, and Technology Ministry especially in dapo.kemdikbud.go.id namely SEKOLAH KITA website providing all the data about the schools operating in Indonesia, the data shows that Asy-Syafa'ah Vocational High School just has 7 main buildings, these are: 3 classrooms, 1 conventional library, 1 office, and 2 sanitations (1 for students and 1 for the teachers), it means that Asy-Syafa'ah Vocational High School is still lack of infrastructures to provide more proper teaching and learning environment for the students to learn English because it does not even have language laboratory that can be the alternative place for the teachers to use in teaching English. Moreover, in terms of facilities, Asy-Syafa'ah Vocational High School has not been equipped with several facilities that could enhance the teaching and learning activity, for example, the school just has one projector that means every class uses it change by change, it might be

just considered as common problem, but how if the teaching and learning that has been firstly planned going to be conducted with the projector doesn't get the projector on that day, the teaching and learning that has been planned by the teacher will not go as the English teacher wanted.

In sum, with the obtained data that has been presented and validated from the interview, observation, and documentation, there are two main points of difficulties that the teachers face in arranging the Flow of Learning Objectives, the first one goes to the low comprehension of teachers on the new implemented curriculum of Emancipated Curriculum due to the fact that the school is in the transition to change the curriculum implemented in the school itself. Then, the second one goes to the lack of learning environment involving the facilities and infrastructures to support the English teaching and learning, the availability of facilities and infrastructures influence teachers' plan to teach the classroom, with more complete and proper facilities and infrastructure, the teaching-learning plan that the teachers set in the Flow of Learning Objectives will be more various and interesting not just stuck with the same activity of teaching and learning.

2. **Aspects that Determine English Teachers' Difficulties in Arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School.**

On this focus, the data obtained are in the similar form of interview, observation, and documentation. From the interview done to two English teachers and the headmaster of Asy-Syafa'ah Vocational High School, Miss Resti as one of the teachers said:

> *"Due to the difficulties I mentioned before on English teachers' difficulties in arranging flow of learning objectives (ATP), the first factor influencing the arrangement by teacher is from the teacher competency that has not touched the understanding on the new implemented curriculum that is the implementation of Emancipated Curriculum. However, it cannot be assumed that the low teacher competency is just caused by how the teachers are, but it can be caused by the fact that the guidance on implementing Emancipated Curriculum is still not that averagely socialized to all teacher, just simply giving an example of the ATP itself in the Kemendikbudristek website, the teacher teaching in Asy-Syafa'ah Vocational High School could not well arrange their own ATP. Furthermore, it cannot be denied that the so-called teacher competency affects their comprehension development and capability in arranging their own Flow of Learning Objectives (ATP) such as deciding the appropriate mechanism in teaching the students in the classroom. The second factor might be from the owned budget used for the school development, the lack of facilities and infrastructure is not away from money to go buying and building the things we want for the school, meanwhile, because Asy-Syafa'ah is still classified into the private school (sekolah swasta) and it just gets a little money from the government in the form of School Operational Costs (Biaya Operasional Sekolah) making the existing facilities and infrastructure are just as it is."*

For the same question, another English teacher namely Miss Laili said similar statements as uttered by Miss Resti, she said:

> *"As the reasons for the low comprehension of English teachers on the implementation of Emancipated Curriculum is from the lack of further training on IKM. Seeing the fact that the Implementation of Emancipated Curriculum at Asy-Syafa'ah*

Vocational High School is still new, it is not surprising that the teacher comprehension on it is still not as how the educational practitioners of Asy-Syafa'ah Vocational High School have expected. Also, in the case of unsupportive learning conditions, it might be caused by the limited budgets owned by the school to improve the facilities and infrastructures in supporting the teaching and learning process for the students, I believe that as long as the budget of the schools have been able to cover the cost for providing better facilities and infrastructure, the more supportive learning conditions could be easily provided for the students."

The headmaster of Asy-Syafa'ah Vocational High School also added:

"English teachers' low comprehension of IKM is caused by the unavailability of training. They could not understand IKM better because they are still well guided about the implementation of the new curriculum itself. For the case of a learning environment that does not truly support the teaching and learning process of students to learn English, the factor comes for the unavailable budgets from us to provide more appropriate and proper facilities and infrastructures for them."

Based on the interview above, it can be simplified that the aspects determining the difficulties in arranging Flow of Learning Objectives are 1) the lack of training on the Implementation of Emancipated Curriculum causing the low comprehension of English teachers in implementing the new curriculum, and 2) the limited budgets owned by Asy-Syafa'ah Vocational High School as the private school to provide better and more appropriate facilities and infrastructures to realize the expected learning environment for the students.

3. **Solutions of English Teachers' Difficulties in Arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School.**

At these focus, as the interview conducted by the researcher, the solution is divided into two involving the personal solution done by the English teacher and the solution strived by the school. In the interview, Miss Resti said:

> *"To solve the difficulties I told before, especially in the side of teacher low comprehension on the new implemented curriculum of Emancipated Curriculum, there are several personal efforts I do such as (1) proposing Emancipated Curriculum development training for teachers and (2) conducting comparison study among teachers from other schools to both school headmaster and supervisor. Further, the school also gives the teachers support to understand more about the Emancipated Curriculum by asking for the speakers or trainers to attend training session with the aim of giving the materials related with the Implementation of Emancipated Curriculum, usually the school will invite the trainers and confirm the agenda to the superintendent of Emancipated Curriculum Implementation. On the other hand, for the case of the availability of proper facilities and infrastructure, the school keeps maximizing the use of School Operational Assistance (BOS) budgets to keep repairing the facilities and infrastructures which are required by the school to provide better learning condition and environments for the students to learn English subject."*

In the same focus, Miss Laila as another English teacher becoming the source person for this research added that:

> *"In the personal efforts teachers could do to solve the problems of low comprehension on the Implementation of Emancipated Curriculum, we as teachers could actually (1) learn deeper about the Emancipated Curriculum by ourselves, then (2) share with other teachers about developing the Flow of Learning Objectives (ATP), an (3) we could participate in the trainings of Emancipated Curriculum Implementation. Additionally, what the school officials could do is to send some teachers to attend and*

participate in Emancipated Curriculum Workshops in another school guided by the school superintendent. Furthermore, to solve the problem of unavailable facilities and infrastructures, we as English teachers are not able to give direct intervention to it, but the school has been actually trying hard to push the financial conditions of the school by minimizing the school expense and wisely using the available budgets for preparing the more appropriate facilities and infrastructures for better learning conditions of the students."

The headmaster of Asy-Syafa'ah Vocational High School also gave the similar responses, he said:

"As the school is doing, we always give our best effort to enhance the teachers' comprehension of the new Emancipated Curriculum. The English teachers do not even stop learning the new curriculum and share among other on what they know on developing the new Curriculum, while the school also gives them opportunity to learn it as well, like we did several times ago that we sent some teachers to the training of Emancipated Curriculum Implementation with the aim of developing their comprehension on it. Also, the school has done so many things to provide better facilities and infrastructure for the students, like we as the school principals always use the money obtained from the budgets of School Operational Assistance (BOS) to prepare our school facilities and infrastructure with the aim of providing better learning experiences and supporting students' teaching and learning."

From the interviews above, it can be highlighted that there are several similar points mentioned by all the interviewees, the so-called points are the answers in case of solutions to solve the difficulties of arranging Learning Objectives Flow by the English teachers. In the side of solving the difficulties of low comprehension on IKM, there are two types of solutions offered, the first one is from the teachers itself that they are gradually learning the IKM more by themselves and

sharing it among other teachers to gain more comprehensive understanding on it, and the second one is the solution given by the school showing that the school gave full support for the teachers to learn and understand more about IKM by giving them permission to attend several events such as seminar and training related with the Implementation of Emancipated Curriculum, the school sometimes also sends some teachers to other schools to learn the IKM to other teachers out of Asy-Syafa'ah Vocational High School.

Additionally, in the case of the facilities and infrastructures availability, the interviewees said the same statements related to it, they strengthened that the school always pushes their effort to provide the better facilities and infrastructures for the students by keep maximizing the existing money obtained from the budgets of School Operational Assistance (BOS) to repair and prepare for better and more appropriate facilities and infrastructures that could support the teaching-learning conditions and environments for the students, so that the best expected learning experiences could be felt by the students and the possibility for the teachers to arrange various and better Flow of Learning Objectives could be reached as well.

Furthermore, the results from the interview section were then strengthened and validated by the results of observation and documentation. In the observation, the researcher found that the English teachers at Asy-Syafa'ah Vocational High School always

bring the Learning Objectives document of their own in every time they teach the class, it reflects that they keep learning the new implemented curriculum with the aim of making them able to develop the Flow of Learning Objectives by themselves, also, the English teachers in their effort of understanding the new set of Emancipated Curriculum, they still ask to other teachers (even not in the same teaching subject) about their learning activity in before or after the teaching and learning activity to make sure that they are in the wrong path of implementing Emancipated Curriculum in their teaching and learning process. On the other side, in the case of maximizing the money obtained from the budgets of School Operational Assistance (BOS), the researcher found that there have been several facilities to support the teaching and learning activity in the classroom, even the facilities are not just used for English subject teaching and learning, but the facilities are also able to be used for the English subject, the facilities cover; audio devices in the X and XI grade classroom, projector, and some laptops provided by the school.

Then, the data above were also strengthened by the results of documentation. At first, the documentation for the point highlighting the solution to the problem of low comprehension is gained from the picture of workshop event that was joined by the English teachers of Asy-Syafa'ah Vocational High school, it can be considered as one of solutions to enhance teachers' comprehension on Emancipated

Curriculum. Also, the documentation for the points of maximizing money that is obtained from the School Operational Assistance (BOS) budgets given by the government from the existing facilities to support the teaching and learning of the students and provide wider possibilities for teachers to arrange various Flow of Learning Objectives.

By these, from the data obtained from the interviews, observation, and documentation, it can be simplified that the practical solutions to solve the problems are 1) English teachers continuously learn the new implemented curriculum of Emancipated Curriculum, 2) English teachers share with other teachers even with different subjects to discuss about the Emancipated Curriculum, 3) the school gives its full support the teachers to more understand about the Emancipated Curriculum by sending them to any event related with the Emancipated Curriculum such as trainings and seminars, and in the case of facilities and infrastructure unavailability, 4) the school keeps maximizing the money given by the government by focusing on repairing and preparing better facilities and infrastructures that will support the teaching and learning process through supporting learning conditions and environments of the students and open wider possibility to the variety of Learning Objectives Flow that can be arranged by English teachers, supported by the facilities and infrastructures availability.

Table 4.1

Data Presentation and Analysis

No	Focuses	Findings
1.	What are the difficulties faced by English teachers in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School?	The difficulties faced by English teachers in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School: 1) The low comprehension of teachers on the new implemented curriculum of Emancipated Curriculum due to the fact that the school is in the transition to change the curriculum implemented in the school itself. 2) The lack of learning environment involving the facilities and infrastructures to support the English teaching and learning, the availability of facilities and infrastructures influence teachers' plan to teach the classroom, with more complete and proper facilities and infrastructure, the teaching-learning plan that the teachers set in the Flow of Learning Objectives will be more various and interesting not just stuck with the same activity of teaching and learning.
2.	What are the aspects that determine English teachers' difficulties in arranging Flow of	The aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High

	Learning Objectives at Asy-Syafa'ah Vocational High School?	School: 1) The lack of training in the implementation of the new curriculum of Emancipated Curriculum. 2) The limited budgets owned by the schools to provide better facilities and infrastructures to better the learning conditions and environments for the students in learning English subject, and not enable the English teachers to arrange more various and effective Flow of learning Objectives in teaching the students.
3.	What are the solutions to overcome English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School?	The solutions to overcome English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School: 1) English teachers continuously learn the new implemented Emancipated Curriculum by their own initiative. 2) English teachers have an initiative to share their understanding with other teachers even with different subjects to discuss about the Emancipated Curriculum. 3) The school gives its full support for the teachers to understand more about the Emancipated Curriculum by sending them to any event related with the

		Emancipated Curriculum such as training and seminars. 4) And in the case of facilities and infrastructure unavailability, the school keeps maximizing the money usage given by the government by focusing on repairing and preparing better facilities and infrastructures that will support the teaching and learning process through supporting learning conditions and environments of the students and open wider possibility to the variety of Learning Objectives Flow that can be arranged by English teachers, supported by the facilities and infrastructures availability

C. Discussion

This is the researcher's ideas on the relationship between categories and dimensions, position of current findings with previous ones, as well as interpretations and explanations of the findings revealed from the field. In this current research, the researcher found three things to discuss in this theme; the difficulties, the aspects determining the difficulties, and the difficulties' solutions of teachers in arranging Flow of Learning at Asy-Syafa'ah Vocational High School.

1. The Difficulties Faced by English Teachers in Arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School.

Difficulties are related with the variety of problems and obstacles avoiding the facile way of people to do the things they want. Then, teachers' difficulties could be defined as several problems which are faced by teachers in accomplishing their duty as educators serving the students well. In this case, the problems on the difficulties are on the side of arranging Flow of Learning Objectives for the realization of expected teaching and learning process of students.

Regarding to the findings of this current research, the difficulties faced by English teachers in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School are; 1) The low comprehension of teachers on the new implemented curriculum of Emancipated Curriculum due to the factual condition that the school is in the transition to change the curriculum implemented in the school itself, and 2) The lack of learning environment involving the facilities and infrastructures to support the English teaching and learning, the availability of facilities and infrastructures influence teachers' plan to teach the classroom, with more complete and proper facilities and infrastructure, the teaching-learning plan that the teachers set in the Flow of Learning Objectives will be more various and interesting not just stuck with the same activity of teaching and learning.

Due to the findings above, it can be summarized that there are two difficulties faced by teachers in arranging Flow of Learning Objectives for the teaching and learning process in the classroom,

these are classified the lack of low comprehension on Emancipated Curriculum and all things related to it, and the lack of supporting learning conditions and environments to enhance the effectiveness of English teaching and learning conducted in the classroom. The first finding on teachers' low comprehension is relevant with the statement of Pertiwi *et al.* clearly uttered that some teachers did not understand the concept of Merdeka Curriculum, the teachers admitted that they are familiar with the term, but fail in understanding this new curriculum.[83] Then, the second finding on the lack of supporting learning conditions and environments is in line with the statements of Rizky, RA. *et al.* (2022) stating that the educational institutions have to be ready with all things that support the implementation of Merdeka Curriculum implicating that the support for the comfortable and appropriate conditions and environment should be well provided.[84]

In summary, the findings of the current research gained by the researcher on teachers' difficulties in arranging Flow of Learning Objectives are matched with the statements uttered by the other previous researches. Hereby, it can be assumed that the current research findings on teachers' difficulties in arranging Flow of Learning Objectives such as teachers' low comprehension on the new implemented curriculum that is Emancipated Curriculum, and the lack

[83] Anita Kusuma Pertiwi and Ririn Pusparini, *"Vocational High School English Teachers' Perspectives on "Merdeka Belajar" Curriculum," EDUKATIF: JURNAL ILMU PENDIDIKAN.* Vol. 3, No. 5. 2021, Page 1990.

[84] Reffy Ananda Rizki and Lulu Fahkrunisa, *"Evaluation of Implementation of Independent Curriculum," Journal of Curriculum and Pedagogic Studies (JCPS).* Vol. 1 No. 4. 2022, Page 36.

of supporting learning conditions and environments truly exists and becomes teachers' difficulties in this case.

2. **The Aspects that Determine English Teachers' Difficulties in Arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School.**

Aspects can be understood as an influential condition that becomes the reason for certain things that happen. In the side of aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School, aspects mean a certain circumstance that becomes the reason for the condition of teachers in the form of difficulties in arranging Flow of Learning Objectives aimed for the teaching and learning process in the classroom.

According to the current research findings, the aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives cover; 1) The lack of training in the implementation of the new curriculum of Emancipated Curriculum that causes English teachers' low comprehension on the new implemented curriculum, and 2) the limited budgets owned by the schools to provide better facilities and infrastructures to better the learning conditions and environments for the students in learning English subject, and not enable the English teachers to arrange more various and effective Flow of learning

Objectives in teaching the students causing the unavailability of proper supporting learning conditions and environments.

Based on the mentioned findings above, it can be underlined that the aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives such as teachers' low comprehension on the new implemented curriculum and the lack of supporting learning conditions and environments are caused by the lack of training in the implementation of Emancipated Curriculum as the new implemented curriculum and the limited budgets of schools to provide better facilities and infrastructure that could support the learning conditions and environments for the students. The first finding related with the lack of training for teachers on the new implemented curriculum is aligned with the research result of Pertiwi *et al.,* stated that there had not been any workshop or socialization regarding this issue even though the curriculum has been applied, the socialization has not been widespread that means there must be others or even many schools that still have the same case like this.[85] Moreover, the second finding related with the limited budgets of schools to provide better facilities and infrastructure that could support the learning conditions and environments for the students is related with the statements of Rizky, RA. *et al.,* mentioned that infrastructure and other facilities to

---

[85] Anita Kusuma Pertiwi and Ririn Pusparini, *"Vocational High School English Teachers' Perspectives on "Merdeka Belajar" Curriculum,"* EDUKATIF: JURNAL ILMU PENDIDIKAN. Vol. 3, No. 5. 2021, Page 1986.

continue to support English language skill is also needed,[86] it reflects that the existence of proper facilities and infrastructure are influential in English teaching and learning, and because the teaching and learning at school relies on how creative and effective the way teachers bring to teach the students, facilities and infrastructure also take a part in the arrangement of Flow of Learning Objectives that will be applied and implemented in the classroom.

In the conclusion, the aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School are aligned with other influential aspects that can distract the facile implementation of Emancipated Curriculum uttered by the previous conducted researches. It can be simplified that, the lack of training on the new implemented curriculum of Emancipated Curriculum and the lack of budgets for providing better facilities and infrastructures for more supporting learning conditions and environments really become the aspects that influence English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School.

3. **The Solutions to Overcome English teachers' Difficulties in Arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School.**

---

[86] Reffy Ananda Rizki and Lulu Fahkrunisa, *"Evaluation of Implementation of Independent Curriculum," Journal of Curriculum and Pedagogic Studies (JCPS)*. Vol. 1 No. 4. 2022, Page 35.

Solutions can be well understood as either the completion or settlement of certain problems which are expected to be able to result in a way out to solve the problems itself. In this discussion, solutions are related to the completion that could settle the teachers' difficulties in arranging Flow of Learning Objectives with the aim that it could reduce and totally erase the so-called difficulties and the teachers could arrange the Flow of Learning Objectives as well.

From the obtained finding, the solutions to overcome English teachers' difficulties in arranging the Flow of Learning Objectives at Asy-Syafa'ah Vocational High School are; 1) English teachers continuously learn the new implemented Emancipated Curriculum by their own initiative, 2) English teachers have an initiative to share their understanding with other teachers even with different subjects to discuss about the Emancipated Curriculum, 3) the school gives its full support for the teachers to more understand about the Emancipated Curriculum by sending them to any event related with the Emancipated Curriculum such as trainings and seminars, and in the case of facilities and infrastructure unavailability, 4) the school keeps maximizing the money given by the government by focusing on repairing and preparing better facilities and infrastructures that will support the teaching and learning process through supporting learning conditions and environments of the students and open wider possibility to the

variety of Learning Objectives Flow that can be arranged by English teachers, supported by the facilities and infrastructure availability.

In regard to the mentioned findings above, it can be stated that the solutions that can be considered promising to overcome English teachers' difficulties in arranging the Flow of Learning Objectives at Asy-Syafa'ah Vocational High School are the initiative done by English teachers to continuously learn the new implemented curriculum of Emancipated Curriculum, and their further initiative to discuss and share with other teachers about the Emancipated Curriculum itself are the solutions for the difficulties on the low comprehension of teachers about the new implemented curriculum, also, the full support given by the school to send the teachers to related events (such as seminar and trainings) discussing about the Emancipated Curriculum are also the steps to better the teachers' comprehension and understanding on the Emancipated Curriculum itself. This current research finding is relevant with the claim that the circumstance of Emancipated Curriculum will get worse if the teachers are not professional as educators who do not have their own initiative to develop themselves in understanding the new implemented curriculum, in other words, teachers do not go participating in any events related to the implementation of Emancipated Curriculum, while they just take it for granted and solely read the documents of

Emancipated Curriculum Implementation.[87] Therefore the actions done by Asy-Syafa'ah English teachers to continuously read the documents of Emancipated Curriculum with the aim of understanding it deeper and sharing with other teachers are considered as the right steps to gain the comprehension about the new implemented curriculum. Moreover, the full support given by the school to let the English teachers join any events related with Emancipated Curriculum is also considered as the alternative to make teachers' understanding about the implementation of Emancipated Curriculum higher, due to the statements of Rizky in the same research uttering that they (school principals) have important role as supervisor and the leader, they also have strategic role in curriculum development process such as create the similar perception about the nature of Emancipated Curriculum Implementation and create relationship with other schools in the form collaboration among the school members and beneficiaries.[88]

In the side of school readiness related with the available facilities and infrastructures that promise more supporting learning conditions and environments to provide various alternatives for teachers to arrange the Flow of Learning Objectives, the school relies on the budgets given by the central educational government as the institution that is obligated to give educational budgets for the school, so the school keeps maximizing the given budgets itself by focusing

---

[87] *Ibid.,* Reffy Ananda Rizki and Lulu Fahkrunisa, 2022, Page 36.
[88] *Ibid.,* Reffy Ananda Rizki and Lulu Fahkrunisa, 2022, Page 37.

the money usage for better facilities and infrastructures that might support the teaching-learning conditions and environments for the students and open wider possibilities for the teachers to arrange various Flow of Learning Objectives to conduct English subject teaching and learning in the classroom at Asy-Syafa'ah Vocational High School. The finding mentioned before has been actually aligned with the factual usage of School Operational Assistance (BOS) budgets given by the governments for every school, as mentioned in the research of Hutasoit *et al,.* three points of the usage of School Operational Assistance (BOS) budgets are for; 1) the purchase of school equipment, 2) the purchase of school tools such as computer, printer, table, chair, and so on, and 3) the cost for school maintenance.[89]

Hereby, regarding to the current research findings which are relevant with previous studies conducted by other researchers, the solutions done by both teachers and school have been considerably able to solve English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School. Self-initiatives done by English teachers to learn deeper about Emancipated Curriculum and share the understanding with other teachers are the promising steps to gain more comprehension on the Emancipated Curriculum itself, moreover activities to join any events related with

[89] Angelly Faustiner Putri Hutasoit *et al. "Pendanaan Pemerintah untuk Infrastruktur dan Pendukung Kegiatan Pembelajaran di SDN 05 Desa Leuwibatu Rumpin Bogor," SULUH: Jurnal Abdimas.* Vol. 4, No. 1. 2022. Page 115.

the Implementation of Emancipated Curriculum supported by the school will also influence the teacher understanding on it. In the side of supporting learning conditions, maximizing the budgets given by the government to focus on the betterment of facilities and infrastructures has been actually the right way to provide better learning conditions and environments for the students while it can also help the teachers to arrange more various and effective Flow of Learning Objectives to be used to teach English subject to the students.
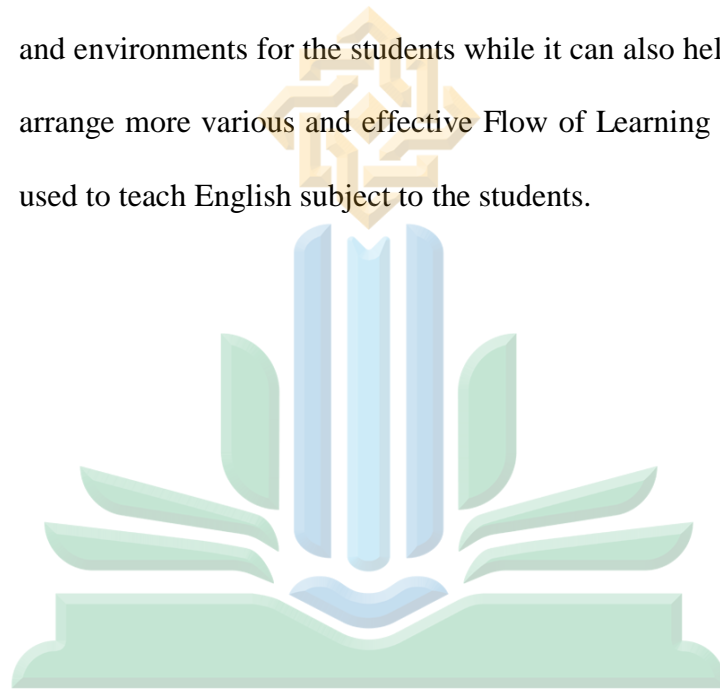
CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the current research conclusion and suggestion, as follow:

A. Conclusion

The conclusion of above discussions and analysis mentioned in the previous chapter of chapter IV are;

1. English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School are the low comprehension of teachers on the new implemented curriculum of Emancipated Curriculum, and the lack of supporting learning conditions and environments to provide more opportunities for teachers to create the variety of Learning Objectives Flow in teaching English subject.

2. The aspects that determine English teachers' difficulties in arranging the Flow of Learning Objectives mentioned before are caused by the lack of any training in the implementation of the new curriculum influencing the teachers' difficulty in the side of low comprehension on the Emancipated Curriculum, and the limited budgets owned by the schools to provide better facilities and infrastructures for realizing better learning conditions

and environments to support students' English learning at Asy-Syafa'ah Vocational High School.

3. The solutions to overcome English teachers' difficulties in arranging the Flow of Learning Objectives at Asy-Syafa'ah Vocational High School are classified into two, the solutions in the side of teachers' low comprehension on the new implemented curriculum and the solutions in the side of supporting learning conditions and environments existence. In the first point, solutions for teachers' low comprehension are the self-initiative of English teachers to keep reading and learning about the new implemented curriculum with the existing documents of Emancipated Curriculum, supported with their actions to share with other teachers (even with different subject) about the curriculum itself. Also, the schools have been always ready to send the teachers to join every event (seminars, workshops, and trainings) related with the implementation of Emancipated Curriculum with the aim of enhancing the teachers' comprehension about it. On the other side, the action of maximizing the given budgets from the government to focus on preparing better and more appropriate facilities and infrastructures are taken by the school to solve the problems of available and supporting learning conditions and environments for the students.

B. Suggestion

In this part, the researcher would utter some suggestions after conducting the research focusing on English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School, including for:

1. English teachers

   In the case where English teachers are faced with the similar difficulties discussed in this research, teachers can find other alternative solutions to deepen their comprehension on the new implemented curriculum through other sources. Besides, the documents about Emancipated Curriculum have been posted in the official website of Technology, Research, Culture, and Education Ministry *(KEMENDIKBUDRISTEK)*, teachers can sharpen their understanding on Emancipated Curriculum by diving deeper in social media such YouTube and joining online seminars that discuss the topic of Emancipated Curriculum.

2. School

   As the stakeholder, in implementing the new curriculum, school must be early well prepared to implement it as well. The preparation involves teachers' readiness to implement the new curriculum including their comprehension on Emancipated Curriculum itself, and the availability of school facilities and infrastructures to provide supporting learning conditions for the

students in the new implemented curriculum of Emancipated Curriculum.

3. The next researchers

For the next further researchers, please be more critical to dig up the similar phenomenon in order to gain other novelties related with the current research discussion. Also, expanding both the subject and the object of research is also essential to find the truth of the related theme being discussed due to the fact that every school is equipped with different level of readiness to implement and different difficulties faced in the implementation of Emancipated Curriculum.

As the limitation of the research, the researcher assumed that the research would be better if the required data for the research got more comprehensible and related with the focus being discussed in the research. Also, the wider research object and subject will also give chance for further researchers to find wider points in the side of English teachers' difficulties in arranging Flow of Learning Objectives, because different people and place will also have their own difficulties especially in the side of arranging Flow of Learning Objectives in Emancipated Curiculum Implementation.

REFERENCES

Aggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami, I., Alhapip, L., Iswoyo, S., Hartini, Y., & Mahardika, L. R. (2022). Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. *Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia*.

Ainia, D. K. (2020). Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembanagan Pendidikan Karakter. *Jurnal Filsafat Indonesia*, *3*(3), 95–101. https://doi.org/10.23887/jfi.v3i3.24525

Alhamuddin. (2014). Sejarah Kurikulum di Indonesia. *Nur El-Islam*, *1*(2), 48–58.

Angelina, T. (2020). *Student Teachers' Difficulties In Teaching Listening*. IAIN Batusangkar.

Angga A., Suryana, C., Nurwahidah, I., Hernawan, H., A., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Emancipated Curriculum di Sekolah Dasar. *Jurnal Basicedu: Research and Learning in Elementary Education*, *6*(4), 5877–5889. https://doi.org/https://doi.org/10.31004/basicedu.v6i4.3149

Aprima, D., & Sari, S. (2022). Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Emancipated Curriculum Pada Pelajaran Matematika SD. *Cendikia: Media Jurnal Ilmiah Pendidikan*, *13 (1)*(1), 95–101.

Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. PT Rineka Cipta.

Ary, D., Jacobs, C., L., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research Education* (C. Cox & L. Stewart (eds.); eight). Nelson Education, Ltd.

Azkiya, S. (2023). *Implementasi Emancipated Curriculum Pada Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti di SMA Negeri 29 Jakarta*. UIN Syarif Hidayatullah Jakarta.

Bahri, S. (2017). Pengembangan Kurikulum Dasar Dan Tujuannya. *Jurnal Ilmiah Islam Futura*, *11*(1), 15. https://doi.org/10.22373/jiif.v11i1.61

Barlian, C., U., Solekah, S., & Rahayu, P. (2022). Implementasi Emancipated Curriculum dalam Meningkatkan Mutu Pendidikan. *JOEL: Journal of Education and Language Research*, *1*(12), 2105–2118. https://doi.org/10.21608/pshj.2022.250026

Cresswell, W, J. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition* (M. Buchholts (ed.); Fourth). Pearson Education, Inc.

Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, *21*(1), 33–54. https://doi.org/10.21831/hum.v21i1.38075

Glaesser, J. (2019). Competence in educational theory and practice: a critical discussion. *Oxford Review of Education*, *45*(1), 70–85. https://doi.org/10.1080/03054985.2018.1493987

Hadiansah, D. (2022). *Emancipated Curriculum dan Paradigma Pembelajaran Baru*. Yrama Widya.

Hastasasi, W. (2022). Panduan Pengembangan Kurikulum Operasional Satuan Pendidikan. *Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*, *April*, 118.

Hutasoit, A. F. P., Hapsari, R. D., Ramadhan, V. A., Nurhidayah, F., Sofia, I. P., Mutira, P., & Siahaan, R. R. (2022). Pendanaan Pemerintah Untuk Infrastruktur Dan Pendukung Kegiatan Pembelajaran Di SDN 05 Desa Leuwibatu Rumpin Bogor. *SULUH: Jurnal Abdimas*, *4*(1), 112–121. http://journal.univpancasila.ac.id/index.php/SULUH

Idhartono, A., R. (2022). Literasi Digital Pada Emancipated Curriculum Belajar Bagi Anak. *Devosi: Jurnal Teknologi Pembelajaran*, *12*(2), 91–96. https://doi.org/10.36456/devosi.v6i1.6150

Jayanta, I. N. L., Ngurah, G., & Agustika, S. (2020). Pemahaman Guru Sekolah Dasar terhadap Kebijakan Rencana Pelaksanaan Pembelajaran Merdeka Belajar. *Seminar Nasional Riset Inovatif*, 7.

Jeflin, H., & Afriansyah, H. (2020). Pengertian Kurikulum, Proses Administrasi Kurikulum dan Peran Guru dalam Administrasi Kurikulum. *Universitas Negeri Padang Indonesia*, *18078075*, 4.

Kemendikbudristek. (2022). Buku Saku: Tanya Jawab Emancipated Curriculum. *Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi, Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi*, 9–46. http://repositori.kemdikbud.go.id/id/eprint/25344

Khoirurrijal K., Fadriati, Sofia, Makrufi, D. A., Gandi, S., Muin, A., Tajeri, Fakhrudin A., Hamdani, & Suprapno. (2022). *Pengembangan Emancipated Curriculum*. CV. Literasi Nusantara Abadi. www.penerbitlitnus.co.id %0D

Kielmann, K., Cataldo, F., & Seeley, J. (2012). *Introduction to Qualitative Research Methodology: A Training Manual*. Write-Arm. http://www.dfid.gov.uk/R4D/Output/188391/Default.aspx

Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of Qualitative Descriptive Studies: A Systematic Review. *Research in Nursing and Health*, *40*(1), 23–42. https://doi.org/10.1002/nur.21768

Krissandi, A. D. S., & Rusmawan, R. (2015). Kendala Guru Sekolah Dasar dalam Implementasi Kurikulum 2013. *Jurnal Cakrawala Pendidikan*, *34*(3).

Lazuardi, D. (2017). Manajemen Kurikulum sebagai Pengembangan Tujuan Pendidikan. *Al-Idarah: Jurnal Kependidikan Islam*, *7*(1), 99–112.

Maladerita, W., Septiana, V. W., Gistituati, N., & Betri, A. (2021). Peran Guru dalam Menerapkan Kurikulum 2013 di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, *3*(6), 4771–4776. https://doi.org/10.31004/edukatif.v3i6.1507

Manalu, J. B., Sitohang, P., & Henrika, N. H. (2022). Pengembangan Perangkat Pembelajaran Emancipated Curriculum Belajar. *Prosiding Pendidikan Dasar*, *1*(1), 80–86. https://journal.mahesacenter.org/index.php/ppd/index

Mardiah, L. (2020). *Student Teachers' Difficulties in Teaching English as a Foreign Language during Teaching Practive*. IAIN Batusangkar.

Maulida, H. (2023). *An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia (A Library Research)*. UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

Mawardani, S. I. (2023). *Implementasi Emancipated Curriculum Dalam Pembelajaran Sejarah di Sma Negeri 5 Bandar Lampung Tahun Ajaran 2022/2023*. Universitas Lampung.

Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia. (2022). *Salinan Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran*. 112.

Menteri Pendidikan kebudayaan Riset dan Teknologi Republik Indonesia. (2021). Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 162/M/2021 tentang Program Sekolah Penggerak (Decree of the Ministry of Education, Culture, Research, and Technology of the

Republic of Indonesia Number 162/M/2021 abo. *Jaringan Dokumentasi Dan Informasi Hukum Nasional [JDIHN]*.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (K. Perry & K. Koscielak (eds.); 3rd ed.). SAGE Publication, Inc.

Muchlis, H., & Sikumbang, R. (2015). *Kebijakan Publik: Proses, Analisi, dan Partisipasi* (2nd ed.). Ghalia Indonesia.

Mulyadi, D. (2015). *Studi Kebijakan Publik dan Pelayanan Publik* (Revisi, 3). Alfabeta.

Mulyadi, D. (2018). *Perilaku Organisasi dan Kepemimpinan Pelayanan: Konsep dan Aplikasi Administrasi, Manajemen, dan Organisasi Modern* (3rd ed.). Alfabeta.

Muslimah, A. S. (2015). *Analisis Kesulitan Guru Sma Dalam Pembelajaran Ekonomi Berdasarkan Kurikulum 2013 MGMP di Kabupaten Sleman*. Universitas Negeru Yogyakarta.

Nasution, S. (2012). *Kurikulum Pengajaran* (7th ed.). Bumi Aksara.

Nugroho, B. T. A. (2016). *Implementasi Pendekatan Saintifik dalam Pembelajaran PAI* (1st ed.). Deepublish.

Numertayasa, I. W., Astuti, N. P. E., Suardana, I. P. O., & Pradnyana, P. B. (2022). Workshop Review dan Implementasi Emancipated Curriculum di SMP Negeri 3 Selemadeg Timur Pendahuluan. *Madaniya*, *3*(3), 461–468. https://madaniya.pustaka.my.id/journals/contents/article/view/236

Nurani, D., Anggraini, L., Misiyanto, & Kharisma, R., M. (2022). Buku Saku Serba-Serbi Emancipated Curriculum Kekhasan Sekolah Dasar. *Direktorat Sekolah Dasar*, 1–51.

Pertiwi, A. K., & Pusparini, R. (2021). Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(5), 1982–1992. https://doi.org/https://doi.org/10.31004/edukatif.v3i5.672

Putri, C. D. A., Rindayati, E., & Damariswara, R. (2022). Kesulitan Calon Pendidik dalam Mengembangkan Perangkat Pembelajaran pada Emancipated Curriculum. *PTK: Jurnal Tindakan Kelas*, *3*(1), 18–27. https://doi.org/10.53624/ptk.v3i1.104

Putri, T. S. D. (2023). *Implementasi Emancipated Curriculum Belajar Siswa Tunagrahita Tingkat Sekolah Dasar di Sekolah Luar Biasa (SLB) BC Dharma Anak Bangsa Klaten Tahun Ajaran 2022/2023*. UIN Raden Mas Said Surakarta.

Riswakhyuningsih, T. (2022). Pengembangan Alur Tujuan Pembelajaran (ATP) Mata Pelajaran Ilmu Pengetahuan Alam (IPA) Kelas VII SMP. *RISTEK: Jurnal Riset, Inovasi, Dan Teknologi Kabupaten Batang*, *7*(1), 20–30.

Rizki, R. A., & Fahkrunisa, L. (2022). Evaluation of Implementation of Independent Curriculum. *Journal of Curriculum and Pedagogic Studies (JCPS)*, *1*(4), 32–41. https://e-journal.lp2m.uinjambi.ac.id/ojp/index.php/jcps

Saleh, M. (2022). Merdeka Belajar di Tengah Pandemi Covid-19. In M. Saleh (Ed.), *Prosiding Seminar Nasional Hardiknas* (pp. 51–56). Jurusan Pendidikan Guru Sekolah Dasar FIP UNG.

Sandelowski, M. (2000). Focus on Research Methods: Whatever Happened to Qualitative Description? *Research in Nursing and Health*, *23*(4), 334–340. https://doi.org/10.1002/1098-240x(200008)23:4<334::aid-nur9>3.0.co;2-g

Senge, J. (2000). *School that Learns*. DoubleDay Publishing Group New York Sheria ya Elimu.

Setiadi, H. (2016). Pelaksanaan penilaian pada Kurikulum 2013. *Jurnal Penelitian Dan Evaluasi Pendidikan*, *20*(2), 166–178. https://doi.org/10.21831/pep.v20i2.7173

Sherly, E. D., & Sihombing, H. B. (2020). Merdeka Belajar: Kajian Literatur. *Konferensi Nasional Pendidikan I*, 183–190.

Sintiawati, N., Fajarwati, S. R., Mulyanto, A., Muttaqien, K., & Suherman, M. (2022). Partisipasi Civitas Akademik dalam Implementasi Merdeka Belajar Kampus Merdeka (MBKM). *Jurnal Basicedu*, *6*(1), 902–915. https://doi.org/10.31004/basicedu.v6i1.2036

Sugiyono, D. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (21st ed.). Alfabeta.

Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.

Sulistiani, I. (2022). *Kesulitan Guru Kelas III Dalam Pembelajaran Tematik di SDN 019 Batang Kulim Kabupaten Pelalawan*. Universitas Islam Riau.

Susiyanti, D. (2019). *Teachers' difficulties in Teaching English as a foreign language at SMK Muhammadiyah 3 Makassar (A Descriptive Qualitative Research)*. Universitas Muhammadiyah Makassar.

Ulfa, A. (2022). *Prospective-Teachers' Difficulties in Teaching English during the COVID-19 Pandemics*. IAIN Batusangkar.

UNDANG UNDANG REPUBLIK INDONESIA NOMOR 20 TAHUN 2003 TENTANG SISTEM PENDIDIKAN NASIONAL. (2003). Pasal 1. *Demographic Research*, *49*(0), 1–33.

Wahyuni, R., & Berliani, T. (2019). PROBLEMATIKA IMPLEMENTASI KURIKULUM 2013 DI SEKOLAH DASAR. *Jurnal Manajemen Dan Supervisi Pendidikan*, *3*(2), 63–68. https://doi.org/10.17977/um025v3i22019p063

Widyastuti, A. (2022). *Merdeka Belajar dan Implementasinya: Merdeka Guru-Siswa, Merdeka Dosen-Mahasiswa, Semua Bahagia*. Elex Media Komputindo.

Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (Expanded 2). ASCD (Association for Supervission and Curriculum Development).

Zulaiha, S., Meldina, T., & Meisin. (2022). Problematika Guru Dalam Menerapkan Independence Curriculum Belajar. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, *9*(2), 163–177. https://doi.org/http://dx.doi.org/10.3390/su12104306

STATEMENTS OF AUTHENTICITY

The undersigned below:

Name	:	Anika Hikamul Asror
SRN	:	204101060002
Major	:	Tadris Bahasa Inggris
Faculty	:	Tarbiyah dan Ilmu Keguruan
Institution	:	UIN KHAS Jember

stated that the undergraduate thesis entitled "**Kurikulum Merdeka Implementation: English Teachers' Difficulties in Arranging Flow of Learning Objectives for the Learning Outcome at Asy-Syafa'ah Vocational High School**" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I'm only person who is responsible for the thesis if there is any objection or claim from others.

Jember, May 22th, 2024

<u>Anika Hikamul Asror</u>
NIM. 204101060002

APPENDIXES

Appendix 1: Research Matrix

Title	Research Problems	Variables	Indicator	Data Sources	Research Method
An Analysis of Kurikulum Merdeka Implementation: Teachers' Difficulties in Arranging Flow of Learning Objectives (ATP) for the Learning Achievement (CP) of Vocational High School in English Lesson	1. What are the difficulties faced by vocational high school teachers in arranging the flow of learning objectives (ATP) for the Learning Achievement (CP) in English Lesson of Kurikulum Merdeka Implementation? 2. What are the factors causing the difficulties in arranging the flow of learning objectives (ATP) for the learning achievement (CP) in English lesson of Kurikulum Merdeka	1. Kurikulum Merdeka Implementation 2. Teachers' Difficulties in Arranging Flow of Learning Objectives (ATP) 3. Learning Achievement (CP)	1. Comprehending the concept of Kurikulum Merdeka Implementation: a. Independent learning b. Independent change c. Independent share 2. Identifying chances of learning objectives regarding to essential points of Learning Objectives Flow arrangement: a. Being teachers' and students' guidance to achieve the learning achievement b. Every point should be chronologically arranged based on the learning sequences c. Teachers could arrange the Flow of Learning Objectives regarding the context and the needs of students in the classroom.	1. Research subject: English teachers of Asy-Syafa'ah vocational High School Jember 2. Literature Review	1. Research Method: Qualitative 2. Research Approach: Qualitative Descriptive 3. Research Location: Asy-Syafa'ah Vocational High School 4. Data Collection Technique: a. Interview b. Observation c. Document Review 5. Data Analysis: Miles, Huberman, and Saldana Theory a. Data Condensation b. Data Display c. Drawing and Verifying Conclusion 6. Data Validity: a. Triangulation of Data b. Triangulation of Technique

implementation? 3. How do the vocational high school teachers overcome their difficulties in arranging the flow of learning objectives (ATP) for the learning achievement (CP) in English lesson of Kurikulum Merdeka implementation?	3. Comprehending the learning achievement (CP) of Kurikulum Merdeka elements: a. Explanation b. Interpretation c. Application d. Perspective e. Empathy f. Self-Knowledge • Fundamental Theories basing the Research a. Social Behaviorist, curriculum theory thinks that the behaviors of students and teachers should be observed, and thus the answer to how the student can learn better can be found (Schubert, 1996). b. In independence curriculum, 1). Teachers are obligated to be innovatively creative in method, media, and teaching-learning

technique, and 2). Changing the thinking pattern in conducting teaching and learning (Angga et al., 2022).

c. Teachers in independence curriculum should has prepared the learning media by:

1) Analyzing Learning Achievement (CP)

2) Arranging learning objectives (TP) and flow of learning objectives (ATP)

3) Planning diagnostic assessment

4) Developing learning module with achievement standard and students characteristics

5) Planning the formative and summative test.

Appendix 2: Data Collection Forms

TEACHERS' INTERVIEW QUESTIONS

No	Indikator Pertanyaan *(Questions Indicator)*	Hasil *(Results)*
	Emancipated Curriculum (Emancipated Curriculum)	
1	Apa yang anda ketahui tentang Emancipated Curriculum? *What do you know about the Emancipated Curriculum?*	
2	Menurut anda, apakah terdapat perbedaan antara Emancipated Curriculum dengan kurikulum sebelumnya? *According to you, is there any difference between the Emancipated Curriculum and the previous curriculums?*	
3	Apa saja persiapan yang anda lakukan dalam pelaksanaan Emancipated Curriculum? *What are the preparations that you have done in implementing the Emancipated Curriculum?*	
4	Bagaimana Implementasi Emancipated Curriculum (IKM) dalam pembelajaran Bahasa inggris di SMK Asy-Syafa'ah? *How is the implementation of the Emancipated Curriculum in English teaching and learning at Asy-Syafa'ah Vocational High School?*	
5	Bagaimana perencanaan pembelajaran yang anda lakukan dalam melaksanakan pembelajaran Bahasa Inggris dengan Emancipated Curriculum di SMK Asy-Syafa'ah? (Penentuan CP, Perumusan TP dan	

	ATP, Penyusuan Modul Ajar)	
	How is the learning plan done by the teachers in conducting the English teaching and learning with Emancipated Curriculum at Asy-Syafa'ah Vocational High School? (Determining the Learning Outcome, formulating the Learning Objectives and Flow of Learning Objectives, Arranging the Learning Module	
6	Menurut anda, apakah Implementasi Emancipated Curriculum (IKM) efektif dalam pembelajaran Bahasa Inggris di SMK Asy-Syafa'ah? *Is the implementation of the Emancipated Curriculum effective in English teaching and learning at Asy-Syafa'ah Vocational High School?*	
7	Faktor apa saja yang menghambat pembelajaran Bahasa Inggris dalam Implementasi Emancipated Curriculum (IKM) di SMK Asy-Syafa'ah? *What are the factors that hinder the English teaching and learning in the implementation of the Emancipated Curriculum at Asy-Syafa'ah Vocational High School?*	
	Capaian Pembelajaran (*Learning Outcome*)	
8	Apa yang anda ketahui tentang Capaian Pembelajaran? *What do you know about Learning Outcome (CP)?*	
9	Sebagai seorang guru, bagaimana anda menentukan Capaian Pembelajaran (CP) yang sesuai dengan jenjang sekolah dan kemampuan siswa yang anda ajari?	

	As a teacher, how do you set the Learning Outcome (CP) which are suitable and appropriate with the school strata and the abiliy of students you teach?	
10	Menurut anda, apa hubungan antara Capaian Pembelajaran (CP) dengan Alur Tujuan Pembelajaran (ATP)? *According to you, what is the relation between Learning Outcome (CP) with Flow of Learning Objectives (ATP)?*	
Alur Tujuan Pembelajaran (Flow of Learning Objectives)		
11	Sebagai guru mata pelajaran Bahasa Inggris, apakah anda sudah menyusun Alur Tujuan Pembelajaran (ATP) sendiri dalam modul pembelajaran anda sesuai dengan karakteristik dan kebutuhan peserta didik? *As English subject teacher, have you arranged your own Flow of Learning Objectives (ATP) in the Learning Module based on the characteristics and needs of the students?*	
12	Apa saja kendala dan kesulitan yang anda hadapi dalam penyusunan Alur Tujuan Pembelajaran (ATP)? *What are the obstacles and difficulties that you face in arranging Flow of Learning Objectives (ATP) in English lesson?*	
13	Dengan kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) yang anda hadapi, langkah apa saja yang anda pribadi rencanakan atau sudah laksanakan dalam mengatasi kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP)? *With the obstacles and difficulties in arranging Flow of Learning Objectives (ATP)*	

	you have faced, what steps have you planned and done in solving the obstacles and difficulties in arranging Flow of Learning Objectives (ATP)?	
14	Dengan kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) yang anda rasakan, solusi apa yang diberikan oleh pihak sekolah dalam mengatasi kendala dan kesulitan guru mata pelajaran Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran (ATP)? *With the obstacles and difficulties in arranging Flow of Learning Objectives (ATP) you have felt, what solutions does the school give to solve the teachers' obstacles and difficulties in arranging Flow of Learning Objectives (ATP)?*	
15	Dengan kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) yang anda rasakan, solusi apa yang diberikan oleh pihak dinas pendidikan dalam mengatasi kendala dan kesulitan guru mata pelajaran Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran (ATP)? *With the obstacles and difficulties in arranging Flow of Learning Objectives (ATP) you have felt, what solutions does the education ministry offer to solve the teachers' obstacles and difficulties in arranging Flow of Learning Objectives (ATP)?*	

HEADMASTER INTERVIEW QUESTIONS

No	Indikator Pertanyaan *(Questions Indicator)*	Hasil *(Results)*
1	Apa yang anda ketahui tentang Emancipated	

	Curriculum?	
2	Menurut anda, apakah terdapat perbedaan antara Emancipated Curriculum dengan kurikulum sebelumnya?	
3	Apa saja persiapan yang anda lakukan dalam pelaksanaan Emancipated Curriculum?	
4	Bagaimana Implementasi Emancipated Curriculum (IKM) dalam pembelajaran Bahasa inggris di SMK Asy-Syafa'ah?	
5	Bagaimana perencanaan pembelajaran yang para pengajar lakukan dalam melaksanakan pembelajaran Bahasa Inggris dengan Emancipated Curriculum di SMK Asy-Syafa'ah? (Penentuan CP, Perumusan TP dan ATP, Penyusuan Modul Ajar)	
6	Dalam hal perencanaan pembelajaran yang dilakukan oleh guru dalam implementasi Emancipated Curriculum untuk mata pelajaran Bahasa Inggris, apa saja kendala dan kesulitan yang anda ketahui dan dialami oleh guru Bahasa Inggris?	
7	Kesulitan dan Kendala apa saja yang dihadapi oleh guru mata pelajaran Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran	

	di SMK Asy-Syafa'ah?	
8	Apa solusi yang dilakukan oleh guru itu sendiri mengenai kesulitan dan kendala tersebut?	
9	Apa solusi yang akan atau telah anda lakukan dalam mengatasi kesulitan dan kendala guru dalam menyusun Alur Tujuan Pembelajaran (ATP)?	

OBSERVATION SHEET

No	Description	True	False	Information
1	Guru memiliki dokumen Capaian Pembelajaran (CP). *Teachers have the document of Learning Outcomes (CP).*			
2	Guru merancang Alur Tujuan Pembelajaran (ATP) nya sendiri. *Teachers arrange the Flow of Learning Objectives by themselves (ATP).*			
3	Guru menyusun modul ajar sesuai dengan ketentuan kurikulum yang berlaku saat ini. *Teachers compile the Learning Module based on the curriculum stipulation*			

	standing nowadays.			
4	Modul ajar yang digunakan sesuai dengan Capaian Pembelajaran, materi pembelajaran, dan kebutuhan siswa (diferensiasi). *The used Learning Module is suitable with the Learning Outcome, Learning Materials, and Students' needs.*			
5	Kesiapan guru dalam melaksanakan pembelajaran Bahasa Inggris berbasis Emancipated Curriculum. *Teachers' readiness in conducting Emancipated Curriculum-based English teaching and learning.*			
6	Guru mengalami kesulitan dalam menentukan Capaian Pembelajaran (CP) yang sesuai dengan jenjang pendidikan siswa. *Teachers face the difficulties in determining the Learning Outcome (CP) that is suitable with the students education strata.*			
7	Guru mengalami kesulitan dalam merumuskan Capaian Pembelajaran (CP) menjadi butir-butir Tujuan Pembelajaran (TP). *Teachers face difficulties in*			

	formulating the Learning Outcome (CP) to be the items of Learning Objectives (CP).		
8	Guru mengalami kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) sesuai dengan Capaian Pembelajaran (CP) yang sudah ditentukan. *Teachers face difficulties in arranging the Flow of Learning Objectives (ATP) based on the set Learning Outcome (CP).*		
9	Diferensiasi siswa merupakan salah satu faktor yang menyebabkan kesulitan guru dalam menyusun Alur Tujuan Pembelajaran (ATP). *Students' differences is one of the factors causing the teachers' difficulties in arranging Flow of Learning Objectives (ATP).*		
10	Ketersediaan Sarana dan Prasarana juga merupakan faktor yang menyebabkan kesulitan guru dalam menyusun Alur Tujuan Pembelajaran (ATP). *The availability of facilities and infrastructure is also the factor causing the teachers' difficulties in arranging Flow of Learning Objectives (ATP).*		

Appendix 3: Instruments Validation Sheet

VALIDATION SHEET

INTERVIEW GUIDANCE ON INDEPENDENCE CURRICULUM

Validator Name   : Dr. Ninuk Indrayani, M.Pd.

Proficiency   : Language Curriculum

Institution   : State Islamic University of Kiai Haji Achmad Siddiq Jember

A. ASSESSMENT FOR THE INTERVIEW GUIDANCE CONSTRUCTION

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The interview guidance is clearly formulated					√	
2	The interview guidance covers the aspects of the research, including:					√	
	a. Independence Curriculum						
	b. Learning Outcome (CP)					√	
	c. Flow of Learning Objectives (ATP)					√	
3	The limits of Interview guidance can answer the research objectives					√	

B. ASSESSMENT FOR THE INTERVIEW GUIDANCE LANGUAGE USE

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The interview guidance uses the good language of both Bahasa Indonesia and English based on the correct and appropriate linguistic rules					√	
2	The interview guidance uses the understandable and comprehensible					√	
3	The interview guidance uses communicative language					√	
4	The interview guidance is free from statements emerging the double interpretation					√	

C. ASSESSMENT FOR THE INTERVIEW GUIDANCE MATERIAL

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The interview guidance can find the English education aspects especially in the side of Independence Curriculum					√	

2	The interview guidance can find the information to describe the English teachers' difficulties in arranging Flow of Learning Objectives (ATP)				√	
3	The interview guidance can be the data source which is relevant with the research discussion focus				√	

This interview guidance is generally:

(Please give the checklist sign based on your scoring result)

PU	: proper to use	√
PUR	: proper to use with revision	
IPS	: improper to use	

Jember, March 11, 2024
Validator,

Dr. Ninuk Indrayani, M.Pd.
NIP. 197802102009122002

VALIDATION SHEET

OBSERVATION SHEET ON INDEPENDENCE CURRICULUM

Validator Name   : Dr. Ninuk Indrayani, M.Pd.

Proficiency   : Language Curriculum

Institution   : State Islamic University of Kiai Haji Achmad Siddiq Jember

A. ASSESSMENT FOR THE OBSERVATION SHEET CONSTRUCTION

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The observation sheet is clearly formulated					√	
2	The observation sheet covers several aspects of the research, including: a. *Independence Curriculum*					√	
	b. *Learning Outcome (CP)*					√	
	c. *Flows of Learning Objectives (ATP)*					√	
3	The limits of the observation sheet can answer the research objectives					√	

B. ASSESSMENT FOR THE OBSERVATION SHEET LANGUAGE USE

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The observation sheet uses the good language of both Bahasa Indonesia and English based on the correct and appropriate linguistic rules					√	
2	The observation sheet uses the understandable and comprehensible language					√	
3	The observation sheet uses communicative language					√	
4	The observation sheet is free from statements emerging the double interpretation					√	

C. ASSESSMENT FOR THE OBSERVATION SHEET MATERIAL

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The observation sheet can find the English education aspects especially in the side of Independence Curriculum					√	

2	The observation sheet can find the information to describe the English teachers' difficulties in arranging Flow of Learning Objectives (ATP)				√	
3	The observation sheet can be the data source which is relevant with the research discussion focus				√	

This observation sheet is generally:

(Please give the checklist sign based on your scoring result)

PU	: proper to use	√
PUR	: proper to use with revision	
IPS	: improper to use	

Jember, March 11, 2024
Validator,

Dr. Ninuk Indrayani, M.Pd.
NIP. 197802102009122002

Appendix 4: Interview Results

<div align="center">

TEACHERS' INTERVIEW RESULTS

</div>

Interviewee: Mrs. Resti Dwi Anggraeni, S.Pd.

No	Indikator Pertanyaan *(Questions Indicator)*	Hasil *(Results)*
	Emancipated Curriculum (Emancipated Curriculum)	
1	Apa yang anda ketahui tentang Emancipated Curriculum? *What do you know about the Emancipated Curriculum?*	Emancipated Curriculum merupakan kurikulum baru yang akan secara merata diimplementasikan di semua sekolah pada tahun ini (2024). Emancipated Curriculum menitikberatkan kebebasan guru dan siswa dalam mengajar dan belajar. Guru dapat bebas merancang kondisi dan situasi di dalam kelas.
2	Menurut anda, apakah terdapat perbedaan antara Emancipated Curriculum dengan kurikulum sebelumnya? *According to you, is there any difference between the Emancipated Curriculum and the previous curriculums?*	Tentunya iya, dalam Kurikulum 2013, hal-hal yang harus dilakukan oleh guru dalam memberikan pengajaran di kelas sudah ditentukan oleh pihak kementerian, guru hanya menyiapkan materi dan metode pengajaran. Sedangkan di Emancipated Curriculum, guru diharuskan untuk mandiri dan kreatif dalam pelaksanaan KBM sembari memperhatikan kecenderungan belajar siswa. Kemandirian yang

		diberikan oleh Emancipated Curriculum seperti kebebasan untuk membentuk situasi pembelajaran dalam kelas sesuai dengan minat para siswa.
3	Apa saja persiapan yang anda lakukan dalam pelaksanaan Emancipated Curriculum? *What are the preparations that you have done in implementing the Emancipated Curriculum?*	Mempersiapkan materi tentunya, terus juga metode pembelajaran, dan beberapa fasilitas yang diharapkan bisa menunjang terlaksananya proses belajar mengajar yang diharapkan dalam Emancipated Curriculum.
4	Bagaimana Implementasi Emancipated Curriculum (IKM) dalam pembelajaran Bahasa inggris di SMK Asy-Syafa'ah? *How is the implementation of the Emancipated Curriculum in English teaching and learning at Asy-Syafa'ah Vocational High School?*	Penerapan kumer di smk syafaah tahun ini merupakan kurikulum baru yang masih di pelajari oleh guru, jadi penerapannya belum maksimal.
5	Bagaimana perencanaan pembelajaran yang anda lakukan dalam melaksanakan pembelajaran Bahasa Inggris dengan Emancipated Curriculum di SMK Asy-Syafa'ah? (Penentuan CP, Perumusan TP dan ATP, Penyusuan Modul Ajar) *How is the learning plan done by the teachers in conducting the English teaching and*	Langkah-langkah yang di lakukan dalam melaksanakan perencanaan pembelajaran yaitu Menganalisis Capaian Pembelajaran (CP) untuk menyusun tujuan pembelajaran dan alur tujuan pembelajaran, Perencanaan dan pelaksanaan asesmen diagnostic,

	learning with Emancipated Curriculum at Asy-Syafa'ah Vocational High School? (Determining the Learning Outcome, formulating the Learning Objectives and Flow of Learning Objectives, Arranging the Learning Module	Mengembangkan modul ajar, Penyesuaian pembelajaran dengan tahap capaian dan karakteristik peserta didik.
6	Menurut anda, apakah Implementasi Emancipated Curriculum (IKM) efektif dalam pembelajaran Bahasa Inggris di SMK Asy-Syafa'ah? *Is the implementation of the Emancipated Curriculum effective in English teaching and learning at Asy-Syafa'ah Vocational High School?*	Karena implementasi kumer di smk syafa'ah baru diterapkan maka masih menyesuaikan dan banyak yang perlu dipersiapkan agar hasilnya maksimal.
7	Faktor apa saja yang menghambat pembelajaran Bahasa Inggris dalam Implementasi Emancipated Curriculum (IKM) di SMK Asy-Syafa'ah? *What are the factors that hinder the English teaching and learning in the implementation of the Emancipated Curriculum at Asy-Syafa'ah Vocational High School?*	Faktor yang menghambat dalam pembelajaran bisa dari faktor internal dan eksternal. Faktor internal seperti motivasi, sikap siswa, dan minat bakat siswa. Sedangkan faktor eksternal yaitu support orang tua, kepemimpinan kepala sekolah, fasilitas dan prasarana, sistem pembelajaran, materi pembelajaran, dan kompetensi guru.
Capaian Pembelajaran (Learning Outcome)		

8	Apa yang anda ketahui tentang Capaian Pembelajaran?	Capaian Pembelajaran atau CP merupakan tujuan umum atas
	What do you know about Learning Outcome (CP)?	kompetensi atau kemampuan yang harus diraih oleh para siswa di setiap tahunnya.
9	Sebagai seorang guru, bagaimana anda menentukan Capaian Pembelajaran (CP) yang sesuai dengan jenjang sekolah dan kemampuan siswa yang anda ajari?	Hal ini sudah ditentukan oleh pihak kementerian pendidikan dalam bentuk Fase, jadi saya sebagai guru tidak perlu menentukan Capaian Pembelajaran (CP) yang sesuai dan yang akan digunakan untuk dijadikan sebagai acuan. Contohnya seperti kelas X SMK yang masuk dalam Fase E.
	As a teacher, how do you set the Learning Outcome (CP) which are suitable and appropriate with the school strata and the abiliy of students you teach?	
10	Menurut anda, apa hubungan antara Capaian Pembelajaran (CP) dengan Alur Tujuan Pembelajaran (ATP)?	Tentunya, Alur Tujuan Pembelajaran (ATP) merupakan jalan yang digunakan untuk meraih Capaian Pembelajaran (CP).
	According to you, what is the relation between Learning Outcome (CP) with Flow of Learning Objectives (ATP)?	
Alur Tujuan Pembelajaran (*Flow of Learning Objectives*)		
11	Sebagai guru mata pelajaran Bahasa Inggris, apakah anda sudah menyusun Alur Tujuan Pembelajaran (ATP) sendiri dalam modul pembelajaran anda sesuai dengan karakteristik	Belum

	dan kebutuhan peserta didik? *As English subject teacher, have you arranged your own Flow of Learning Objectives (ATP) in the Learning Module based on the characteristics and needs of the students?*	
12	Apa saja kendala dan kesulitan yang anda hadapi dalam penyusunan Alur Tujuan Pembelajaran (ATP)? *What are the obstacles and difficulties that you face in arranging Flow of Learning Objectives (ATP) in English lesson?*	Kesulitan yang saya alami dalam menyusun Alur Tujuan Pembelajaran (ATP) yakni, (1) guru-guru bahasa inggris termasuk saya sendiri kurang memahami kurikulum baru yang diterapkan. (2) kesulitan dalam menganilis hubungan antara kompetensi dasar dan indikator capaian kompetensi, dan (3) lingkungan belajar yang meliputi sarana dan prasarana yang mendukung proses belajar mengajar.
13	Dengan kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) yang anda hadapi, langkah apa saja yang anda pribadi rencanakan atau sudah laksanakan dalam mengatasi kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP)? *With the obstacles and difficulties in arranging Flow of Learning Objectives (ATP) you have faced, what steps have you planned and done in solving the obstacles and*	Untuk mengatasi kesulitan-kesulitan yang saya sebut barusan, khususnya dalam hal kurangnya pemahaman guru pada kurikulum baru yang diterapkan yakni Emancipated Curriculum. Ada beberapa upaya personal yang saya lakukan, seperti: (1) mengajukan pelatihan pengembangan Emancipated Curriculum untuk para guru, dan (2) mengadakan studi banding dengan

	difficulties in arranging Flow of Learning Objectives (ATP)?	guru-guru di sekolah lain yang disetujui oleh kepala sekolah dan pengawas sekolah.
14	Dengan kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) yang anda rasakan, solusi apa yang diberikan oleh pihak sekolah dalam mengatasi kendala dan kesulitan guru mata pelajaran Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran (ATP)? *With the obstacles and difficulties in arranging Flow of Learning Objectives (ATP) you have felt, what solutions does the school give to solve the teachers' obstacles and difficulties in arranging Flow of Learning Objectives (ATP)?*	Pihak sekolah biasanya memberikan dukungan kepada para guru untuk lebih paham tentang Emancipated Curriculum dengan meminta beberapa pembicara dan pelatih untuk mengisi pelatihan bagi para guru, kemudian, pihak sekolah akan mengundang orang-orang yang disebutkan tadi untuk mengisi pelatihan di sekolah tentang Emancipated Curriculum. Kemudian, dalam hal lingkungan belajar, pihak sekolah memaksimalkan dana yang didapat dari dana BOS untuk tetap memperbaiki dan mempersiapkan sarana dan prasarana yang dibutuhkan oleh sekolah demi menyediakan kondisi belajar dan lingkungan belajar yang lebih baik.
15	Dengan kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) yang anda rasakan, solusi apa yang diberikan oleh pihak dinas pendidikan dalam mengatasi kendala dan kesulitan guru mata pelajaran Bahasa Inggris dalam menyusun Alur Tujuan	Dari pihak dinas pendidikan biasanya mengadakan pelatihan dan seminar tentang Emancipated Curriculum yang kemudian pelaksanaannya diumumkan ke pihak sekolah, dan kemudian dari pihak sekolah

	Pembelajaran (ATP)?	mengirim beberapa guru untuk mengikuti acara yang diadakan oleh dinas pendidikan itu.

Additional Questions:

Faktor apa saja yang mempengaruhi kesulitan guru Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran untuk Capaian Pembelajaran di SMK Asy-Syafa'ah? *(What are the aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School?)*

Answers:

Merujuk pada kesulitan yang saya sebutkan sebelumnya pada kesulitan guru bahasa Inggris dalam menyusun alur tujuan pembelajaran (ATP), maka faktor pertama yang mempengaruhi penyusunan oleh guru adalah dari kompetensi guru yang belum menyentuh pemahaman terhadap kurikulum yang baru diterapkan yaitu implementasi Kurikulum Kemerdekaan. Namun tidak bisa dikatakan bahwa rendahnya kompetensi guru hanya disebabkan oleh bagaimana kondisi guru saja, melainkan bisa disebabkan karena pedoman pelaksanaan Kurikulum Kemandirian masih belum begitu tersosialisasikan kepada seluruh guru, hanya sekedar memberi contoh dari ATP itu sendiri sendiri di website Kemendikbudristek. Lebih jauh lagi, tidak dapat dipungkiri bahwa apa yang disebut dengan kompetensi guru mempengaruhi perkembangan pemahamannya dan kemampuannya dalam menyusun Alur Tujuan Pembelajaran (ATP) sendiri seperti menentukan mekanisme yang tepat dalam mengajar siswa di kelas. Faktor kedua mungkin dari anggaran yang dimiliki yang digunakan untuk pengembangan sekolah, kurangnya sarana dan prasarana tidak lepas dari dana untuk membeli dan membangun barang-barang yang kita inginkan untuk sekolah tersebut, sedangkan karena Asy-Syafa'ah masih tergolong. masuk ke sekolah swasta (sekolah swasta) dan hanya mendapat sedikit dana dari pemerintah dalam bentuk Biaya Operasional Sekolah (Biaya Operasional Sekolah) menjadikan sarana dan prasarana yang ada seperti apa adanya.

TEACHERS' INTERVIEW RESULTS

Interviewee: Mrs. Laili

No	Indikator Pertanyaan *(Questions Indicator)*	Hasil *(Results)*
Emancipated Curriculum (Emancipated Curriculum)		
1	Apa yang anda ketahui tentang Emancipated Curriculum? *What do you know about the Emancipated Curriculum?*	In my opinion, the Emancipated Curriculum is a curriculum where the learning is project-based. In this case, students use their creativity in producing a work.
2	Menurut anda, apakah terdapat perbedaan antara Emancipated Curriculum dengan kurikulum sebelumnya? *According to you, is there any difference between the Emancipated Curriculum and the previous curriculums?*	Yes, there is. The difference is in the previous curriculum like K13, learning was more focused on material and theory. In addition, the system is student centered where students are active during learning activities in the classroom. While the Emancipated Curriculum, there is subjects that are combined such as IPA and IPS into IPAS which in my opinion it is not sustainable each other. In addition, this curriculum focuses on projects, the existence P5 and spends a lot of budget according to the project to be done even though as a teacher assure

		to adjust to the conditions and environment of the students. In addition, teachers and students must understand and be able to use technology in learning activities.
3	Apa saja persiapan yang anda lakukan dalam pelaksanaan Emancipated Curriculum? *What are the preparations that you have done in implementing the Emancipated Curriculum?*	a. Browse for materials and learn about the Emancipated Curriculum b. Watching on YouTube about the explanation of the Emancipated Curriculum c. Participating in IKM training
4	Bagaimana Implementasi Emancipated Curriculum (IKM) dalam pembelajaran Bahasa inggris di SMK Asy-Syafa'ah? *How is the implementation of the Emancipated Curriculum in English teaching and learning at Asy-Syafa'ah Vocational High School?*	Todays, the Emancipated Curriculum has not been implemented at SMK Asy – Syafa'ah
5	Bagaimana perencanaan pembelajaran yang anda lakukan dalam melaksanakan pembelajaran Bahasa Inggris dengan Emancipated Curriculum di SMK Asy-Syafa'ah? (Penentuan CP, Perumusan TP dan ATP, Penyusuan Modul Ajar) *How is the learning plan done by the*	Todays, I have not prepared lesson plans in the Emancipated Curriculum because it has not been implemented at SMK Asy - Syafa'ah.

	teachers in conducting the English teaching and learning with Emancipated Curriculum at Asy-Syafa'ah Vocational High School? (Determining the Learning Outcome, formulating the Learning Objectives and Flow of Learning Objectives, Arranging the Learning Module	
6	Menurut anda, apakah Implementasi Emancipated Curriculum (IKM) efektif dalam pembelajaran Bahasa Inggris di SMK Asy-Syafa'ah? *Is the implementation of the Emancipated Curriculum effective in English teaching and learning at Asy-Syafa'ah Vocational High School?*	I think, it is not effective. Because, not all students in SMK Asy – Syafa'ah are active in learning activities. Meanwhile, the Emancipated Curriculum requires students to work on projects and P5. So that, there will be some students who want to participate in learning based on the Emancipated Curriculum and some who tend to be lazy because there are too many projects to do. That is why the Emancipated Curriculum is not effectively applied in learning English.
7	Faktor apa saja yang menghambat pembelajaran Bahasa Inggris dalam Implementasi Emancipated Curriculum (IKM) di SMK Asy-Syafa'ah? *What are the factors that hinder the English teaching and learning in the implementation*	- Time is limited - Less facilities - Not all students like English lesson

	of the Emancipated Curriculum at Asy-Syafa'ah Vocational High School?	
	Capaian Pembelajaran (*Learning Outcome*)	
8	Apa yang anda ketahui tentang Capaian Pembelajaran? *What do you know about Learning Outcome (CP)?*	CP is learning competencies that must be achieved by learners in the end of the phase.
9	Sebagai seorang guru, bagaimana anda menentukan Capaian Pembelajaran (CP) yang sesuai dengan jenjang sekolah dan kemampuan siswa yang anda ajari? *As a teacher, how do you set the Learning Outcome (CP) which are suitable and appropriate with the school strata and the abiliy of students you teach?*	CP development is matched with the learner's Phase. Then, match the learners' needs for learning activity in the Emancipated Curriculum.
10	Menurut anda, apa hubungan antara Capaian Pembelajaran (CP) dengan Alur Tujuan Pembelajaran (ATP)? *According to you, what is the relation between Learning Outcome (CP) with Flow of Learning Objectives (ATP)?*	a series of Learning Objectives that are organized systematically and logically in the learning phase for learners, so that learners can achieve the Learning Outcomes.
	Alur Tujuan Pembelajaran (*Flow of Learning Objectives*)	

11	Sebagai guru mata pelajaran Bahasa Inggris, apakah anda sudah menyusun Alur Tujuan Pembelajaran (ATP) sendiri dalam modul pembelajaran anda sesuai dengan karakteristik dan kebutuhan peserta didik? *As an English subject teacher, have you arranged your own Flow of Learning Objectives (ATP) in the Learning Module based on the characteristics and needs of the students?*	I am an English extracurricular teacher, not an English lesson teacher. I have not prepared the ATP in the module, because the Emancipated Curriculum itself has not been implemented at SMK Asy-Safa'ah.
12	Apa saja kendala dan kesulitan yang anda hadapi dalam penyusunan Alur Tujuan Pembelajaran (ATP)? *What are the obstacles and difficulties that you face in arranging Flow of Learning Objectives (ATP) in English lesson?*	The new program of Emancipated Curriculum Implementation (IKM) is still not totally understood by all teachers making them not really understand about the implementation and all things related with the implementation of Emancipated Curriculum such the obligation of teacher to make their own Flow of Learning Objectives (ATP) for the teaching and learning they are going to do in the classroom. Also, the unsupportive teaching and learning environment of Asy-Syafa'ah Vocational High School, I and all teachers here believe that Asy-Syafa'ah Vocational High School is still mid-low educational institution for educating the students, the

		facilities and infrastructure the school has is still not that enough and proper to facilitate the students' learning, with the existence of IKM, I personally cannot think about the best and most creative way of teaching I will put in my own ATP, because as long as the facilities and infrastructures are still stuck, the expected ATP I want to implement cannot be realized as well.
13	Dengan kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) yang anda hadapi, langkah apa saja yang anda pribadi rencanakan atau sudah laksanakan dalam mengatasi kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP)? *With the obstacles and difficulties in arranging Flow of Learning Objectives (ATP) you have faced, what steps have you planned and done in solving the obstacles and difficulties in arranging Flow of Learning Objectives (ATP)?*	In the personal efforts teachers could do to solve the problems of low comprehension on the Implementation of Emancipated Curriculum, we as teachers could actually (1) learn deeper about the Emancipated Curriculum by ourselves, then (2) share with other teachers about developing the Flow of Learning Objectives (ATP), an (3) we could participate in the trainings of Emancipated Curriculum Implementation
14	Dengan kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) yang anda rasakan, solusi apa yang diberikan	Send some teachers to attend and participate in Emancipated Curriculum Workshops in another

	oleh pihak sekolah dalam mengatasi kendala dan kesulitan guru mata pelajaran Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran (ATP)?	school guided by the school superintendent. Furthermore, to solve the problem of unavailable facilities
		and infrastructures, we as English teachers are not able to give direct intervention to it, but the school has been actually trying hard to push the financial conditions of the school by minimizing the school expense and wisely using the available budgets for preparing the more appropriate facilities and infrastructures for better learning conditions of the students
	With the obstacles and difficulties in arranging Flow of Learning Objectives (ATP) you have felt, what solutions does the school give to solve the teachers' obstacles and difficulties in arranging Flow of Learning Objectives (ATP)?	
15	Dengan kendala dan kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) yang anda rasakan, solusi apa yang diberikan oleh pihak dinas pendidikan dalam mengatasi kendala dan kesulitan guru mata pelajaran Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran (ATP)?	Usually, the Government will provide some examples of Flow of Learning Objectives that can be used or modified directly by teacher, and create guidelines for the development of teaching instruments.
	With the obstacles and difficulties in arranging Flow of Learning Objectives (ATP) you have felt, what solutions does the education ministry offer to solve the teachers' obstacles and difficulties in arranging Flow of Learning Objectives (ATP)?	

Additional Questions:

Faktor apa saja yang mempengaruhi kesulitan guru Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran untuk Capaian Pembelajaran di SMK Asy-Syafa'ah? *(What are the aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives at Asy-Syafa'ah Vocational High School?)*

Answer:

As the reasons for the low comprehension of English teachers on the implementation of Emancipated Curriculum is from the lack of further training on IKM. Seeing the fact that the Implementation of Emancipated Curriculum at Asy-Syafa'ah Vocational High School is still new, it is not surprising that the teacher comprehension on it is still not as how the educational practitioners of Asy-Syafa'ah Vocational High School have expected. Also, in the case of unsupportive learning conditions, it might be caused by the limited budgets owned by the school to improve the facilities and infrastructures in supporting the teaching and learning process for the students, I believe that as long as the budget of the schools have been able to cover the cost for providing better facilities and infrastructure, the more supportive learning conditions could be easily provided for the students.

HEADMASTER'S INTERVIEW RESULTS
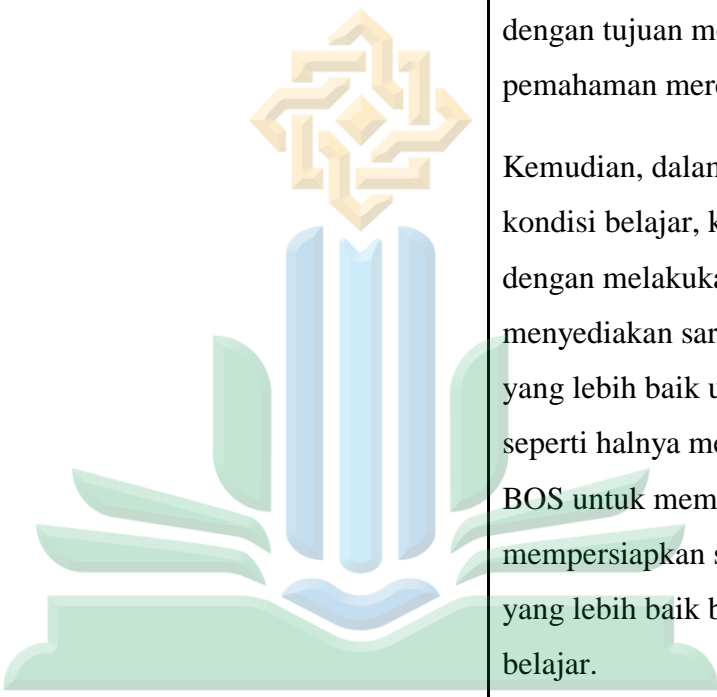
Interviewee: Dr. KH. M. Masykur Abdillah, Lc. M.Th. I

No	Indikator Pertanyaan (*Questions Indicator*)	Hasil (*Results*)
1	Apa yang anda ketahui tentang Emancipated Curriculum?	Awalnya Emancipated Curriculum merupakan kurikulum yang digunakan untuk memperbaiki sistem pengajaran pada masa pandemic covid-19, akan tetapi kemudian Emancipated Curriculum dikembangkan lagi untuk menyempurnakan Kurikulum 2013

		yang sudah dirasa kurang efektif. Inti dari Emancipated Curriculum yakni memberikan kebebasan bagi para siswa dan guru untuk membentuk dan merancang pembelajaran yang cocok dan yang mereka mau, dalam tanda kutip pembelajaran tersebut merupakan jalan terbaik dalam memperoses kegiatan belajar mengajar.
2	Menurut anda, apakah terdapat perbedaan antara Emancipated Curriculum dengan kurikulum sebelumnya?	Tentu saja. Dalam Kurikulum 2013, semua hal yang harus terjadi di dalam kelas sudah ditentukan oleh pusat pendidikan, sedangkan di Kurmer, guru sebagai subjek yang memberikan pelajaran di dalam kelas diberikan kebebasan untuk merancang pembelajaran yang sesuai untuk para siswa.
3	Apa saja persiapan yang anda lakukan dalam pelaksanaan Emancipated Curriculum?	Selalu memberikan arahan bagi para guru termasuk guru bahasa inggris seperti Bu Resti dan Bu laili tentang bagaimana pembelajaran dalam Emancipated Curriculum.
4	Bagaimana Implementasi Emancipated Curriculum (IKM) dalam pembelajaran	Untuk sekarang hasilnya masih kurang keliatan, karena sekolah kita masih dalam masa transisi untuk

	Bahasa inggris di SMK Asy-Syafa'ah?	merubah kurikulum yang digunakan. Nyatanya, Emancipated Curriculum hanya digunakan di Kelas X.
5	Bagaimana perencanaan pembelajaran yang para pengajar lakukan dalam melaksanakan pembelajaran Bahasa Inggris dengan Emancipated Curriculum di SMK Asy-Syafa'ah? (Penentuan CP, Perumusan TP dan ATP, Penyusuan Modul Ajar)	Para guru biasanya selalu membaca Capaian Pembelajaran dan Tujuan Pembelajaran setiap hari, sehingga pembelajaran dan materi yang disampaikan sesuai dengan Kurikulum yang diterapkan. Untuk Alur Tujuan Pembelajaran, para guru masih mengadopsi ATP yang disediakan oleh Kementerian.
6	Dalam hal perencanaan pembelajaran yang dilakukan oleh guru dalam implementasi Emancipated Curriculum untuk mata pelajaran Bahasa Inggris, apa saja kendala dan kesulitan yang anda ketahui dan dialami oleh guru Bahasa Inggris?	Para guru masih belum bisa merumuskan Capaian Pembelajaran yang sudah ditetapkan oleh Kementerian menjadi butir-butir Tujuan Pembelajaran. Kemudian, para guru masih belum bisa untuk merancang dan menyusun Alur Tujuan Pembelajaran (ATP) mereka sendiri.
7	Kesulitan dan Kendala apa saja yang dihadapi oleh guru mata pelajaran Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran di SMK Asy-Syafa'ah?	Tidak bisa disangkal, kesulitannya sama seperti yang disampaikan oleh para guru Bahasa inggris, para guru masih kurang dapat memahami makna dari Emancipated Curriculum. Apalagi untuk sekarang, IKM hanya

| | | diterapkan di kelas X yang berarti bahwa kita masih baru dalam menggunakan Emancipated Curriculum untuk mengajar para siswa, sehingga persiapan teoritis dan praktis yang dilakukan oleh guru masih belum dipahami secara total baik oleh guru itu sendiri.

Kemudian, lingkungan dan kondisi belajar yang kurang memadai, mencakup sarana dan prasarana yang kita sajikan kepada para siswa kurang memenuhi permintaan para guru, khususnya dalam merancang ATP yang efektif, efisien, dan bermacam-macam. |
|---|---|---|
| 8 | Apa solusi yang dilakukan oleh guru itu sendiri mengenai kesulitan dan kendala tersebut? | Para guru tidak pernah berhenti mempelajari Kurikulum baru dan juga sharing satu sama lain atas hal apa yang mereka ketahui tentang Emancipated Curriculum. |
| 9 | Apa solusi yang akan atau telah anda lakukan dalam mengatasi kesulitan dan kendala guru dalam menyusun Alur Tujuan Pembelajaran (ATP)? | Sebagaimana yang dilakukan oleh pihak sekolah, kamu selalu memberikan usaha terbaik kami untuk meningkatkan pemahaman guru atas Emancipated Curriculum. Pihak sekolah juga memberikan |

		mereka kesempatan untuk mempelajari Emancipated Curriculum. Seperti yang kami pihak sekolah lakukan beberapa waktu laku, kami mengirim beberapa guru untuk mengikuti pelatihan IKM dengan tujuan meningkatkan pemahaman mereka. Kemudian, dalam hal lingkungan dan kondisi belajar, kita selalu berupaya dengan melakukan banyak hal untuk menyediakan sarana dan prasarana yang lebih baik untuk para siswa, seperti halnya menggunakan dana BOS untuk memperbaiki dan mempersiapkan sarana dan prasarana yang lebih baik bagi siswa untuk belajar.

Additional Question:

Faktor apa saja yang mempengaruhi kesulitan guru Bahasa Inggris dalam menyusun Alur Tujuan Pembelajaran untuk Capaian Pembelajaran di SMK Asy-Syafa'ah? *(What are the aspects that determine English teachers' difficulties in arranging Flow of Learning Objectives for the Learning Outcome at Asy-Syafa'ah Vocational High School?)*

Answer:

Rendahnya pemahaman guru bahasa Inggris terhadap IKM disebabkan oleh tidak tersedianya pelatihan. Mereka belum bisa memahami IKM dengan lebih baik karena mereka masih terbimbing dengan baik tentang implementasi kurikulum baru itu sendiri. Untuk kasus lingkungan belajar yang kurang mendukung proses belajar mengajar siswa untuk belajar bahasa Inggris, faktornya adalah tidak

tersedianya anggaran dari kami untuk menyediakan sarana dan prasarana yang lebih tepat dan layak bagi mereka.

Appendix 5: Observation Result

OBSERVATION SHEET

No	Description	True	False	Information
1	Guru memiliki dokumen Capaian Pembelajaran (CP). *Teachers have the document of Learning Outcomes (CP).*	✓		1. Setiap guru memiliki dokumen Capaian pembelajaran (cp) untuk mata pelajaran Bahasa Inggris bagi siswa SMK. (fase E)
2	Guru merancang Alur Tujuan Pembelajaran (ATP) nya sendiri. *Teachers arrange the Flow of Learning Objectives by themselves (ATP).*		✓	- Guru masih menggunakan Alur Tujuan Pembelajaran (ATP) yang disediakan oleh Kemendikbud.
3	Guru menyusun modul ajar sesuai dengan ketentuan kurikulum yang berlaku saat ini. *Teachers compile the Learning Module based on the curriculum stipulation standing nowadays.*	✓		- Modul ajar yang disusun guru sudah sesuai dengan ketentuan dari Kurikulum Merdeka.
4	Modul ajar yang digunakan sesuai dengan Capaian Pembelajaran, materi pembelajaran, dan kebutuhan siswa (diferensiasi). *The used Learning Module is suitable with the Learning Outcome, Learning Materials, and Students' needs.*	✓		- Kecuali bagi siswa yang berdiferensiasi, karena terlihat para siswa memiliki kecenderungan dan kondisi yang sama.
5	Kesiapan guru dalam melaksanakan pembelajaran Bahasa Inggris berbasis Kurikulum Merdeka. *Teachers' readiness in conducting Independence Curriculum-based English*		✓	- Beberapa guru Bahasa Inggris nampak kurang siap untuk menerapkan IKM. Hal ini dipengaruhi oleh kurangnya pemahaman atas IKM itu sendiri.

	teaching and learning.			
6	Guru mengalami kesulitan dalam menentukan Capaian Pembelajaran (CP) yang sesuai dengan jenjang pendidikan siswa. *Teachers face the difficulties in determining the Learning Outcome (CP) that is suitable with the students education strata.*		✓	- Capaian pembelajaran (cp) bagi setiap jenjang pendidikan sudah ditentukan oleh Kementrian pendidikan. jadi guru hanya mengikuti, seperti SMK kelas X yang tergolong dalam fase E.
7	Guru mengalami kesulitan dalam merumuskan Capaian Pembelajaran (CP) menjadi butir-butir Tujuan Pembelajaran (TP). *Teachers face difficulties in formulating the Learning Outcome (CP) to be the items of Learning Objectives (CP).*	✓		- Merujuk pada IKM yang masih baru di SMK Asy-Syafa'ah, para guru bahasa inggris masih belum bisa merumuskan Tujuan Pembelajaran yang sesuai dengan para siswa. Guru mengadopsi TP dari CP yang dicontohkan oleh KEMENDIKBUD.
8	Guru mengalami kesulitan dalam menyusun Alur Tujuan Pembelajaran (ATP) sesuai dengan Capaian Pembelajaran (CP) yang sudah ditentukan. *Teachers face difficulties in arranging the Flow of Learning Objectives (ATP) based on the set Learning Outcome (CP).*	✓		- Para guru menggunakan ATP yang disediakan oleh Kemendikbud di laman website Kurikulum Merdeka.
9	Diferensiasi siswa merupakan salah satu faktor yang menyebabkan kesulitan guru dalam menyusun Alur Tujuan Pembelajaran (ATP). *Students' differences is one of the factors causing the teachers' difficulties in arranging Flow of Learning Objectives (ATP).*	✓		- Guru diminta untuk menyesuaikan kondisi siswa yang berbeda.

| 10 | Ketersediaan Sarana dan Prasarana juga merupakan faktor yang menyebabkan kesulitan guru dalam menyusun Alur Tujuan Pembelajaran (ATP). *The availability of facilities and infrastructure is also the factor causing the teachers' difficulties in arranging Flow of Learning Objectives (ATP).* | ✓ | | - Ketersediaan sarana dan parasarana membuka peluang lebih bagi guru untuk menyusun ATP yang bermacam-macam yang dapat membantu proses Belajar-Mengajar dalam Kelas. |

Additional Information:

1. Penyediaan sarana dan prasarana merupakan tanggung jawab sekolah.

2. Ketersediaan sarana dan prasarana dipengaruhi oleh Dana sekolah.

3. Sesuai dengan prinsip IKM yang memberikan kebebasan pada para guru untuk merancang situasi dan kondisi pembelajaran dalam kelas, para guru berusaha sangat keras dalam menyusun perangkat pembelajaran spti ATP yang sekiranya cocok dengan kondisi siswa.

4. Alur hubungan antara ATP dan Dana sekolah:

   ATP → Ketersediaan sarana & prasarana → Dana sekolah
   ↳ (dipengaruhi)

Appendix 6: Documents Review

1. CP Fase E Mata Pelajaran Bahasa Inggris

KURIKULUM MERDEKA
Capaian Pembelajaran dan Alur Tujuan Pembelajaran

Mapel   : Bahasa Inggris
Kelas   : X (Sepuluh)
Fase   : E
Sekolah : SMK Asy-Syafa'ah

Capaian Pembelajaran Fase E

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisa, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, repot, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/ perasaan dan berdiskusi mengenai topic yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/ mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

Elemen Capaian Pembelajaran:

Menyimak dan Berbicara	Membaca dan Memirsa	Menulis dan Mempresentasikan
Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya	Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report melalui	Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan

dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yangdekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.	Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

2. Data Sekolah SMK Asy-Syafa'ah (Website Dapodik "SEKOLAHKITA")

3. ATP Guru Bahasa Inggris

Alur Tujuan Pembelajaran:

Alur Tujuan Pembelajaran	Elemen	Referensi Catatan/ Inspirasi Adaptasi
E.1. Mengidentifikasi Ide utama dan detail relevan dari teks lisan dan tulis mengenai topi yang dekat dengan kehidupan pemuda	Menyimak – Berbicara Membaca – Memirsa	
E.2. Menganalisa detail spesifik, informasi tersurat dan tersirat dalam berbagai macam teks multimodal.	Membaca – Memirsa	
E.3. Melakukan percakapan dan diskusi dengan berbagai strategi secara verbal dan non-verbal.	Menyimak – Berbicara	
E.4. Menyampaikan pendapat untuk membahas minat.	Menyimak – Berbicara	
E.5. Membandingkan isu yang dekat dengan kehidupan pemuda.	Menyimak – Berbicara	
E.6. Membuat perencanaan tulisan berbagai teks.	Menulis – Mempresentasikan	
E.7. Menulis berbagai macam teks dengan menggunakan kosa kata dan kata kerja umum.	Menulis – Mempresentasikan	

| E.8. Menggunakan strategi koreksi diri (tanda baca dan huruf besar) untuk mengulas dan menulis ulang. | Menulis – Mempresentasikan | |
| E.9. Mempresentasikan informasi dengan berbagai modal yang sesuai dengan pembaca dan pemirsa. | Menulis – Mempresentasikan | |

4. Pemasukan Dana Sekolah dari BOS

5. Foto Pelatihan IKM yang diikuti oleh guru SMK Asy-Syafa'ah

6. Fasilitas penunjang pembelajaran dalam Implementasi Emancipated Curriculum di SMK Asy-Syafa'ah

Appendix 7: School's Map
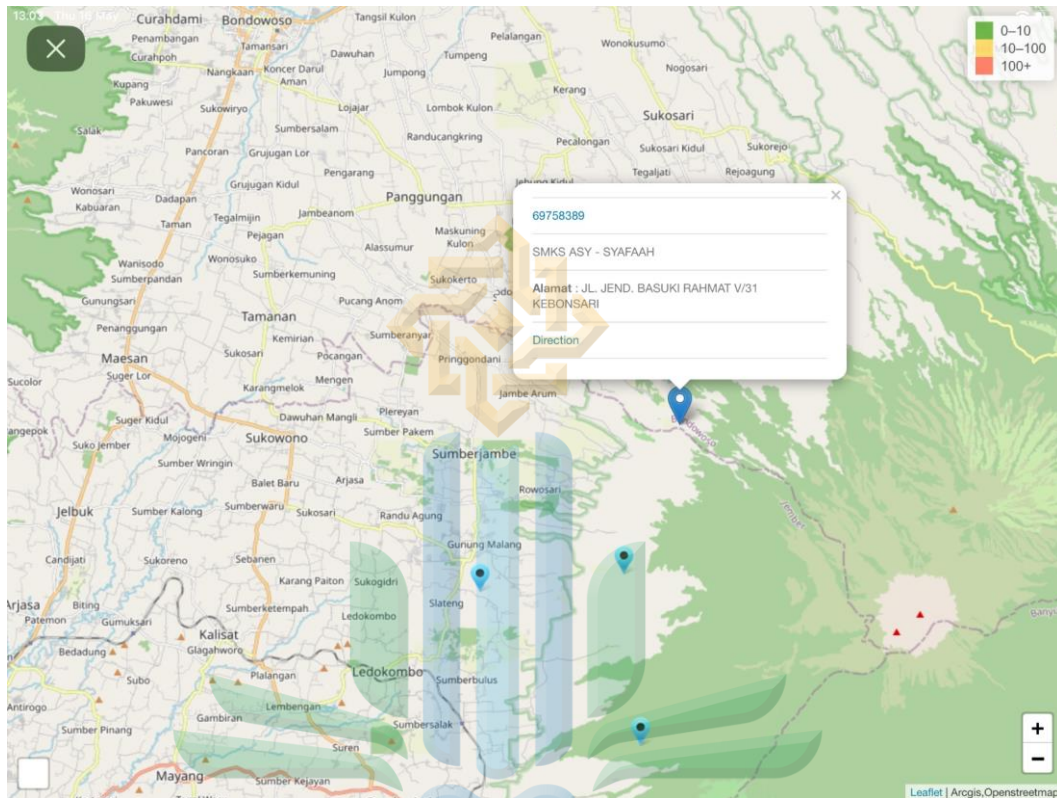
Appendix 8: Research Journal

RESEARCH JOURNAL

Kurikulum Merdeka Implementation: English Teachers' Difficulties in Arranging Flow
of Learning Objectives (ATP) for the Learning Outcome (CP) at Asy-Syafa'ah
Vocational High School

No.	Day/ Date	Activity	Signature
1.	November 15, 2023	The researcher did the preliminary study by conducting preliminary observation and interview with English teachers.	
2.	February 21, 2024	The researcher confirmed the research permission.	
3.	March 7, 2024	The researcher observed the condition and situation of Kurikulum Merdeka Implementation at Asy-Syafa'ah Vocational High School.	
4.	March 8, 2024	The researcher interviewed the English teachers and the headmaster of Asy-Syafa'ah Vocational High School.	
5.	May 17, 2024	The researcher completed the data and document review.	
6.	May 17, 2024	The researcher asked for a letter of research finishing.	

Jember, May 17, 2024

Peneliti,   Kepala Sekolah

Anika Hikamul Asror   sykur Abdllah, Lc., M.Th l.

Appendix 9: Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH 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   Email: tarbiyah.iainjember@gmail.com

Nomor : B-5598/In.20/3.a/PP.009/02/2024
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK ASY-SYAFA`AH
Jl. Jendral Basuki Rahmat V/31, Kec. Sumbersari, Kab. Jember, Prov. Jawa Timur

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

NIM   : 204101060002
Nama   : ANIKA HIKAMUL ASROR
Semester   : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "KURIKULUM MERDEKA
IMPLEMENTATION: ENGLISH TEACHERS` DIFFICULTIES IN ARRANGING
FLOW OF LEARNING OBJECTIVES (ATP) FOR THE LEARNING OUTCOME
(CP) AT ASY-SYAFA`AH VOCATIONAL HIGH SCHOOL" selama 3 (tiga)
hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Muhammad Masykur
Abdillah, Lc., M. Th.i

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 Februari 2024
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 10: Letter of Research Completion

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMK ASY – SYAFA'AH JEMBER
BIDANG KEAHLIAN BISNIS DAN MANAJEMEN
Jl. Jend Basuki Rahmad V/31 Kebonsari Jember Kode Pos 68132
Email :smk_asysyafaah@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 232/SMK/.ASY/V/2024

Yang bertandatangan dibawah ini Kepala SMK Asy-Syafa'ah Jember :

Nama   : M.Masykur Abdillah, Lc.M.Th.I

Nip   : -

Jabatan   : Kepala Sekolah
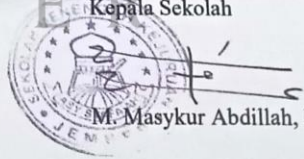
Dengan ini menerangkan bahwa :

Nama   : Anika Hikamul Asror

Nim   : 204101060002

Status   : Mahasiswa UIN KHAS Jember

Judul Penelitian : Kurikulum Merdeka Implementation: English Teachers' Difficulties in Arranging Flow of Learning Objectives (ATP) for the Learning Outcome (CP) at Asy-Syafa'ah Vocational High School.

Yang bersangkutan benar-benar telah melaksanakan penelitian di SMK Asy-Syafa'ah jember pada program English Day terhitung mulai tanggal 7 – 8 Maret dan 17 Mei 2024 dengan judul berikut :

"Kurikulum Merdeka Implementation: English Teachers' Difficulties in Arranging Flow of Learning Objectives (ATP) for the Learning Outcome (CP) at Asy-Syafa'ah Vocational High School"

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaiaman mestinya.

Jember, 17 Mei 2024
Kepala Sekolah

M. Masykur Abdillah, Lc.M.Th.I

Appendix 11: Letter of Turnition Check

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Anika Hikamul Asror
NIM : 204101060002
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Kurikulum Merdeka Implementation: English Teachers' Difficulties in Arranging Flow of Learning Objectives for the Learning Outcome at Asy-Syafa'ah Vocational High School

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (17%)

1. BAB I : 24%
2. BAB II : 26%
3. BAB III : 19%
4. BAB IV : 16%
5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 22 Mei 2024
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(LAILY YUNITA SUSANTI)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 12: Researcher's Biography

Personal Information:

- Complete Name : Anika Hikamul Asror
- SRN : 214101060002
- Gender : Male
- Place, Date of Birth : Situbondo, 17th of January 2001
- Address : Kalimas, Besuki, Situbondo
- Religion : Islam
- Faculty/ Study Program : FTIK/ English Education Department
- Phone Number : 0895-1620-2945
- Email Address : anikahikam@gmail.com

Educational Background:

- Elementary School (2007-2013) : SDN 7 Besuki
- Junior High School (2013-2016) : SMPN 1 Banyuglugur
- Senior High School (2016-2019) : MA Nurul Jadid
- University (2020-2024) : UIN KHAS Jember

Organizational Experience:

- The Member of Association of Social Program Students (ASPS) of MA Nurul Jadid, 2018-2019
- The Governor of International Language Federation (ILF) of Foreign Language Development Institute (FLDI), Nurul Jadid, 2018-2019
- The Head of Science Division of English Student Association, UIN KHAS Jember, 2022-2023