"TEACHER CHALLENGES IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU"

A Thesis



Written By:

ANDRE GUNAWAN

NIM : 2317.017

Advisor :

ELSI AMIZA, M.Pd

ENGLISH EDUCATION DEPARTEMENT

FACULTY OF ISLAMIC EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY (UIN) SJECH M. DJAMIL DJAMBEK BUKITTINGGI

2023 M/1443 H

PERSETUJUAN PEMBIMBING

`

Skripsi dengan judul **"TEACHER CHALLENGES IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU"** yang disusun oleh Andre Gunawan, 2317017, telah memenuhi persyaratan ilmiah dan disetujui untuk diajukan sidang Munaqasyah pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan.

Bukittinggi, Juli 2024

Pembimbing

Elsi Amiza, M.Pd

NIP.198909212023212032

SURAT PERNYATAAN ORISINALITAS

Saya yang bertanda tangan di bawah ini:

Nama	: Andre Gunawan
NIM	: 2317018
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: *TEACHERS' CHALLENGE IN TEACHING ENGLISH BY USING MEREDEKA CURRICULUM AT SMAN 1 BANUHAMPU.*

Menyatakan dengan ini sesungguhnya bahwa karya ilmiah (skripsi) saya dengan judul di atas adalah benar asli karya saya sendiri. Apabila dikemudian hari ini terbukti bahwa skripsi ini bukan karya saya sendiri, maka saya akan bersedia diproses sesuai hukum yang berlaku, dan gelar sarjana saya dicabut sampai batas waktu yang tidak ditentukan. Demikian surat pernyataan ini saya buat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Bukittinggi, 2024

Saya yang menyatakan

Andre Gunawan
Nim.2317017

ACKNOWLEDGEMENT



In the name of Allah SWT, the most Gracious and the most Merciful, all praises belong to Allah SWT the Almighty, the Lord of the Universe. Through his guidance and blessing, the researcher has completed the final research paper as an academic requirement to finish his Bachelor degree. Then the researcher says blessing and peace be upon to the Prophet Muhammad SAW.

The thesis was impossible to be completed without helps, guidance and supports from many persons. So that, the researcher would like to express her sincere gratitude and great thanks to the following persons :

1. Prof. Dr. Ridha Ahida, M.Hum as the rector of UIN Sjech M. Djamil Djambek Bukittinggi, Dr. Asyari S.Ag.M.Si as Vice Rector I for Academic and Institutional Fields. Prof. Zulfani Sesmiarni, M.Pd as Vice Rector II for Finance and Planning, Dr. Arman Husni, Lc., MA as Vice Rector III for Alumni and Cooperation.
2. Dr. Iswantir M, M.Ag as Dean of the Faculty of Tarbiyah and Teacher Training.
3. Merry Prima Dewi, M.Pd as the Head of English Education Department of UIN Sjech M.Djamil Djambek Bukittinggi.
4. Elsi Amiza, M.Pd as Advisor who has patiently given the ideas, guidance, inspirations, suggestions, great wilingness, and also time to the researcher during completing this thesis.
5. Dr. Absharini Kardena, M.Pd, Drs. Genta Sakti, MA as contributors in the seminar proposal and thesis examination, thank you for the guidance and valuable suggestions.
6. Muthia Rahman, M. Pd, Elsy Pranita, M. Pd and Agseora Ediyen, M. Hum as validators of this thesis instrument, thanks for the correction and suggestion.

7. All of the lecturers especially English lecturers who have given their knowledge, ideas, and contributions during this research and helped to the completion the thesis.
8. The Librarians of State Islamic University Sjech M. Djamil Djambek Bukittinggi who have sincerely helped and allowed the researcher in collecting the references.
9. The English teacher of SMAN 1 Banuhampu, Eva Norita, S.Pd, and all staff who have helped the researcher in doing the research, all of students in S SMAN 1 Banuhampu.
10. Thank you to my parents "Dad and Mom" who always give their love, prayers and support, so that it can make me enthusiastic to complete this thesis, I love you both more than anything..
11. Big family, who always send best pray for the researcher's life.
12. And also thanks to all of friends at English Education Department especially PBI- A 2017 who always support the researcher to finish this study.

The researcher hopes Allah SWT always blesses all of them, who have been mentioned or not. The researcher believes that this thesis might still have some weeknesses. Therefore, the researcher hopes that there will be some critics and suggestions for better this thesis.

Bukittinggi, 2024

The Researcher

Andre Gunawan

NIM. 2317017

ABSTRACT

Andre Gunawan, 2317017. TEACHER CHALLENGES IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU. A Thesis, State Islamic University (UIN) Sjech M. Djamil Djambek Bukittinggi. 2024.

This research was aimed to find out the teacher challenges in teaching English in Merdeka Curriculum. This research was due to some problems. First, the challenges of teacher in using technology in the classroom. Second, the teacher lack of training or professional development in using Merdeka Curriculum.

This research employs a qualitative approach to explore the challenges faced by English teachers in implementing the Merdeka Curriculum at SMAN 1 Banuhampu. The study uses a case study design, focusing on specific instances to gain a deep understanding of the phenomena. The primary informant is the English teacher, and data is collected through classroom observations and structured interviews. Observation involves non-participant video recordings of classroom interactions, while interviews use open-ended questions to gather detailed insights. Data analysis follows Sugiyono's steps of data reduction, data display, and conclusion drawing, ensuring validity through methodological and data source triangulation. This approach aims to provide a comprehensive understanding of the teacher's challenges, enhancing the reliability and applicability of the findings.

The implementation of the Merdeka Curriculum presents significant challenges for English teachers, particularly in preparing and giving lessons to accommodate different types of students. Teachers often need to prepare diverse materials to meet varied learning needs, requiring additional time and resources, typically managed outside regular school hours. They face difficulties in adapting teaching methods to different student types, often simplifying initial material difficulty to enhance comprehension. Furthermore, integrating technology in the classroom is challenging due to a lack of training and resources, creating a technological skills gap that can hinder lesson delivery and exacerbate educational inequities. To address these challenges, ongoing professional development, collaborative planning, adequate resource allocation, regular student feedback, robust support systems, and targeted technology integration training are essential for creating an effective and inclusive teaching environment under the Merdeka Curriculum.

Key terms: Teacher' Challenges, Teaching English, Merdeka Curriculum.

ABSTRAK

Andre Gunawan, 2317017. TEACHER CHALLENGES IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU. A Thesis, State Islamic University (UIN) Sjech M. Djamil Djambek Bukittinggi. 2024.

Penelitian ini bertujuan untuk mengetahui tantangan guru dalam mengajar bahasa Inggris dalam Kurikulum Merdeka. Penelitian ini dilakukan karena beberapa masalah. Pertama, tantangan guru dalam menggunakan teknologi di kelas. Kedua, kurangnya pelatihan atau pengembangan profesional guru dalam menggunakan Kurikulum Merdeka.

Penelitian ini menggunakan pendekatan kualitatif untuk mengeksplorasi tantangan yang dihadapi oleh guru bahasa Inggris dalam menerapkan Kurikulum Merdeka di SMAN 1 Banuhampu. Penelitian ini menggunakan desain studi kasus, yang berfokus pada kejadian spesifik untuk mendapatkan pemahaman mendalam tentang fenomena tersebut. Informan utama adalah guru bahasa Inggris, dan data dikumpulkan melalui observasi kelas dan wawancara terstruktur. Observasi melibatkan perekaman video non-partisipan dari interaksi di kelas, sementara wawancara menggunakan pertanyaan terbuka untuk mengumpulkan wawasan mendetail. Analisis data mengikuti langkah-langkah Sugiyono yaitu reduksi data, penyajian data, dan penarikan kesimpulan, memastikan validitas melalui triangulasi metodologis dan sumber data. Pendekatan ini bertujuan untuk memberikan pemahaman komprehensif tentang tantangan guru, meningkatkan keandalan dan keterapan temuan.

Penerapan Kurikulum Merdeka menghadirkan tantangan signifikan bagi guru bahasa Inggris, terutama dalam mempersiapkan dan memberikan pelajaran untuk mengakomodasi berbagai jenis siswa. Guru sering kali perlu menyiapkan materi yang beragam untuk memenuhi kebutuhan belajar yang bervariasi, yang memerlukan waktu dan sumber daya tambahan yang biasanya dikelola di luar jam sekolah reguler. Mereka menghadapi kesulitan dalam menyesuaikan metode pengajaran dengan berbagai jenis siswa, sering kali menyederhanakan tingkat kesulitan materi awal untuk meningkatkan pemahaman. Selain itu, mengintegrasikan teknologi di kelas menjadi tantangan karena kurangnya pelatihan dan sumber daya, menciptakan kesenjangan keterampilan teknologi yang dapat menghambat penyampaian pelajaran dan memperburuk ketidaksetaraan pendidikan. Untuk mengatasi tantangan ini, pengembangan profesional yang berkelanjutan, perencanaan kolaboratif, alokasi sumber daya yang memadai, umpan balik siswa yang rutin, sistem dukungan yang kuat, dan pelatihan integrasi teknologi yang terarah sangat penting untuk menciptakan lingkungan pengajaran yang efektif dan inklusif di bawah Kurikulum Merdeka.

Kata Kunci: Teacher' Challenges, Teaching English, Merdeka Curriculum.

TABLE OF CONTENTS

COVER .....
LETTER OF ADVISOR LEGITIMACY .....
LETTER OF ORISINALITY .....
ACKNOWLEDGMENT .....
ABSTRACT ..... **i**
ABSTRAK ..... **ii**
TABLE OF CONTENTS ..... **iii**
LIST OF APPENDIX ..... **v**
CHAPTER I INTRODUCTION **1**
A. Background of the Problem 1
B. Identification of the Problems 6
C. Limitation of the Problems 6
D. Research Question 6
E. Purpose of the Research 7
F. Significant of the Research 7
G. Definition of Keyterm 8
CHAPTER II REVIEW OF RELATED LITERATURE **9**
A. Review of Related Theories 9
1. Curriculum 9
a. Definition of Curriculum 9
b. Component of Curriculum 10
2. Merdeka Curriculum 12
a. The Nature of *Merdeka* Curriculum 12
b. Teaching English by Using Merdeka Curriculum 15
c. Implementing *Merdeka* Curriculum 24
3. Teacher's Challenge in Merdeka Curriculum 34
B. Review of Related Literatures 38
C. Conceptual Framework 40
CHAPTER III RESEARCH METHOD **41**
A. The setting of the Research 41

B. Informants of the Research 42
C. The instrument of the Research 42
D. The technique of Data Collection 44
E. The technique of Data Analysis 45
F. The Trustworthiness of the Data 47
CHAPTER IV FINDING AND DISCUSSION 49
A. Finding 49
1. Description of the Data 49
a. Observation 49
b. Interview 50
2. Analysis of the Data 50
a. Teachers must set aside time every day to prepare creative, innovative, and challenging lessons 50
b. The readiness of human resources, particularly teachers, in using differentiated learning 58
c. Continuous learning and development, including digital technology skills, to enhance teaching performance 62
d. Conducting a comprehensive assessment cycle to achieve optimal learning outcomes in line with the Merdeka curriculum goals 65
B. Discussion 70
CHAPTER V CONCLUSION AND SUGGESTION 73
A. Conclusion 73
B. Suggestions 74
REFERENCE 76

LIST OF APPENDIXES

Appendix 1 Research Guideline 78
Appendix 2 Interview Guideline 83
Appendix 3 Observation Sheet 86
Appendix 4 Interview Transcript 90
Appendix 5 Validation Sheet 1 91
Appendix 6 Validation Sheet 2 97
Appendix 7 Validation Sheet 3 102
Appendix 8 SK Pembimbing 108
Appendix 9 Surat Izin Penelitian 109
Appendix 10 Surat Balasan Penelitian 110
Appendix 11 Bukti Lapangan 111

CHAPTER I

INTRODUCTION

A. Background of the Problem

In the present day, instructing English has become a greatly significant profession. It entails imparting English knowledge and imparting wisdom which can help to propagate the emotional and cognitive development of a person. For several motives, English must be taught. Self-directed studying of the language is possible, yet it can be simpler and more expeditious with the aid of a teacher. The purpose of teaching English is to impart knowledge of the language to students. To be successful in this endeavor, a teacher must possess the aptitude to do so. An English teacher should be someone who is proficient in the language and has effective techniques for conveying it to their pupils.

Teachers require strategies when teaching in order to guarantee the success of the learning experience. A strategy is typically a predetermined plan of action to achieve a specific aim. Asri defined it as a broad structure of multiple tasks that must be executed in order to reach a desired outcome.[1] In other word, a teacher needs strategies to help him or her in teaching in order to achieve goals of learning. Teaching strategies refer to the methods in which a teacher assists students in gaining knowledge and forming achievable objectives for their future. Wena said that learning strategies vary depending

[1] Zainal Asri, *Micro Teaching*, (Jakarta,2013), p.13

on the learning objectives and conditions.[2] It means if a teacher wants the students to understand about a certain material, teacher should know which strategies are better to do so.

Teaching English is a challenging task for teachers. Inadequate facilities (classroom, desk, books, etc) can significantly impact students' performance, and large class sizes can make it difficult to track attendance, offer feedback, and understand individual needs. In addition, lack of teacher training, Knowledge about the aims and objectives of English, Lesson Plan, Use of teaching aid and instructional materials to teach English, Unfamiliarity to IT, and lack of time in teaching are also challenges in teaching English. [3] Furthermore, Salahuddin et al said the indication that most of the students are poor in English language due to lack of skilled teachers, proper teacher training, using proper teaching methods and materials, physical facilities and so on. As a result English curriculum implementation at schools is becoming unsuccessful.[4]

Curriculum is curriculum is a set of program that is made by institute that consists of the whole process in teaching and learning activity. The curriculum includes started from material, process, media, evaluation and the

[2] Made Wena*, Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta Timur, 2014), p.5

[3] Aisyah Mumary Songbatumis, Challenges in Teaching English Faced by the English Teachers, (Yogyakarta: Universitas Muhammadiyah Yogyakarta, 2017), p. 5-21

[4] Abu Nayeem Mohammad Salahuddin, Mahbub Rabbani Khan, Arifur Rahman, Challenges Of Implementing English Curriculum At Rural Primary Schools Of Bangladesh, (New Zealand: University of Canterbury, 2013), p.32-47

goal of learning.[5] This means that everything that affect the process of teaching and learning is called curriculum. Murphy in Abdullah said that curriculum consists of (1) planned learning experiences, (2) offered within an educational institution/program, (3) represented as document (4) includes experiences resulting from implementing that document.[6] This means that from the planning until the evaluation process is included in the curriculum.

In recent years, Indonesian Government implemented new curriculum called *Merdeka* Curriculum. The goal is to tap into the greatest potential of teachers and students, and to improve the quality of learning, by giving teachers the freedom to choose how to deliver the curriculum or how to teach according to the competence of the learners.[7] The essence of *Merdeka Curriculum* is that schools, teachers and students have the freedom to innovate, free to learn independently and creatively.[8] The concept of this policy is to give schools the freedom to understand the basic curriculum competencies and to assess them accordingly. The changes that will be brought about by this policy include the improvement of leadership competence, the utilization of information technology in education, the refinement of curriculum, and the alteration of the assessment system.

---

[5] Wina Sanjaya, Kurikulum dan pembelajaran teori dan Praktik Pengembangan Kurikulum tingkat satuan kependidikan (Jakarta: kencana 2013) p.3

[6] Ibid.p.2

[7] (Ministry of Education and Culture, 2020a), https://dikti.kemdikbud.go.id/wp-content/uploads/2020/04/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020

[8] Ministry of Education and Culture, 2020a), https://dikti.kemdikbud.go.id/wp-content/uploads/2020/04/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020

However, the implementation of the *Merdeka* Curriculum is still far from perfect. There are still many challenges that the teacher faced in implementing it. Wulandari said that the challenge is when teachers are required to develop their own learning objectives that refer to the objectives of Merderka Curriculum.[9] Syarifuddin said that teachers must adapt their teaching strategies to meet the requirements of the new curriculum.[10] Nurzen added that in *Merdeka* Curriculum, teacher need to face increasing workload, students with diverse interests and talents, and changes that occur in the *Merdeka* Curriculum.[11] These challenges become the reason of why the implementation of *Merdeka* Curriculum still far from perfect.

Based on the preliminary research that was done on 9th of April at the 11th grade students of SMAN 1 Banuhampu, the researcher found some problems. The teacher faced several challenges in using technology, which is a key requirement in the Merdeka Curriculum. Firstly, there was a lack of familiarity and comfort with technological tools, making it difficult for the teacher to effectively integrate these tools into their teaching methods. The teacher struggled with basic functions of educational software and digital platforms, leading to inefficiencies and frustration. Furthermore, inadequate technical support and limited access to necessary resources compounded the

[9] Wulan Ndari, Suyatno, Sukirman and Fitri Nur Mahmudah, Implementation of the Merdeka Curriculum and Its Challenges, *European Journal of Education and Pedagogy*, 2023, *4*(3), 111–116. https://doi.org/10.24018/ejedu, p.112

[10] Syarifudin, Analisis Pemahaman Guru Terhadap Kurikulum Merdeka Belajar, Studi Kasus 5 Madrasah Ibtidaiyah (MIN & MIS) Manggarai Barat, *Jurnal Edunet*, *1*(1), 2023, p.33

[11] M. Nurzen S, Teacher Readiness in Implementing the Merdeka Curriculum in Kerinci Regency. *Edunesia: Jurnal Ilmiah Pendidikan*, 2022, *3*(3), 313–325. https://doi.org/10.51276/edu.v3i3.424, p. 315

problem, leaving the teacher without the means to troubleshoot or improve their technological skills. These issues happen because the lack of professional development opportunities, meaning the teacher had few chances to learn and practice new technologies in a structured, supportive environment. As a result, the potential benefits of technology-enhanced learning were not fully realized in the classroom, impacting student engagement and learning outcomes.

Second, the teacher lack of training of the new curriculum. From the interview, the teacher said that she only had the training twice related with the *Merdeka* curriculum since the implementation of new curriculum which was around 1 year ago, sometime after pandemic . From these two trainings, she still cannot implemented the *Merdeka* Curriculum to the fullest. This problem was also observed during the classroom observation, where the teacher still take too much times to explain the material by herself. Based on this, the researcher assumes that the teacher faces challenges in teaching english with the *Merdeka* curriculum. In *Merdeka Curriculum* teacher should encourage the students to explore and discuss the material by themselves. Teacher acts more as the facilitator, where she facilitate the students, such as providing the material, providing the topic that the students should discussed, and keeping them on the right track.

Based on the problems above, the researcher is interested to do a research related to the teacher challenges in teaching reading in the *Merdeka* curriculum. This research is entitled **"TEACHERS' CHALLENGE IN**

TEACHING ENGLISH BY USING *MEREDEKA* CURRICULUM AT SMAN 1 BANUHAMPU".

B. Identification of the Problems

Based on the background of the problems above, the identification of the problem was as follow:

1. The teacher challenges in using technology in the classroom
2. The teacher lack of training of the new curriculum

C. Limitation of the Problems

Based on the identification of the problems above, the researcher limits this research into analysis the challenges that the teacher face in teaching English. The researcher also limits the scope of the students to only to the 11th grade students. This is done to avoid the broad scope of the research. Furthermore, the researcher would like to limit the subjects of the research to only one English teacher of SMAN 1 Banuhampu. which is Eva Norita, S.Pd., M.Pd

D. Research Question

Based on the limitation of the problems above, the problem is formulated into the following question "What were the teacher challenges in teaching English at the 11th grade students of SMAN 1 Banuhampu?"

E. Purpose of the Research

Based on the formulation of the problems above, the purpose of the research is formulated into the following statement "To find out and analyze the teacher challenges in teaching English at the 11^{th} grade students of SMAN 1 Banuhampu"

F. Significant of the Research

This is research is hoped to be useful for some elements such as:

1. English Teachers

   English teachers is expected to be informed about their challenges in teaching English and it is also hoped that they will find the better solution of the challenges

2. Researcher

   Researcher is expected to be informed about the challenges of teaching English and will be able to avoid or solve it when the researcher join the educator work field

3. Students

   Students are expected to be able to overcome their own challenges so they will reduce their teacher challenge in teaching them, especially in teaching English

G. Definition of Keyterm

In order to avoid the misunderstanding of the thesis, the definition of keywords is as follow:

1. Teacher challenges

   A challenge can generally be defined as a demanding task or circumstance. Teacher challenges means the demanding tasks and circumstances that teachers face on a daily basis. These may include issues such as classroom management, teaching with limited resources, student engagement, and instructional strategies.

2. English Teaching

   English Teaching refers to the activity and industry of teaching English to non-native speakers.

3. Curriculum

   A curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. A detailed plan for instruction set by policy-makers

4. *Merdeka* Curriculum

   The latest curriculum in Indonesia which promotes the freedom of learning and teaching.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Curriculum

a. Definition of Curriculum

The word of Curriculum was taken from Latin which is "Curriculae". The meaning of the word curriculae is a distance that runner should take to reach the finish line. In the past, the Curriculum is defined as a period of education that must be taken by students to obtain a diploma.[1] On the other way, the Curriculum is just about the result the teacher get from the student, but more to the process how to get that result.

In a term of education, a lot of the experts use different meaning of Curriculum but however they still have similar aspects in it. The similarity of experts' definitions is Curriculum is highly connected with the attempt that is wanted to achieve. It is clear that Curriculum is made for students. Murphy in Abdullah said that Curriculum consists of (1) planned learning experiences, (2) offered within an educational institution/program, (3) represented as docuent (4) includes experiences resulting from implementing thet document.[2]

---

[1] Wina Sanjaya, Kurikulum dan pembelajaran teori dan Praktik Pengembangan Kurikulum tingkat satuan kependidikan (Jakarta: kencana 2013) p.2

[2] Wina Sanjaya, Kurikulum dan pembelajaran teori dan Praktik Pengembangan Kurikulum tingkat satuan kependidikan (Jakarta: kencana 2013) p.03

In conclusion, Curriculum is a set of program that is made by institute that consists of the whole process in teaching and learning activity. The Curriculum includes started from material, process, media, evaluation and the goal of learning.

b. Component of Curriculum

Based on the purpose of Curriculum, Curriculum has become the purpose of education. Curriculum also has components which are supporting each other. Some experts have different idea regarding the difference in the total amount of component in Curriculum. However Abdullah said that there are six important components in Curriculum.[3]

1) Goal

Goal is purpose of doing something or a destination that someone needs to set before doing anything. Goal is the most important thing in education. This goal includes cognitive domain, affective domain, and psychomotor. (1) Cognitive domain is the purpose of the education related to students' intellectual development. (2) affective domain related to students' attitude and emotion. (3) Psychomotor domain leads do development of physical skill the students have.

2) Content and material

This component is the material that is programmed to achieve the purpose of education. This component usually consist of

[3] Abdullah, Pengembangan Kurikulum Teori & Praktik, ( )p.40

subject materials to be learnt by students such as math, science, English, etc. those subjects are adjusted with the levels and kinds of learning. Those subjects usually stated and put on a school program structure.

3) Media and facilities

Media is an assisting tool to deliver material of learning to the students. This tool meant to make it easier for the students to comprehend the material in applying the content of Curriculum. Media make the student easier to understand the material in learning process. The usage of media considered as crucial for the teacher.

4) Learning strategy

In teaching process, teachers have to understand strategy to teach the students. Strategy in teaching related to approach, method and learning tool that is necessary in teaching. Strategy in teaching also means the way the teacher use in teaching. By using the suitable strategy, it is expected for the students to get a great result of the learning.

5) Process

This component is an important component in learning. The goal of the teaching is the change of the students' attitude. This component also has strong relation with learning atmosphere. There have been a lot of attempts the teachers do to grow students'

motivation and creativity in learning, even it is inside or outside of the class. It is a correct step the teacher should do.

6) Evaluation

To see how far the learning has succeed in Curriculum, evaluation is necessary to be done. It is because this component has strong relationship to the other component. So, the way of the assessment or evaluation will decide the purpose of the Curriculum, material and the process of teaching.

In conclusion, there are 6 elements/components of Curriculum. They are goal which includes cognitive domain, affective domain, and psychomotor. Content and material that usually consist of subject materials to be learnt by students. Media and facilities which is an assisting tool to deliver material of learning to the students. Learning strategy that is related to approach, method and learning tool that is necessary in teaching. Process is any learning and teaching activity. Evaluation is an activity to find out how far students understand their lesson.

2. *Merdeka* Curriculum

a. The Nature of *Merdeka* Curriculum

The Ministry of Education and Culture has enacted a policy of reforming the Indonesian education system through *Merdeka* Curriculum. The goal is to tap into the greatest potential of teachers and students, and to improve the quality of learning, by giving teachers the

freedom to choose how to deliver the Curriculum or how to teach according to the competence of the learners.[4] *Merdeka* Curriculum is a policy to restore the essence of assessment. The concept of *Merdeka* Curriculum to restore Education to the essence of the law to give schools the freedom to understand basic Curriculum competencies into their assessment.[5] According to the Ministry of Education and Culture *Merdeka* Curriculum is giving freedom and autonomy to educational institutions and freedom from bureaucracy. The essence of *Merdeka* Curriculum is that schools, teachers and students have the freedom to innovate, free to learn independently and creatively.[6]

Merdeka Curriculum policy can be realized optimally through: 1) improving leadership competence, collaboration between elements of society, and culture; (2) improving facilities and infrastructure and the utilization of information technology in education in all educational units; 3) improvements in policy, procedure, and funding for education; and (4) refinement of Curriculum, pedagogy, and assessment.[7]

Changes in *Merdeka* Curriculum Policy will occur in the following categories: (1) education ecosystem; (2) teachers; (3) pedagogy; (4) Curriculum; and (5) assessment system. In the

[4] (Ministry of Education and Culture, 2020a), https://dikti.kemdikbud.go.id/wp-content/uploads/2020/04/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020

[5] Kusumaryono, https://gtk.kemdikbud.go.id/read-news/merdeka-belajar2020).

[6] Ministry of Education and Culture, 2020a), https://dikti.kemdikbud.go.id/wp-content/uploads/2020/04/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020

[7] Ministry of Education and Culture, 2020a), https://dikti.kemdikbud.go.id/wp-content/uploads/2020/04/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020

educational environment, the Ministry of Education and Culture will change views and practices that constrain the advancement of education, such as the emphasis on rigid regulations, schooling as a burden, and school management that is focused on its own internal affairs into an educational ecosystem characterized by a pleasant school atmosphere, openness to cross-stakeholder collaboration in education.

Furthermore, *Kemendikbud* state in *Buku Saku Kurikulum Merdeka,* The *Merdeka* Curriculum is a Curriculum with a variety of intrakurikuler learning where the content will be more optimal for students to have enough time to explore concepts and strengthen competencies. Teachers have the freedom to choose various teaching aids so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of the Pancasila student profile are developed based on certain themes set by the government. The project is not directed to achieve a particular learning target, so it is not bound to the subject content.[8]

As the conclusion, the policy of *Merdeka* Curriculum is aimed at reforming the Indonesian education system in order to tap into the potential of both teachers and students. The concept of this policy is to give schools the freedom to understand the basic Curriculum competencies and to assess them accordingly. The changes that will be

[8] Ministry of Education and Culture, Buku Saku, 2022 https://kurikulum.kemdikbud.go.id/wp-content/unduhan/bukusaku.pdf

brought about by this policy include the improvement of leadership competence, the utilization of information technology in education, the refinement of Curriculum, and the alteration of the assessment system.

b. Teaching English by Using *Merdeka* Curriculum

1) Learning Outcome

The learning outcomes are the essential skills and knowledge that students must gain for each subject during their learning journey. These outcomes are based on the Competency Standards Graduates and Content Standards, which serve as the foundation for the Core Competencies and Basic Competencies in the 2013 Curriculum. The learning achievements are a reflection of the Core Competencies and Basic Competencies, and they are meant to enhance learning by emphasizing competency development. To effectively reach these objectives, the strategy for achieving learning outcomes involves narrowing the focus of material and altering the methods used to prepare achievements, with a greater emphasis on flexibility in the learning process.[9]

The consequence of developing a knowledgeable learning ability is the necessity of decreasing the amount of material being taught. This simplification of the curriculum does not imply lower standards of achievement. Instead, the focus is on fundamental

[9] 8 Sintiawati, et.al . Partisipasi Civitas Akademik dalam Implementasi Merdeka Belajar Kampus Merdeka (MBKM). Jurnal Basicedu,(2022). 6(1), 902–915

subject matter. This essential material is explored in a more relaxed manner, allowing students to comprehend it more deeply and view it from various perspectives. They are also able to understand the interplay between concepts and apply their newly acquired knowledge in practical situations. Additionally, students are encouraged to reflect on their understanding of the material, resulting in a more profound and ongoing understanding.[10]

Constructive learning theory said that knowledge is not simply a set of facts, concepts, or rules to be memorized. Instead, in constructivism, understanding is developed through hands-on experiences. This understanding is not static, but constantly evolves as students engage in new experiences that shape their previous understandings. This type of meaningful understanding requires a student-centered learning approach and takes longer to develop compared to simply "filling" students with information to be remembered. Therefore, the learning outcomes should prioritize competencies that students need to achieve without limiting the context and content of learning. It is expected that education institutions will design instruction that is relevant to the school's context and aligned with the development, interests, and culture of the students based on these competencies. This goes beyond simply

[10] Pritchett, Lant & Beatty, Amanda. . Slow down, you're going too fast: Matching curricula to student skill levels. International Journal of Educational Development.(2015) 40. 10.1016/j.ijedudev.2014.11.013

acquiring knowledge and skills, but also encompasses cultivating and utilizing these learned knowledge, skills, attitudes, and values to navigate complex situations and solve problems creatively. [11] The learning outcomes should demonstrate a progression from understanding a concept to using science concepts and skills to tackle more demanding cognitive tasks, such as finding creative solutions instead of just providing answers.

In this phase of creating learning goals, teachers have not yet arranged them in a specific order, but rather begin by developing more practical and tangible objectives. The ordering of learning objectives will occur in the next stage. This allows teachers to follow a systematic approach in creating lesson plans. Learning objectives should consist of two main elements:

First is competence, which refers to the skills or abilities that students need to demonstrate. Teachers can use questions such as: specifically, what skills should students exhibit and what level of thinking should they demonstrate?. Second is the scope of the material, which encompasses the main concepts and content that students need to understand by the end of a learning unit. Teachers can use questions such as: what are the essential concepts that students need to learn from a larger concept expressed in the

[11] Judith Glaesser Competence in educational theory and practice: a critical discussion, (Oxford Review of Education:2019) 45:1, 70-85

learning outcome? Can the students' environment and daily life be incorporated as context for learning the content in the learning outcome?

2) Learning outcome target

General English learning at the Primary and Secondary Education levels in the national curriculum provides opportunities for students to open insights related to themselves, social relations, culture, and job opportunities available globally. Their understanding of this sociocultural and intercultural knowledge can improve critical thinking skills.

3) English Learning outcome objectives

The achievement of English learning in the Merdeka Curriculum has the following objectives:

a) Communicative competence in English with a variety of multi-modal texts (oral, written, visual, and audiovisual).
b) Intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.
c) Self-confidence to express as an Merdeka and responsible individual.

4) English learning outcome element

English learning outcomes consist of six elements with the following description

a) Listening

The skill of listening entails comprehending information, showing respect towards the speaker, and comprehending what is being said, enabling one to respond appropriately and in context. The listening process involves steps such as actively listening, recognizing, comprehending, and interpreting spoken words to understand their meaning. Nonverbal communication abilities, which involve understanding implied and spoken messages in a spoken conversation, are also part of listening skills. This includes the ability to understand the key and secondary ideas presented in the context and content of the information being shared.[12]

b) Reading

The capability to comprehend, utilize, and contemplate upon texts based on their objectives and personal preferences, in order to enhance one's understanding and abilities and be able to engage actively within the community.

c) Reflecting

The ability to understand, use, and reflect visual texts according to their purpose and importance

d) Speaking

[12] Kuchárik, Michal & Balogh, Zoltan. . Student Learning Simulation Process with Petri Nets: Proceedings of ICCD 2017.(2019).

The ability to convey ideas, thoughts, and feelings orally in social interaction

e) Writing

The demand for conveying, communicating ideas, expressing creativity and creating in a variety of written formats, in a reader-friendly and effective manner, is high. It requires strong organizational skills and the use of appropriate language elements.

f) Presenting

Being able to effectively communicate ideas, with accountability and eloquence, through various visual, digital, and audiovisual means is an important skill. It is necessary to tailor the delivery of these communications to the specific needs and understanding of the intended audience. This requires organization and development to effectively convey the message to the listener.

5) Learning Objective Flow

The flow of learning objectives is an important part of the Merdeka Curriculum. It serves a similar purpose as a traditional syllabus, helping teachers to plan and structure lessons and evaluations for a full academic year. Teachers can rely solely on this flow of learning objectives, which is readily available to them.

In developing the flow of learning objectives, there are several principles that need to be considered:[13]

a) Learning objectives are more general goals rather than daily learning objectives
b) The flow of learning objectives must be complete one phase, not cut off in the middle of the road
c) The flow of learning objectives needs to be developed collaboratively, (if the teacher develops, it is necessary for teacher collaboration across classes/levels in one phase.
d) The flow of learning objectives is developed according to the characteristics and competencies developed by each subject. It is therefore 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 (eg: realistic mathematics)
f) The display of learning objectives begins with the flow of learning objectives first, then the thought process (for example,

[13] Anindito Aditomo, panduan pembelajaran dan assessmen. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.2022

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 one phase);

h) The learning objective flow 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 learning approaches/strategies

6) Learning Focus

English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, listening, writing, and presenting in an integrated manner, in various types of texts. Learning outcomes of at least these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

and equivalent level B1. Level B1 (CEFR) reflects the specifications that can be seen from the ability of students to the following:

a) Maintain interaction and convey something desired, in a variety of contexts with clear articulation;
b) Express the main points to be conveyed comprehensively
c) Maintain communication even if there are occasional pauses
d) English language learning at the Primary and Secondary Education levels is expected to achieve the ability to communicate in English as part of life skill

English learning has a different focus each phase. Here's the focus of each phase:

a) Phase A is focused on the introduction of English and the ability to speak English
b) Phase B, learning is focused on spoken English skills, but written language is introduced. In this phase, teachers need to help students understand that the way English pronounces and writing is different
c) Phase C, at the final level of the level (SD/MI/Program Package A), learning is focused on spoken and written English skills
d) General English learning in Phase D (SMP/MTs/Program Package B), focuses on strengthening spoken English and strengthening written language skill

e) Phases E and F (SMA/MA/Program Package C), English language learning focuses on strengthening spoken and written language with CEFR B1 targets

c. Implementing *Merdeka* Curriculum

In *Merdeka* Curriculum, students are divided into 6 phases. Phase A for 1st and 2nd grade, B for 3rd and 4th grade, C for 5th and 6th, D for 7th to 9th, E for 10th grade, and F for 11th and 12th grade. Since this research is focused 11th grade students. This section will explain more about the last phase in *Merdeka* Curriculum which is phase F. [14]

According Ministry of Education and Culture the implementation of the *Merdeka* Curriculum is divided into 4 stages and 6 aspects. It can be seen as follow:[15]

1) Designing operational Curriculum for educational units

a) Initial Stage

Make minor adjustments to the sample educational unit operational Curriculum document provided by the Ministry of Education and Culture.

b) Developing Stage

Develop operational Curriculum for educational units based on examples of educational unit Curriculum documents provided by

[14] Ministry of Education and Culture, BSKAP, https://kurikulum.kemdikbud.go.id/wp-content/unduhan/CP_2022.pdf

[15] Ministry of Education and Culture, BSKAP, Tahapan Implementasi Kurikulum Merdeka, https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/07/Tahapan-Implementasi-Kurikulum-Merdeka.pdf

the Ministry of Education and Culture by modifying the learning organization and planning sections according to the conditions of the educational unit, without being based on reflection on the results of the analysis of the characteristics of the educational unit

c) Ready Stage

Develop an education unit Curriculum based on examples from the Ministry of Education and Culture by modifying the organization and planning of learning based on analysis and reflection on the conditions, facilities, infrastructure and teaching and education staff in the education unit by involving student, parent or community representatives

d) Mastered Stage

Education that is contextual and in line with the aspirations of the education unit residents as well as the results of analysis and self-reflection the education unit structures learning according to the vision, mission and context of the education unit, by involving representatives of students, parents and the community

2) Designing the flow of learning objectives

a) Initial Stage

Using the example of the "learning objectives flow" provided by the Ministry of Education and Culture

b) Developing Stage

Make adjustments to the flow of learning objectives provided by the Ministry of Education and Culture based on student needs

c) Ready Stage

Make changes to the flow of learning objectives provided by the Ministry of Education and Culture based on student needs

d) Mastered Stage

Develop a "flow of learning objectives" independently by referring to Learning Outcomes. The Curriculum coordinator in the educational unit leads the design process, monitors implementation, and leads the process of developing and evaluating the flow of learning objectives so that the development of the flow of learning objectives becomes part of the Curriculum planning and evaluation system of the educational unit

3) Learning planning and assessment

a) Initial Stage

Using examples of learning planning and assessments provided by the Ministry of Education and Culture

b) Developing Stage

Make adjustments to examples of learning plans and assessments provided by the Ministry of Education and Culture based on student needs

c) Ready Stage

Make changes to the examples of learning planning and assessment provided by the Ministry of Education and Culture based on student needs

d) Mastered Stage

Developing learning plans and assessments based on student needs

4) Use and development of teaching tools

a) Initial Stage

Using textbooks and teaching modules as the main source of teaching

b) Developing Stage

Teachers can choose material from textbooks and teaching modules, as well as other teaching materials to suit the local context and students' needs

c) Ready Stage

Teachers can combine various teaching tools to suit the local context and students' needs. Teachers can modify several parts of the teaching module provided by the Ministry of Education and Culture for one or part of the subject matter

d) Mastered Stage

Teachers can combine various teaching tools to suit the local context and students' needs. Teachers can develop teaching modules for one or part of the subject matter, as well as share the

teaching modules they create with other teachers. The education unit holds collaborative teaching module development sessions

5) Planning a project to strengthen the profile of Pancasila students
   a) Initial Stage

      Using project modules provided by the Ministry of Education and Culture without adjustments or with very few adjustments

   b) Developing Stage

      Make adjustments to project modules provided by the Ministry of Education and Culture according to the local context and student needs

   c) Ready Stage

      Make adjustments to project modules provided by the Ministry of Education and Culture according to the local context, needs and interests of students by involving students' opinions and ideas

   d) Mastered Stage

      Develop project ideas and modules according to the local context, needs and interests of students by involving students' opinions and ideas

6) Implementing a project to strengthen the Pancasila Student Profile
   a) Initial Stage

      The project focuses on producing, without emphasizing understanding concepts and/or problem solving.

b) Developing Stage

The project starts with the identification of a problem which is guided or directed more by the teacher, thus the project activities start to become more oriented towards understanding concepts and/or problem solving according to the theme.

c) Ready Stage

Project begin with identifying the problem with the teacher so the learning would be oriented to understanding the concept of problem solving

d) Mastered Stage

Project begin with identifying the problem mostly by students' initiative and facilitated by the teacher so the learning would be more oriented to understanding the concept of problem solving

7) Students Centered Learning

a) Intial Stage

Teacher uses variety teaching method but still dominated by the teacher as the learning instructur

b) Developing Stage

Teacher uses variety teaching method and is students centered method. The teaching already based on learning goal of *Merdeka* Curriculum

c) Ready Stage

Teacher uses variety teaching method and is students centered method. The teaching already based on learning goal of *Merdeka* Curriculum and also based on students need. The teacher encourages the students to learn on their own and only act as facilitator

d) Mastered Stage

Teacher can differentiate the teaching method according to learning achievement, students' need, and students' want. Furthermore, teacher becomes more competent as facilitator and give students more opoturnity to express themselves

8) Learning Assessment

a) Intial stage

Teacher only uses assesments that are provided by books or learning modul

b) Developing Stage

Teacher start to make his own assesment and relate it with learning achievement

c) Ready Stage

Teacher uses assesment to gain understanding about students' learning need

d) Mastered Stage

Teacher use his self-made assesment to gain understanding about students' learning need and use that to help the students to reach their learning goal

9) Teaching based on Phase F

   a) Intial Stage

      Teacher teaches based on learning achievement. However, he still do it according to majority of the students

   b) Developing Stage

      Teacher teaches based on learning achievement. He does it according to majority of the students, and give special attention to the students who left behind

   c) Ready Stage

      Teacher teaches based on learning achievement. He does it according to majority of the students. He also give special attention to the students who left behind and give them additional program to help them to overcome their weaknesses

   d) Mastered Stage

      Here, not only the students who left behind will get special treatment, the students who has advantages will also get addtional program to help them improve more

10) Collaboration between teachers for Curriculum and learning needs

   a) Initial Stage

Teachers have not collaborated for intracurricular learning purposes, but have collaborated for the project of strengthening the profile of Pancasila students.

b) Developing Stage

Teachers collaborate in the learning planning process at the beginning or end of the semester, for example discussions about students' learning progress at the end of the semester, sharing good practices, sharing information about teaching tools, etc., and collaborating for project purposes to strengthen the profile of Pancasila students

c) Ready Stage

Teachers collaborate in learning planning at the beginning of the semester (planning) and in the learning process throughout the semester, for example through discussions about student learning progress, sharing good practices, sharing information about teaching tools, etc., and collaborating for project purposes to strengthen the profile of Pancasila students and involved in Curriculum evaluation in educational units

d) Mastered Stage

Teachers collaborate for learning planning at the beginning of the semester and in the learning process throughout the semester, for example through discussions about student learning progress, sharing good practices, sharing information about teaching tools,

etc., for the purposes of projects to strengthen the profile of Pancasila students, and being involved in Curriculum development educational unit operations. Education units have policies and mechanisms that encourage teacher collaboration for intracurricular learning activities and projects, for example through class observations, learning reflection activities, sharing good practice activities, etc.

Based on the aspects and stages of the implementation of *Merdeka* Curriculum, teachers could start moving from the old Curriculum to *Merdeka* Curriculum by following the stages that are provided by Ministry of Education and Culture. It begins from the initial stage and ended to mastered stage where teachers already fully implemented the *Merdeka* Curriculum into their teaching.

3. Teacher's Challenge in Merdeka Curriculum

The implementation of the Merdeka Curriculum in Indonesia poses various challenges for teachers, make a significant shift in their approach to teaching and professional development. According to Lidiawati et. al, at school, teachers are guided by the school principal and monitored by other teachers to enhance their teaching quality.[16] The challenge for teachers in applying the Merdeka Curriculum in the pilot schools is that they must set aside time every day to prepare creative, innovative, and challenging lessons. Even veteran teachers are willing to keep learning about how to enhance their performance and train the stewards in the use of information technology. In order to realize the concept of Merdeka Curriculum, teachers in the pilot schools must be able to create a conducive learning atmosphere and stir the students' enthusiasm for learning.[17]

In addition, according to Muqorobin, the implementation of Merdeka curriculum faces several challenges.[18] The first challenge is the readiness of human resources, particularly teachers, who play a crucial role in the success of various Merdeka learning programs such as differentiated learning, and implementing learning assessments. Thus, continuous and consistent efforts to strengthen the presence of teachers through professional

---

[16] Lidiawati, Indri Lastriyani, Uce Gunawan, Berliana, Ida Farida Fitriyani, Asif Nur Fauzi, Margono, Marup, Muhammad Firman, Moch. Apip, Kurikulum Merdeka Belajar : Analisis, Implementasi, Pengelolaan Dan Evaluasi, (Purbalingga: Eureka Media Aksara, 2023), p.90

[17] Lidiawati, Indri Lastriyani, Uce Gunawan, Berliana, Ida Farida Fitriyani, Asif Nur Fauzi, Margono, Marup, Muhammad Firman, Moch. Apip, Kurikulum Merdeka Belajar : Analisis, Implementasi, Pengelolaan Dan Evaluasi, (Purbalingga: Eureka Media Aksara, 2023), p.90

[18] Muqorobin, | Tantangan Dalam Penerapan Kurikulum Merdeka (kemdikbud.go.id)

development programs are necessary, especially considering that the impact of previous programs on improving the quality of education in Indonesia has not been significant.

The scope of teacher competency development should not only focus on theoretical aspects and knowledge but also on strengthening psychological, cultural, skill, and adaptive attitudes towards social dynamics. This paradigm shift should be a priority in teacher development programs, providing them with philosophical foundations, restoring idealism, and encouraging adaptability to change. Various development efforts can be carried out by educational institutions through brainstorming, in-house training, workshops, focus group discussions, seminars, sharing of best practices, and empowering teacher subject group work meetings. Involvement in the Merdeka Teaching Platform is also crucial. Without these efforts, the role of teachers in the implementation of the Merdeka curriculum will face obstacles and may become a new problem.

The second challenge is the ability of teachers to harness digital technology. As the Merdeka curriculum includes technology-based learning, it is essential for teachers to be equipped with digital technology to enhance their teaching. This includes utilizing various platforms for learning, utilizing email, hybrid learning, e-learning, and digital learning resources and media. With this approach, learning can be broader, more engaging, interactive, contextual, and allow for more in-depth material development according to the needs of students. By empowering digital-

based learning, students can also be trained to use technology positively, adaptively, and innovatively.

Lastly, the challenge is to carry out the assessment function, which is an integral part of learning. One of the crucial aspects that schools often overlook in achieving the goals of the Merdeka curriculum is the assessment of learning. Currently, the assessment conducted by teachers is generally limited to a final or summative assessment, whereas according to the concept in evaluation and learning theory, it should also include pre-assessment, formative assessment, and summative assessment. These assessment processes are interrelated, nonlinear and cyclical, giving feedback to all components of learning, such as learning objectives, students' initial conditions, learning processes, and learning assessments. By implementing this assessment cycle, the quality of the learning process and outcomes is expected to be achieved optimally according to the new learning paradigm.[19]

The implementation of the Merdeka curriculum faces several challenges in terms of teacher readiness and competency. Firstly, there is a lack of readiness among teachers as they play a crucial role in the success of various Merdeka learning programs. Continuous efforts to strengthen their presence through professional development programs are necessary, as the impact of previous programs in improving the quality of education in

[19] Muqorobin, Tantangan Dalam Penerapan Kurikulum Merdeka (kemdikbud.go.id)

Indonesia has not been significant. This includes not only theoretical knowledge but also psychological, cultural, skill, and adaptive attitudes towards social dynamics. Secondly, there is a need for teachers to harness and utilize digital technology in teaching, as the Merdeka curriculum includes technology-based learning. This would allow for a broader, more engaging, and interactive learning experience for students. Thirdly, there is a need to strengthen communication networks and partnerships between schools and stakeholders to support the implementation of the curriculum effectively. Lastly, there is a need to focus on the assessment function, which is often neglected, by implementing a more comprehensive assessment cycle to achieve optimal learning outcomes.

Furthermore, from all the previous researches and theories above, the researcher summarizes the challenges that teacher face in teaching English as follow:

a) Management to prepare creative, innovative, and challenging lessons according to the Merdeka Curriculum
b) Readiness of human resources, particularly teachers in order to applied differentiated learning
c) Continuous learning and development, including digital technology skills, to enhance teaching performance
d) Conducting a comprehensive assessment cycle to achieve optimal learning outcomes in line with the Merdeka curriculum goals.

B. Review of Related Literatures

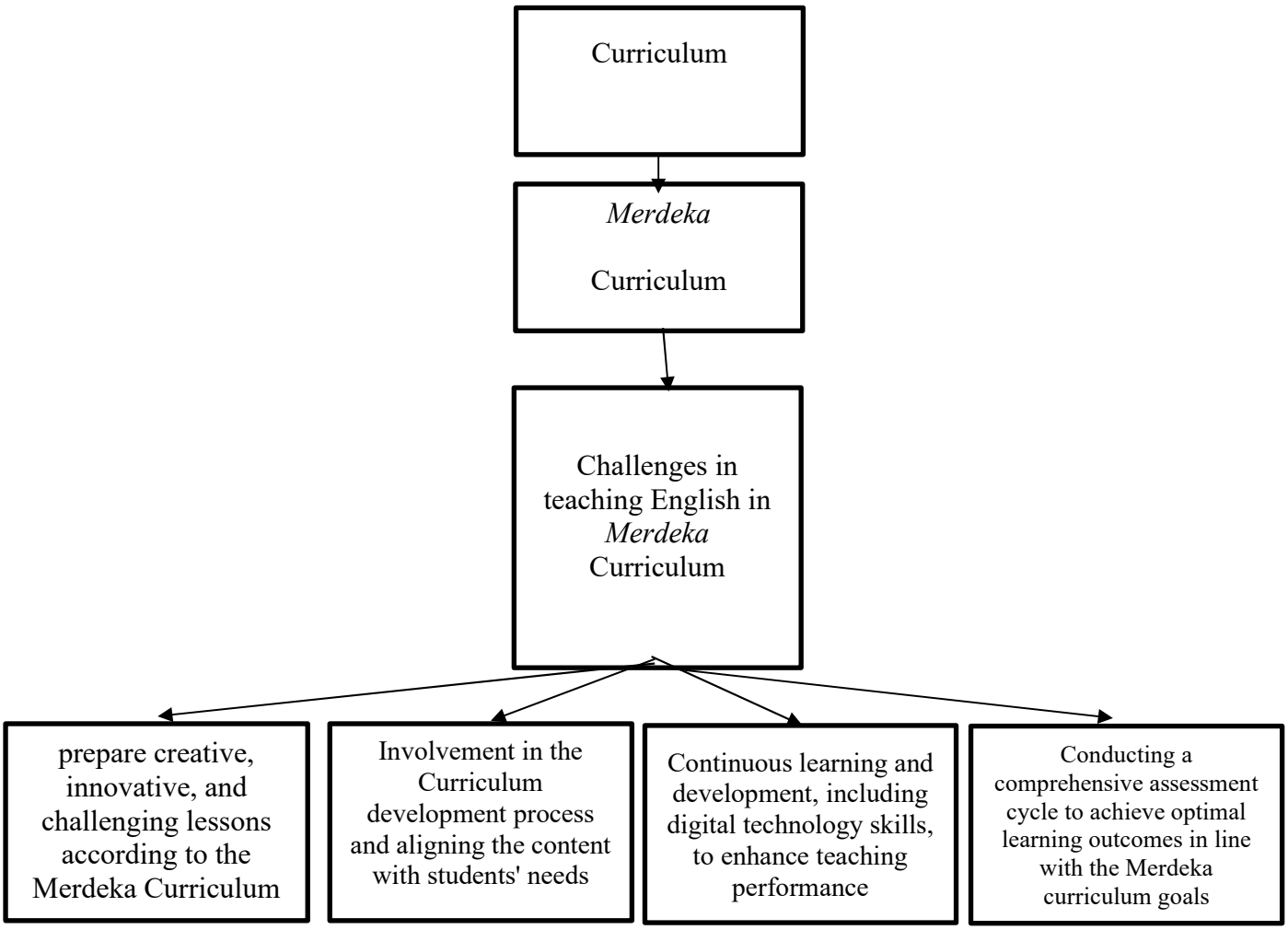
The first study was conducted by Salahuddin et al with the title "Challenges Of Implementing English Curriculum At Rural Primary Schools Of Bangladesh" . The main purpose of this study was to find out the challenges of implementing English Curriculum at primary level in rural schools of Bangladesh. The current study was a mixed method research by nature. Two sets of questionnaires were used to collect data from students and teachers of rural areas to understand the views and situation of English Language teaching and learning. Besides, interviews were conducted with the teachers and English teaching sessions were observed using an observation checklist in order to find out the present situation of primary level English Curriculum implementing process and challenges. The study indicates that most of the rural schools students are poor in English language due to lack of skilled teachers, proper teacher training, using proper teaching methods and materials, physical facilities and so on. As a result English Curriculum implementation at primary level in Bangladesh is becoming unsuccessful.

The second study was by Aisyah Mumary Songbatumis with the title "this study attempted to investigate the kinds of English teaching challenges as well as the solutions faced and done by the English teachers at MTsN Taliwang. The study captured the English teachers' point of view in facing English teaching challenges in the classroom and the solutions they have implemented to solve them through interview. A number of challenges emerged, partly coming from students, partly from teachers, and partly from the school's facility, namely,

students' lack of vocabulary mastery, students' low concentration, students' low motivation, students' lack of discipline, students' boredom, speaking problem, shortage of teachers' training, teachers' language proficiency issue, limited mastery of teaching methods, teachers' unfamiliarity to high-tech, teachers' lack of professional development, inadequate resources and facilities, and time constraint. The solutions to overcome these challenges were also suggested in this study. Reforming attitude, applying various teaching methods and techniques, improving resources and facilities, matching students' level and learning situation using and providing dictionary, making use of available resources and facilities, providing motivational feedback, looking for appropriate methods or materials, and teachers' self-reflection might be quite helpful in coping the English teaching challenges in classroom situation.

Furthermore, the different of the previous studies with the current study is the previous study only researched about teacher's challenges in English in General , while in the current study the researcher will study the teacher's challenges in teaching English especially in the new Curriculum which is *Merdeka* Curriculum. The similarity of those studies with the current one is the variable that is being studied that is teacher's challenges in teaching English. The similarity of the variable teacher's challenges in teaching English will be used by the researcher as a guide to do this research.

C. Conceptual Framework



The *Merdeka* Curriculum presents various challenges for teachers. These include preparing creative, innovative, and challenging lessons. The involvement of teachers in Curriculum development is essential to align the Curriculum content with the students' needs in the class. Even veteran teachers are willing to keep learning about how to enhance their performance and train the stewards in the use of information technology. In order to realize the concept of Merdeka Curriculum, teachers in the pilot schools must be able to create a conducive learning atmosphere and stir the students' enthusiasm for learning.

CHAPTER III

RESEARCH METHOD

A. The setting of the Research

In this research, the researcher will used qualitative approach. Gay pointed out qualitative research is the research is meant to understand the phenomena about what is felt by the research subject, for example, behavior, perception, motivation, action, and holistic with description way in words and language in natural context with use kinds of natural methods.[1] According Denzin and Licoln, qualitative words imply an emphasis on processes and meanings that are not rigorously studied or have not been measured in terms of quality, amount, intensity, or frequency. But use the qualitative approach as a process of research and understanding based on the methodology that investigates a social phenomenon and human problems, in this approach. The researcher emphasizes the nature of reality that is built socially, the close relationship between the researcher and the subject being studied.[2]The purpose of the research was to identify and to explore how phenomena or reality in field research without doing any treatment on it.

Furthermore, the design of this research was case study. Gay said that Case study research is a qualitative research approach in which

[1]L.R Gay, *Educational Research : competencies for analysis and aplication (tenth edition),* (New Jersey: Pearson Education, inc. 2012), p. 7.

[2]Nor,Juliansyah.2012. metodologipenelitianskripsi, tesis, disertasi, dankaryailmiah. Kencana: Jakarta. Page 33

researchers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school).[3] Case studies can be described as particularistic, descriptive, and heuristic. To say a case study is particularistic means that it is focused on a particular phenomenon, such as a situation or event. That is, a case study researcher may specifically choose a particular instance of a phenomenon under investigation to understand a specific problem that occurs in everyday practice. In this case, the researcher conducted this research in order to get information about the challenges that teacher face in teaching English in *Merdeka* Curriculum

B. Informants of the Research

An informant is a person who gives the information.[4]The informants of this research are divided into key informant and supporting informant. The key informant of this research was the English teacher of SMAN 1 Banuhampu.

C. The instrument of the Research

The instrument is needed by the researcher to answer the questions which want to be answered in the research. The instruments of this research were observation and interview:

1. Classroom Observation

Observation is a method of data collection in which researcher

[3] L.R Gay, *Educational Research : competencies for analysis and aplication (tenth edition),* (New Jersey: Pearson Education, inc. 2012), p. 443

[4]Margono, *Metodologi Penelitian Pendidikan,* Jakarta : rineka cipta, 1997, Page 35.

comes to the field to observe what is going on in the field. According to Ary et al define that observation is a basic method for obtaining data in qualitative. The qualitative research goal is complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors.

The researcher used an observation sheet that was used to record about the teacher's challenges in teaching English. The observation sheet can be seen at **Appendix I**

2. Interview

According to Susan Stainback in Sujidin et al interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation alone.[5] The purpose of interview is asked about their apinion and ideas.

In this research, the researcher used structured interview where the interviwer has prepared a research instrument in the form of written questions with an alternative answer prepared, the respondent has been given the same question then the data collector records it, the tools used are usually tape recorders, pictures, brochures and other materials that can help implement become smooth.[6] For the tools, the researcher used mobile phone as the recorder and for taking picture of the interview. The

[5] Sujidin; Nurachman Hanafi; Nuriadi, The Designing Syllabus in Teaching Writing Narrative Text Putri Mandalika at MA Central Lombok, (International Journal of Multicultural and Multireligious Understanding (IJMMU) Vol. 6, No. 2, April 2019)

[6]Sugiyono, *MetodePenelitianPendidikanPendekatanKuantitatif, Kualitatif, dan R&D,* Alfabeta, Bandung; 2010, Page 137

interview consisted of 21 questions. It can be seen on the **Appendix II.** The result of the interview was used to confirm and added the data from the observation. Since there was something that observation cannot observe and can only be obtained from the interview.

D. The technique of Data Collection

To collect the data, the researcher will use observation and interviews.

1. Classroom Observation

For doing observation the researcher directly observed the classroom, and took notes on the relevant events while the teaching-learning process was going on. In the meantime, video recording of the whole proceeding was also made to acquire more complete data about the classroom process. In collecting the data, the researcher conducted non-participant observation, in which the researcher as the passive participant. It means that the researcher didn't involve herself in the subject activities in the classroom. The data concerning teacher challenges in teaching English will gathered by video record, which was the most widely used instrument in collecting data about all kinds of classroom verbal and non-verbal behavior

2. Interview

Researcher used open – ended question. Meaning that the respondents answered accordingto their oponions and feelings. In order to avoid misunderstanding and make clear for them the researcher made and conducted interview in English for the teacher. In this research, the

researcher used structured interviews. It means the researcher prepares the question interview before interviewing the informant of the research. The interview was done in 25 minutes or more. Furthermore, the interview questions were related to the teacher's challenges in teaching English in Merdeka Curriculum. The result was used to confirm, strengthen, and added the data that was collected from the observation.

E. The technique of Data Analysis

The data was analyzed by using some steps, as according to Sugiyono, it would be explained as follow:[7]

1. Data reduction

   Data reduction is a form of analysis that sharpened sorts, focuses, discards and organizes data in such as way that final conclusion can be drawn and verified. The selected data in this study were data which referred to the proposed research question. Thus, the selected data deals with the main data (the interactions between teacher and students conducted in the classroom during the teaching learning process, which is identify the aspects of interaction) and the additional data (the classroom organization, classroom activity, and the problem in the classroom during the teaching learning process and others).

2. Data display

   After data reduction the next step in analyzing the data is data display. Data display is a form of analysis that describes what is

[7]Sugiyono, (2009), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P. 338.

happening in the natural setting, it will help with the video recording during the process of classroom interaction, so that it finally can help the researcher to drawn a final conclusion. From the video recording, the researcher will do the transcript and after that the researcher makes coding to find the teacher challenges on teaching English. The process of display the data are based on the formulation of the research problem. It is about teacher challenges on teaching English The most frequent form of data display in the study is in the form of descriptive or narrative texts. After displaying the data, a conclusion is drawn.

3. Conclusion drawing and verification

This is the last step of data analysis that is Drawing Conclusion or Interpretation. Here, the researcher begins to see what is in the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among categories. Then, it continues to tell the stories and to make connections among stories. The researcher begins to make meaning of the categories and themes to connect them. So, we can get the idea from this step.

Conclusion drawing involves reflecting about the words and acts of the study's participant and abstracting important understanding from them. In this case, the researcher writes not only what he has seen each day during observation but also his interpretation of his observation.

The researcher makes generalization based on the connections and common aspects among the categories. The conclusion in qualitative

research is a new discovery that can be an answer of the research problem. The conclusion is in the form of description of the object of this study. Finally, in this step the researcher can get the result and conclusion of the research.

F. The Trustworthiness of the Data

Every study needs a validity to prove the evidence of the result correctly. As stated by Alwasilah correctness and honesty in a description, conclusion, explanation, interpretation, and all kinds of report can be called validity. Fraenkel, Wallen, and Hyun explain that "In qualitative research, validity refers to the appropriateness, meaningfulness, and usefulness of the inferences researchers make based specifically on the data they collect, while reliability refers to the consistency of these inferences over time, location, and circumstances". From the validity and the reliability, the result of the study can be avoided from hesitancy or threats about the data that are collected tend to be accurate or inaccurate and complete or incomplete.

Based on Denzin cited in Miles and Huberman reveals that there are four kinds of triangulation techniques, they are: (1) source or data triangulation, (2) investigator triangulation, (3) theoretical triangulation,(4) methodological triangulation.

In this study, the researcher uses two kinds of triangulation. Those are Methodological Triangulation and Data Sources Triangulation. These can be explained as follows:

1. Source of data triangulation

Source of data triangulation is a process in which various sources of data are collected. The variety of source can refer to time, space, and person (Denzin, 1978). In this present study, the source of data refers to person; they were the teacher and the students. The data triangulation for the study was done by analyzing the teacher's talk and students' talk in the classroom interaction.

2. Methodological triangulation

Methodological triangulation is a process in which various methods are used to measure the same unit (Denzin, 1978). In the present study, methodological triangulation will be done by employing different method of collecting data, they are: observation and supported by interview

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Description of the Data

a. Observation

The observation was conducted on 22nd and 29th February 2024. The observation was conducted in order to find out the teacher' challenges in teaching English by using Merdeka Curriculum. There were some indicators of challenges that were observed. First, it can be seen that the teacher used the collaborative strategies where she divided the students into several groups. Second, the teacher did not use any technologies in her teaching. Third, the lesson is not challenging enough, since there is not task, quiz, or test she gave at the end of the lesson. Fourth, the teacher did not conduct any listening or speaking activity in the classroom. Fifth, the teacher gave the students material to read in group, but there is no material to be viewed such as video or other media that train the students viewing ability. Sixth, there is no presenting activities in the classroom.

All the data above are only the description that was found during the observation and it was described briefly. In order to fully analyze the observation result that was gathered during the study. The researcher will explain it on the later section

b. Interview

The interview was conducted on 29th February 2024. There are 21 questions of the interview. The interview took around 25 minutes. Furthermore, the brief description of the interview were as follow:

The teacher explained that Merdeka Curriculum gives freedom to the students, free to choose the material. In Merdeka Curriculum teacher use differentiate methodology and give the material based on the students' ability and learning styles. The main challenges in teaching English in Merdeka Curriculum are on technology aspect, finding the correct material or strategies to teach different students with different competency and learning styles, re-explain the material to the low competency students, the limited time that the curriculum provided for the English subject.

2. Analysis of the Data

Teacher Challenges in Teaching English in Merdeka Curriculum

a. Teachers must set aside time every day to prepare creative, innovative, and challenging lessons

1) Creative Lessons

For analyzing the teacher challenge in creative lessons, one should observe the level of student engagement and participation. Creative lessons require teachers to design and implement activities that allow students to think outside the box and use their creativity. This may pose a challenge for some teachers as it requires them to

constantly adapt and come up with new and innovative strategies to keep their students engaged.

From the observation that was conducted, it can be seen that the teacher used the collaborative strategies where she divided the students into several groups. The students seem engaged and all of them participate actively in their own group. However, the teacher faced some challenges in managing the time for the creative lesson. As the lesson involved a lot of group work and brainstorming activities, it took longer than expected to complete. This put pressure on the teacher to rush through some parts of the lesson and may have hindered the students' understanding of the concepts being taught.

Another challenge for the teacher was finding suitable and relevant examples for the lesson. Creative lessons require teachers to use real-life examples and scenarios to challenge students to think creatively which cannot be seen in the observation

In addition to these challenges, the teacher also faced some resistance from students who were used to traditional teaching methods. They may have found the open-ended and exploratory nature of creative lessons to be difficult and may have struggled to adapt to this new style of learning.

However, despite these challenges, the observation also revealed that the teacher was able to overcome them effectively. She utilized a variety of teaching strategies and adapted her lesson plans

to cater to the needs of all her students. She monitored every group in order to navigate them to the correct path. The teacher also provided continuous feedback and encouragement to the students, which helped build their confidence and motivation towards the lesson.

Furthermore, from the interview it the teacher said that in the Merdeka curriculum, students are given more freedom to choose their own learning materials and the teacher is expected to use differentiated teaching methods based on the students' abilities and learning styles. This shows that the curriculum emphasizes creativity and flexibility in teaching. However, one of the challenges the teacher faces in implementing this is the use of technology. The Merdeka curriculum requires teachers to incorporate technology in their lessons, which can be a challenge for some teachers who may not be well-versed in using technology or lack access to necessary resources. This highlights the importance of teachers being prepared and equipped with the necessary skills and resources to effectively teach under the Merdeka curriculum.

As a conclusion, while the Merdeka curriculum presents numerous opportunities for fostering creativity in teaching, it also brings several challenges that teachers must navigate. Teachers need to invest significant time and effort in planning and executing creative lessons, managing classroom dynamics, and incorporating

technology effectively. These challenges are compounded by the need to provide relevant real-life examples, manage time efficiently, and cater to diverse learning styles. However, with adaptability, continuous professional development, and support, teachers can successfully implement creative lessons that engage and motivate students, thereby enhancing their overall learning experience.

2) Innovative Lessons

In the case of innovative lessons, one should observe the level of teacher preparation and technology usage. Innovative lessons often incorporate modern approaches and technology to enhance the learning experience. This may pose a challenge for teachers who are not familiar with the technology or have limited access to it. Thus, their level of preparation and ability to effectively incorporate technology into their teaching would be a key factor to observe.

From the observation, it can be seen that the teacher did not use any technologies in her teaching. This may be due to limited access to technology or a lack of training and familiarity with using technology in the classroom. As a result, the lesson lacked interactive elements and did not engage the students as much as it could have with the use of technology.

In addition, it was also observed that the teacher had difficulty in incorporating modern approaches in her lesson. The

lesson was very traditional and did not incorporate any innovative methods of teaching such as project-based learning, flipped classrooms, or gamification. This may be due to the teacher's lack of exposure to these methods or a resistance to change in their teaching style.

The level of preparation of the teacher also seemed to be lacking in terms of incorporating innovative elements into the lesson. This could be seen in the disorganized structure of the lesson and a lack of clear objectives and outcomes. It was also noticed that the teacher struggled to explain the purpose and relevance of the lesson to the students, which could have been improved with better preparation.

This lack of preparation and familiarity with technology and modern teaching methods may also result in a teacher feeling overwhelmed and uncertain during the lesson. This can lead to a lack of confidence and affect their teaching approach, as well as the overall effectiveness of the lesson.

The teacher said that they have incorporated innovative techniques such as differentiated methods which cater to the different learning styles of students. According to the teacher, this method has helped students with varying levels of proficiency to excel and almost 90% of students have achieved high scores. However, the main challenge faced by teachers is finding suitable

materials or strategies to cater to the diverse needs of their students. To overcome this challenge, the teacher utilizes different media and allows students to use their mobile phones in class to create a more engaging and interactive learning environment. It can be observed that teachers are proactive and creative in addressing the challenges, showing their commitment and dedication to the success of the Merdeka Curriculum

In conclusion, the teacher challenge in incorporating innovative lessons is mainly related to their level of preparation and familiarity with technology and modern teaching approaches. Providing adequate training and resources for teachers can help overcome these challenges and promote innovative teaching practices in the classroom. Additionally, encouraging a growth mindset and creating a supportive environment for teachers to embrace new methods can also make a significant difference.

3) Challenging Lessons

When analyzing the teacher challenge in challenging lessons, one should observe the teacher's ability to effectively differentiate and cater to the diverse needs and abilities of their students. Challenging lessons aim to push students beyond their comfort zones and challenge them academically. This may pose a challenge for teachers in terms of time management, as well as being able to effectively differentiate instruction to meet the varying needs

of their students. Additionally, the level of student progress and success should also be observed, as this can reflect the effectiveness of the teacher's challenging lessons.

From the observation, it can be seen that teacher group the students. However, it was unknown whether she group the based on their need or abilities or not. The lesson is not challenging enough, since there is not task, quiz, or test she gave at the end of the lesson. Another challenge for teachers in delivering challenging lessons is managing time effectively. With the pressure to cover a certain amount of curriculum, teachers may struggle to find the time to create and implement challenging lessons. This may result in rushed or ineffective lessons, or even the neglect of challenging lessons altogether.

From the interview, the teacher said that the most challenging aspect of teaching English under the Merdeka Curriculum is technology. This means that teachers face difficulties in incorporating technology into their teaching methods and activities. However, the teacher also mentioned some strategies to overcome this challenge, such as attending webinars and training sessions, and self-learning.

These strategies show that the teacher is willing to adapt and develop their skills in using technology for teaching. This is an

important aspect as the Merdeka Curriculum emphasizes the use of technology in education.

Moreover, the teacher also mentioned that the school should provide opportunities for teachers to attend training sessions, which will further enhance their skills and knowledge in using technology for teaching English. This shows the importance of school support and collaboration in addressing the challenges faced by teachers in implementing the Merdeka Curriculum.

Furthermore, the teacher also mentioned setting deadlines for homework and tasks as a way to challenge their students. This shows that the teacher is aware of the importance of motivating and pushing students to continuously improve and challenge themselves in their learning journey.

In conclusion, the teacher challenge in challenging lessons involves effectively differentiating instruction, managing time, using appropriate instructional strategies and materials. In order to address these challenges, teachers may need additional support and resources, as well as ongoing professional development to stay current and effectively deliver challenging lessons. Furthermore, it is important for teachers to continuously reflect on their teaching practices and seek feedback from students to ensure that challenging lessons are meeting the needs and abilities of all students.

b. The readiness of human resources, particularly teachers, in using differentiated learning

1) Challenge in differentiating the students based on their learning styles

The readiness of teachers to implement differentiated learning is crucial in the Merdeka Curriculum. Initially, identifying students' learning styles posed a significant challenge due to the time-consuming nature of observing each student's behavior and performance in class. The accuracy of these observations was often unreliable, leading to potential mismatches between teaching methods and students' learning preferences. However, the introduction of psychological tests overcome this challenge. These tests provide precise data on each student's learning style, enabling teachers to quickly and accurately identify whether a student is an auditory, visual, kinesthetic, or audio-visual learner.

Adjusting lesson materials to accommodate different learning styles is another critical aspect of differentiated learning. For auditory learners, teachers provide audio materials; for visual learners, they utilize visual aids like projectors; for kinesthetic learners, they incorporate hands-on activities such as drawing; and for audio-visual learners, they combine both audio and visual aids. This tailored approach ensures that the instructional methods align

with students' learning preferences, fostering a more engaging and effective learning environment.

The impact of this tailored instruction on students' learning achievements is notable. With students placed according to their identified learning styles, there has been a marked improvement in their engagement and comprehension. The personalized approach has led to outstanding results, with only a small number of students struggling after the implementation. This highlights the significant benefits of differentiated learning in enhancing educational outcomes and underscores the importance of equipping teachers with the tools and knowledge to effectively implement this approach in the classroom.

In conclusion, the readiness of teachers to implement differentiated learning in the Merdeka Curriculum is essential for its success, yet it presents notable challenges. Initially, accurately identifying students' learning styles was difficult and time-consuming. However, the introduction of psychological tests has significantly streamlined this process, allowing for precise and efficient identification. By tailoring lesson materials to accommodate auditory, visual, kinesthetic, and audio-visual learners, teachers can create a more engaging and effective learning environment. This personalized approach has led to marked improvements in student engagement and comprehension,

highlighting the importance of providing teachers with the necessary tools and knowledge to implement differentiated learning effectively.

2) **Challenge in preparing different lesson for different type of students**

Preparing different lesson materials to meet the diverse learning needs of students is a constant requirement in the Merdeka Curriculum. Teachers often feel the need to prepare varied instructional materials for each lesson to accommodate the distinct learning styles of their students. This preparation usually takes place outside of school hours, either after school or at night, as the school day is fully occupied with teaching responsibilities. Teachers rely on a range of references and resources to create these differentiated materials, ensuring they can effectively address the various learning preferences in their classrooms.

One significant difficulty in adapting teaching methods for different types of students is when certain materials are too challenging or do not align well with the students' learning styles. This can hinder students' understanding and engagement. To overcome this challenge, teachers employ strategies such as breaking down complex materials into simpler, more digestible parts and gradually increasing the difficulty level. Techniques like discovery learning, which allows students to explore and understand

concepts at their own pace, are particularly effective in making challenging content more accessible.

The need to continuously adapt lesson materials and teaching strategies to suit different learning styles demands considerable time and effort from teachers. Despite these challenges, the ability to cater to individual learning needs significantly enhances students' educational experiences and outcomes. Teachers' dedication to preparing tailored materials and employing effective strategies reflects their commitment to ensuring that all students can succeed, regardless of their preferred learning styles. This approach not only fosters a more inclusive learning environment but also highlights the essential role of teacher readiness and resourcefulness in the successful implementation of differentiated learning.

It can be concluded that while the preparation of diverse lesson materials to accommodate various learning styles is a demanding and time-consuming task for teachers under the Merdeka Curriculum, it is ultimately a worthwhile endeavor. The effort teachers invest in creating tailored instructional content outside of regular school hours, breaking down complex materials, and employing discovery learning strategies significantly enhances student engagement and comprehension. This dedication ensures that all students, regardless of their learning preferences, receive a

quality education that meets their individual needs. The commitment and resourcefulness of teachers in adapting to differentiated learning not only foster a more inclusive and effective learning environment but also underscore the critical role of teacher readiness in the successful implementation of the Merdeka Curriculum.

c. Continuous learning and development, including digital technology skills, to enhance teaching performance

1) Utilizing various platforms for learning

Utilizing various platforms for learning refers to the teacher's use of different sources and methods for continuous learning and development. This can include attending workshops, conferences, webinars, or online courses related to teaching techniques and digital technology skills. By utilizing multiple platforms, the teacher is able to gain a diverse range of knowledge and skills that can enhance their teaching performance.

In the interview, the teacher said that continuous learning and development, especially in terms of digital technology, is very important in the new curriculum. This is because having digital literacy is a must for teachers in order to enhance their teaching performance. The teacher mentioned attending webinars, workshops, and in-school training programs as ways to continuously enhance their teaching skills. She also stated that schools should provide opportunities for teachers to join these training programs

and that teachers should also take the initiative to learn on their own. When asked about the challenges in utilizing various learning platforms, the teacher mentioned the time-consuming task of preparing materials and the need to cater to students with different competencies and learning styles. To address these challenges, the teacher reiterated the need for continuous learning and development, emphasizing the importance of attending training programs and taking the initiative to learn independently.

In conclusion, continuous learning and development, particularly in digital technology skills, are crucial for teachers to enhance their teaching performance under the Merdeka Curriculum. Utilizing various learning platforms such as webinars, workshops, and in-school training programs allows teachers to acquire diverse knowledge and skills necessary for modern education. Despite the challenges of time constraints and the need to cater to different student competencies, teachers' commitment to ongoing professional development ensures they can effectively integrate digital literacy into their teaching practices. This dedication not only improves their instructional methods but also supports the overall goal of providing a high-quality, inclusive education for all students.

2) **Willing to keep learning about how to enhance their performance**

Willing to keep learning about how to enhance their performance signifies the teacher's open-mindedness and commitment to continuously improve their teaching skills. This includes their eagerness to explore new teaching methods, strategies, and technologies, as well as actively seeking feedback from colleagues or students to identify areas for improvement. By being willing to keep learning, the teacher demonstrates a growth mindset and a dedication to continually enhancing their performance in the classroom.

From interview, the teacher said that she is willing to consistently learn and improve their performance in teaching, specifically in incorporating technology. She keep updated by attending webinars and workshops, as well as utilizing self-learning methods. However, She also mentioned facing challenges in seeking out opportunities for continuous learning. This could be due to limited resources or time constraints. To overcome this, the teacher may have to be proactive in researching and finding suitable opportunities, or they could also suggest to the school to provide more learning and development opportunities for teachers.

In conclusion, a teacher's willingness to continuously learn and enhance their performance reflects their open-mindedness and

commitment to professional growth. This dedication is evident in their eagerness to explore new teaching methods, strategies, and technologies, as well as in actively seeking feedback for improvement. Despite challenges such as limited resources and time constraints, teachers can overcome these obstacles by proactively seeking out learning opportunities and advocating for more support from their schools. This growth mindset not only benefits their own teaching skills but also significantly enhances the educational experiences and outcomes for their students.

d. Conducting a comprehensive assessment cycle to achieve optimal learning outcomes in line with the Merdeka curriculum goals.

1) Pre-assessment

Pre-assessment is an essential component of a comprehensive assessment cycle that helps teachers gather information about students' prior knowledge, skills, and understanding before teaching a new concept. This assessment is typically conducted at the beginning of a unit or lesson and can take different forms, such as diagnostic tests, surveys, or observations. Through pre-assessments, teachers can identify students' strengths, weaknesses, and learning styles, and adjust their teaching strategies accordingly.

From interview, the teacher said that she conducts a pre-assessment in the form of a diagnostic test to determine students'

English language skills before starting a new learning activity. This allows her to know where to start teaching in line with the Merdeka curriculum goals. The main challenges she faces in this process is having to re-explain the material to students with low competence in English. This leads to the use of traditional teacher-centered methods in teaching, which goes against the student-centered approach encouraged in the Merdeka curriculum. To address this challenge, the teacher gives students a clue or preview of the material before teaching, allowing them to have some background knowledge and feel more confident in their learning. Ultimately, the goal is to achieve optimal learning outcomes for the students in accordance with the Merdeka curriculum goals.

In conclusion, pre-assessment plays a crucial role in the comprehensive assessment cycle, enabling teachers to tailor their instruction to meet students' individual needs and align with the Merdeka curriculum goals. By conducting diagnostic tests, teachers can gauge students' prior knowledge and identify areas requiring additional support. However, challenges such as re-explaining material to less proficient students can lead to more traditional, teacher-centered methods. To mitigate this, providing students with previews or clues about upcoming material can boost their confidence and readiness, fostering a more student-centered

learning environment. This approach not only supports the Merdeka curriculum's objectives but also enhances overall learning outcomes.

2) Formative assessment

Formative assessment refers to the ongoing and regular evaluation of students' progress towards learning goals. Unlike summative assessment, which is typically used to measure students' learning at the end of a unit or course, formative assessment is an integral part of the learning process. It allows teachers to gather evidence of student learning, provide feedback, and make necessary adjustments to instruction to enhance student understanding. Examples of formative assessment strategies include quizzes, exit tickets, and class discussions.

In the interview, the teacher highlighted the crucial role of formative assessment in achieving the goals of the Merdeka curriculum. They stated that they use quizzes as a form of formative assessment to determine the students' English language skills during a learning activity. However, the teacher also mentioned facing challenges in conducting formative assessment, specifically in re-explaining the material, which takes time and may disrupt the flow of the lesson. To overcome this challenge, the teacher may need to plan and structure their lessons more effectively to leave room for re-explaining the material without disrupting the learning process.

This also emphasizes the need for proper time management and flexibility in implementing the Merdeka curriculum.

In conclusion, formative assessment is a vital component of the learning process under the Merdeka curriculum, as it provides ongoing insights into students' progress and informs instructional adjustments. The use of quizzes and other formative strategies enables teachers to offer timely feedback and support. However, challenges such as the need to re-explain material can disrupt lesson flow and highlight the importance of effective lesson planning and time management. By structuring lessons to accommodate formative assessments and ensuring flexibility, teachers can better align their practices with the Merdeka curriculum goals and enhance overall student learning outcomes.

3) Summative assessment

Summative assessment is used to evaluate students' learning at the end of a unit, course, or academic year. It typically takes the form of a final exam, project, or performance task and is used to measure students' achievement against specific learning objectives. Summative assessments are essential for providing a comprehensive evaluation of students' understanding and mastery of a subject or topic. They also provide valuable information for teachers to reflect on the effectiveness of their teaching and make necessary adjustments for future instruction.

In the interview, the teacher highlighted the importance of conducting summative assessment in determining the students' English language skills at the end of a learning activity. The teacher mentioned that daily tests are being used as a form of summative assessment. When asked about the key aspects that need to be considered when designing summative assessment for English under the Merdeka Curriculum, the teacher emphasized on aligning the assessment with the learning achievement (Capain Pembelajaran - CP) that is provided in the Merdeka curriculum. This shows that the teacher is aware of the specific goals and objectives of the curriculum and tries to align the assessment accordingly. However, the teacher also mentioned facing challenges such as aligning the test with the CP and students' competence. This highlights the importance of effectively designing summative assessment that not only follows the curriculum guidelines but also takes into consideration the students' abilities and needs.

In conclusion, summative assessment is crucial for evaluating students' overall learning and achievement at the end of a unit or course, and it provides valuable insights into the effectiveness of instruction. By using daily tests as a form of summative assessment and aligning them with the learning achievements outlined in the Merdeka Curriculum, teachers can gauge students' mastery of English and reflect on their teaching

practices. However, challenges in aligning assessments with both curriculum goals and students' varying competencies underscore the need for careful and thoughtful assessment design. Addressing these challenges ensures that summative assessments accurately measure student learning and support continuous improvement in teaching and learning outcomes.

B. Discussion

The challenges faced by teachers in teaching English under the Merdeka Curriculum revolve around the need for creativity, innovation, and continuous learning. The curriculum's focus on providing freedom to students and promoting differentiation through various teaching methods requires teachers to constantly enhance their teaching skills and adapt to new technology.

One of the main challenges highlighted by the teachers was the need for creative and innovative lessons. Under the Merdeka Curriculum, teachers are expected to use different approaches and material to cater to the diverse learning styles and abilities present in their classrooms. This puts pressure on teachers to continuously come up with new and engaging methods of teaching, which can be a daunting task.

To address this challenge, teachers mentioned attending webinars and workshops, as well as taking matters into their own hands and learning through various platforms. This shows the willingness of teachers to continuously improve their performance for the benefit of their students.

Another significant challenge faced by teachers was aligning their teaching methods with the students' needs and abilities. This included finding suitable material and strategies for different learning styles and competencies. To overcome this challenge, teachers mentioned the importance of gathering data and information about their students' learning styles and abilities from different sources, such as counseling teachers and previous grade teachers.

Furthermore, the Merdeka Curriculum also stresses the importance of incorporating technology in teaching. This requires teachers to continuously enhance their digital technology skills and utilize various platforms for learning. However, this also poses challenges in terms of time and resources, as teachers need to prepare different materials for different student needs. To address this, teachers mentioned attending workshops and taking online courses to keep themselves updated with the latest trends and developments in technology and teaching.

In terms of conducting a comprehensive assessment cycle, teachers face challenges in conducting pre-assessments, formative assessments, and summative assessments. This includes re-explaining material to students with lower competencies, aligning assessments with the curriculum's learning outcomes, and aligning assessments with students' competencies.

To overcome these challenges, teachers shared their approaches such as giving students clues before teaching, using quizzes for formative assessment, and aligning assessments with the students' competence level. This highlights

the importance of regular assessment as a tool for continuous learning and improvement for both teachers and students.

In conclusion, the challenges faced by teachers in teaching English under the Merdeka Curriculum revolve around the need for creativity, innovation, continuous learning, and conducting a comprehensive assessment cycle. To overcome these challenges, teachers mentioned attending workshops, taking online courses, and utilizing various platforms for learning. It is important for schools and the education system to support teachers in these efforts to ensure successful implementation of the Merdeka Curriculum and the achievement of its goals for holistic education.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of the Merdeka Curriculum presents significant challenges for English teachers, particularly in tailoring lessons to accommodate different types of students. The necessity to prepare diverse materials to meet the varied learning needs of students is a recurrent theme among teachers. This often requires additional time and resources, which teachers manage by working outside regular school hours, such as in the evenings or after school. The resources used for preparation include a wide array of references to ensure the lessons are comprehensive and suitable for all students.

Teachers face considerable difficulties when adapting teaching methods to suit different student types. One major challenge is presenting materials that some students find too difficult or misaligned with their preferred learning styles. To overcome this, teachers employ strategies like simplifying the initial level of difficulty of the materials to make them more accessible and easier to understand. Techniques such as discovery learning are used to engage students more effectively and ensure they grasp the concepts being taught.

Additionally, the use of technology in the classroom introduces another layer of complexity. Teachers often struggle with integrating technology effectively due to a lack of training and resources. The technological skills gap can hinder the delivery of lessons and the ability to engage students through

digital means. Teachers also face challenges with ensuring that all students have access to the necessary technological tools, which can exacerbate educational inequities.

B. Suggestions

1. Professional Development:

Schools and educational authorities should provide ongoing professional development opportunities for teachers. This training should focus on differentiated instruction techniques and strategies for managing diverse classrooms effectively. Special emphasis should be placed on training teachers to use technology efficiently in their teaching practices.

2. Collaborative Planning:

Teachers should be encouraged to collaborate with colleagues to share resources and strategies. Collaborative planning sessions can help reduce the workload and provide fresh ideas for tackling common challenges.

3. Resource Allocation:

Schools should allocate more resources, including access to teaching aids, technology, and reference materials, to support teachers in preparing diverse lesson plans. This will help reduce the burden on teachers who currently spend a significant amount of personal time preparing lessons.

Ensuring that both teachers and students have access to adequate technological resources is also crucial.

4. **Student Feedback:**

   Regularly gathering feedback from students about their learning preferences and difficulties can help teachers tailor their methods more effectively. This feedback loop can lead to continuous improvement in teaching practices and better student outcomes.

5. **Support Systems:**

   Establishing support systems, such as mentoring programs for teachers and peer support groups, can provide a platform for sharing challenges and solutions. These systems can also offer emotional and professional support to teachers facing difficulties in adapting to the Merdeka Curriculum.

6. **Technology Integration:**

   Schools should prioritize providing training for teachers on integrating technology into their teaching methods. Workshops and seminars on the use of educational technology tools can help bridge the technological skills gap. Moreover, schools should ensure equitable access to technological devices for all students to prevent disparities in learning opportunities.

Appendix1 : Research Guideline

RESEARCH GUIDELINE

Variable	Indicators	Sub-Indicator	Description
Teacher Challenge	The teachers must set aside time every day to prepare creative, innovative, and challenging lesson (Lidiawati et. Al, 2023)	Challenge in making creative lessons	The teacher must be able to create lesson fosters imagination, originality, and self-expression. In this type of lesson, students are encouraged to think outside the box, explore unconventional ideas, and produce unique solutions
		Challenge in making innovative lessons	The teacher must be able to create lesson that introduces new approaches, methodologies, or technologies to achieve a specific learning objective. It often involves experimenting with novel instructional strategies, tools, or resources to enhance student engagement and understanding.

		Challenge in making challenging lessons	Teacher must be able to make lesson that pushes students out of their comfort zones, confronting them with complex problems, abstract concepts, or higher-order thinking skills. These lessons are designed to stimulate critical thinking, analysis, and problem-solving abilities, often by presenting real-world scenarios, case studies, or thought-provoking questions
	The readiness of human resources, particularly teachers, in using differentiated learning	Challenge in differentiating the students based on their learning styles (Visual, Audio, Kinaesthetic)	Teachers must be able to identify and cater to different learning styles, such as visual, auditory, and kinaesthetic learners

		Challenge in preparing different lesson for different type of students	Teachers must be willing to adapt their teaching methods to accommodate students with different learning
	Continuous learning and development, including digital technology skills, to enhance teaching performance (Muqorobin, 2023) (Lidiawati et. Al, 2023)	Utilizing various platforms for learning	The challenges that teacher face in utilizing various platforms for learning, utilizing email, hybrid learning, e-learning, and digital learning resources and media

		willing to keep learning about how to enhance their performance	The challenges that teacher face to keep learning about how to enhance their performance and train the stewards in the use of information technology
	Conducting a comprehensive assessment cycle to achieve optimal learning outcomes in line with the Merdeka curriculum goals. (Muqorobin, 2023)	Pre-assessment	The challenges that teacher face in in assessing a student's English language skills before starting a new learning activity or unit.

		Formative assessment	The challenges that teacher face in assessing students' ability at ongoing and takes place throughout the learning process
		Summative assessment	The challenges that teacher face in final evaluation of a student's learning at the end of a unit, course, or program

Appendix 2 Interview Guideline

INTERVIEW GUIDELINE

Variable	Indicators	Sub-Indicator	Wawancara Pertanyaan
Teacher' challenge in teaching English in Merdeka Curriculum	Teachers must set aside time every day to prepare creative, innovative, and challenging lessons (Lidiawati et. Al, 2023) (Muqorobin, 2023)	Creative Lessons	1. Tantangan apa yang ibu temukan saat menerapkan pembelajaran yang kreatif 2. Bagaimana ibu mengatasi tantangan tersebut?
		Innovative Lessons	3. Apa tantangan utama yang Ibu hadapi dalam menerapkan teknik inovatif dalam pengajaran bahasa Inggris? 4. Bagaimana Ibu mengatasi tantangan-tantangan ini?
		Challenging Lessons	5. Apakah membuat tugas atau aktivitas yang menantang itu merupakan tantangan bagi ibu? 6. Bagaimana Ibu mengatasi tantangan-tantangan ini untuk memastikan keberhasilan hasil pembelajaran bagi siswa Ibu?
	The readiness of human resources, particularly teachers, in using differentiated learning (Muqorobin, 2023)	Challenge in differentiating the students based on their learning styles (Visual, Audio, Kinaesthetic)	7. Bagaimana cara Anda mengidentifikasi gaya belajar siswa di kelas Anda, dan apa saja tantangan yang Anda hadapi dalam proses tersebut? 8. Bisakah Anda menceritakan pengalaman Anda dalam menyesuaikan materi pelajaran untuk siswa dengan berbagai gaya belajar dan bagaimana hal ini mempengaruhi pencapaian belajar mereka?

		Challenge in preparing different lesson for different type of students	9. Seberapa sering Anda merasa perlu untuk menyiapkan materi pelajaran yang berbeda untuk memenuhi kebutuhan belajar siswa, dan bagaimana Anda mengelola waktu dan sumber daya untuk melakukannya? 10. Apa saja kesulitan yang Anda hadapi saat mencoba mengadaptasi metode pengajaran untuk berbagai tipe siswa, dan strategi apa yang Anda gunakan untuk mengatasi tantangan tersebut?
	Continuous learning and development, including digital technology skills, to enhance teaching performance (Muqorobin, 2023) (Lidiawati et. Al, 2023)	Utilizing various platforms for learning	11. Menurut Ibu, seberapa pentingkah pembelajaran dan pengembangan berkelanjutan bagi guru, khususnya dalam hal pemanfaatan teknologi dalam pengajaran? 12. Bagaimana Ibu terus meningkatkan kinerja pengajaran Ibu, terutama dalam hal penggunaan teknologi digital? 13. Apa tantangan utama yang Ibu hadapi dalam memanfaatkan berbagai platform pembelajaran? 14. Bagaimana Ibu mengatasi tantangan-tantangan ini?
		willing to keep learning about how to	15. Apakah Ibu secara konsisten belajar dan meningkatkan kinerja Ibu sebagai guru, khususnya dalam hal penggunaan teknologi dalam pengajaran?

		enhance their performance	16. Bagaimana Ibu selalu mengetahui tren dan perkembangan terkini dalam pengajaran bahasa Inggris berdasarkan Kurikulum Merdeka? 17. Pernahkah Ibu menghadapi tantangan dalam mencari peluang belajar berkelanjutan? Bagaimana Ibu mengatasinya?
	Conducting a comprehensive assessment cycle to achieve optimal learning outcomes in line with the Merdeka curriculum goals. (Muqorobin, 2023)	Pre-assessment	18. Menurut pengalaman Ibu, apa tantangan utama yang dihadapi dalam melakukan pra-penilaian bahasa Inggris berdasarkan Kurikulum Merdeka? 19. Bagaimana Ibu mengatasi tantangan-tantangan ini?
		Formative assessment	20. Tantangan apa yang Ibu hadapi dalam melakukan penilaian formatif dan bagaimana Ibu mengatasinya?
		Summative assessment	21. Tantangan apa yang Ibu hadapi dalam melakukan penilaian sumatif dan bagaimana cara mengatasinya?

Appendix 3 Observation Sheet

OBSERVATION CHECKLIST

Variables	Indicators	Sub-Indicator	Description	Observation		Note
				Yes	No	
Teacher Challengesin Merdeka Curriculum	The teachers must set aside time every day to prepare creative, innovative, and challenging lesson (Lidiawati et. Al, 2023) (Muqorobin, 2023)	Challenge in making creative lessons	The teacher must be able to create lesson fosters imagination, originality, and self-expression. In this type of lesson, students are encouraged to think outside the box, explore unconventional ideas, and produce unique solutions			
		Challenge in making innovative lessons	The teacher must be able to create lesson that introduces new approaches, methodologies, or technologies to achieve a specific learning objective. It often involves experimenting with novel instructional strategies, tools, or resources to enhance student engagement and understanding.			

		Challenge in making challenging lessons	Teacher must be able to make lesson that pushes students out of their comfort zones, confronting them with complex problems, abstract concepts, or higher-order thinking skills. These lessons are designed to stimulate critical thinking, analysis, and problem-solving abilities, often by presenting real-world scenarios, case studies, or thought-provoking questions			
	The readiness of human resources, particularly teachers, in using differentiated learning (Muqorobin, 2023)	Challenge in differentiating the students based on their learning styles (Visual, Audio, Kinaesthetic)	Teachers must be able to identify and cater to different learning styles, such as visual, auditory, and kinaesthetic learners			
		Challenge in preparing different lesson for different type of students	Teachers must be willing to adapt their teaching methods to accommodate students with different learning			

	Continuous learning and development, including digital technology skills, to enhance teaching performance (Muqorobin, 2023) (Lidiawati et. Al, 2023)	Utilizing various platforms for learning	The challenges that teacher face in utilizing various platforms for learning, utilizing email, hybrid learning, e-learning, and digital learning resources and media			
		Willing to keep learning about how to enhance their performance	The challenges that teacher face to keep learning about how to enhance their performance and train the stewards in the use of information technology			
	Conducting a comprehensive assessment cycle to achieve optimal learning outcomes in line with	Pre-assessment	The challenges that teacher face in in assessing a student's English language skills before starting a new learning activity or unit.			

	the Merdeka curriculum goals. (Muqorobin, 2023)	Formative assessment	The challenges that teacher face in assessing students' ability at ongoing and takes place throughout the learning process			
		Summative assessment	The challenges that teacher face in final evaluation of a student's learning at the end of a unit, course, or program			

Appendix 4 Interview Transcript

Interview Transcript

Teacher' challenge in teaching English in Merdeka Curriculum

A. Readiness of teachers, who play a crucial role in the success of various Merdeka

A.1 Creative Lessons

Researcher : Tantangan apa yang ibu temukan saat menerapkan pembelajaran yang kreatif

Teacher : Kurikulum Merdeka menuntut guru untuk menerapkan pembelajaran yang kreatif. Biasanya ibu hanya melakukan pembelajaran yang konvensional. Sekarang pembelajaran dituntut mengintegrasikanya dengan teknologi Namanya digital literatif, tantangan bagi saya adalah mempelajari hal-hal baru tersebut. Ditambah lagi mengajarkan sesuatu yang kreatif kepada anak juga merupakan tantagan bagi saya, anak cenderung bingung saat diajarkan dan sulit bagi mereka untuk mempelajarinya

Researcher : Bagaimana ibu mengatasi tantangan tersebut?

Teacher : Berusaha mengikuti perkembangan zama, berusaha banyak belajar, mengikuti seminar-seminar dan webinar, kolaborasi dengan teman sesama pengajar, kkg, dan belajar kepada rekan yang lebih mahir, diklat juga

A.2 Innovative Lessons

Researcher : Apa tantangan utama yang Ibu hadapi dalam menerapkan teknik inovatif dalam pengajaran bahasa Inggris?

Teacher : Masih berkaitan dengan IT, guru tidak boleh gaptek terhadap IT lagi

Researcher : Bagaimana Ibu mengatasi tantangan-tantangan ini?

Belajar Bersama guru-guru TIK

A. 3 Challenging Lessons

Researcher : Apakah membuat tugas atau aktivitas yang menantang itu merupakan tantangan bagi ibu?

Teacher : Ya, ini merupakan sebuah tantangan, namun saya tetap harus menerapkan tantangan tersebut bagi siswa

Researcher : Bagaimana Ibu mengatasi tantangan-tantangan ini untuk memastikan keberhasilan hasil pembelajaran bagi siswa Ibu?

Teacher : Tantangan itu harus dihadapi, saya tetap akan menerapkan pembelajaran yang menantang untuk siswa supaya mereka bisa menghadapinya dan lebih paham akan materi yang sedang dipelajarinya Belajar lagi supaya tidak ketinggalan sama guru guru muda

Appendix 4 Interview Transcript

B. The readiness of human resources, particularly teachers, in using differentiated learning

B.1 Challenge in differentiating the students based on their learning styles (Visual, Audio, Kinaesthetic)

Researcher : Bagaimana cara Anda mengidentifikasi gaya belajar siswa di kelas Anda, dan apa saja tantangan yang Anda hadapi dalam proses tersebut?

Teacher : Didalam Kurikulum Merdeka ini, siswa dibagi menjadi 3 gaya belajar, ada siswa audio, siswa visual, siswa kinestetik, dan siswa audio visual. Sekolah mengadakan tes psikologi kemudia sayan mendapatkan data dari tes tersebut. Sejak ada tes ini, megidentifikasi gaya belajar siswa tidak jadi tantangan lagi, namum sebelumnya tantanganya adalah waktu karna saya harus bisa mengetahui gaya belajar anak satu persatu dari hasil dan kebiasaan mereka didalam kelas dan keakuratanya juga tidak pasti

Researcher : Bisakah Anda menceritakan pengalaman Anda dalam menyesuaikan materi pelajaran untuk siswa dengan berbagai gaya belajar dan bagaimana hal ini mempengaruhi pencapaian belajar mereka?

Teacher : Auditory → saya memberikan audio

Visual → saya menggunaka infokus

Kinestetik → menyuruh siswa menggambarkan siklus hidup kupu-kupu misalnya

Audio visual → infokus

Teacher : Hasilnya luar biasa, karna sudah ditempatkan sesuai dengan gaya belajarnya, setelah hal ini diterapkan =, hanya ada 3atau4 orang yang gagal

B.2 Challenge in preparing different lesson for different type of students

Researcher : Seberapa sering Anda merasa perlu untuk menyiapkan materi pelajaran yang berbeda untuk memenuhi kebutuhan belajar siswa, dan bagaimana Anda mengelola waktu dan sumber daya untuk melakukannya?

Teacher : Setiap materi, atau selalu. Waktu yang saya gunakan untuk menyiapkanya yaitu sepulang sekolah atau dimalam hari karena disekolah waktu itu full digunakan untuk mengajar. Sedangkan sumber daya yang saya gunakan yaitu dari banyak reference

Appendix 4 Interview Transcript

Researcher : Apa saja kesulitan yang Anda hadapi saat mencoba mengadaptasi metode pengajaran untuk berbagai tipe siswa, dan strategi apa yang Anda gunakan untuk mengatasi tantangan tersebut?

Teacher : Kesulitan yang saya hadapi yaitu Ketika ada materi yang tidak bisa mereka terima karena materi terkesan agak sulit dan tidak sesuai dengan gaya belajar mereka. Saya mengatasinya dengan mencari lagi materi dan strategi yang pas untuk mereka seperti memberikan materi dengan Tingkat kesulitan yang rendah pada awal supaya mudah dipahamai. Seperti discovery learning

C. Continuous learning and development, including digital technology skills, to enhance teaching performance

C.1 Utilizing various platforms for learning

Researcher : Menurut Ibu, seberapa pentingkah pembelajaran dan pengembangan berkelanjutan bagi guru, khususnya dalam hal pemanfaatan teknologi dalam pengajaran?

Teacher : Penting sekali, sesuaikan dengan perkembangan sekarang, guru harus belajar lagi dan menggunakan hal baru karena kalua tidak tidak dilakukan, guru tersebut akan ketinggalan

Researcher : Bagaimana Ibu terus meningkatkan kinerja pengajaran Ibu, terutama dalam hal penggunaan teknologi digital?

Teacher : Cara ibu meningkatan yaitu denga terus belajar, terus ikut pelatihan, ikut pembelajaran online, tanyakan kepada reka yang lebih mahir dan berkolaborasi denga guru yang ada disekolah

Researcher : Apa tantangan utama yang Ibu hadapi dalam memanfaatkan berbagai platform pembelajaran?

Teacher : Pembagian waktu adalah tantangan utamanya, dengan padatnya jadwal disekolah dan menyiapkan materi yang berbeda beda untuk setiap gaya belajar siswa, tidak banyak platform pembelajaran yang baru atau lebih menarik yang bisa saya pelajari dan manfaatkan

Researcher : Bagaimana Ibu mengatasi tantangan-tantangan ini?

Teacher : Saya mencoba memanfaatkan waktu saya seefektif mungkin guna dapat mengembangakan kemampuan saya dalam bidang IT

C.2 willing to keep learning about how to enhance their performance

Appendix 4 Interview Transcript

Researcher : Apakah Ibu secara konsisten belajar dan meningkatkan kinerja Ibu sebagai guru, khususnya dalam hal penggunaan teknologi dalam pengajaran?

Teacher : Iya harus belajar secara konsisten dan belajar sama rekan yang lebih mahir

Researcher : Bagaimana Ibu agar selalu mengetahui tren dan perkembangan terkini dalam pengajaran bahasa Inggris berdasarkan Kurikulum Merdeka?

Teacher : Sekolah mengadakan bimtek, diklat, didatangkan tenaga ahli ke sekolah distu saya belajar secara Bersama sama dengan rekan yang lain, selanjutnya secara online sudah sngat banyak menawarkan pembelajaran pembelajaran yang mengikuti perkembangan Kurikulum Merdeka

Researcher : Pernahkah Ibu menghadapi tantangan dalam mencari peluang belajar berkelanjutan? Bagaimana Ibu mengatasinya?

Teacher : Tantangannya adalah dalam hal mencari kesempatan, untuk disekolah diklat, seminar dll ini terbatas, tantanganya lebih kepada waktu, karna saya merasa saya tidak mempunyai waktu yang cukup untuk mengikuti webinar atau pelatihan online diluar jam sekolah mengingat saya juga harus menyiapkan pembelajaran yang berbeda beda untuk tiap gaya belajar anak

D. Conducting a comprehensive assessment cycle to achieve optimal learning outcomes in line with the Merdeka curriculum goals

D.1 Pre-assessment

Researcher : Menurut pengalaman Ibu, apa tantangan utama yang dihadapi dalam melakukan pra-penilaian bahasa Inggris berdasarkan Kurikulum Merdeka?

Teacher : Dalam hal menyiapkan dan membuat soal

Researcher : Bagaimana Ibu mengatasi tantangan-tantangan ini?

Teacher : Saya memberikan soal soal berbeda. Tingkat kesulitanya sesuai dengan kompetensi anak

D.2 Formative assessment

Researcher : Tantangan apa yang Ibu hadapi dalam melakukan penilaian formatif dan bagaimana Ibu mengatasinya?

Teacher : Tantangan yang saya temui yaitu terkadang saya salah dalam mengidentifikasi kemampuan siswa jadi ada beberapa dari mereka mendapatkan soal yang tidak sesuai dengan kemampuan mereka

D.3 Summative assessment

Researcher : Tantangan apa yang Ibu hadapi dalam melakukan penilaian sumatif dan bagaimana cara mengatasinya?

Teacher : Hasil yang tidak memuaskan menuntuk saya melakukan remedial dan melakukan tes lagi hal ini memakan waktu namun hal ini juga merupakan salah satu cara mengatasi hasil yang tidak memuaskan tersebut

Appendix 5 Validation Sheet 1

LEMBAR VALIDASI INSTRUMEN WAWANCARA

TEACHER CHALLENGE IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU

Nama : Andre Gunawan /2317.017

Judul Penelitian **"Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu"**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument wawancara "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu" Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid

   2 : Kurang Valid

   3 : Cukup Valid

   4 : Valid

   5 : Sangat Valid

2. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi

   B : Dapat digunakan dengan sedikit revisi

   C : Dapat digunakan dengan revisi sedang

   D : Dapat digunakan dengan banyak revisi

   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		E 1	D 2	C 3	B 4	A 5	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan				✓		

Dipindai dengan CamScanner

		1	2	3	4	5	
	jelas						
	b. Indikator yang diamati pengamat mudah diamati c. Masing-masing indikator dapat dibedakan dengan jelas				✓ ✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek			✓			
	b. Kebenaran isi instrument						
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu"		✓			

Dipindai dengan CamScanner

C. KOMENTAR/ SARAN

1. Tambahan pertanyaan untuk contoh dari innovative lessons.
2. Tambahkan sources dari indicator dan sub. indicators.

Bukittinggi, 7 Feb 2024

Validator

Elsy Pranita, M.Pd

Dipindai dengan CamScanner

Appendix 5 Validation Sheet 1

LEMBAR VALIDASI INSTRUMEN OBSERVASI

TEACHER CHALLENGE IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU

Nama : Andre Gunawan /2317.017

Judul Penelitian **"Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu"**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument observasi "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu" Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid

   2 : Kurang Valid

   3 : Cukup Valid

   4 : Valid

   5 : Sangat Valid

2. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi

   B : Dapat digunakan dengan sedikit revisi

   C : Dapat digunakan dengan revisi sedang

   D : Dapat digunakan dengan banyak revisi

   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		Ø 1	A 2	B 3	C 4	A 5	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan						

Dipindai dengan CamScanner

	jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati c. Masing-masing indikator dapat dibedakan dengan jelas				✓ ✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek			✓			
	b. Kebenaran isi instrument				✓		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu"		✓			

Dipindai dengan CamScanner

C. KOMENTAR/ SARAN

1. Sesuaikan indicator dengan penjelasan yang ada di teori chapter 2 dengan mencamtukan sources.
2. Perjelas lagi description pada guidelinesss.
3. Jelaskan bagaimana siswa dalam sub indicator listening, speaking, lalu viewing dan presenting

Bukittinggi, 7 Feb 2024

Validator

Elsy Pranita, M.Pd

Dipindai dengan CamScanner

Appendix 6 Validation Sheet 2

LEMBAR VALIDASI INSTRUMEN OBSERVASI

TEACHER CHALLENGE IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU

Nama : Andre Gunawan /2317.017

Judul Penelitian **"Teacher Challenge in Teaching English by Using Merdeka Curriculum at SMAN 1 Banuhampu"**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument observasi "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu" Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid

   2 : Kurang Valid

   3 : Cukup Valid

   4 : Valid

   5 : Sangat Valid

2. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi

   B : Dapat digunakan dengan sedikit revisi

   C : Dapat digunakan dengan revisi sedang

   D : Dapat digunakan dengan banyak revisi

   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				√		

Dipindai dengan CamScanner

	b. Indikator yang diamati pengamat mudah diamati				√		
	c. Masing-masing indikator dapat dibedakan dengan jelas				√		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				√		
	b. Kebenaran isi instrument				√		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				√		
	b. Menggunakan kalimat yang mudah dipahami				√		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu"		√			

C. KOMENTAR/ SARAN

Instrumen observasi valid digunakan untuk menjawab pertanyaan penelitian. Peneliti dapat menuliskan hasil observasi di bagian catatan sebagai pengembangan lanjutan pada daftar pertanyaan wawancara. Peneliti dapat memperbesar kolom catatan sebagai pengembangan dari observasi kelas. Pada bagian penilaian siswa, peneliti dapat menuliskan jenis tes yang digunakan oleh guru dan dapat dikembangkan pada instrument wawancara pada daftar pertanyaan penilaian siswa.

Bukittinggi, 7 Februari 2024
Validator

Agseora Ediyen, M.Hum

Dipindai dengan CamScanner

LEMBAR VALIDASI INSTRUMEN WAWANCARA

TEACHER CHALLENGE IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU

Nama : Andre Gunawan /2317.017

Judul Penelitian **"Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu"**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument wawancara "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu" Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid

   2 : Kurang Valid

   3 : Cukup Valid

   4 : Valid

   5 : Sangat Valid

2. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi

   B : Dapat digunakan dengan sedikit revisi

   C : Dapat digunakan dengan revisi sedang

   D : Dapat digunakan dengan banyak revisi

   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan				√		

Dipindai dengan CamScanner

	jelas						
	b. Indikator yang diamati pengamat mudah diamati				√		
	c. Masing-masing indikator dapat dibedakan dengan jelas				√		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				√		
	b. Kebenaran isi instrument				√		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				√		
	b. Menggunakan kalimat yang mudah dipahami				√		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu"		√			

Dipindai dengan CamScanner

C. KOMENTAR/ SARAN

Instrumen wawancara valid digunakan untuk menjawab pertanyaan penelitian. Peneliti sebaiknya lebih mengarahkan pertanyaan kepada materi pembelajaran dikelas. Contohnya pada materi text seperti prosedur dan narratif. Pertanyaan No.8 dapat diarahkan pada materi text tersebut. Saran perbaikan: (*8) Has your involvement in the curriculum development process affected your reading viewing teaching approach of simple texts such as procedures and narratives in any way? If so, how?* Contoh lain pada bagian penilaian siswa, sebaiknya peneliti merujuk pada spesifik test yang digunakan seperti pada pertanyaan (15) mengenai penilaian awal. Peneliti mengembangan pertanyaan pada jenis test yang digunakan guru.

Bukittinggi, 7 Februari 2024

Validator

Agseora Ediyen, M.Hum

Dipindai dengan CamScanner

Appendix 7 Validation Sheet 3

LEMBAR VALIDASI INSTRUMEN OBSERVASI

TEACHER CHALLENGE IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU

Nama : Andre Gunawan /2317.017

Judul Penelitian **"Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu"**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument observasi "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu" Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid

   2 : Kurang Valid

   3 : Cukup Valid

   4 : Valid

   5 : Sangat Valid

2. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi

   B : Dapat digunakan dengan sedikit revisi

   C : Dapat digunakan dengan revisi sedang

   D : Dapat digunakan dengan banyak revisi

   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				V		

Appendix 7 Validation Sheet 3

	b. Indikator yang diamati pengamat mudah diamati			V			
	c. Masing-masing indikator dapat dibedakan dengan jelas				V		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				V		
	b. Kebenaran isi instrument				V		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar			V			
	b. Menggunakan kalimat yang mudah dipahami			V			

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument ”Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu”		V			

Appendix 7 Validation Sheet 3

C. KOMENTAR/ SARAN

Instrumen observasi ini dapat digunakan sebagai alat pengumpulan data dalam penelitian ini dengan memberikan pernyataan-pernyataan yang lebih detail dan spesifik agar data yang diperoleh dapat merepresentasikan hasil yang sesuangguhnya di lapangan. Observasi ini langsung mengambil pernyataan langsung dari research guideline dan perlu di kembangkan lagi dalam instrumen.

Bukittinggi, 29 Januari 2024

Validator



Mutia Rahman, M.Pd

Appendix 7 Validation Sheet 3

LEMBAR VALIDASI INSTRUMEN WAWANCARA

TEACHER CHALLENGE IN TEACHING ENGLISH BY USING MERDEKA CURRICULUM AT SMAN 1 BANUHAMPU

Nama : Andre Gunawan /2317.017

Judul Penelitian **"Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu"**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument wawancara "Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu" Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid

   2 : Kurang Valid

   3 : Cukup Valid

   4 : Valid

   5 : Sangat Valid

2. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi

   B : Dapat digunakan dengan sedikit revisi

   C : Dapat digunakan dengan revisi sedang

   D : Dapat digunakan dengan banyak revisi

   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				V		

Appendix 7 Validation Sheet 3

	b. Indikator yang diamati pengamat mudah diamati				V		
	c. Masing-masing indikator dapat dibedakan dengan jelas				V		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				V		
	b. Kebenaran isi instrument				V		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar						
	b. Menggunakan kalimat yang mudah dipahami			V			

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument ”Teacher Challenge In Teaching English by Using Merdeka Curriculum At SMAN 1 Banuhampu”		V			

Appendix 7 Validation Sheet 3

C. KOMENTAR/ SARAN

Hal yang diperoleh dalam interview juga sama dengan observasi dimana langsung mengambil apa yang tertuang dalam research guideline langsung dijadikan pertanyaan wawancara. Coba untuk lebih mengembangkan research guideline tersebut dengan membuat pertanyaan yang lebih detail dan spesifik.

Bukittinggi, 29 Januari 2024

Validator



Muthia Rahman, M.Pd

Appendix 8 SK Pembimbing

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-0084/Un.26.1/HK.00.5/01/2024

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djammil Djambek Bukittinggi an. **Andre Gunawan NIM. 2317017** tanggal 19 Januari 2024 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"Teacher Challenge In Teaching English By Using Merdeka Currikulum At SMAN 1 Banuhampu"***

KEDUA : Menunjuk Saudara :

Nama	: **Elsi Amiza, M.Pd**
NIP	: **198909212023212032**
Pangkat/Gol.Ruang	: X
Jabatan	: Asisten Ahli
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 19 Januari 2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M, M. Ag
NIP.197605192006041001

Dipindai dengan CamScanner

Appendix 9 Surat Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat - Telepon/ Fax. (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0111/Un.26.1/PP.07/01/2024 Bukittinggi, 25 Januari 2024
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**ANDRE GUNAWAN**
NIM	:	**2317017**
Semester	:	14
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***Teacher Challenge In Teaching English by Using Merdeka Currikulum at SMAN 1 Banuhampu***
Lokasi Penelitian	:	SMA N 1 Banuhampu
Waktu	:	Januari 2024 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.AG
NIP 197605192006041001

Acc.
Bimbingan dengan
ibu Eva Novita, M.Pd.

Dipindai dengan CamScanner

Appendix 10 Surat Balasan Penelitian

PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
CABANG DINAS WILAYAH I
SMA NEGERI 1 BANUHAMPU
AKREDITASI : A
NSS : 301080101024 NPSN : 10300296
Alamat: Pakan Sinayan, Jl. Raya Padang Luar-Maninjau Km. 3 Banuhampu Kab. Agam Telp. 085374080099 Kode Pos 26181
Website : http://www.sman1banuhampu.sch.id E-Mail : smansatubanuhampu@gmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 421.4/ 452/ SMAN1 BNH/ VII-2024

Yang bertanda tangan dibawah ini **Kepala SMA Negeri 1 Banuhampu Kabupaten Agam Provinsi Sumatera Barat** menerangkan bahwa :

Nama	:	**ANDRE GUNAWAN**
NIM	:	2017/ 2317017
Progran Study	:	Pendidikan Bahasa Inggris/ S 1
Perguruan Tinggi/ Fakultas	:	UIN SJEH M. DJAMIL DJAMBEK/ Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***Teacher Challenge In Teaching English by Using Merdeka Currikulum at SMAN 1 Banuhampu***

Mahasiswa yang tersebut diatas telah melaksanakan penelitian dalam rangka memenuhi Tugas Akhir/ Skripsi dari tanggal 4 Maret 2024 s.d. 4 Juni 2024 di SMA Negeri 1 Banuhampu.

Demikianlah Surat Keterangan ini dibuat untuk dapat dipergunakan sesuai dengan keperluannya.

Banuhampu, 22 Juli 2024
Kepala Sekolah,

Drs. ARIS SUPARDI
NIP. 196505052000121002

Dipindai dengan CamScanner

Appendix 11 Bukti Lapangan



Appendix 11 Bukti Lapangan



