



**IMPLEMENTATION OF MERDEKA BELAJAR  
CURRICULUM IN TEACHING ENGLISH AT MTS  
TARBIYATUL ISLAMIYAH RACI**

**FINAL PROJECT**

Submitted in partial fulfillment of the requirements

For the degree of *Sarjana Pendidikan* in English

by

Nilam Maris

17420043

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
UNIVERSITAS PGRI SEMARANG**

**2024**



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## APPROVAL

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## **DECLARATION**

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, June 2024

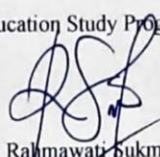
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## RATIFICATION

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## **MOTTO**

It takes years. Then, it happens all at once. Every failure, every small win, every night spent working alone, they all count. Every overnight success takes thousands of nights. Keep going.

## **DEDICATION**

This final project is dedicated to:

My beloved parents

## ACKNOWLEDGEMENTS

In the name of God, whose generosity and mercy are unparalleled. I am thankful to God for providing me with the ability and opportunity. It is only because of God that the researcher can complete this final project entitled “Implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci” as one of the requirements for submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan in English Education Department of Languages and Arts Education’s Faculty, University of PGRI Semarang.

The researcher would like to express gratitude to the following individuals for their assistance during the process of this final project, which enabled the completion of this final project. My gratitude expresses to people as follows:

1. Siti Musarokah, S.Pd., M.Hum. the Dean Faculty of Language and Art of University of PGRI Semarang.
2. Dr. Rahmawati Sukmaningrum, S.Pd., M.Pd. the chairman of English Education Department.
3. First advisor, Dr. Sukma Nur Ardini, S.S., M.Pd. who always be responsible and provided me with advice, help, support, and guidance generously as I completed this final project.
4. Second Advisor, Ajeng Setyorini, S.S., M.Hum. who gave me advice, construction, and suggestions while I was writing this final project.



5. My beloved parents, Gunganto and Sholikati who always there to support me, keeping me strong every day of my life and my sister, Hanum Soraya.
6. My friends, Ayuningtyas Putri Widyasari, Fatimah Dwi Pangestuti, Hilsa Andriyan Fisara, and Sekar Pamungkas Putri Yolanda, thanks for being my friend from our first and still count.
7. My friends of Class B English Education Department 2017 and my entire friends in University of PGRI Semarang, thanks for being in my life.

Semarang, June 2024

The researcher

## ABSTRACT

Maris, Nilam. 2024. *Implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci*. Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor I: Dr. Sukma Nur Ardini, S.S., M.Pd., Advisor II: Ajeng Setyorini, S.S., M.Hum.

Keywords: Curriculum, Merdeka Belajar Curriculum, perception

Merdeka Belajar Curriculum is the most recent curriculum used in Indonesia. This curriculum was put in place by the government to deal with the student crisis, which was worsened by the Covid-19 pandemic. Merdeka Belajar Curriculum offers the students flexibility to learn internally, along with optimal learning content that allows the students sufficient time to comprehend and enhance their abilities and skills.

MTs Tarbiyatul Islamiyah Raci is one of the schools which implements Merdeka Belajar Curriculum for the seventh grade. Therefore, Merdeka Belajar Curriculum considered new in MTs Tarbiyatul Islamiyah Raci. This condition became the main concern of the researcher. Thus, the researcher conducted the research to know the implementation of Merdeka Belajar Curriculum as well as the perception of teacher and students as the doer of Merdeka Belajar Curriculum. This research used qualitative method and analyzed based on Miles and Huberman's theory (2014). The data collected by doing observation toward the learning activity held. The researcher also did interview and questionnaire toward the English teacher and students of seventh grade at MTs Tarbiyatul Islamiyah Raci to gain the data about the perception of teacher and students as the doer of Merdeka Belajar Curriculum in its implementation. The researcher also used the documentation to strengthen the result of this research.

The result of this research showed that the implementation of Merdeka Belajar Curriculum consisted of preliminary activity, core activity, and closing activity. The teacher has implemented those stages during the learning activity. The implementation of Merdeka Belajar Curriculum in teaching English is better compared to the previous curriculum. The learning emphasized by the Merdeka Belajar Curriculum runs interactively because this curriculum is typically simpler and deeper which focussed in essential material. Furthermore, learning activity by implementing this curriculum provides freedom and flexibility for both the teacher and the students. The teacher is free to determine their own teaching tools that suit the students' condition. Meanwhile, the students was prevented from being forced or pushed to master a subject. However, there are many shortcomings in its implementation because this curriculum is relatively new and still in a transition period from previous curriculum. Despite the challenges faced by the teacher during the implementation, the students were able to follow the learning activity as it progressed.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents about introduction. There are seven sub chapters. They are background of the study, reason of choosing the topic, statements of the study, objectives of the study, significances to the study, definition of key terms, and outline of the research.

#### **A. Background of the Study**

Education is an effort of improving knowledge and skill. According to Rahmat (2014), the educational process always assists students in developing their potentials to know and learn more in the widest possible sense. Education is expected to equip student to be able to develop skill and implement knowledge in life as the result of learning process. Haudi (2020) defines Education as a process with certain methods, so that people gain knowledge, understanding, and ways of behaving. In organizing education, it is necessary to fulfill the components of education. One of them is curriculum.

Curriculum is one of important component of education system. Nugriontoro in Purba (2021) defines curriculum as a sequence of educational experience and skill governed by school to give the learning experience to children and teenagers in developing ways of thinking and acting. Curriculum is not only formulated to achieve educational goals, then clarify and ease

direction of education, but also provides an understanding of learning experience that must be have by every student. The importance of curriculum's function and role should by followed by strong and solid foundation to succeed the world of education. In Indonesia, curriculum has been developed constantly evolving by adapting the needs and developments time by time. In 2000's era, there are some curriculums which has been applied such as *Kurikulum Berbasis Kompetensi* (KBK) in 2004, *Kurikulum Tingkat Satuan Pendidikan* (KTSP) in 2006, *Kurikulum 2013*, and the latest is *Kurikulum Merdeka Belajar*.

Merdeka Belajar Curriculum is the latest curriculum used in Indonesia. This curriculum has been applying at early 2022. According to Direktorat Sekolah Dasar (2023), Merdeka Belajar Curriculum is a curriculum with diverse intra-curricular studies where educational content will be more optimal to allow students to get enough time to conceptualize and strengthen competence. Merdeka Belajar is the latest curriculum which applied to some of schools in Indonesia. The government has implemented this curriculum to address the study crisis which is made worse by covid-19 pandemic. According to Programme for International Student Assessment (Pisa) in *Pusat Informasi Guru*, seventy percent of students in the range of fifteen years old in the under of minimum competency in understanding simple passage and basic concept of math for last ten to fifteen years without any significant improvement. In addressing this, Ministry of Research, Technology and Higher Education Indonesia simplify the curriculum in



special conditions to mitigate learning loss of the pandemic. The result was thirty-point five percent of schools using simplified curriculum indicates that the use of this curriculum could reduce the impact of a pandemic by seventy three percent for literacy and eighty six percent for numeracy. The effectiveness of simplified curriculum in special conditions adds to the importance of changing the draft and implementation strategy of the curriculum more comprehensive. Based on this, the school was given the freedom to select the curriculum between 2013 Curriculum, simplified 2013 curriculum, and Merdeka Belajar Curriculum.

MTs Tarbiyatul Islamiyah Raci is one of the schools which implements Merdeka Belajar Curriculum for the seventh grade. The implementation of Merdeka Belajar Curriculum at MTs Tarbiyatul Islamiyah Raci has been running for a semester. Therefore, Merdeka Belajar Curriculum considered new in MTs Tarbiyatul Islamiyah Raci. This condition became the main concern of the researcher. Thus, the researcher interested in conducted research in the implementation of Merdeka Belajar Curriculum as well as the perception of teacher and students as the doer of Merdeka Belajar Curriculum. Based on the explanation above, the researcher conducted the research entitled “The Implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci”. The researcher hopes this research can give some contribution in the world of education specially to know the how the Merdeka Belajar Curriculum works at MTs Tarbiyatul Islamiyah Raci because curriculum is a guide to running the education system

so that the curriculum should not cause problems. However, the new curriculum is expected to be solution to all problems that arise during the learning process.

## **B. Reasons for Choosing the Topic**

There are some reasons for choosing the topic considering to the case which the researcher presents below.

1. Curriculum is one of the principal parts of education which contains an outline of educational program in teaching and learning process. This is important to develop our knowledge about the implementation of actual curriculum.
2. Merdeka Belajar is the latest curriculum which applied to some of schools in Indonesia. The government has implemented this curriculum to address the study crisis which is made worse by covid-19 pandemic.

## **C. Statements of the Problem**

From the background of the study, the researcher formulates the statements of the problem. The statements of the problem are as follow.

1. How is the implementation of Merdeka Belajar Curriculum in teaching English at MTs Tarbiyatul Islamiyah Raci?
2. How is the teacher's perception about the implementation of Merdeka Belajar Curriculum in teaching English at MTs Tarbiyatul Islamiyah Raci?

3. How is the student's perception about the implementation of Merdeka Belajar Curriculum in teaching English at MTs Tarbiyatul Islamiyah Raci?

#### **D. Objectives of the Study**

Based on statements of the problem which has been mentioned above, the researcher states the objectives of the study as below.

1. To know the implementation of Merdeka Belajar Curriculum in teaching English at MTs Tarbiyatul Islamiyah Raci.
2. To find out teacher's perception about the implementation of Merdeka Belajar Curriculum in teaching English at MTs Tarbiyatul Islamiyah Raci.
3. To find out student's perception about the implementation of Merdeka Belajar Curriculum in teaching English at MTs Tarbiyatul Islamiyah Raci.

#### **E. Significances of the Study**

In this research, the researcher gives an explanation about the significance of the study. The researcher hopes the result of the research will be beneficial in the field related to the study as follows:

1. Theoretically

The result of the study is to explain the implementation of Merdeka Belajar Curriculum in teaching English. It means that this research is supposed to contribute to education, especially in the English education field.

## 2. Practically

### a. For the teacher

The results of this research are expected to be reflected in the teacher for applying the right method in their teaching through in implementing Merdeka Belajar Curriculum.

### b. For the student

Students know the worth and can see the benefits of implementing Merdeka Belajar Curriculum.

### c. For the reader

The researcher hopes the reader will get more information about the implementation of Merdeka Belajar Curriculum and the reason for changing the curriculum.

## **F. Definition of the Key Terms**

### 1. Implementation

Implementation is an activity which is carrying out of idea, concept, design, or method to achieve the goals. According to Usman in Pangestuti (2021), implementation is an activity which planned for achieving the goals.

### 2. Curriculum

Curriculum is a set of education system which contains an outline of educational program for preparing teaching and learning activity. According to Crow and Crow in Purba (2021), curriculum is a teaching plan which is arranged systematically as required in an educational program.

### 3. Merdeka Belajar Curriculum

Merdeka Belajar Curriculum is the latest curriculum in early 2022 which focuses on character building. According to Direktorat Sekolah Dasar (2023), Merdeka Belajar Curriculum is a curriculum with diverse intra-curricular studies where educational content will be more optimal to allow students to get enough time to conceptualize and strengthen competence.

### 4. English Teaching

English teaching is an interaction between teacher and student named as teaching and learning process where the teacher is required to be able to carry out the learning process by delivering the materials, giving quizzes and etc. during teaching and learning of English subject session.

### 5. MTs Tarbiyatul Islamiyah Raci

MTs Tarbiyatul Islamiyah raci is Islamic junior high school which registered as MIS Tarbiyatul Islamiyah Raci that has been accredited B

under the auspices of Ministry of Religion. This school is located on Raci, Batangan, Pati, Central Java.

### **G. Outline of the Research**

The outline of the research will direct the research to be more focus. Likewise, the result of the research can be more detailed and clearer. It also helps the reader to understand the steps of the research.

This research contains five chapters, which are an introduction, review of the related literature, methodology of the research, research findings, and discussion. The last chapter is a conclusion and suggestions. The details are as follows:

The first chapter is about the introduction which contains background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, definition of key terms, and outline of the research.

The second chapter is about the review of related literature which comprises the review of related theories and previous studies. In this chapter the researcher explains the theories related to the topic to support the research. Moreover, previous studies are also included to sanction this research.

The third chapter is about the methodology of the research. This chapter comprises design of the research, role of the researcher, subject and object of the research, sources of the data, data collection, and data analysis.

In this chapter, the researcher presents the step of method used in this research detailly.

The fourth chapter discusses research findings and discussion. This chapter is the main purpose related to the topic. In this chapter, the researcher explains the result of the research from findings to discussion with detail.

The fifth chapter is about the conclusion and suggestion. This chapter is the last of the research. In this chapter, the result will be concluded and mention the suggestion which can be beneficial to this research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature. There are two sub chapters. They are review of related theories and previous studies. In sub chapter of related literature is explained about some theories are used to theoretical explanation. The sub chapter of previous studies mentioned are similar to this research such as similar topic, object of the study, or approach used in this research.

#### **A. Review of Related Theories**

##### **1. Curriculum**

###### **a. Definition of Curriculum**

Curriculum is a set of education system which contains an outline of educational program for preparing teaching and learning activity. According to Crow and Crow in Purba (2021), curriculum is a teaching plan which is arranged systematically as required in an educational program. Nugriontoro in Purba (2021) defines curriculum as a sequence of educational experience and skill governed by school to give the learning to children and teenagers in developing ways of thinking and acting. Curriculum has an important role in education world.

###### **b. Component of Curriculum**



Curriculum is a tool of achieve educational goals. Therefore, curriculum has main components and supporting components that are interrelated and interact each other. According to Purba (2021), there are four components of education such as purpose, material, strategy of learning, and evaluation. The details are below.

#### 1) Purpose

##### a) National Purpose

National purpose is the most general goal which must be used as a guideline for each educational unit. This goal is formulated in the form of ideal behavior that is accordance with the value of social law and philosophy of a nation. In Indonesia, national purpose uses to develop the capabilities and forms of dignified national character and civilization in the educational context, for aiming at developing the potential of students, so that they become human beings who believe and fear of God, have noble character, knowledgeable, capable, and responsible citizen.

##### b) Institutional Purpose

Institutional purpose is expected to be achieved by the schools or other educational institution. This purpose is formulated in the form of competency based on every education unit, such as based competency of elementary

school, junior high school, senior high school, vocational school till college.

c) Curricular Purpose

Curricular purpose is expected to be achieved by every subject lesson which taught in school.

d) Instructional Purpose

Instructional purpose is a part of curricular purpose which could be defines as capability which must be have by student who have learnt subject material in one learning session.

2) Material

Material is component of curriculum related to learning experience which must be have by student. This component has correlation with many aspects, both knowledge or subject material which drawn in content of subject lesson. Both material or activity in learning is ease to achieve predetermined goals. Subject material is arranged logically and systematically in the form such as theory, concept, generalization, principle, procedure, fact, and key term.

3) Strategy of Learning

Strategy and method of learning is component in curriculum. Strategy of learning included approach, procedure,

method, model, and technique which is used in delivering material of curriculum. This component has important role related to implementation of curriculum. According to Sudjana in Purba (2021), strategy of learning is the action of teacher in carrying out teaching in a certain way which is considered more effective and efficient. Similar opinions were expressed by Dick and Carey in Purba (2021), strategy of learning consist of all components of learning materials and procedure of learning activities used by teacher in order to help student achieve learning objectives.

#### 4) Evaluation

Evaluation is used to do evaluation toward learning outcome and learning process of student. Evaluation of curriculum has important role, both of determining educational policy in general or to set the decision toward the curriculum. The output of evaluation can be used by teachers, principle, and educational contributor in understanding and helping the student development, setting learning material, choosing method and tools of education, the method of evaluation, and other educational facilitates. There are kind of curriculum evaluation as follows:

##### a) Context

The background which influences the objective of education and strategy of learning that is developed in related

program such as department policy or related unit, the goal which is wanted to achieve in the allotted time, and etc.

b) Input

Material, tool and facilitates which is prepared to educational needs such as curriculum document, and subject material, educators, facilitate and infrastructure, teaching media, and etc.

c) Process

The realization of education program such as teaching and learning process, evaluation session by educators, organizing program, and etc.

d) Product

The result achieved by education program in short and long time.

## 2. Merdeka Belajar Curriculum

### a. Understanding of Merdeka Belajar Curriculum

According to Baharullah (2020), Merdeka Belajar Curriculum is an evaluation of 2013 Curriculum, which was the prior curriculum. Student are no longer required to study subjects that are not their primary subject of interest under the Merdeka Belajar Curriculum. Merdeka Belajar Curriculum gives latitude for teacher to choose types

of educational tool-set so as learning can be adjust based on needs and interest of student. Merdeka belajar is the latest curriculum which applied to some of schools in Indonesia. The government has implemented this curriculum to address the study crisis which is made worse by covid-19 pandemic. According to Programme for International Student Assessment (Pisa) in *Pusat Informasi Guru*, seventy percent of students in the range of fifteen years old in the under of minimum competency in understanding simple passage and basic concept of math for last ten to fifteen years without any significant improvement. In addressing this, Ministry of Research, Technology and Higher Education Indonesia simplify the curriculum in special conditions to mitigate learning loss of the pandemic. The result was thirty-point five percent of schools using simplified curriculum indicates that the use of this curriculum could reduce the impact of a pandemic by seventy three percent for literacy and eighty six percent for numeracy. The effectiveness of simplified curriculum in special conditions adds to the importance of changing the draft and implementation strategy of the curriculum more comprehensive. Based on this, the school was given the freedom to select the curriculum between 2013 Curriculum, simplified 2013 curriculum, and Merdeka Belajar Curriculum. In the other hand, as an effort from learning restoration, Merdeka Belajar Curriculum is developed be

more flexible, while focusing on the essential materials, and also character and competence development of learners.

b. Characteristic of Merdeka Belajar Curriculum

Every system has characteristic as soul of its system. Same thing for Merdeka Belajar Curriculum. There are some characteristics of Merdeka Belajar Curriculum such as.

1) Develop soft skills and student character

Character is main things that differentiate people. From that, character should be developed in the positive ease. Developing soft skill and character are characteristic of Merdeka Belajar Curriculum that great to achieve. Soft skill and character development which mentioned in Merdeka Belajar Curriculum realize toward strengthening Pancasila profile project.

2) Focus on essential material

In Merdeka Belajar Curriculum, student is focused in essential material, relevant, and profound so that students have enough time to improve the creativity and innovation on achieve base competency such as literacy and numeracy.

3) Flexible learning

Merdeka Belajar Curriculum carries out characteristic of flexible learning. This character gives latitude for teacher to do

learning according to the extent of the accomplishment and development of each learner and make adjustments to the educational context and local content.

c. Principle of Merdeka Belajar Curriculum

1) Intra-curricular learning

Intra-curricular learning is done differentiated so that the learners have enough time to conceptualize and strengthen competence. It also allows teachers the freedom to choose teaching tools that suite the needs and characteristics of participants.

2) Co-curricular learning

Co-curricular learning is the curriculum study of the project reinforcing Pancasila student's profile, the principle of interdisciplinary learning center-oriented character development and general competency.

3) Extracurricular learning

Extracurricular learning is carried out in accordance with the interests of students and the resources of the educators.

3. Implementation of Merdeka Belajar Curriculum

Implementation is an activity which is carrying out of idea, concept, design, or method to achieve the goals, while curriculum is a set of

education system which contains an outline of educational program for preparing teaching and learning activity. According to Mulyasa in Aida (2022), curriculum implementation is a set of education system's realization and the setting of student competencies and character's formation. Based on the definition above, we can conclude that the implementation of Merdeka Belajar Curriculum is the realization of a set educational system which refers to the Merdeka Belajar Curriculum in preparing teaching and learning activity for mastering competencies and character that expected in this latest curriculum.

There are three indicators for applying Merdeka Belajar Curriculum in teaching and learning activities in the school such as lesson planning, teaching and learning processes, and evaluation.

a. Lesson planning

Lesson planning can be meant as arranging process of teaching such as lesson materials, use of teaching media, use of teaching approaches, teaching methods, and also the implementation of assessments that will be implemented at a certain period. Result of this arranging process known as lesson plan. Every teacher must know the lesson planning principles to set the teaching and learning process.

Furthermore, there are some principles in the process of preparing lesson plan as follows:

- 1) Pay attention to individual differences in students



- 2) Motivate students to be active in teaching learning process
- 3) Make students as center to encourage students' enthusiasm
- 4) Develop reading and writing as culture
- 5) Give feedback and follow up
- 6) Linkages and Integration
- 7) Apply technology

b. Teaching and learning processes

Teaching and learning process is the implementation of lesson plan. There are some activities of teaching and learning process such as preliminary activities, core activities, and closing activities. The detail explains as follows:

1) Preliminary activity

According to Mulyasa in Aida (2022), The Merdeka Belajar Curriculum's competency and character-based preliminary activities are essential to its successful implementation such as.

a) Fostering familiarity

This stage purposes for conditioning students to be in a fit state for class activities. Conditioning students to be all set is important. Susanto (2018) divided students' readiness into

four, namely physical readiness, psychological readiness, center readiness, and focus readiness.

b) Pretest

The aim of pretest is to get students ready for the learning process, measure their progress in connection to the process, and ascertain their initial understanding of the teaching elements that will be covered in the course.

2) Core activity

This stage is the gist of class activities which the lesson is delivered. This second stage involves discharging the responsibilities of the teacher for linking and funneling his knowledge and skills towards accomplishing the goals has set.

a) Observing

The significance of the learning process is given priority by the observational technique. Students learn that there is a connection between the object being studied and the teacher's teaching material by watching the process.

b) Asking questions

Students who have effective teachers can be motivated to advance and develop their attitude, knowledge, and skill. When a teacher poses questions, at that time the teacher guides

the students to learn well and effectively. In addition to answering questions, the teacher helps and encourages his students to become attentive listeners and learners.

c) Gathering Information

Follow-up tasks involve doing studies as well as gathering data in a variety of methods and sources. This vast amount of data will now serve as the foundation for additional information processing activities, allowing students to ultimately identify connections between data, identify patterns of information linkages, and even make inferences from the patterns discovered.

d) Associating

In order to arrive at a conclusion in the form of knowledge, associating is the logical and methodical process of thinking based on empirical facts that can be observed. Associating can build and develop students' thinking and behavior. The teacher can create this task using special while students complete tasks like data analysis and conclude a decision of discussions.

e) Communicating

Communicating is to convey knowledge and skill through presentations, entails both verbal and non-verbal expression. This is the final stage in the core activity involves writing or

reporting on what was discovered during the pattern-finding exercise. The results are given in class, where the teacher evaluates each student's or each group of students' performances.

### 3) Closing activity

Closing activities is the last stage of teaching and learning process in once class activities. In this stage, the teacher and students do reflection to evaluate class activities such as.

- a) The entire series of learning activities and the results obtained in order collaboratively identify both direct and indirect benefits from the learning that has occurred;
- b) Provide feedback on the learning process and results;
- c) Carry out follow-up activities in the form of assigning assignments, both individual and group assignments;
- d) Inform the learning activity plan for the next meeting.

### c. Evaluation

Evaluation is the process of collecting and analyzing data in order to measure how well students are meeting their learning objectives. This stage also known as assessment. The purpose of educators' assessment of student learning outcomes is to continuously monitor and assess the process, learning progress, and improve student

learning outcomes on an ongoing basis. According to Hanum (2017), Assessment of student learning outcomes includes aspects of attitudes, knowledge, and skills.

#### 4. Perception

Perception is an idea formed by the concept of something that a person understands. According to Mozkowitz and Orgel in Saleh (2018), Perception is an individual's integrated process of stimulus. Saleh (2018) defines perception as a sensory process of stimulus by individual through human sensory. Similar opinion to strengthened the understanding was expressed by Walgito in Pangestuti (2021), perception is sensory process of stimulation is received by our sense organs such as eyes, nose, tongue, ears, and skin. Every human has different perception based on stimulus which is received and processed by human sensory that result in summarize and information about object of perception.

#### **B. Previous Studies**

There are some studies conducted to investigate the implementation of Merdeka Belajar Curriculum.

This research has relation with an article by Reiga Wierna Aulia (2021) entitled "Teachers' Perception on The New Policy Called *Merdeka Belajar*; a Page Lesson Plan". The research was conducted to know the perception of teachers according to the implementation of Merdeka Belajar, mainly about simplified the lesson plan which different than the usual. The research used

qualitative method. The data collected by using questionnaire as the instrument. The result of the research show that few of teacher think that additional attachment still needed, but the others think that simple and solid lesson plan is better.

Other previous study conducted was about perception of Merdeka Belajar Curriculum by Anita Kusuma Pertiwi and Ririn Pusparini (2021) entitled “Vocational High School English Teachers’ Perspectives on *Merdeka Belajar* Curriculum”. This research was conducted to identify teachers’ perspectives about concept of Merdeka Belajar Curriculum and the simplified of its lesson plan. The method used was descriptive qualitative. The research was involved eight of English teachers from different vocational schools in the city of Surabaya as the research object. The researcher gathers the data from questionnaires and semi-structured interviews. After analyzed, the result of the research showed that not all the teachers appreciate and comprehend the concept of Merdeka Belajar Curriculum. The research also showed that the implementation of Merdeka Belajar especially about the lesson plan still had not met the expectation of Merdeka Belajar Curriculum. However, most of the teacher support the implementation of Merdeka Belajar Curriculum, as new curriculum.

Related with the research of implementation of Merdeka Belajar Curriculum, an article by Abdul Hadi, et al (2023) entitled “New Paradigm of Merdeka Belajar Curriculum in Schools”. The research was conducted to portray the Merdeka Belajar Curriculum at school. The type of method used

in this research is Systematic Literature Review (SLR) and also meta-analytic data analysis techniques. The result of the research showed that the changing of the 2013 Curriculum to the Merdeka Belajar Curriculum was caused by some factors such as the human resources quality, changing times, and the evaluation of the latest curriculum, 2013 Curriculum. Furthermore, the framework for constructing the Merdeka Belajar Curriculum is taken from one of four curriculum content that educational units can choose in the context of learning recovery. This curriculum must be used since it has a number of benefits, including the fact that it is easier to understand, more thorough, more independent, as well as more pertinent and participatory. However, there are a few of challenges such as the teacher's curricular knowledge and technology proficiency, were faced throughout implementation.

Another previous study is an article by Azizatul Nur Rohmah, et al. (2023) entitled "Implementation of the *Merdeka Belajar Curriculum* in the Industrial 4.0 Era". This research was conducted to decide the effectiveness of the independent learning curriculum in implementing the learning process. The method of literature study and qualitative research is used as a research method. The results of the research show that the implementation of Merdeka Belajar Curriculum is more straightforward than the one before, the 2013 Curriculum. Moreover, besides the application, the effectiveness, the advantages, and the constraints, but of course, there are some obstacles in implementing Merdeka Belajar Curriculum such as various media.

The last previous study is an article by Annisa Cahya Rahina and Kastam Syamsi (2023) entitled “Independent Curriculum in the Perception of Indonesian Language teachers of SMP/MTs in Yogyakarta”. The research was conducted to discover the teacher’s perception, especially Indonesian language teachers SMP or MTs, on recognized the implementation of independent curriculum. The research used a descriptive qualitative approach. Observation, interview, and questionnaires were used as data collection methods with 15 Indonesian teachers at SMP or MTs in Yogyakarta as respondents. The result of the research showed that the teacher’s perception of implementation independent curriculum can be categorized as medium regarding projection, implementation, and self-readiness for implementing the independent curriculum in school.

Those previous studies discuss the implementation of Merdeka Belajar Curriculum, which is also termed as the independent curriculum. The topic of this final project and the previous is similar. However, that research was analyzing the implementation of Merdeka Belajar Curriculum through different matters such as the subject, the level of education, the type of school, the data collection, the perception of the doer, the limitation, and the source of data. Those differences will impact the result of the research that will make this final project different than the previous. This final project is about the implementation Merdeka Belajar Curriculum in Teaching English which focused in how the Curriculum works as well as the perception of the teacher and the students as the doer of Merdeka Belajar Curriculum.



Furthermore, this research centered in Islamic Junior High School named MTs Tarbiyatul Islamiyah Raci.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

This chapter presents the methodology of the research. In this chapter, there are six sub chapters. They are design of the research, role of the research, subject and object of the research, sources of the data, data collection, and data analysis. The detail explained below.

#### **A. Design of the Research**

In this research, the researcher used a qualitative approach. According to Creswell (2014), qualitative research is an approach which uses for exploring and understanding the meaning of a social phenomenon or human problem from individuals or groups. Miles and Huberman (2014) define qualitative research as research is conducted by way of intense and prolonged interaction in natural setting to explore and identify the phenomenon of individuals, groups, and societies. The researcher chose qualitative research as method of research. Sugiyono (2013) states qualitative method uses to gain profound and meaningful data. The qualitative research is suitable to this research to describe the implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci. The researcher also explained the teacher and student's perception towards the implementation of merdeka belajar in Teaching English.

#### **B. Role of the Researcher**

In this research, the researcher acted as instrument and data collector. According to Sugiyono (2013), qualitative research used human as the instrument, so that the researcher must have wide theory and knowledge because researcher is the main role. That role requires being able to quires, analyzes, take documentation, and construct a social situation that is researched to be clearer and meaningful. Similar opinion to strengthened the understanding was expressed by Creswell (2014), the researcher's role is to obtain holistic view of the context researched included of social setting, systematic, also explicate and implicate regulation. In this research, the researcher has a role as an investigator for doing observation to describe the implementation of Merdeka Belajar Curriculum and interviewer to gain the data of teacher and student's perception towards the implementation of Merdeka Belajar Curriculum in Teaching English.

### **C. Subject and Object of the Research**

#### **1. Subject of the Research**

There are subject used in this research as follows:

- a) An English teacher in MTs Tarbiyatul Islamiyah Raci
- b) Students in MTs Tarbiyatul Islamiyah Raci

As mentioned above, there are two subject used in this research. They are an English teacher and students in MTs Tarbiyatul Islamiyah Raci. An English teacher as subject used to know the teacher's perception during the implementation of Merdeka Belajar Curriculum. Meanwhile, student

as subject in this research is student of seventh grade in MTs Tarbiyatul Islamiyah Raci. Here, the students used to know the students' perception towards the implementation of Merdeka Belajar Curriculum.

## 2. Object of the Research

The object of the research is the process of implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci. Here, the process of implementation means teaching and learning process in the classroom taught by an English teacher. That included preliminary activity, core activity, and closing activity.

### **D. Sources of the Data**

The source of the data in this research is English teacher as main data. The researcher collected the data from the English teacher through observation, interview, and questionnaire about the implementation process. The primary data collected from doing observation during the teaching and learning process in the class taught by the English teacher, and also interview, and questionnaires with the English teacher. Likewise, the secondary data collected from some students to know student's perception about implementation of Merdeka Belajar Curriculum.

### **E. Data Collection**

There are some data collections that used, such as observation, interview, questionnaire, and documentation. In this research, the researcher used data collection which explains the following.

## 1. Observation

Observation is an activity of researcher by taking a look at the object researched. Sulaeman and Goziah (2019) state that observation is taking attention to an object by use of the senses, which included sense of sight, sense of smell, sense of hearing, sense of touch, and sense of Taste. Sugiyono (2014) defines observation as data collection technique which has specific feature than the others such as interview and questionnaire. This technique is not limited to people, but also others object such as social situation, phenomenon, and etc. Based on data collection process, observation is divides into participant observation and non-participant observation. In this research, the researcher was used non-participant observation. The researcher was observed the implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci.

## 2. Interview

Sulaeman and Goziah (2019) defines interview as a spoken questionnaire or a conversation which is doing by interviewer to gain information from the respondent. According to Rahmadi in Pangestuti (2021), interview is a data collection process by asking to subject of the research to obtain the information. Interview is divides into structured interview and non-structured interview. In this research, the researcher was used structured interview. This interview is used to know the

perception of teacher and student about the implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci. Interview was done to an English teacher. Meanwhile, interview to student was done by several students.

### 3. Questionnaire

Questionnaire is the way of data collection technique by giving written questions to respondent. According to Sugiyono (2014), questionnaire is an efficient data collection technique when the researcher knows the variable to be measure and know what to be expect from respondents. In this researcher, the researcher gave a questionnaire to an English teacher and student to obtain the data of teacher and student's perception about the implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci.

### 4. Documentation

According to Sulaeman and Goziah (2019), documentation is things such as books, magazine, document, regulation, note, and etc. Documentation is used to complete the data collection. Bogdan as quoted in Sugiyono (2014) mention that the result of research can be more credible provides by any narrative produced by an individual which describes some action, experience, and belief.

## **F. Data Analysis**

Data analysis is an activity after data from respondents or other sources are collected. Sugiyono (2014) defines activity of data analysis include grouping data based on variable and types of respondents, tabulating data based on variable from respondents, presenting data for each variable researched, and performing calculations to answer the problem formulation. According to Miles and Huberman (2014), qualitative data analysis is divided into three concurrent flows of analysis. The activities of analysis model include data condensation, data display, and conclusion drawing.

#### 1. Data Condensation

Data condensation is an activity of reducing the data which has irrelevant and focus on important things. The data process through selecting, focusing, simplifying, abstracting, and transforming the data. As data collection proceeds, further episodes of data condensation occur by summarizing, coding, developing themes, generating categories, and writing analytically. Data condensation is a form analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that final conclusions can be drawn and verified.

#### 2. Data Display

Data display is a part of analysis activity by displaying data. The form of display for qualitative data used include types of tables, matrices, graphs, charts, and networks. The displays design to assemble organize information collected into accessible and compact form. This will help

researcher during the process of analysis to justify conclusion or continue to the next step of analysis which the display may be useful.

### 3. Drawing and Verifying Conclusion

The final step of qualitative data analysis is drawing and verifying conclusion. According to Aida (2022), conclusion drawing is an activity to formulate result of research that can answer the statement of research focuses. The researcher verifies the conclusion during the process of the research naturally. The final conclusion may not happen until data collection is over and during the analyst process only, but needed verification truly.

In this research, the researcher used some steps based on Miles and Huberman (2014) as follows:

1. The researcher gathered the data through some instruments such as observation, interview and questionnaire.
2. The researcher selected the data gained.
3. The researcher displayed the data in the table based on its instruments used.
4. The researcher arrived at conclusion.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses about research findings and discussion. This chapter is the major part of this research. The sub chapter of research findings show result that is found in this research which is congenial with the topic. Meanwhile, sub chapter of discussion explains about the findings in detail.

#### **A. Research Findings**

This sub chapter intends to answer the formulated problem mentioned in the statements of problem in chapter I. In this sub chapter, the researcher revealed the result of his research analysis. This research was conducted in MTs Tarbiyatul Islamiyah Raci. The data was collected from May 16 – 18, 2024. In this research, the researcher acted as an instrument. The researcher also used four data collections for collecting the data. They are observation, interview, questionnaire, and documentation. The observation did by the researcher during the teaching and learning process in the classroom to know the implementation of Merdeka Belajar Curriculum in teaching English included preliminary activity, core activity, and closing activity. Meanwhile, the researcher conducted the interview and questionnaire toward an English teacher to know teacher's perception about the implementation of Merdeka Belajar Curriculum. The researcher also did interview and questionnaire to students of seventh grade to know students' perception about the implementation of Merdeka Belajar Curriculum.

1. The Implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci

In this research, the researcher divided the teaching and learning process into three activities such as preliminary activity, core activity, and closing activity. The researcher displayed the observation data about three activities in observation sheet to know the implementation of Merdeka Belajar Curriculum in teaching English at MTs Tarbiyatul Islamiyah Raci. This observation was done aims to find out the teaching and learning processes stage used by the teacher as the action of teaching English during the implementation of Merdeka Belajar Curriculum at this school.

**Table 1 Observation Checklist**

No	Teaching and Learning Processes Stage	Response		Activities
		Yes	No	
1.	Preliminary Activities			
	a. Fostering Familiarity	✓		<ul style="list-style-type: none"> <li>- The teacher opens the activities by greeting.</li> <li>- The teacher invites the students for praying together before start the learning activity.</li> <li>- The teacher asks the</li> </ul>

				<p>student whom absent while checking the attendance list.</p> <ul style="list-style-type: none"> <li>- The teacher reviews the previous material studied.</li> <li>- The teacher conveys the learning objectives and the learning significances.</li> <li>- The teacher engages the students to do ice breaking in the form of simple game by make movement according to the teacher's instruction.</li> <li>- The teacher does apperception related to the new material</li> </ul>
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				which will be learn.
	b. Pretest		✓	- The teacher actualizes the pretest depending on the type of material to be studied. The pretest is only done occasionally.
2.	Core Activities			
	a. Observing	✓		- The teacher explains the material about asking and giving direction.  - The teacher shows the city map image.
	b. Asking Questions	✓		- The teacher does check understanding to make sure the student understands the material.
	c. Gathering	✓		- The teacher instructs

	Information			<p>the student to form groups.</p> <ul style="list-style-type: none"> <li>- The students do role play about how to ask questions and give directions based on the city map image.</li> <li>- The student observes their friends who playing roles and then take turns.</li> </ul>
	d. Associating	✓		<ul style="list-style-type: none"> <li>- The students discuss about their friends who playing roles.</li> </ul>
	e. Communicating	✓		<ul style="list-style-type: none"> <li>- The teacher asks and clarifies the students about their result of discussion.</li> </ul>
3.	Closing Activities	✓		<ul style="list-style-type: none"> <li>- The teacher concludes the lesson have been studied</li> </ul>

				<p>together.</p> <ul style="list-style-type: none"> <li>- The teacher does reflection related to their learning activities.</li> <li>- The teacher closes the learning activity by greeting to the students.</li> </ul>
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Based on the table of observation above, the researcher knew that the learning activity at MTs Tarbiyatul Islamiyah Raci already used three stages of teaching and learning processes. They are preliminary activity, core activity, and closing activity. The explanation of those as follows:

a. Preliminary Activity

Based on result of observation, the researcher found that the teacher already used the stage of preliminary activity. This stage is the first stage, which consisted two activities that are fostering familiarity and pretest. Sometimes, the teacher applied both activities. However, the researcher make sure that the teacher has implemented an aspect that is fostering familiarity in this observation. The details are explained as follows:

## 1) Fostering Familiarity

The researcher found out that the teacher applied aspect of fostering familiarity for starting the teaching and learning processes. As stated in the observation table, this aspect begins with the teacher gave a greeting to the student for opening the class activity. Before the activity started, the teacher invites the student for praying together. The activity continued with the teacher did check the attendance list to know whom absent on that day. The teacher also reviewed the previous material to make sure the students remember the previous material studied. Before mentioning the material which will be studied, the teacher conveyed the learning objectives and the learning significances for the students. In this early step, the teacher engaged the students to do ice breaking for reducing the students' nerves and make the students enjoy with the learning activity. The teacher started the learning activity by apperception which related to the new material will be learned.

The researcher can conclude that in the early of the learning activity, the teacher implemented fostering familiarity aspect of the teaching and learning processes. In this aspect, the teacher has completed the steps of the activity for starting the learning activity.

## 2) Pretest

Based on the observation, the aspect of pretest was not carried out in teaching and learning held on the day of observation. However, pretest held depending on the type of material to be studied. Sometimes, the teacher needs to actualize a pretest, but that is only done occasionally.

b. Core Activity

Based on the observation, the teacher applied stage of core activity. This stage is the main stage of teaching and learning processes. There are five aspect consisted in this stage such as observing, asking question, gathering information, associating, and communicating. The explanation of this stage as follows:

1) Observing

The researcher realized that this aspect was implemented by the teacher as the first step of the learning activity. The teacher explained the material about asking and giving direction to the students. The teacher also showed the city map image, so that the students could observe the direction based on the map. From that, the students can get the correlation between the material and the picture, so the students get the explanation clearer.

From that, the researcher concludes that the teacher implemented aspects of observing in teaching and learning processes. This aspect is the main activity of the learning activity,



which delivers the lesson to the students. This activity aimed to enrich the student's knowledge about the material studied.

## 2) Asking Question

The researcher discovered that the aspect of asking question was applied by the teacher. In this aspect, the teacher asked some questions to the the students. The major purpose of this aspect for checking understanding of the students.

Based on the observation, the researcher can conclude that the teacher applied the aspect of asking question. The existence of this aspect fulfills the stage of teaching and learning processes. This aspect is important for making sure the material delivered to the student well.

## 3) Gathering Information

The aspect of gathering information was implemented by the teacher during the core activity held. In this aspect, the teacher gave instruction to the students to form a group. This group aims to divided the students into several groups to practice the material being studied between groups alternately. The students did role play about how to asking and giving direction based on the city map which the teacher prepared. Then, the students observed their friend who playing roles and take turns.

The researcher can conclude that in this core activity, the teacher implemented aspects of gathering information in the teaching and learning processes stage. From the role play, the student could practice the skill in related material which is asking and giving direction. Furthermore, the students gained an understanding of the concepts in applying the material.

#### 4) Associating

Based on the observation, the researcher noticed that the teacher implemented aspects of associating in the core activity. In this aspect of associating, the teacher instructed the students for making the discussion about their friend which did role play.

The researcher can conclude that the teacher was fulfill the stages of teaching and learning processes by implementing associating aspect. The highlight of this aspect that is from group discussion, the students can have discussions and exchange their information, so that the students can complement each other's knowledge.

#### 5) Communicating

The aspect of communicating was applied by the teacher during the core activity. The teacher applied this aspect by activity of asking and clarifying the result of student discussion. In this aspect, the students presented their result of discussion. Then, the

teacher clarified the result of discussion if there is any incorrect answer.

The researcher can conclude that the teacher implemented communicating aspect which fulfills the stages of teaching and learning processes. The highlight of this activity which consider this aspect is the communication with the teacher and the students. Furthermore, this activity aims to make sure the students understood the material.

c. Closing Activity

Based on the observation, the teacher already did the stage of closing activity. This is the last stage used in teaching and learning processes. As the name, this stage was implemented for closing the learning activity. In the closing activity, the teacher invited the students to make a conclusion of the lesson have been studied together. Then, the teacher did reflection related to the learning activity was done. The teacher encouraged the students to share their opinions about the success or any shortcomings of the learning activity and also their feelings during the learning activity directly. The question was answered by a number of students by simply saying yes or no, while others expressed their answer by smiling. Nonetheless, there are students who are silent for no apparent reason. The last, the teacher gave a greeting to close the learning activity.

From that, the researcher can conclude that the teacher implemented closing activity stage in teaching and learning processes. In this stage, the teacher came to the conclusion. This step needed for checking the student understanding after the learning activity. The teacher also did reflection which aimed to find out if there are deficiencies related to the teacher's way of teaching. The last, the teacher gave a greeting for closing the learning activity. This means the teaching and learning activity have been done.

The implementation of Merdeka Belajar Curriculum in teaching English at MTs Tarbiyatul Islamiyah Raci consisted of the teaching and learning processes' stages. They are preliminary activity, core activity, and closing activity. From that, it seems like no difference between the implementation of Merdeka Belajar Curriculum and the previous curriculum. After further consideration, it became evident that the learning activity conducted using Merdeka Belajar Curriculum is more interactive compared to the learning activity by using the previous curriculum. This is because the learning activity implemented in Merdeka Belajar Curriculum tends to be simpler but deeper so that the students become more critical during the learning process.

## 2. Teacher's Perception about the Implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci

This part presents the result of interview and questionnaire that is the teacher's perception about the implementation of Merdeka Belajar Curriculum. Both of interview and questionnaire was conducted after the observation have done. The researcher did the interview and gave the questionnaire to an English teacher to know the teacher's perception about the implementation of Merdeka Belajar Curriculum in Teaching English. The detail of the result summarized by the researcher as follows:

a. Interview Result

This part presented about the perception of the teacher during the implementation of Merdeka Belajar Curriculum in MTs Tarbiyatul Islamiyah Raci. The researcher did interview to the English Teacher which taught in seventh grade in MTs Tarbiyatul Islamiyah Raci. Here, the researcher display the result of interview in the table. The result of interview presented as follows:

**Table 2 Interview Result**

No	Question	Answer
1.	How long have you been teaching at MTs Tarbiyatul Islamiyah Raci?	3 years.
2.	When was Merdeka Belajar Curriculum applied to MTs	Merdeka Belajar Curriculum was applied to MTs Tarbiyatul Islamiyah Raci since the

	Tarbiyatul Islamiyah Raci?	academic year 2023/2024.
3.	What do you think about Merdeka Belajar Curriculum which applied in this school?	Merdeka Belajar Curriculum is suitable for application in MTs Tarbiyatul Islamiyah Raci. However, there are still many of shortcomings in its implementation such as teacher unpreparedness because teacher have not yet mastered the new curriculum fully, lack of facilities and infrastructure, and the less optimal teaching and learning system.
4.	Does the application of Merdeka Belajar Curriculum help or burden the teacher performance in this school?	The application of Merdeka Belajar Curriculum burdens teachers because Merdeka Belajar Curriculum has more administrative tasks. Apart from that, the application of this curriculum is still in the early stages of transition from

		the older one.
5.	Does students can follow the learning process during the application of Merdeka Belajar Curriculum in this school?	In this situation, just like any other day, there are definitely students who can follow the lesson well and there are also student who can not.
6.	How do students respond during the application of Merdeka Belajar Curriculum at MTs Tarbiyatul Islamiyah Raci? Does student participate during the learning process actively?	During the implementation of Merdeka Belajar Curriculum, active students looked very active, especially students who were smart and quite critical in the class, often asking questions during the learning process and vice versa. The ordinary students tend to be passive.
7.	How do you motivate students to be zealous for following the learning process?	Sometimes, as the teacher, I invite the students to do ice breaking, so class activity does not turn into boring activity. Moreover, every student which can answer the question

		<p>correctly will receive appreciation. At the same time, I give motivation to the other students for doing the same thing, and be active in the class.</p>
8.	<p>What is the obstacle that teachers face in applying Merdeka Belajar Curriculum in this school?</p>	<p>There are several obstacle during the application of Merdeka Belajar Curriculum such as many teacher administrative task. The teacher should collect the point for get certificate to improve skills. From this, it seems like the latest curriculum is more focused on the teachers than the students themselves. Sometimes, during the class activity, in certain material students can not be the center of learning.</p>
9.	<p>How is your solution to</p>	<p>There are several obstacles</p>



	<p>overcome the obstacles during the application of Merdeka Belajar Curriculum in this school?</p>	<p>that arise in implementing the Merdeka Belajar Curriculum, usually the solution is by discussing with colleagues, perhaps other teachers have experienced similar problems.</p>
10.	<p>In your opinion, what is the impact of the implementation of Merdeka Belajar Curriculum in MTs Tarbiyatul Islamiyah Raci?</p>	<p>Merdeka Belajar Curriculum have positive impact because Merdeka Belajar Curriculum emphasize intracurricular learning, namely students' interests and talents. With this Merdeka Belajar Curriculum, the student are trained to think critically, be more independent, and learn in a fun way. However, the negative impact is the students in phase D (student of junior high school) do not fully accept it and can not be independent.</p>

From the result of interview above, the researcher can draw the inference that the implementation of Merdeka Belajar Curriculum at MTs Tarbiyatul Islamiyah Raci is going well. The Merdeka Belajar Curriculum, implemented at MTs Tarbiyatul Islamiyah Raci since academic year of 2023/2024. However, the implementation of Merdeka Belajar Curriculum in this school faced challenges such as teacher unpreparedness, lack of facilities, and less optimal teaching and learning system. Furthermore, administrative tasks and a focus on teacher can hinder the implementation. This is because of the implementation of this curriculum still in its early stages of transition. Although, some students struggle with it, active students which particularly smart and critical ones, engages actively in class activities. Moreover, the curriculum has a positive impact on intracurricular learning, preparing students for critical thinking, independence, and fun learning. However, phase D students may not fully accept curriculum and struggle with independence.

b. Questionnaire Result

In this part, the results of questionnaire are presented. Besides of interview, the researcher also gives the questionnaire to the English teacher. The purpose of this questionnaire also to know the teacher's perception of implementation Merdeka Belajar Curriculum in teaching English at MTs Tarbiyatul Islamiyah Raci. The result of questionnaire as follows:

**Table 3 Questionnaire Result**

No	Question	Answer		Reason
		Yes	No	
1.	Do you know about Merdeka Belajar Curriculum?	✓		The teacher is given information about most recent curriculum. Moreover, before it is officially released, related information is usually already spread.
2.	Is there any training or workshop before implementing Merdeka Belajar Curriculum at MTs Tarbiyatul Islamiyah Raci?	✓		A workshop was held by the school to provide a comprehensive understanding of the Merdeka Belajar Curriculum in terms of dynamic planning, implementation, and evaluation.
3.	Do you mention the learning objectives in the new material that will be presented to	✓		It is common for the teacher to communicate the learning objectives. This step helps the

	students?			students to understand the activity which will be doing during the learning activity certainly.
4.	Do you provide any apperception to students before learning process?	✓		Apperception is carried out to make the students comfortable before studying, as comfort and readiness to learn are positively associated with learning outcomes. This is supported by the theory of brain waves.
5.	Do you give motivation to students during the learning process?	✓		Motivation is an essential factor in education. The students who are motivated are more inclined to set goals and work towards achieving them. When the students are motivated, they have a better chance of earning higher grades and learning

				more.
6.	Do you provide opportunities and direct students to ask questions?	✓		Asking questions is a way for students to demonstrate their attitudes, skills, and understanding of the learning material provided by the teacher.
7.	Do you give assignments to students to discuss in forums?	✓		Group discussions provide the students with the opportunity to interact, exchange ideas, deepen understanding, and develop communication, problem-solving, and decision-making skills.
8.	Do you draw the conclusions at the end of learning activity?	✓		At the end of the lesson, the teacher can help the students understand what they taught by providing a conclusion. Furthermore, the students will have good concepts due to their

				understanding of the material's essence.
9.	Do you experience difficulties in implementing Merdeka Belajar Curriculum in the learning process?	✓		The Merdeka Belajar Curriculum's implementation is facing numerous difficulties as it is still in the early stages of transitioning from the previous curriculum.
10.	In your opinion, does the implementation of Merdeka Belajar Curriculum have a better impact than the previous curriculum?	✓		Merdeka Belajar Curriculum provides the students with freedom and flexibility. In its implementation, Merdeka Belajar Curriculum encourages the students to play an active role in learning and offer opportunities for them to advance their potential.

Based on the result of questionnaire above, the researcher can conclude that in the implementation of Merdeka Belajar Curriculum at

MTs Tarbiyatul Islamiyah Raci is good. The teacher was applied activity by activity which construct the class activity become structured. Although there are problems faced during the implementation, Merdeka Belajar Curriculum has better impact than the previous curriculum because the students can experience the freedom and flexibility through the Merdeka Belajar Curriculum.

### 3. Student's Perception about the Implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci

In this part, the researcher displayed the result of this research from the students' perspective. The researcher conducted the interview to several students and gave the questionnaire to students of seventh grade of MTs Tarbiyatul Islamiyah Raci. This research purposed to know the students' perception about the implementation of Merdeka Belajar Curriculum during the learning activities.

#### a. Interview Result

This part presented the interview result of students. The researcher did the interview to five student of seventh grade. The result of interview as follows:

**Table 4 Interview Result**

No	Question	Answer	
1.	What do you know about	R1 :	A curriculum which

	Merdeka Belajar Curriculum?		makes studying feels fun.
		R2 :	Study for knowing the interests and talents.
		R3 :	Curriculum to develop students' interests.
		R4 :	Study for developing interests and talents.
		R5 :	Learn to find out the interests and talents.
2.	Do you receive motivation in every learning activity? What motivation does the teacher provide?	R1 :	Yes, I was told to study on my own first, so that I would understand when learning in the class.
		R2 :	Yes, the teacher always told me to study dilligently to clever.
		R3 :	Yes, the teacher told me to hone as many talents as possible.
		R4 :	Yes, study diligently to



			become smart.
		R5 :	Yes, study seriously to become smart.
3.	Did the teacher convey the learning objectives and types of activities that will carried out before the learning activities begin?	R1 :	Yes, the teacher did.
		R2 :	Yes, the teacher did.
		R3 :	Yes, the teacher did.
		R4 :	Yes, the teacher did.
		R5 :	Yes, the teacher did.
4.	Did the teacher use learning media during the learning process? What media used by the teacher?	R1 :	No, the teacher did not. She only uses book.
		R2 :	Yes, the teacher did.
		R3 :	No, the teacher did not.
		R4 :	No, the teacher did not.
		R5 :	No, the teacher did not.
5.	Did the teacher encourage students to ask questions actively during the learning process?	R1 :	Yes, the teacher did.
		R2 :	Yes, the teacher did.
		R3 :	Yes, the teacher did.
		R4 :	Yes, the teacher did.

		R5 :	Yes, the teacher did.
6.	Did the teacher give assignments to discuss in forums?	R1 :	Yes, the teacher did.
		R2 :	Yes, the teacher did.
		R3 :	Yes, the teacher did.
		R4 :	Yes, the teacher did.
		R5 :	Yes, the teacher did.
7.	Did the teacher draw conclusion together at the end of each learning activity?	R1 :	Yes, the teacher did.
		R2 :	Yes, the teacher did.
		R3 :	Yes, the teacher did.
		R4 :	Yes, the teacher did.
		R5 :	Yes, the teacher did.
8.	Did the teacher give assignments regarding the material that has been presented?	R1 :	Yes, the teacher did.
		R2 :	Yes, the teacher did.
		R3 :	Yes, the teacher did.
		R4 :	Yes, the teacher did.
		R5 :	Yes, the teacher did.
9.	Could you understand the material well during the	R1 :	Yes, I could quite understanding.

	application of Merdeka Belajar Curriculum?	R2 :	Yes, the teacher did.
		R3 :	Yes, the teacher did.
		R4 :	Yes, the teacher did.
		R5 :	Yes, the teacher did.
10.	What impression do you get from the implementation of Merdeka Belajar Curriculum in learning activities at MTs Tarbiyatul Islamiyah Raci?	R1 :	Learning becomes fun because it is taught to develop interests and talents.
		R2 :	This curriculum taught me to know the talents I have.
		R3 :	We can find out our interests and talents so that learning becomes fun.
		R4 :	Learning becomes enjoyable.
		R5 :	Learning becomes fun and enjoyable.

Based on the interview result, the researcher can conclude that the implementation of Merdeka Belajar Curriculum is quite good. The

teacher have performed the steps of class activity appropriately. Starting from the moment of the lesson starts, the teacher mentions the objectives and types of activities until the teacher closes the learning activity by inviting the students to draw conclusions together. Furthermore, the teacher often motivate and invite the students to be active in learning activity. the teacher also do not hesitate to give appreciation to students who active in class activity. The implementation of Merdeka Belajar Curriculum receives positive impression so far. The students enjoy and keep spirit during the implementation of Merdeka Belajar Curriculum as well.

b. Questionnaire

Beside the interview, the researcher also give questionnaire to the students of seventh grade. This purposes to know the student's perception about the implementation Merdeka Belajar Curriculum. The result of the questionnaire displayed on the table as follows:

**Table 5 Responding Result of Question Number 1**

No	Question	Response	Frequency	Percentage
1.	Do you know about Merdeka Belajar Curriculum?	Yes	22	81%
		No	5	19%
Total			27	100%

Based on the table above, the researcher made questions about do the students know about Merdeka Belajar Curriculum. From the data obtains, 81% of the students in the classroom or 22 students of totally 27 students choose Yes as the response. Meanwhile, 19% of the students in the classroom or 5 students of totally 27 students choose No as the response. The researcher concludes that most of the students have known about Merdeka Belajar Curriculum.

**Table 6 Responding Result of Question Number 2**

No	Question	Response	Frequency	Percentage
2.	Do you enjoy during the learning activities?	Yes	23	85%
		No	4	15%
Total			27	100%

In the question number 2, the researcher made question about do the students enjoy the learning activities. Based on the result, 85% of the students in the classroom or 23 students in the classroom choose Yes as the response. Besides that, 15% of the students or 4 students choose No. From the result, the researcher can conclude 23 students of totally 27 students feel enjoy during the learning activities which implement Merdeka Belajar Curriculum while 4 students did not.

**Table 7 Responding Result of Question Number 3**

No	Question	Response	Frequency	Percentage
3.	Did the teacher ask questions about the previous lesson material before starting learning activity?	Yes	22	81%
		No	5	19%
Total			27	100%

In the question number 3, the researcher give question about did the teacher ask about the previous material before starting the lesson or not. Based on the result of questionnaire, 81% of the students in the classroom or 22 students of totally 27 students choose Yes, whereas 19% of the students in the classroom choose No.

**Table 8 Responding Result of Question Number 4**

No	Question	Response	Frequency	Percentage
4.	Could you understand the material well in implementing Merdeka Belajar Curriculum?	Yes	20	74%
		No	7	26%
Total			27	100%

In the question number 4, the researcher asks about student's understanding, whether the students could understand the material

well during the implementation of Merdeka Belajar Curriculum. Based on the result, 74% of the students in the classroom or 20 students of totally 27 students choose Yes. However, 26% of the students in the classroom or 7 students of 27 students choose No. The researcher can conclude that, most of the students in the class could understand the material during the implementation of Merdeka Belajar Curriculum. Meanwhile, a few of the students choose No because they did not understand the material well.

**Table 9 Responding Result of Question Number 5**

No	Question	Response	Frequency	Percentage
5.	Is learning by implementing Merdeka Belajar Curriculum enjoyable?	Yes	25	93%
		No	2	7%
Total			27	100%

In the question number 5, the researcher asked the students whether the students could feel enjoy during the learning activity by implementing Merdeka Belajar Curriculum. Based on the result of questionnaire, 93% of the students in the classroom or 25 students of totally 27 students choose Yes. Meanwhile, 7% of the students or 2 students of totally 27 students choose No. The researcher can

conclude that, most of the students feel enjoy during the learning activity by implementing Merdeka Belajar Curriculum.

**Table 10 Responding Result of Question Number 6**

No	Question	Response	Frequency	Percentage
6.	Do you feel motivated to take part in learning by implementation of Merdeka Belajar Curriculum?	Yes	24	89%
		No	3	11%
Total			27	100%

In the question number 6, the researcher asked the students whether the students could feel motivated to participate during the learning activity by implementing Merdeka Belajar Curriculum. Based on the result, there are 89% of the students or 24 students in the classroom choose Yes and 11% of the students or 3 students in the classroom choose No. From that, the researcher can conclude that, most of the students which is 24 students of totally 27 students feel motivated to take part in the learning activity by implementing Merdeka Belajar Curriculum. Meanwhile, 3 students of totally 27 students did not. Based on the student's opinion, the students could not feel motivated because the student cannot master the material as well.



**Table 11 Responding Result of Question Number 7**

No	Question	Response	Frequency	Percentage
7.	Did the teacher encourage or motivate you to be active in learning activities?	Yes	27	100%
		No	0	0%
Total			27	100%

The question number 7 is about whether the teacher provides encouragement or motivates the students to be active during the learning activity. Based on the result of questionnaire, 100% of the students or 27 students in the classroom choose Yes. It means that no one choose No. From that, the researcher can conclude that the teacher has encouraged and motivated the students to be active during the learning activity. Even though there are still students who do not did active role during the learning activity, all of the students have realized that the teacher has encouraged the students to be active.

**Table 12 Responding Result of Question Number 8**

No	Question	Response	Frequency	Percentage
8.	Did the teacher always mention the learning	Yes	23	85%

	objectives before convey the new material to be studied?	No	4	15%
Total			27	100%

In the question number 8, the researcher asked to the student whether the teacher mention the learning objective before convey the new material to be studied. 85% of the students in the classroom or 23 students of totally 27 students choose yes. Meanwhile, 15% of the students in the classroom or 4 students of totally 27 students choose No. The researcher can conclude that, the teacher has mentioned the learning objectives before convey the new material. Most of the student choose Yes because the students focus on the class activity since the class activity begin. However, few of the students choose No because the students did not realize about that.

**Table 13 Responding Result of Question Number 9**

No	Question	Response	Frequency	Percentage
9.	Did the teacher explain the material in detail and clearly?	Yes	23	85%
		No	4	15%
Total			27	100%

The question number 9 is about how the teacher explain the material. This question is related to the student understanding. Based

on the result of the questionnaire, there are 85% of students or 23 students of totally 27 students in the classroom choose Yes. Meanwhile, 15% of the students or 4 students of totally 27 students in the classroom choose No. The researcher can conclude that, most of the students make sure that the teacher has explained the material clearly because they have understood the material. However, there are 4 students which choose No because they cannot understand the material fully.

**Table 14 Responding Result of Question Number 10**

No	Question	Response	Frequency	Percentage
10.	Did the teacher give assignments for discussion in the forum?	Yes	24	89%
		No	3	11%
Total			27	100%

In the last question, the researcher asked whether the teacher give assignments to discuss in the forum. Based on the result, 89% of the student or 24 students of totally 27 students choose Yes. Meanwhile, 11% of the students or 3 students of totally 27 students choose No. The researcher can conclude that most of the students sure that the teacher gave assignment to discuss in the forum.

## **B. Discussion**

This sub chapter presents a discussion about the implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci. This part could termed as the explanation of the research findings. Furthermore, the teacher perception and students' perception about implementation Merdeka Belajar Curriculum would explained in this part.

### **1. The Implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci**

The implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci runs based on three stages of teaching and learning processes that are preliminary activity, core activity, and closing activity. Those stages are used by English Teacher during the implementation of Merdeka Belajar Curriculum in Teaching English especially for the students of seventh grade at MTs Tarbiyatul Islamiyah Raci.

The first stage of teaching and learning processes is preliminary activity. The teacher implemented this stage to start the teaching and learning processes. In this stage, there are two activities that are fostering familiarity and pretest. However, the teacher only applied step of fostering familiarity in the day of observation. Fostering familiarity are activities carried out by the teachers in the learning activities to create precondition for the students so that their interest and attention is focused

on what they are going to learn. Consequently, this will have a beneficial impact on learning activity. In other words, the teacher's action in this stage are meant to foster a mental state that enables the students to concentrate on their learning. This can be done by attracting students' attention by giving a greeting when began the class activity, praying together, checking attendance, stating learning objectives, providing references, and making connection between the subject the subject matter that the students have mastered and the material they will study, as well as through apperception.

The second stage implemented is core activity. This stage is the main activity in teaching and learning processes which purposed to deliver the lesson material. The teacher performed their duties by utilizing their knowledge to achieve the learning objectives during this stage. There are five stages consisted of observing, asking question, gathering information, associating, and communicating.

On the day of observation, the teacher presented the lesson material about asking and giving direction to the students. The teacher explained related material while presenting the city map image to convey the lesson material. This activity meant to step of observing in the core activity, where the lesson material transfered into the students. Every step is related to each step of of teaching and learning processes. The step of observing followed by asking question. The act of asking questions is an effective stimulus. This stimulates thinking skills and can increase the

students' full participation in the learning process. Through questioning skills, the teacher able to detected barriers to thinking process among the students. In the step of gathering information, the students collected the information based on practices carried out in groups and taking turn. By gathering information, the students' mind will be processing the amount of information so that the students will pinpoint the linkages between the information and identify relationships between them. Through discussion, the students could exchange the information and complement each other. The activity meant to associating continued with communicating, where the teacher and students communicate what they discovered during the core activity.

The last stage of teaching and learning processes is closing activity. As the name, this stage implemented for closing the class activity. This activity carried out by the teacher to determine the achievement of goals and students' understanding of the lesson material that has been studied, as well as ending the learning activity. Moreover, the teacher did reflection related to the learning activity have been did. The objectives of this step is to determine if there any shortcomings related to the teacher's teaching. The last, the teacher gives greeting to close the learning activity. This means the teaching and learning activity have done.

The implementation of Merdeka Belajar Curriculum in teaching English is more interactive compared to the learning activity by using the previous curriculum. The reason for this is that the Merdeka Belajar

Curriculum's learning is typically simpler and deeper because it is focussed in essential material, resulting in the students becoming more critical during the learning process. Furthermore, learning activity by implementing Merdeka Belajar Curriculum provides freedom and flexibility for both the teacher and the students. Teacher has more freedom to determine their own teaching tools that suit the students' conditions. This curriculum is definitely a change from the previous one, where the teaching tools were already rigid.

## 2. Teacher's Perception about the Implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci

The teacher's perception about the implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci is satisfactory because the teacher has given good marks for the result of the research. As a teacher who teaches and knows the students' character at this school, the teacher believed that Merdeka Belajar Curriculum is quite good to be implemented at this school. Merdeka Belajar Curriculum's implementation has resulted in a positive change, particularly for the students.

Through the Merdeka Belajar Curriculum, the students are taught how to think critically, become more independent, and learn in a way that is enjoyable. Daily learning activities demonstrate this behavior. There are students who can follow the activity closely and others who can distance

themselves from it. Furthermore, the students appeared to be very active, particularly those were intelligent and critical. Despite this, there are also the students who struggle to follow the learning activity and often become passive. However, Merdeka Belajar Curriculum gave the freedom and flexibility, which prevents them from being forced or pushed to master a subject.

Merdeka Belajar Curriculum is the most recent one used and has been implemented in early 2022. However, this curriculum has been implemented by MTs Tarbiyatul Islamiyah Raci since the academic year of 2023/2024 so this curriculum is still relatively new and still in a transition period from the previous curriculum. Therefore, there are still many of shortcomings in its implementation such as teacher unpreparedness because teacher have not yet mastered the new curriculum fully, lack of facilities and infrastructure, and the less optimal teaching and learning system. Moreover, there are many administrative task which is burden the teacher.

### 3. Student's Perception about the Implementation of Merdeka Belajar Curriculum in Teaching English at MTs Tarbiyatul Islamiyah Raci

The perception of student about the implementation of Merdeka Belajar Curriculum is positive because the students gave positive response. The researcher can conclude that the student have heard about Merdeka Belajar Curriculum. Most of the students known this curriculum



as the curriculum which related to interests and talents. The students believe that Merdeka Belajar Curriculum is a curriculum which can help the students to develop interests and talents. Furthermore, The student sure that from the implementation of this curriculum can make the learning activity become more fun and enjoyable.

Most of the students have know about Merdeka Belajar Curriculum and they enjoy and feel motivated during the implementation of this curriculum. Moreover, the teacher can convey the material clearly, so that the students could understand the material as well as far in implementing Merdeka Belajar Curriculum. However, there are few of students which cannot enjoy the learning activity. because of that, the students cannot understood the material as well, but the teacher keep encourage the student to be active in learning activity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is divided into two sub chapters. They are conclusion and suggestion. The sub chapter of conclusion presents about final settlement of the result which written in the previous chapter. In addition, the ending of this research provides some suggestions to people related to this research.

#### **A. Conclusion**

This part about the conclusion of the research of the implementation of Merdeka Belajar Curriculum in teaching English at MTs tarbiyatul Islamiyah Raci. Based on the result of the analysis, the researcher concludes the conclusion as follows:

1. The implementation of Merdeka Belajar Curriculum in teaching English consists three stages of teaching and learning processes. They are preliminary activities which contain fostering activity and pretest, core activity which contain observing, asking question, gathering information, associating, and communicating, and the last one is closing activities. The English teacher has implemented those stages during the learning activity at MTs Tarbiyatul Islamiyah Raci.
2. The implementation of Merdeka Belajar Curriculum has been implemented by English teacher. The learning activity works as well as far. Although there are some problem faced by the teacher during the

implementation, Merdeka Belajar Curriculum gives positive impact to the students.

3. The implementation of Merdeka Belajar Curriculum emphasize intracurricular learning, namely students' interests and talents. With this Merdeka Belajar Curriculum, the student are trained to think critically, be more independent, and learn in a fun way.

## **B. Suggestion**

Based on the conclusion, the researcher recommends some suggestions as follows:

1. For the teachers

The teacher could enrich the understanding about Merdeka Belajar Curriculum. Moreover, teaching and learning activity can utilize technological media, so the learning activity can be more interactive and the students can be more active and enthusiast.

2. For the researcher

The researcher hopes this final project can be a reference to the researcher in the future. The researcher can enlarge similar research become the new one based on the latest regulation related to education sphere.

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## APPENDICES

### Appendix 1 Observation sheet

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Guru :

Waktu/ Tanggal :

No	Teaching and Learning Processes Stage	Response		Activities
		Yes	No	
1.	Preliminary Activities			
	a. Fostering Familiarity			
	b. Pretest			
2.	Core Activities			
	a. Observing			
	b. Asking Questions			
	c. Gathering Information			
	d. Associating			

	e. Communicating			
3.	Closing Activities			



## **Appendix 2 Interview Guideline**

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Guru :

Waktu/ Tanggal :

- 1) Sudah berapa lama Bapak/Ibu mengajar di MTs Tarbiyatul Islamiyah Raci?
- 2) Kapan Kurikulum Merdeka Belajar mulai diterapkan di MTs Tarbiyatul Islamiyah Raci?
- 3) Bagaimana pendapat Bapak/Ibu mengenai Kurikulum Merdeka Belajar yang diterapkan di Sekolah ini?
- 4) Apakah penerapan Kurikulum Merdeka Belajar membantu atau membebani kinerja guru di Sekolah ini?
- 5) Apakah siswa dapat mengikuti proses pembelajaran dengan baik selama penerapan Kurikulum Merdeka Belajar di sekolah ini?
- 6) Bagaimana respon siswa dalam penerapan Kurikulum Merdeka di MTs Tarbiyatul Islamiyah Raci? Apakah siswa berperan aktif selama proses pembelajaran?
- 7) Bagaimana cara Bapak/Ibu dalam memotivasi siswa untuk bersemangat dalam mengikuti pembelajaran?

- 8) Adakah kendala yang dihadapi oleh guru dalam menerapkan Kurikulum Merdeka Belajar di sekolah ini?
- 9) Bagaimana solusi Bapak/Ibu dalam mengatasi kendala selama penerapan Kurikulum Merdeka di sekolah ini?
- 10) Menurut pendapat Bapak/Ibu, adakah dampak dari penerapan Kurikulum Merdeka Belajar di MTs Tarbiyatul Islamiyah Raci?

### Appendix 3 Questionnaire Form

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Guru :

Waktu/ Tanggal :

NO	PERTANYAAN	JAWABAN	
		YA	TIDAK
1.	Apakah Bapak/Ibu tahu mengenai Kurikulum Merdeka?		
2.	Apakah Bapak/Ibu menerima pelatihan atau workshop sebelum menerapkan Kurikulum Merdeka di MTs Tarbiyatul Islamiyah Raci?		
3.	Apakah Bapak/Ibu menyebutkan tujuan pembelajaran pada materi baru yang akan disampaikan?		
4.	Apakah Bapak/Ibu memberikan apersepsi selama proses pembelajaran?		
5.	Apakah Bapak/Ibu memberikan motivasi selama proses pembelajaran?		
6.	Apakah Bapak/Ibu memberikan kesempatan dan mengarahkan siswa untuk bertanya?		

7.	Apakah Bapak/Ibu memberikan tugas kepada siswa untuk berdiskusi dalam forum?		
8.	Apakah Bapak/Ibu menarik kesimpulan dalam kegiatan akhir pembelajaran?		
9.	Apakah Bapak/Ibu mengalami kesulitan dalam menerapkan Kurikulum Merdeka dalam proses pembelajaran?		
10.	Menurut pendapat Bapak/Ibu, apakah implementasi Kurikulum Merdeka Belajar memiliki dampak lebih baik daripada kurikulum sebelumnya?		

## **Appendix 4 Interview Guideline**

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Siswa :

Waktu/ Tanggal :

1. Apa yang kamu ketahui mengenai Kurikulum Merdeka?
2. Apakah Bapak/Ibu guru memberikan motivasi dalam setiap pelaksanaan kegiatan pembelajaran? Apa motivasi yang diberikan Bapak/Ibu guru?
3. Apakah Bapak/Ibu guru menyampaikan tujuan pembelajaran serta jenis kegiatan yang akan dilakukan sebelum kegiatan pembelajaran dimulai?
4. Apakah Bapak/Ibu guru menggunakan media pembelajaran selama pelaksanaan proses pembelajaran? Apa media yang digunakan Bapak/Ibu guru?
5. Apakah Bapak/Ibu guru mendorong siswa untuk aktif bertanya selama proses pembelajaran berlangsung?
6. Apakah Bapak/Ibu guru memberikan tugas untuk berdiskusi dalam forum?
7. Apakah Bapak/Ibu guru menarik kesimpulan Bersama-sama dalam setiap akhir kegiatan pembelajaran?
8. Apakah Bapak/Ibu guru memberikan tugas terhadap materi yang telah disampaikan?

9. Apakah kamu dapat memahami materi dengan baik selama penerapan Kurikulum Merdeka?
10. Apa kesan yang kamu dapat dari penerapan Kurikulum Merdeka dalam kegiatan belajar di MTs Tarbiyatul Islamiyah Raci?

## Appendix 5 Questionnaire Form

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Siswa :

Waktu/ Tanggal :

No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apa kamu tahu mengenai Kurikulum Merdeka?		
2.	Apakah kamu senang dengan Kurikulum Merdeka?		
3.	Apakah Bapak/Ibu guru menanyakan kembali materi pelajaran sebelumnya sebelum memulai pembelajaran?		
4.	Apakah kamu dapat memahami materi dengan baik dalam penerapan Kurikulum Merdeka?		
5.	Apakah pembelajaran dengan menerapkan Kurikulum Merdeka menyenangkan?		
6.	Apakah dengan penerapan Kurikulum Merdeka dapat memotivasi kamu dalam mengikuti pembelajaran?		
7.	Apakah guru memberikan dorongan atau motivasi		

	kepada kamu untuk aktif dalam pembelajaran?		
8.	Apakah guru selalu menyebutkan tujuan pembelajaran pada materi baru yang akan dipelajari?		
9.	Apakah guru menjelaskan materi dengan rinci dan jelas?		
10.	Apakah guru memberikan tugas untuk kegiatan diskusi dalam forum?		



## Appendix 6 The Result of Observation

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Guru : Rini Faiqotur Rosyidah

Waktu/ Tanggal : Kamis, 16 Mei 2024

No	Teaching and Learning Processes Stage	Response		Activities
		Yes	No	
1.	Preliminary Activities			
	a. Fostering Familiarity	✓		<ul style="list-style-type: none"><li>- The teacher opens the activities by greeting.</li><li>- The teacher invites the students for praying together before start the learning activity.</li><li>- The teacher asks the student whom absent while checking the attendance list.</li><li>- The teacher reviews the previous material studied.</li></ul>

				<ul style="list-style-type: none"> <li>- The teacher conveys the learning objectives and the learning significances.</li> <li>- The teacher engages the students to do ice breaking in the form of simple game by make movement according to the teacher's instruction.</li> <li>- The teacher does apperception related to the new material which will be learn.</li> </ul>
	b. Pretest		✓	<ul style="list-style-type: none"> <li>- The teacher actualizes the pretest depending on the type of material to be studied. The pretest is only done occasionally.</li> </ul>
2.	Core Activities			
	a. Observing	✓		<ul style="list-style-type: none"> <li>- The teacher explains the material about asking and</li> </ul>

			<p>giving direction.</p> <ul style="list-style-type: none"> <li>- The teacher shows the city map image.</li> </ul>
	b. Asking Questions	✓	<ul style="list-style-type: none"> <li>- The teacher does check understanding to make sure the student understands the material.</li> </ul>
	c. Gathering Information	✓	<ul style="list-style-type: none"> <li>- The teacher instructs the student to form groups.</li> <li>- The students do role play about how to ask questions and give directions based on the city map image.</li> <li>- The student observes their friends who playing roles and then take turns.</li> </ul>
	d. Associating	✓	<ul style="list-style-type: none"> <li>- The students discuss about their friends who playing roles.</li> </ul>

	e. Communicating	✓		<ul style="list-style-type: none"> <li>- The teacher asks and clarifies the students about their result of discussion.</li> </ul>
3.	Closing Activities	✓		<ul style="list-style-type: none"> <li>- The teacher concludes the lesson have been studied together.</li> <li>- The teacher does reflection related to their learning activities.</li> <li>- The teacher closes the learning activity by greeting to the students.</li> </ul>

## Appendix 7 The Result of Interview

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Guru : Rini Faiqotur Rosyidah

Waktu/ Tanggal : Kamis, 16 Mei 2024

No	Question	Answer
1.	How long have you been teaching at MTs Tarbiyatul Islamiyah Raci?	3 years.
2.	When was Merdeka Belajar Curriculum applied to MTs Tarbiyatul Islamiyah Raci?	Merdeka Belajar Curriculum was applied to MTs Tarbiyatul Islamiyah Raci since the academic year 2023/2024.
3.	What do you think about Merdeka Belajar Curriculum which applied in this school?	Merdeka Belajar Curriculum is suitable for application in MTs Tarbiyatul Islamiyah Raci However, there are still many of shortcomings in its implementation such as teacher unpreparedness because teacher have not yet mastered the new curriculum

		fully, lack of facilities and infrastructure, and the less optimal teaching and learning system.
4.	Does the application of Merdeka Belajar Curriculum help or burden the teacher performance in this school?	The application of Merdeka Belajar Curriculum burdens teachers because Merdeka Belajar Curriculum has more administrative tasks. Apart from that, the application of this curriculum is still in the early stages of transition from the older one.
5.	Does students can follow the learning process during the application of Merdeka Belajar Curriculum in this school?	In this situation, just like any other day, there are definitely students who can follow the lesson well and there are also student who can not.
6.	How do students respond during the application of Merdeka Belajar Curriculum at MTs Tarbiyatul Islamiyah Raci? Does student participate during the learning process actively?	During the implementation of Merdeka Belajar Curriculum, active students looked very active, especially students who were smart and quite critical in the class, often asking questions during the learning process and vice versa. The ordinary students tend to be passive.

7.	How do you motivate students to be zealous for following the learning process?	Sometimes, as the teacher, I invite the students to do ice breaking, so class activity does not turn into boring activity. Moreover, every student which can answer the question correctly will receive appreciation. At the same time, I give motivation to the other students for doing the same thing, and be active in the class.
8.	What is the obstacle that teachers face in applying Merdeka Belajar Curriculum in this school?	There are several obstacle during the application of Merdeka Belajar Curriculum such as many teacher administrative task. The teacher should collect the point for get certificate to improve skills. From this, it seems like the latest curriculum is more focused on the teachers than the students themselves. Sometimes, during the class activity, in certain material students can not be the center of learning.
9.	How is your solution to overcome	There are several obstacles that arise

	<p>the obstacles during the application of Merdeka Belajar Curriculum in this school?</p>	<p>in implementing the Merdeka Belajar Curriculum, usually the solution is by discussing with colleagues, perhaps other teachers have experienced similar problems.</p>
10.	<p>In your opinion, what is the impact of the implementation of Merdeka Belajar Curriculum in MTs Tarbiyatul Islamiyah Raci?</p>	<p>Merdeka Belajar Curriculum have positive impact because Merdeka Belajar Curriculum emphasize intracurricular learning, namely students' interests and talents. With this Merdeka Belajar Curriculum, the student are trained to think critically, be more independent, and learn in a fun way. However, the negative impact is the students in phase D (student of junior high school) do not fully accept it and can not be independent.</p>



## Appendix 8 The Result of Questionnaire

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Guru : Rini Faiqotur Rosyidah

Waktu/ Tanggal : Kamis, 16 Mei 2024

No	Question	Answer	
		Yes	No
1.	Do you know about Merdeka Belajar Curriculum?	✓	
2.	Is there any training or workshop before implementing Merdeka Belajar Curriculum at MTs Tarbiyatul Islamiyah Raci?	✓	
3.	Do you mention the learning objectives in the new material that will be presented to students?	✓	
4.	Do you provide any apperception to students before learning process?	✓	
5.	Do you give motivation to students during the learning process?	✓	
6.	Do you provide opportunities and direct students to ask questions?	✓	
7.	Do you give assignments to students to discuss in forums?	✓	

8.	Do you draw the conclusions at the end of learning activity?	✓	
9.	Do you experience difficulties in implementing Merdeka Belajar Curriculum in the learning process?	✓	
10.	In your opinion, does the implementation of Merdeka Belajar Curriculum have a better impact than the previous curriculum?	✓	

## Appendix 9 The Result of Interview

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Siswa : Aura Ifalia N.

Waktu/ Tanggal : Jumat, 17 Mei 2024

No	Question	Answer
1.	What do you know about Merdeka Belajar Curriculum?	A curriculum which makes studying feels fun.
2.	Do you receive motivation in every learning activity? What motivation does the teacher provide?	Yes, I was told to study on my own first, so that I would understand when learning in the class.
3.	Did the teacher convey the learning objectives and types of activities that will carried out before the learning activities begin?	Yes, the teacher did.
4.	Did the teacher use learning media during the learning process? What media used by the teacher?	No, the teacher did not. She only uses book.
5.	Did the teacher encourage students to ask questions actively during the	Yes, the teacher did.

	learning process?	
6.	Did the teacher give assignments to discuss in forums?	Yes, the teacher did.
7.	Did the teacher draw conclusion together at the end of each learning activity?	Yes, the teacher did.
8.	Did the teacher give assignments regarding the material that has been presented?	Yes, the teacher did.
9.	Could you understand the material well during the application of Merdeka Belajar Curriculum?	Yes, I could quite understanding.
10.	What impression do you get from the implementation of Merdeka Belajar Curriculum in learning activities at MTs Tarbiyatul Islamiyah Raci?	Learning becomes fun because it is taught to develop interests and talents.

## Appendix 10 The Result of Interview

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Siswa : Ahmad Yaqdhon Hayya

Waktu/ Tanggal : Jumat, 17 Mei 2024

No	Question	Answer
1.	What do you know about Merdeka Belajar Curriculum?	Study for knowing the interests and talents.
2.	Do you receive motivation in every learning activity? What motivation does the teacher provide?	Yes, the teacher always told me to study dilligently to clever.
3.	Did the teacher convey the learning objectives and types of activities that will carried out before the learning activities begin?	Yes, the teacher did.
4.	Did the teacher use learning media during the learning process? What media used by the teacher?	Yes, the teacher did.
5.	Did the teacher encourage students to ask questions actively during the	Yes, the teacher did.

	learning process?	
6.	Did the teacher give assignments to discuss in forums?	Yes, the teacher did.
7.	Did the teacher draw conclusion together at the end of each learning activity?	Yes, the teacher did.
8.	Did the teacher give assignments regarding the material that has been presented?	Yes, the teacher did.
9.	Could you understand the material well during the application of Merdeka Belajar Curriculum?	Yes, the teacher did.
10.	What impression do you get from the implementation of Merdeka Belajar Curriculum in learning activities at MTs Tarbiyatul Islamiyah Raci?	This curriculum taught me to know the talents I have.

## Appendix 11 The Result of Interview

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Siswa : Layla Khoridatul Fitri

Waktu/ Tanggal : Jumat, 17 Mei 2024

No	Question	Answer
1.	What do you know about Merdeka Belajar Curriculum?	Curriculum to develop students' interests.
2.	Do you receive motivation in every learning activity? What motivation does the teacher provide?	Yes, the teacher told me to hone as many talents as possible.
3.	Did the teacher convey the learning objectives and types of activities that will be carried out before the learning activities begin?	Yes, the teacher did.
4.	Did the teacher use learning media during the learning process? What media used by the teacher?	No, the teacher did not.
5.	Did the teacher encourage students to ask questions actively during the	Yes, the teacher did.

	learning process?	
6.	Did the teacher give assignments to discuss in forums?	Yes, the teacher did.
7.	Did the teacher draw conclusion together at the end of each learning activity?	Yes, the teacher did.
8.	Did the teacher give assignments regarding the material that has been presented?	Yes, the teacher did.
9.	Could you understand the material well during the application of Merdeka Belajar Curriculum?	Yes, the teacher did.
10.	What impression do you get from the implementation of Merdeka Belajar Curriculum in learning activities at MTs Tarbiyatul Islamiyah Raci?	We can find out our interests and talents so that learning becomes fun.



## Appendix 12 The Result of Interview

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Siswa : Rika Ardina Putri

Waktu/ Tanggal : Jumat, 17 Mei 2024

No	Question	Answer
1.	What do you know about Merdeka Belajar Curriculum?	Study for developing interests and talents.
2.	Do you receive motivation in every learning activity? What motivation does the teacher provide?	Yes, study diligently to become smart.
3.	Did the teacher convey the learning objectives and types of activities that will carried out before the learning activities begin?	Yes, the teacher did.
4.	Did the teacher use learning media during the learning process? What media used by the teacher?	No, the teacher did not.
5.	Did the teacher encourage students to ask questions actively during the	Yes, the teacher did.

	learning process?	
6.	Did the teacher give assignments to discuss in forums?	Yes, the teacher did.
7.	Did the teacher draw conclusion together at the end of each learning activity?	Yes, the teacher did.
8.	Did the teacher give assignments regarding the material that has been presented?	Yes, the teacher did.
9.	Could you understand the material well during the application of Merdeka Belajar Curriculum?	Yes, the teacher did.
10.	What impression do you get from the implementation of Merdeka Belajar Curriculum in learning activities at MTs Tarbiyatul Islamiyah Raci?	Learning becomes enjoyable.

### Appendix 13 The Result of Interview

Implementation of Merdeka Belajar Curriculum in Teaching English at MTs

Tarbiyatul Islamiyah Raci

Nama Siswa : Minhajussyidad Alghifari

Waktu/ Tanggal : Jumat, 17 Mei 2024

No	Question	Answer
1.	What do you know about Merdeka Belajar Curriculum?	Learn to find out the interests and talents.
2.	Do you receive motivation in every learning activity? What motivation does the teacher provide?	Yes, study seriously to become smart.
3.	Did the teacher convey the learning objectives and types of activities that will carried out before the learning activities begin?	Yes, the teacher did.
4.	Did the teacher use learning media during the learning process? What media used by the teacher?	No, the teacher did not.
5.	Did the teacher encourage students to ask questions actively during the	Yes, the teacher did.

	learning process?	
6.	Did the teacher give assignments to discuss in forums?	Yes, the teacher did.
7.	Did the teacher draw conclusion together at the end of each learning activity?	Yes, the teacher did.
8.	Did the teacher give assignments regarding the material that has been presented?	Yes, the teacher did.
9.	Could you understand the material well during the application of Merdeka Belajar Curriculum?	Yes, the teacher did.
10.	What impression do you get from the implementation of Merdeka Belajar Curriculum in learning activities at MTs Tarbiyatul Islamiyah Raci?	Learning becomes fun and enjoyable.

## Appendix 14 Permission Letter to Conducted Research at MTs Tarbiyatul Islamiyah Raci



UNIVERSITAS PGRI SEMARANG

### FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- > Pendidikan Bahasa dan Sastra Indonesia
- > Pendidikan Bahasa Inggris
- > Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40  
Telepon (024) 8316377 – Faksimile (024) 8448217  
Semarang - 50125

Nomor : 33/IP/FPBS/V/2024  
Lampiran : 1 (satu) berkas  
Perihal : **Permohonan izin penelitian**

Semarang, 15 Mei 2024

Yth. Kepala MTs Tarbiyatul Islamiyah Raci  
di Pati

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Nilam Maris  
N P M : 17420043  
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Implementation Of Merdeka Belajar Curriculum In Teaching English At MTs  
Tarbiyatul Islamiyah Raci

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan  
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Siti Musarokah, S.Pd., M.Hum.  
NPP 107801314

## Appendix 15 Letter of Having Conducted Research at MTs Tarbiyatul

### Islamiyah Raci



**YAYASAN TARBIYATUL ISLAMIYAH  
MTs. TARBIYATUL ISLAMIYAH  
RACI – BATANGAN – PATI**

---

### SURAT KETERANGAN

Nomor : 139/MTs.TARIS/RC/V/2024

Yang bertanda tangan dibawah ini :

Nama : FARIDA ROHMAWATI, S.Pd.I

Jabatan : Kepala MTs Tarbiyatul Islamiyah Raci

Dengan ini menerangkan, bahwa mahasiswa UNIVERSITAS PGRI SEMARANG :

Nama : NILAM MARIS

NPM : 17420043

Fak./Program Studi : FPBS / Pendidikan Bahasa Inggris

Telah selesai melaksanakan Penelitian di MTs. Tarbiyatul Islamiyah Raci untuk bahan Penyusunan Skripsi dengan judul :

**“IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM IN ENGLISH TEACHING AT MTS TARBIYATUL ISLAMIYAH RACI”**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Farida Rohmawati, S.Pd.I

## Appendix 16 Documentation



## Appendix 17 Lembar Pengajuan Judul



**YAYASAN PEMBINA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG**  
**UNIVERSITAS PGRI SEMARANG**  
**FAKULTAS PENDIDIKAN BAHASA DAN SENI**  
JALAN GAJAH RAYA NO. 40 SEMARANG

### USULAN TEMA DAN PEMBIMBING SKRIPSI

Yth. Ketua Program Studi \*)

1. Pend. Bahasa dan Sastra Inggris
2. Pend. Bahasa dan Sastra Jawa di Semarang

Dengan hormat,

Yang bertanda tangan dibawah ini,

N a m a : Nilam Maris

N P M : 17420043

bermaksud mengajukan tema skripsi dengan judul :

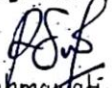
The Implementation of Merdeka Belajar Curriculum  
in English Teaching at MTs Tarbiyatul Islamiyah Pacir

Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Progd., dengan keputusan pembimbing :

1. Dr. Sukma Nuri Ardini, S.Pd., M.Hum.
2. Dr. Jafar Sodiq, S.Pd., M.Pd.

Menyetujui,

Ketua Program Studi,

  
Dr. Rahmatati Sukmaningrum, M.Pd.  
NIP./NPP. 117901340

Semarang, 30 Januari 2021

Yang mengajukan,

  
Nilam Maris



## Appendix 18 Form Bimbingan



KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : NILAM MARIS  
 NPM : 17420043  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Dr. Sukma Nur Ardini, S.S., M.Pd.

No.	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. I
1.	20 des 2021	bimbingan awal	<i>[Signature]</i>
2.	22 feb 2023	Pengajuan judul ke 2.	<i>[Signature]</i>
3.	27 feb 2023	ACC awal dan reserch quarter	<i>[Signature]</i>
4.	5 Agustus 2023	Revisi proposal.	<i>[Signature]</i>
5.	13 Desember 2023	ACC proposal & ACC (ustman)	<i>[Signature]</i>
6.	18 Jan 2024	Bimb. bab 1-5 (revisi)	<i>[Signature]</i>
7.	15 Feb 2024	Bimb. bab 1-5 (revisi)	<i>[Signature]</i>
8.	7 Maret 2024	ACC 1-5	<i>[Signature]</i>
9.	21 Maret 2024	Bimb. artikel revisi	<i>[Signature]</i>
10.	4 April 2024	Bimb. artikel Revisi	<i>[Signature]</i>
11.	18 Mei 2024	ACC artikel	<i>[Signature]</i>
12.	29 Mei 2024	Final Project ACC	<i>[Signature]</i>
13.		Group ujian.	
14.			
15.			

## Appendix 19 Form Bimbingan



KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : NILAM MARIS  
 NPM : 17420043  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING II : Ajeng Setyorini, S.S., M.Pd.

No.	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. II
1.	15/1.	Judul	B
2.	18/1.	proposal .	B
3.	22/1	Proposal . Ok .	A
4.	25/1.	Chapter 1	A
5.	5/2	Chapter 1.	A
6.	14/2	Chapter 1 go on clp2	A
7.	18/3	Chapter 2 .	A
8.	27/3	Chapter 2	B
9.	22/4.	Chapter 3 method .	A
10.	13/5	Chapter 3 & 4. go on clp4	B
11.	3/6	Chapter 4 firs	A
12.	6/6	Chapter 4 firs & sec	A
13.	10/6.	Chapter 5	A
14.	11/6	Chapter 5.1 front pages	B
15.	13/6	acc , after ujian	A

## Appendix 20 Berita Acara Ujian Skripsi



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG  
FAKULTAS PENDIDIKAN BAHASA DAN SENI  
**UNIVERSITAS PGRI SEMARANG**  
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377  
Faks. (024)8448217 Website: www.upgris.ac.id

### BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 28 Juni 2024, berdasarkan susunan tim pengujian skripsi :

1. Nama : Siti Musarokah, S.Pd., M.Hum.  
Jabatan : Ketua
2. Nama : Dr. Rahmawati Sukmaningrum, S.Pd., M.Pd.  
Jabatan : Sekretaris
3. Nama : Dr. Sukma Nur Ardini, SS., M.Pd  
Jabatan : Anggota (Pengujian I)
4. Nama : Ajeng Setyorini, S.S., M.Pd  
Jabatan : Anggota (Pengujian II)
5. Nama : Dra. Maria Yosephin, M.Pd  
Jabatan : Anggota (Pengujian III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Nilam Maris	Fakultas	: FPBS
N.P.M	: 17420043	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul skripsi :  
IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM IN TEACHING ENGLISH AT MTS TARBİYATUL  
ISLAMİYAH RACI

Nilai :

Demikian berita Acara Ujian skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Siti Musarokah, S.Pd., M.Hum.

Pengujian I,

Dr. Sukma Nur Ardini, SS., M.Pd

Pengujian II,

Ajeng Setyorini, S.S., M.Pd

Sekretaris,

Dr. Rahmawati Sukmaningrum, S.Pd., M.

Pengujian III,

Dra. Maria Yosephin, M.Pd



Mengetahui,  
Dekan

Siti Musarokah, S.Pd., M.Hum.  
NPP/NIF 107601314