

**TEACHERS' UNDERSTANDING OF MERDEKA CURRICULUM
FOR LEARNING AND TEACHING ENGLISH
AT JUNIOR HIGH SCHOOL AT REJANG LEBONG**

THESIS

This thesis is submitted to fulfill
the requirement for 'sarjana' degree
in English Language Education



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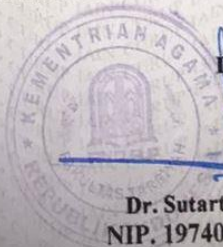
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Assalamu'alaikum Warahmatullai Wabarokatuh


Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Elzi Azmita (19551022)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"Teachers' Understanding of Merdeka Curriculum For Learning and Teaching English at Junior High School at Rejang Lebong "** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalamu'alaikum, Warahmatullai Wabarokatuh

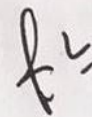
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PREFACE

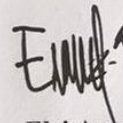
All praises to Allah Subhanawata'allah that the writer had finally finished writing her thesis entitled **Teachers' Understanding of Merdeka Curriculum For Learning and Teaching English at Junior High School at Rejang**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for this thesis

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, November 2023

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MOTTO

*"Direndahkan dimata manusia, ditinggikan dimata Tuhan,
Prove Them Wrong*

You were given this hard life because you are strong to face it

*God has perfect timing, never early, never late. It takes a little
patience and it takes a lot of faith, but it's a worth the wait."*

DEDICATION

Unable to say anything, Allah is the only reason why I can finish this thesis. Thank you so much for allowing me to complete this thesis as quickly as I hoped. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I dedicate this thesis to:

- ☺ IAIN Curup.
- ☺ I dedicate this thesis entirely to two great people in my life, someone I usually call father (Alm.Imran) now I can be at this stage, completing scientific papers as the last manifestation before you really leave. Thank you for bringing me to this place, even though in the end I had to go through this journey alone without you accompanying me. and my mother (Lem sukaesi). Both of them made everything possible so that I could finish this thesis. Thank you for all the sacrifices, advice and all the prayers that you never stop giving me. This achievement is my special offering to my father and mother.
- ☺ My only one brother wiro panbers, the best brother who always accompanied me through the bitterness of life until I am now. Thank you for strengthening your sister in that dark period, now I am able to mature and learn to be sincere and accept the word loss as a form of forging process to face the dynamics of life. I dedicate this little masterpiece to you
- ☺ My big Family from Lebong that always give me spirit.
- ☺ Mrs. Jumatul Hidayah M.Pd, as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.

- ☺ Mr. Dr. Prihantoro, M. Pd as my academic supervisor and advisor in writing this thesis, who has provided time, correction, advice and support as well as motivation in completing this thesis with good results.
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- ☺ My beloved friends especially my partner in completing this thesis are Dhea mizela, Jela Anjela, Lia andyani cindi klaudia and sisi seprianti. Our struggles and efforts have finally arrived despite many tears to get to this point. Thank you so much "B" Class 2019, who ae always together from the beginning of the semester to the end. My English Tadris Progam 2019 squad, thank you for nice cooperation. Thank you for KKN and PPL team.
- ☺ All the people around me that I cannot mention all of them.
- ☺ Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work, I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and tryng to give more than i receive, I wanna thank me for tryng do more right than wrong. I wanna thank me for just being me at all the times

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Alhamdulillah Rabbil 'Aalamiin, All praises be to Allah SWT the almighty for his abundance of mercy, guidance, and compassion and his guidance towards the right path, finally the writer was able to finish writing this thesis. prayer and salution do not forget we send it to the prophet Muhammad and his family and friends, thanks to him at this time we are in an age full of knowladge.

As for this thesis the author collected in order to qualify to obtain bachelor's Degree (S.1) at the State Islamic Institute (IAIN) Curup, Tarbiyah Faculty and Educational Sciences, Tadris English Study Program. In compling this thesis the author gets a lot of guidance and suggestions from various parties, so that the preparation of this thesis can be resolved, therefore on this occasion the author would like to honorable :

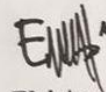
1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup for his direction and permission of conducting this thesis.
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In this case the author can not do anything to return the favor, in addition to praying that we pray in our protection, and hopefully this thesis can be useful for all of us. Aamiin.

Curup, November 2023

Writer



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ABSTRACT

Elzi Azmita 2023: Teachers' Understanding of Merdeka Curriculum For Learning and Teaching English at Junior High School at Rejang Lebong

Advisor : Dr. Prihantoro, SS., M.Pd
Co-advisor : Jumatul Hidayah, M.Pd

The objective of this research is to investigate teachers' understanding of Merdeka Curriculum For Learning and Teaching English at Junior High School at Rajang Lebong. This research used mixed research method by combining quantitative and qualitative research methods. The subject was the English teachers of SMPN 2 Rejang Lebong and SMPN 4 Rejang Lebong. Techniques of collecting data was on questionnaire and interview techniques of analysis data was perentge formula, reduction, display data verification and conclusion. The result show that : Regarding to cognitive domain the result of questionnaire suggest that most of teachers have understanding about the objective of the merdeka curriculum. is indicate by the percentage of three of teacher on good category and one teacher on enough category. Learning achievement of Merdeka Curriculum is indicate by the percentage of teachers are on very good understanding. The principle of the merdeka curriculum all of teacher have very good understanding. Stages of Implementation of English subject at Merdeka Curriculum all of teacher have enough understanding. Assessing of students' learning all of teacher have good understanding, Affective domain is indicated most of teachers have good and very good category. Affective domain teachers analyzed that objective based on Alur Tujuan Pembelajaran (ATP) and Modul Ajar (MA) as a lesson plan in teaching and incorporates the affective domain into the implementation of the Merdeka curriculum's objectives when teaching English. The teacher created and examined the six skill. Teacher implement all of the principle of merdeka curriculum in teaching practice, analyze the affective domain to utilize of the stage of learning in of merdeka curriculum, teachers used assessments and respond to them. Psychomotor domain: teacher used the objective as indicators of teaching and learning activities and a way to achieve the goal and some indicators of learning process. Teachers utilize Learning achievement of Merdeka curriculum in teaching English subject it used six skills for students to achieve. Teachers implement the stages of learning of Merdeka curriculum in teaching English subject then teacher implement some types assessment in English subject :diagnostic, summative, formative and project assessment.

Key Words: understanding, Merdeka Curriculum, and Teaching/learning

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CHAPTER I

INTRODUCTION

A. Background of the Research

Understanding is how person make sense toward issue, it can be explained, defended, explained based on fact and their knowledge. According to Ngalim Purwanto, understanding is the level of ability expects person can understand meaning or concepts, situations, and facts. In this case, a person does not only memorize verbally but understands about the concept of the problem or fact being asked, and the meaning preparing, presenting, organizing, interpreting, explaining, demonstration, giving examples, estimating, determining, and make decisions.¹

Understand is important in all sectors of life included of sectors education. In this context, understand of curriculum make it easier for teachers to develop learning designs. In fact, the curriculum has very clear outlines of learning that must be carried out by the teacher. Understanding the curriculum will make it easier for teachers to make plans, develop indicators of achieving competence, carry out systematic learning steps, and be able to apply various fun learning methods. Because it can produce quality learning. Teachers use curriculum as a guide in their teaching in class, so this will become a positive school academic culture. The creation of a quality-learning climate departs from all of planning and program designed by the teacher. The instruments contained in the curriculum are indicators of success in each

¹ Ngalim Purwanto, *Psikologi Pendidikan*, (Jakarta: Pusaka Setia, 2003), p. 79

learning process.

It concerning of Curriculum understanding teachers refer to governance policy of curriculum. In Indonesia, context curriculum has been several times of changing. In December 2019 the Minister of Education and Culture (Permendikbud) stringer forward new Policy in education world was named Merdeka Curriculum. Where Merdeka Curriculum is interpreted as design learning that provides opportunities for students to study with calm, relaxed, pleasant, without stress and pressure, for show talent naturally.² It is supported by Anya's journal argued that The Merdeka curriculum is independent learning focuses on freedom and creative thinking. One of program presented by the Ministry of Education and Culture in the launch independent learning is commencement "Program Sekolah Pengerak."³

Understanding of merdeka curriculum is important. Because understanding as a keys for successful for merdeka curriculum implementation. It aimed to make teacher easy for applied in in learning and teaching process. It is as a main foundation for teaching and learning.

There are some different between the 2013 curriculum and merdeka curriculum. In particular first, in the designated skills In the 2013 curriculum, fundamental capabilities (KD) and Center abilities are the designated capabilities. Rather than the Merdeka curriculum, the abilities designated

² Alaika M. Bagus Kurnia PS, *Menyorot Kebijakan Merdeka Belajar*, (Yogyakarta: Pustaka Pelajar, 2020), p. 6.

³ Ainia, D.K, *Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter*, (Jurnal Filsafat Indonesia, 3(3), 95–101, 2020), p.1

utilize the term learning results (CP). In the educational experience, learning achieving (CP) incorporate information, mentalities and abilities to accomplish understudy skill in each stage. Second, Curriculum structure The curriculum structure in the 2013 curriculum comprises of intracurricular and extracurricular. In the meantime, the Merdeka curriculum utilizes intracurricular, extracurricular and ventures to fortify the Pancasila understudy profile. Class hours in the 2013 curriculum are set each week, while in the autonomous curriculum they are set each year. The learning association approach in the 2013 curriculum depends on subjects but in the Merdeka curriculum, it is subject-based and coordinated to learn association. Third, learning in the growing experience, the 2013 curriculum involves a logical methodology for all subjects. The Merdeka Curriculum utilizes a separation approach that suits understudies' capacities. Fourth, evaluation, in the appraisal viewpoint, the 2013 curriculum utilizes developmental and summative appraisals, though in the free curriculum similar purposes developmental appraisals and the outcomes are a reflection to shape understudies' getting the hang of as per their capacities. In the Merdeka curriculum, there is an evaluation of the venture to reinforce the Pancasila Understudy Profile which isn't in the 2013 curriculum. Evaluation of perspectives, information and abilities describes the appraisal in the 2013 curriculum, though in the Merdeka curriculum, there is no partition between appraisal of mentalities, information and abilities.⁴

⁴ Nur Azmi Rohimajaya, Kurikulum 2013 Dan Kurikulum Merdeka Dalam Pembelajaran bahasa Inggris, UNS, received <http://pps.unnes.ac.id/pps2/prodi/prosiding-pascasarjana-u>

From that statement, can be said that the merdeka curriculum has some different on some aspect. Such as different on in the designated skills, learning achieving (CP), Curriculum structure The curriculum structure, learning in the growing experience, and evaluation.

Additionally, In the learning process there are differences, for example in the focus and learning approach of the 2013 Curriculum (for example it has competency-based learning with a scientific approach. The main goal of K-13 is to develop students' abilities holistically, including cognitive, affective and psychomotor aspects. Nevertheless in merdeka curriculum, it encourages students to take an active role in learning. This approach was free of students to choose the learning method and style that best suits their needs.⁵

Researcher choose Junior high school level because English Subject was thought which started on the first level. All of junior high school has made English language as an obligatory subject. So, it should be learned by all of students on that level. For junior high school level, learning English subject as first time to learning.

According to Rezza Pakhlevie, S.H., MM as a kadis of Dinas pendidikan Rejang Lebong. He expressed that in Rejang Lebong there

⁵ Faradilla Intan Sari, Analisis Perbedaan Kurikulum 2013 Dan Kurikulum Merdeka, Vol. 5 No. 1 (2023): Jurnal Pendidikan dan Konseling received from <https://doi.org/10.31004/jpdk.v5i1.10843>

were 56 unit of Junior school level. Since the academic years 2021, the first level of implementation of the Merdeka curriculum for example SMPN 4 Rejang Lebong, SMPN 44 Rejang Lebong, SMPN 7 Rejang Lebong, and SMPN 2 Rejang Lebong (on government payment). Then, for next section the subsequent level was SMPN 6, SMP Khairul Ummah, They are get the installment by the taxpayer supported initiative (every one of them as sekolah penggerak program). Then, there were two school on mandiri of curriculum merdeka, they are SMP Xaverius, and SMPN 45 Rejang Lebong. as long as there are 54 of 56 that have been being implement of merdeka curriculum but there are also two SMPN level of Rejang Lebong was not implementation it. They are still on administration problem.⁶

All of element of English subject should be implementing in English Language teaching. In Rejang Lebong Regency there are some schools has applied merdeka belajar or Merdeka curriculum policy. SMPN 2 Rejang Lebong and SMPN 4 Rejang. For make sure some information, researcher has interviewed to teachers of 2 junior high school at Rejang Lebong that learning process of English subject at SMPN 2 Rejang Lebong, “in this schools applied merdeka Curriculum mainly just for first class, in this curriculum automatically has different with curriculum before. Such as in designing of learning and other aspect

⁶ Rezza Pakhlevie, S.H., MM as a kadis of Dinas pendidikan Rejang Lebong, interview at 14 Desember 2023

of learning process.⁷

Teacher at SMPN 4 Rejang Lebong state that The Merdeka Curriculum is one of the programs that are very different from the previous curriculum, namely the Pancasila Student Profile Strengthening Project, so that students are able to design a project/research about solving or solutions to problems faced in everyday life (critical reasoning).⁸

Teacher at SMPN 44 Rejang Lebong still combine old system in teaching and learning activities in English subject.⁹ In SMPN 7 Rejang Lebong also state that they can not all used all of the element in teaching English in Merdeka Curriculum.¹⁰

Based on the information above so research determine SMPN 2 and SMPN 4 Rejang Lebong as a research location. They were having implement merdeka curriculum since 2021. Automatically they have used some understanding of merdeka curriculum.

Based on the background above researcher want to investigate **"Teachers' understanding toward Merdeka Curriculum for Learning and Teaching English at Junior High School at Rejang Lebong**

⁷ English Teacher at SMPN 2 Rejang Lebong 23 November 2022

⁸ English Teacher at SMPN 3 Rejang Lebong 28 November 2022

⁹ English Teacher at SMPN 44 Rejang Lebong 30 November 2022

¹⁰ English Teacher at SMPN 4 Rejang Lebong 29 November 2022

B. The Research question

Based on the background above, research question was formulated bellow:

1. How does teachers' understanding toward Merdeka Curriculum for Learning and Teaching English at Junior High School at Rejang Lebong?

C. The Objective of the Research

The objective of this research was described below:

1. To investigate teachers' understanding of Merdeka Curriculum For Learning and Teaching English at Junior High School at Rejang Lebong

D. The significances of the Research

The research expected to give positive contribution to the area of English Language Teaching. It was following:

1. Theoretical

The results of this research was expected toward outlook about teachers' understanding for implementation of Merdeka Curriculum. It is as evaluated of guideline for implementation of curriculum. Understanding level of curriculum as indicated the way and perfection of that implementation.

2. Practical

This result of research have benefit for some kinds, it is following:

- a. Institution of Education

This research is useful for educational institutions or school

about teachers' understanding in English subject. It will be evaluated for Merdeka Curriculum. It has evaluated thing about how understands their teacher. Therefore, education institution can find out some solution about it

b. For Teacher

This research can motivate teacher for developing implementation curriculum in teaching English language teaching. Teachers can measure about that understanding of that Curriculum. Therefore, in implementation it understanding is important.

c. For Researcher

It useful for the researcher as a reference for implementation of curriculum Merdeka in English subject at junior high school level at Rejang Lebong. Researcher has some understanding about new policy mainly in curriculum merdeka. As an educator to be, it is important to understand early.

E. Delimitation of the research

Researcher delimits this research just investigate the school has implemented the Merdeka Curriculum. In this case, just 2 schools, as be experiment school at Rejang Lebong. They are SMPN 4 Rejang Lebong and SMPN 2 Rejang Lebong. The understanding in this case involve the cognitive domain, affective domain and psicomotoric domain.

F. Definition of Key Term

1. Understanding

Understanding is a process or activities to comprehend, something which occur someone to know, it can be communicated using tools or idea.¹¹ In this research, understanding refers to teachers' knowledge toward Merdeka Curriculum on cognitive, affective and psicomotoric aspect.

2. Merdeka Curriculum

Merdeka Curriculum is government policy in the implementation of education where it adopted independent learning which aim give change to students for developing potential on himself¹² in this research, merdeka curriculum refers to teachers' implementation for junior high school at Rejang Lebong.

3. Teaching

Teaching is showing or helping someone to learn to do something, giving instruction guiding in the study, providing with knowledge and causing to know understand.¹³ In this research teaching refers to guidance of study for English subject by merdeka curriculum implementation

¹¹Ahmad Susanto, *Teori Belajar dan Pembelajaran di Sekolah Dasar* (Jakarta: KENCANA, 2014), p. 208

¹²M. Badrus Era, <https://www.harianbhirawa.co.id/belajar-merdeka-and-merdeka-learn-in-the-mid-corona/>, Retrieved 29 July 2022

¹³H. Douglas Brown, *Principle of language Learning and Teaching : fourth edition* ,(New york :Longman ,2000), P 7.

4. Learning

Learning is a process of interaction of learners with educators and learning resources in a learning environment that includes teachers and students exchange information. ¹⁴ In this study, learning refers to learning process in Merdeka Curriculum of English Subject.

¹⁴ Nana Sudjana, *Proses Belajar Mengajar*, (Jakarta: Rineka Cipta, 2001), p. 56.

CHAPTER II

LITERATURE REVIEW

A. Theory of Related Review

1. Understanding

Understanding is a process or way of activity for understanding.¹

According to Martin H Manser understanding is a process, method, act of understanding. So that it can be interpreted that understanding is a process, a way of learning to understand, know a lot and understand something.² Supardi said that understanding is how someone defends, differentiates, suspects, explains, expands, concludes, generalizes, gives examples, rewrites, and predicts something.³

Understanding can also be interpreted by capturing of something meaning has been learned. Understanding here is closely related to learning. Understanding is considered as one of the benchmarks in learning, namely interpreting what has been learned by changing behavior or increasing knowledge after the learning process is carried out. Understanding is not only the activity of thinking, but also the location from within in situations or the world of other people.

Anderson and Krathwohl in Ayuni mention that understanding includes several things, namely: interpreting, exemplifying, clarifying,

¹Ahmad Susanto, *Teori Belajar dan Pembelajaran di Sekolah Dasar* (Jakarta: KENCANA, 2014), p. 208

²Martin H Manser, *Oxford English Dictionary*, (New York: Oxford University Press, 199), p. 173

³Supardi, *Penilaian Autentik. Pembelajaran Afektif, Kognitif dan Psikomotor*, (Jakarta: PT RajaGrafindo Persada, 2015), p. 67

summarizing, concluding, comparing, and explaining. As explaining above (the point of understanding understanding), that understanding can also be interpreted as capturing the meaning of an information starting from interpreting process. It explains the meaning of that information or concept. Understanding is broader than just knowing information, complex thinking processes occur to the stage where a person is said to understand by being able to disseminate information and explain it correctly.⁴

In this present since to an understanding of the Merdeka Curriculum Assessment Standards, starting from the planning process to the results of the assessment conducted at school. The teacher's own understanding is influenced by several things such as education level, scientific background, duration and teaching load, age, mastery of methods and media, reading intensity and teachers' work ethic. One of component that important of understanding discussion how to measure of understanding.

2. Measuring of Understanding

There were some ways to measure understanding, it was following:

1) Interpreting

Interpretation occurs when someone can change one form of information to another form of information. For example from

⁴ Fithri Nuru Ayuni. 2014. *Pemahaman Guru terhadap Pendekatan Saintifik (Scientific Approach) dalam Pembelajaran Geografi*. Tesis Mahasiswa Universitas Pendidikan Indonesia Bandung diunduh di http://repository.upi.edu/15820/3/T_GEO_1201486 pada tanggal 6 Januari 2023

graphics to sentences or vice versa, from words to numbers or vice versa, or from word to word, for example summarizing or paraphrasing

2) Provide an example

Teacher implements through example. By exemplifying or illustrating, a person can be said to understand when he can give an example of a general concept or principle.

3) Classifying

They can recognize that something (object or phenomenon) falls into a certain category. Included in the ability to classify the characteristics of an object or phenomenon.

4) Summarizing

Summarizing is an activity of making a question that represents all the information or making an abstract of a piece of writing. Summarizing requires students to choose the essence of information and summarize it, which can specify a condition.

5) Inferences

Inferring occurs when a student is able to abstract a sample or find a pattern from a series of examples or facts.

6) Comparing

They can compare when detect the similarities and differences that are owned by two or more objects. Involves the process of detecting similarities and differences between two or more objects,

events, ideas, problems, or situations such as determining how an event is known.

7) Explaining

Teacher can explain when they can provide a model of a theory or can construct and use a causal model in a system. Explain, create, and use causal models in a system. The format of the assessment explains is in the form of reasoning tasks, problem solving, redesign, and predictions.⁵

3. Indicators of understanding

According to Wardani, there are some Indicators of understanding. It was following:

1) To repeat a draft.

Concept understanding is mastery of some subject matters, in which teacher not only know but also can re-express the concept in a form that is more easily understood and able to apply it. Such as teacher repeat and implantations their understanding to the learning process

2) To classify objects based on certain properties by characteristic concept.

In this case, the ability possessed by a person to understand and it can convey back the knowledge that has acquired both in oral and written form and this concept is also something that has been attached to a person's heart and is reflected in thoughts, ideas or an understanding.

⁵ Abdul Majid *Penilaian Autentik Proses Dan Hasil Belajar* (Bandung: Pustaka 2014).
p,5

For example, teacher can give some clarification and how the concept of curriculum merdeka.

- 3) To give example and it is not an example from something draft.

Person is not only know easier to understand and are able to apply merdeka curriculum in English Language teaching, that means they used some creation to implement it

- 4) To serve draft in various form representation.

Teacher implementation all of policy of merdeka curriculum for all aspects for example in planning, implantation and evaluation.

- 5) To develop necessary conditions or condition from something draft.

In this way, teacher does innovation of merdeka curriculum. For example, teacher does innovation of teaching material, method/model, and evaluation.

- 6) To use and utilize as well as choose procedure or operation certain.

Teacher chooses and identifies the appropriate learning procedures in English language teaching. For example, determine the good method based on the students needed. ⁶

- 7) To Apply concept or algorithm on solving problem

In implementation new policy mainly in merdeka curriculum automatically has some problem. In his way, teacher can solve that problem.

⁶ Ibid., p. 8

5. The Categorizing of Understanding

There are three categorizing of understanding was following:

a. Cognitive Domain (Realm cognitive)

Cognitive domain related to the learner's thinking. This objective emphasizes remembering or reproducing something which has been learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials

Table 2.1
The Cognitive Process Dimension

Categories and Cognitive	Process Alternative	Names Definitions and Examples
Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history).
Recalling	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S history).
Interpreting	Clarifying, paraphrasing, representing, translating	Changing from one form or representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and documents).
Exemplifying	Illustrating, Instantiating	Finding a specific example or illustration of concept or principle (e.g., Give examples of various artistic painting styles).

Classifying	Categorizing, Subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., classify observed or described cases of mental disorders).
Summarizing	Abstracting, Generalizing	Abstracting a general theme or major point (s) (e.g., write a short summary of the events portrayed on a videotape).
Inferring	Concluding, extrapolating, Interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples).
Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., determine the point of view of the author of an essay in terms of his or her political

b. Affective Domain

Affective domain related to the learner's attitude. This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. ⁷Affective domains, it includes concepts such as Receiving ideas; Responding to ideas, phenomena; Valuing ideas, materials; Organization of ideas, values; characterization by value set (or to act consistently in accordance with values internalized). The following

⁷ Anderson, Lorin W. Krathwohl, David R. Airasian, Peter W. et al, *A Taxonomy for Learning, Teaching, and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives*. London:Longman Group Ltd, 2021), p. 76

table shows the further explanation of affective domain:

Table 2.2
The Affective Process Dimension

Category	Example and Key Words (verbs)
1. Receiving Phenomena: Awareness, willingness to hear, selected attention.	Examples: Listen to others with respect. Listen for and remember the name of newly introduced people. Key Words: acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands
2. Responds to phenomena Active participation on the part of the learners Attend and react to a particular phenomenon	Examples: Participates in class discussions. It gives, discussions presentation Questions new ideals, concepts Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practice them. Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, presents, tells
3. Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. Key Words: appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares
4. Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value	Examples: Recognizes the need for balance between freedom and responsible behavior. Explains the role of systematic planning in solving problems. Accepts

system. The emphasis is on comparing, relating, and synthesizing values.	professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. Key Words: compares, relates, synthesizes
5. Internalizes Values; it has a value system that controls their behavior. The behavior pervasive, consistent, predictable, and most important characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. Key Words: acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies. ⁸

c. Psychomotor

Psychomotor domain relates to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. There are six levels of psychomotor domain: Perception, set, guided response, mechanism, complex overt response, adaptation, and origination. In my view, Psychomotor Domain deals with manual or physical skills. It is the "doing" domain. The following table shows the further explanation of psychomotor domain:

⁸ Ibid., p. 78

Table 2.3
Psychomotor Domain

No	Level	Category	Description	Examples
1	Perception	Awareness, the ability to use sensory cues to guide physical activity. The ability to use sensory cues to guide motor activity.	Use and/or selection of senses to absorb data for guiding movement Examples: Detects nonverbal Communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball.	Chooses, describes, detects, differentiates, distinguishes, feels, hears, identifies, isolates, notices, observe,
2	Setting	Readiness, a learner's readiness	Examples: Knows and acts upon a sequence of steps in to act. Readiness to act.	Arranges, begins, displays, a manufacturing process. Recognize one's abilities and limitations
3	Guided Response	Attempt. The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Imitate or follow instruction, trial and error.	assembles, builds, calibrates, constructs, copies, dismantles, displays, dissects, ⁹

⁹ Ibid., p. 79-80

B. Merdeka Curriculum

1. Concept of Merdeka Curriculum

The word independence in the KBBI has three meanings. namely: (1) Free (from servitude, colonialism and so), (2) No affected or released from demands, (3) Not bound, not dependent on people or certain parties, freely.¹⁰ While learning according to Sanjaya is a process mentally which occur in self-somebody, so that cause appearance Changes in behavior, mental activity that occurs due to individual interaction with environment, which realized.¹¹ Trianto in a manner general put forward that learning as a change in the individual that occurs through experience and not by bodily growth, development, or characteristics someone from birth.¹² Independent learning is a providing learning opportunity in a manner free and comfortable for students to learn in positive situation in a calm, relaxed and happy manner without stress and pressure, taking into account the natural talent they have, without force they learn or control something knowledge outside. In implementation of merdeka curriculum it is should attend about the indicators of it. As for indicator differentiation learning as implementation of Merdeka Curriculum as follows.¹³

a. Creating of Pleasant Environment

Teachers create a non-stressful learning environment, create the cheerful classroom situation but meaningful which invites students

¹⁰ Departemen pendidikan Nasional, *Kamus Besar Bahasa Indonesia Pusat Bahasa*, (Jakarta: Gramedia Pustaka Utama), p. 904.

¹¹ Sanjaya, Wina, *Strategi Pembelajaran berorientasi Standar Proses pendidikan*, (Jakarta: Prenada media Group, 2010), p 112

¹² Trianto, *Model Pembelajaran Terpadu*, (Jakarta: Bumu Aksara:2010), p. 16

¹³ Ibid.

to learn and work hard to achieve high learning goals. Teachers' creativity are very demanded creating of situations learning that makes students' participation feel enjoyable at classroom, and it can maintaining students' enthusiasm for learning on long learning duration. Then, it makes sure every student in the class knows the same supporting for students in learning process. In this case, teachers are required to pay psychologically attention to students especially for them who have retardation or deficiencies, either in terms of material, personal facilities, physical and deficiencies of responsiveness terms to the lesson, all of them must be motivated to have high enthusiasm learning.

b. Clearing of Learning objectives

The objective of Curriculum is defined in clear terms. So it is not just the teacher needs to know clearly of learning purpose, but also students must know about it. Students' can understand with the teachers' directions and it including preparation of learning material.

c. *Learning* take on students' sides

How teacher respond need students' learning participant. It means teacher differentiate learning by, expanding, adapting time to get learning maximum results. Teachers are always looking for ways how will adapt of learning planning for Fulfill the learning needs of students. For example, do they need to use different sources, different ways, and assignments and assessments? Learning differentiate on

actually learning which view that students are different and dynamic, therefore the teacher must have planning in implementation learning which notice things as following:

- 1) Curriculum learning which happen suitable by students' strength and weakness participants educated
- 2) Appropriating Design of learning plans and curriculum strategies and method learning which can use for Fulfill students' needs in learning.
- 3) Explaining teachers' form, which support the meeting the needs of students.
- 4) Reviewing and evaluating of achievement on periodically. ¹⁴

d. Effective Classroom Management

How teacher create procedure, routine, method, which allows for flexibility. In addition, a good structure doing different activities make the class can still on effectively. In essence, every human being is a learner, therefore, the biggest challenge for teachers is not only to be able to provide knowledge students, however teacher also must thinking about how to empower students to find chip knowledge is not only capable doing or finishing on exam questions but also being able to pick up wisdom, and meaning implied from that lesson.

One of the keys to encourage students to be independents by designing learning activities in classroom, which could provide space for students to develop their intellectual power. Much assumption that active learning

¹⁴ Marlina, "*Panduan Pelaksanaan Model Pembelajaran Berdeferensiasi di Sekolah Inklusif*", Departemen Pendidikan, 2019, h.4

allows students on learning independently so it can reduce teachers' work. In the fact, it is opposite from active learning, actually requires teacher for work hard because they must prepare design procedure and good route implementation learning and in learning implementation teacher must give extra daily accompanies of learning and provide good evaluation for learning.¹⁵

e. Sustainable Evaluation

How is the teacher use information obtained from formative assessment process that has been carried out, it can determine which students' has pass and failed. Teacher demanded have tool for measuring fast and accurate assessment in the form of applications and assessment methods, which can rejuvenate and make teachers more creative.

2. The objective of Merdeka Curriculum

The objective of the *Merdeka* Curriculum is to answer the problems of previous education. The existence of this curriculum will direct in developing the potential and competence of students. This curriculum serves to develop potential, one of which is the learning process that is designed to be relevant and interactive. This learning will make students more interested and able to develop issues in the environment

Based on the *Merdeka Belajar* program, all Indonesian people who are affiliated with education strive to have independence in thinking. Independence in thinking in achieving better educational goals and improving

¹⁵ Najelaa Shihab dan Komunitas Guru Belajar, "*Merdeka Belajar di Ruang Kelas*", (Lentera Hati: Tangerang, 2017), h. 126.

the culture and character of the nation. The objectives in the *Merdeka Belajar* program are prioritized in order to obtain an education system that is beneficial for the life of the nation and state.¹⁶

So, *Merdeka Belajar* certainly aims to improve the learning process. *Merdeka Belajar* is starting to become a good momentum for the world of education in achieving goals and expectations that are able to support welfare between ratios and creativity in the teaching and learning process. The *Merdeka Belajar* program is an alternative to develop creative thinking and a free creative process through a variety of activities.

According to Asfiati, the goal of *Merdeka Curriculum* is to create a fun learning and enjoyable learning atmosphere without being burdened with certain values and achievement targets. The learning system is designed in such a way as to form the character of intelligent students with multiple intelligence and multiple talents.

3. Learning achieving of Merdeka Curriculum

a. The Rational of English Subjects

According to the educational curriculum and assessment standards agency in the *Merdeka Mengajar* platform, English is one of the dominant languages used globally in the aspects of education, business, trade, science, law, tourism, international relations, health, and technology.¹⁷

Studying English gives students the opportunity to communicate with

¹⁶Asfiati. (2020). *Visualisasi dan Virtualisasi Pembelajaran Pendidikan Agama Islam Versi Program Merdeka Belajar dalam Tiga Era (Revolusi Industri 5.0, Era Pandemi Covid-19, dan Era New Normal)*. Kencana.

¹⁷Kemendikbud. (2021). *Merdeka Mengajar*. <https://guru.kemdikbud.go.id/>

citizens of the world from different cultural backgrounds. By mastering English, students will have a greater opportunity to interact using various texts. From these interactions they gain knowledge, learn various skills, and human behavior needed to be able to live in a diverse world culture.¹⁸

Based on *Merdeka Belajar* platform, English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner in various types of texts. The minimum learning achievement of six English skills refers to the Common European Framework of Reference for Languages: Learning, Teaching Assessment (CEFR). CEFR reflects a specification that can be seen from the ability of students to maintain interaction and convey something desired, in various contexts with clear articulation; express the main ideas to be conveyed comprehensively; and maintain communication even though sometimes there are still gaps.¹⁹

English learning in secondary schools is expected to help students succeed in achieving the ability to communicate in English as part of life skills. The approach used in learning English is a genre-based approach, namely learning is focused on text in various modes, both oral, written, visual, audio, and multimodal. This is in accordance with the statement by Emilia, there are four stages in the genre-based approach and these four

¹⁸ Ibid

¹⁹ Ibid

stages are carried out in a discussion on the same topic.²⁰

- a. Building Knowledge of the Fields (BKOF): The teacher builds knowledge or background knowledge of students on the topic to be written or discussed. At this stage, the teacher also builds the cultural context of the text being taught.
- b. Modelling of the Text (MOT): The teacher provides a model or example of a text as a reference for students in producing works, both orally and in writing.
- c. Joint Construction of the Text (JCOT): The teacher guides the students and jointly produce the text.
- d. Independent Construction of the text (ICOT): Students produce spoken and written texts independently.

English learning in the national curriculum helps students to prepare themselves to become lifelong learners who have a profile of Pancasila students such as faith and noble character, independent, critical, creative, mutual cooperation, and global diversity. This profile can be developed in learning English because the learning is dynamic and fluid, which provides opportunities for students to be involved in the selection of texts or types of learning activities. English language learning has the opportunity to achieve the profile of Pancasila Students through written, visual, oral text, and activities developed in

²⁰ Emilia, E, *Pendekatan Genre-Based Dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru..* (Jakarta: Rizqi Press, 3012), p. 120

the teaching and learning process.

b. English Course Objectives

English subjects aim to ensure that students can do the following:

- 1) Develop communicative competence in English with various multimodal texts (oral, written, visual, and audiovisual).
- 2) Develop intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.
- 3) Develop confidence to express yourself as an independent and responsible individual.
- 4) Develop critical and creative reasoning skills.²¹

c. Characteristics of English Subjects

Below are the characteristics of English subjects:

- 1) There are various types of texts taught in English, such as narratives, descriptions, special texts (short messages, advertisements), and authentic texts. These various texts are presented not only in the form of written texts, but also spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts containing verbal, visual, and audio aspects), both authentic and written texts for teaching purposes, produced on both paper and screen. This is attempted to facilitate students to be skilled in using technology (technology literacy) so

²¹ Kemendikbud. (2021). *Merdeka Mengajar*. <https://guru.kemdikbud.go.id/>

that they can improve their ability to navigate digital information.

- 2) The teacher can determine the type of text to be taught according to the conditions in the class. Learning can start from the type of text that contains topic that are already known to student to help them understand the content of the text they read and then be able to produce that type of text in oral and written form. Furthermore, the teacher can introduce students to the type of text that has just been known by students. Teachers can help them build an understanding of the new type of text, so that students are able to produce work in that type of text, both oral and written. The selection of the type of text can also be adapted to the conditions often experienced by students both in the school context, and the context at home so that students have the opportunity to study and practice the text in real life.²²
- 3) The learning process focuses on students (learner-centered), namely that the learning process must be focused on efforts to change the behavior of students (which comes from being unable to being able), in using English in six language skills in various types of texts.
- 4) English learning is focused on students' language skills according to the stages of language development. English language learning includes elements of receptive skills (listening, reading, and

²² Kemendikbud. (2021). *Merdeka Mengajar*. <https://guru.kemdikbud.go.id/>

viewing) as well as productive skills (speaking, writing, and presenting).²³

The following are the elements of the subject and their descriptions:

Table 2.1
The elements of the subject and their descriptions²⁴

Element	Descriptions
Listening	The ability to understand information, give appreciation to the interlocutor, and understand the information heard, so that it can convey relevant and contextual responses. The process that occurs in listening includes activities such as listening, identifying, understanding, interpreting the sounds of language then understanding the meaning. Listening skills are also nonverbal communication skills that include how well a person captures the meaning (implied and expressed) in an oral presentation and understands the main and supporting ideas in the information content and context that underlies the presentation.
Reading	The ability to understand, use, and reflect on texts according to the goals and interests to develop one's knowledge and potential so that he can participate in society.
Viewing	The ability to understand, use, and reflect on visual texts according to their goals and interest.
Speaking	The ability to convey ideas, thoughts, and feelings verbally in social interactions.
Writing	The ability to convey, communicate ideas, express creativity and create in various genres of written texts in an effective and understandable way and interest to readers with the right organizational structure and linguistic elements.
Presenting	The ability to present ideas fluently, accurately,

²³ Kemendikbud, 2021, *Op.Cit*

²⁴ *Ibid*

	accountable in a communicative way through various media (visual, digital, and audio-visual) and can be understood by listeners. Delivery in speaking and presenting needs to be compiled and developed according to the needs or characteristics of the listener.
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4. Learning Achievement of English Subjects in the Junior High School Phase

According to Kemendikbudristek, at the end of the phase, learners use spoken, written and visual texts in English to interact and communicate in a wider variety of contexts in formal and informal situations. Students can use various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements) and authentic texts to be the main references in learning English in this phase. Students use English to discuss and convey their desires, feelings and understanding of written texts and inference skills begin to appear when understanding implied information. They produce written and visual texts in structured English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual text in English. The following table shows the achievement of learning English based on the Ministry of Education and Culture.²⁵

²⁵ Kemendikbud. (2022a). *Kurikulum Merdeka Jadi Jawaban untuk Atasi Krisis Pembelajaran*. <https://www.kemdikbud.go.id/main/blog/2022/02/kurikulum-merdeka-jadi-jawaban-untuk-atasi-krisis-pembelajaran>

Table 2.4**Achievements of Learning English Subjects**

Listening element – Speaking element
<p>By the end of phase, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topic. They engage in discussions such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</p>
Reading element – Viewing element
<p>By the end of phase, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text</p>
Writing element – Presenting element
<p>By the end of phase, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structure. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a positions. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency</p>

5. Principle of merdeka Curricullum

The principle of *Merdeka Belajar* is based on Kepmendikbudristek No. 56 of 2022 are as follows:²⁶

- a. Learning is designed by considering students' stages of development and the current level of achievement, learning needs, and the characteristics and development of students to ensure meaningful and fun learning.
- b. Learning is designed and implemented to build students' capacity to become lifelong learners.
- c. The learning process supports the development of students' competence and character holistically.
- d. Relevant learners, which is learning designed by taking into account the context, environment, and culture of students, and involving parents and the community as partners

6. Stage of Implementation Merdeka curriculum at Secondary school (SMP) level

- a. Orientation or Need

According to Hamdani implementation of curriculum development has an orientation the needs. Implementation that is oriented to needs will make it easier for teachers to see problems from different perspective. The implementation that is carried out only focuses on the basic things and considered important in the teaching and learning process. Among these

²⁶ Kepmendikbudristek No. 56, Peraturan Menteri Pendidikan dan Kebudayaan nomor 73 tahun 2022 tentang Penerapan KKNIPendidikan Tinggi, p. 60

are the following:²⁷

1) Information technology in education

In the world of education, technology considered important to support all processes. The current educational process cannot be separated from communication media such as computers, internet, and so on.

2) Character education

Today, character education needed not only at school, but at home and in the social environment. Even now, character education participants are no longer young learners to teenagers, but also adults. The benchmark for educational success is not only measured by grades, but strong character is also a benchmark.

3) Initiation

Good initiation will minimize misunderstanding of curriculum development. Moreover, in the world of education we can know that the previous curricula also had the same obstacle, namely not all teachers understood the applicable.²⁸ The initiation stage focuses on accepting the curriculum development that has been designed together, in practice, curriculum development certainly has many problems. For example, adjustments that require a lot of time, inadequate human

²⁷ Hamdani, *Implementasi Pengembangan Kurikulum Merdeka di SMP. In Pengembangan Kurikulum Merdeka* (1st ed.), (Jakarta: CV. Literasi Nusantara Abadi, 2022), p. 12

²⁸ *Ibid.*

resources to keep up with these developments. The initiation stage have a role to answer these problems

b. Implementation

According to Hamdani the implementation of *Merdeka* Curriculum at the Junior High School level has a wider scope. This is related to the achievements that must be obtained at this level of education. The implementation activities consist of the following:²⁹

a. Provision of teaching tool

Existing curriculum development can be included in teaching tools used in education. The results of curriculum development can be in the form of *Modul Ajar*, projects to strengthen the profile of Pancasila students, digital platforms that are oriented towards *Merdeka Belajar*, and similar innovations that support the development of the curriculum. The material in the *Merdeka* Curriculum development is more flexible and adapts to the needs of students and teachers.

b. Training and provision of learning resources

The following are some things that can be done so that teacher can understand the method of applying the curriculum.

- i. Micro learning training in digital applications oriented to the development of the *Merdeka* Curriculum;
- ii. Provide various resource persons in the *Merdeka* Curriculum

²⁹ *Ibid*

training

- iii. Using learning resources in the form of videos, e-books, and similar instruments for teachers related to curriculum development;
- iv. Form a community to maximize the implementation of the *Merdeka Curriculum*.

c. Guaranteed teaching hours

All teachers adjust learning to the specified hours. In addition, the learning carried out also prioritizes the practice of theory.

c. Institutionalization or Sustainability

Sustainability basically involves all parties related to curriculum development. In another sense, the curriculum that is made is not immediately carried out and abandoned without giving a meaningful mark to the existing world of education. Sustainability of the curriculum created must be done. Thus sustainability can be realized with high consistency of every part involved in it. Consistency with students will also provide a better understanding of the topic being discussed.³⁰

1. Maintenance

Implementation of curriculum development is not immediately carried out and left alone, maintenance of the curriculum is the main thing that needs to be done. The implementation of the development of the *Merdeka Curriculum* at the Junior High School level is certainly

³⁰ Suwandi, S Pengembangan Kurikulum Program Studi Pendidikan Bahasa (dan Sastra) Indonesia yang Responsif terhadap Kebijakan Merdeka Belajar - Kampus Merdeka dan Kebutuhan Pembelajaran Abad ke-21. *Seminar Nasional Pendidikan Bahasa Dan Sastra, 1(1)*, 2021

different from the scope of the elementary school. At this time, students are still looking for their identity so they will try new things. In addition, students also need to make adjustments to the changes that are starting to arise³¹

This is also in line with the opinion of Indriana & Salam (2022), they explained that Junior High School students basically still have unstable characteristics because they enter the first puberty period. They tend to try all things, even bad things that are less commendable because of their sense of high curiosity.³²

7. Assessing in merdeka Curriculum

There are three types of assessment in Merdeka Curriculum; diagnostic, formative, and summative. Diagnostic assessment is a test used to find out student weaknesses so that appropriate treatment can be held. Diagnostic assessment is also interpreted as a test carried out to determine precisely the types of difficulties faced by students in a particular subject. Formative assessment, on the other hand, intends to determine the extent to which students have been formed after following a particular program. In this case, the formative assessment in the Merdeka Curriculum is seen as a diagnostic test at the end of the lesson. This formative assessment is usually conducted in the middle of a teaching program, which is every time a unit of study or sub-topic ends or can be completed. Meanwhile, summative assessment is a

³¹ Hastutiningtyas, W. R., & Maemunah, N. (2021). Gambaran Karakteristik Siswa SMP dalam Mengontrol Emosional di Kota Malang. *Nursing News: Jurnal Ilmiah Keperawatan*, 5(1)

³² Indriana, F. D., & Salam, R. (2022). Peran Guru IPS dalam Penerapan Program Sekolah Ramah Anak untuk Mengembangkan Karakter Siswa SMP Negeri 33 Semarang. *Sosiolium: Jurnal Pembelajaran IPS*, 4(1).

learning achievement test that is carried out after a set of teaching program units has been given. A summative assessment is organized after the end of a larger program. Its main objective is to determine the value that symbolizes the success of students after they have taken the learning process for a certain period of time.³³

The assessment is usually carried out after the learning process is complete. However, the learning process does not always complete at the end of the year or at the end of students completing education at a certain level. Each teacher conducts an assessment that is intended to provide recognition of the achievement of learning outcomes after the learning process is complete with reference to teaching objectives, scoring rubrics and assessment criteria.

In addition, learning assessment in the Merdeka Curriculum is an assessment that has five principles. The first principle is that “Assessment is an integrated part and is inseparable with learning”. Assessment is an integrated part of the learning process, learning facilitation, and providing holistic information as feedback for teachers, students, and parents/guardians in order to guide them in determining further learning strategies”. The second principle is “Assessment is designed and carried out in accordance with the assessment function”. However, there is flexibility in terms of technique and also the time of implementation so that it can be

³³ Robby Shadri, Neni Hermita, Assessment In The *Merdeka* Curriculum: How Are The Teachers' Perspectives On It? *Jurnal Pajar (Pendidikan Dan Pengajaran)* Volume 7 Nomor 1 Januari 2023 | Issn Cetak : 2580 - 8435 | Issn Online : 2614 - 1337 Doi : [Http://Dx.Doi.Org/10.33578/Pjr.V7i1.9127](http://dx.doi.org/10.33578/Pjr.V7i1.9127)

effective in achieving learning objectives. The third principle is that “Assessment is designed in a fair, proportional, valid, and reliable manner”. Basically, assessments must be designed in a fair, proportional, valid, and reliable manner to explain learning progress, determine decisions about steps, and be a basis for compiling the next appropriate learning program. The fourth principle is that “Reports are simple and informative”. Reports of student assessments that have been carried out should be presented in a concise manner so that students and parents can understand them fully. Existing information can be in the form of character and competency assessments achieved, as well as future follow-up strategies. The last principle is “The results of the assessment are used as material for reflection”.

Along with the rapid development of technology and communication today, assessments can be assisted by using the Merdeka Curriculum report card application. With this application, teachers can simplify their reports of student learning because the Merdeka Curriculum e-report cards function for each educational unit. This Merdeka Curriculum report card is a reporting application that operates for elementary, junior high, and high school education in Indonesia. This web-based application plays a major role for the development account that refers to the principles of the assessment system of the Merdeka Curriculum.³⁴

³⁴ *Ibid*

C. English Language Teaching

1. English Language Teaching and Learning

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology, and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language, which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia. The functions are as follow: As a means of international communication

1. As an aid to develop the Indonesian language into modern one
2. As an instrument in utilizing modern science and technology for development³⁵

The meaning of foreign language is different from the second language. The difference is on the usage. If the language mentioned has communicative function in certain society or used in daily activities, Language learning means acquiring the ability to ask and answer questions, to make statements and to produce the normal authentic, forms used by native English speakers.

³⁵ Wolfgang Klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990)., p., 4-6

Based on the statement above, it was clear that the aim of learning language are to be able to use the language, to response any situation, to understand more, and to be able to read and write. The main characteristics of foreign language learning are in amount and type of exposure to the language. The children will have very little experience of the language outside the classroom, and encounters with the language will be through several hours of learning in a school. In foreign language teaching, there is an onus on the teacher to provide exposure to the language and to provide opportunities for learning through classroom activities. There are three backgrounds to learning English as follow:

1. Learning English as a First Language

One of the implication for teachers of foreign language learning is in earliest stages they bring different ways to develop skill and learning abilities in their language. By the age of five, individual differences in language domains will be established. For example, some children will find it easier to learn vocabulary than others will, or children with more developed conversational skill may transfer these to the new language more easily than they may transfer others. From the some language lessons, it is likely that different children will learn different things, depending partly on what they find easier to learn. Teacher interchanges the terms second and foreign in referring to English language teaching. Some of them warranted, particularly in relation to a curriculum or a lesson, because the difference between the two is significant, and this dichotomy has been over generalized in

recent years.³⁶

Second language learning context are those in which the classroom target language is readily available out there. Teaching English in United States or Australia clearly falls in to the English second language category.³⁷ Foreign language context are those in which students do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media opportunities, books, or an occasional tourist, but effort must be made to create such opportunities.³⁸

2. Learning English as a Second Language

Students learn second language better than adults do and this is often used to support the early introduction of foreign language teaching. Children can learn a second language effectively before puberty because their brains are still able to use the mechanism that assisted first language acquisition. The older learners will learn differently after these stages language. They may need to be helped to notice and pay attention to the silent cues of the new language.³⁹

3. Learning English as a Foreign Language

Every students carry out different language, it can be important conclusion that children became sensitive to the cues in their first language from early infancy at babies. They learn to pay attention to

³⁶ *Ibid.*, p. 6

³⁷ Wolfgang Klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990), p. 15.

³⁸ *Ibid.*, p. 16

³⁹ Kasihani K. E. Suyanto, *English for Young learners*, (Jakarta: Bumi Aksara, 2007),

particular cues, which carry out information for meaning. Later, when they try to understand a second language, they will transfer the first language strategies to understand second language. The combination of the children capabilities both first and second language can influence student's achievement in foreign language. Teaching learning English foreign language had done in common place. Because, teaching learning English in English Department is not the example of teaching learning English as a foreign language but it is called teaching learning English as second language.⁴⁰

D. REVIEW OF RELATED FINDING

Indri Maipita, Muhammad Bukhori Dalimunthe by the title The Development assessment of the *Merdeka Belajar* Curriculum in the Industrial Revolution Era. Its policy aimed to bridge the gap between business, industry, and higher education. Therefore, those higher education institutions can produce greater human resources to earn a competitive advantage. Of course, this policy must be followed up by universities, specifically at the Faculty level, to be crucial as a reference for study programs technically and conceptually for the implementation of Merdeka Belajar. This study aims to develop a curriculum structure that compatible with Merdeka Belajar at the Faculty of Economics, Universitas Negeri Medan. The object of research is updating and implementing the Merdeka Belajar curriculum. The research subjects involved lecturers, faculty

⁴⁰ *Ibid.*, p. 16

functionaries, and practitioners. This study is prospective policy research that uses the Focus Group Discussion technique. Prospective studies are conducted to transform information before a policy action is initiated and implemented. The results of the research are in the form of a curriculum structure containing 1) interpretation of national policies; 2) interpretation of university policies; 3) conceptual basis; 4) study program curriculum structure; 5) course composition; and 6) reference for developing learning tools. This structure is generally used as a reference for other study programs to create Merdeka Belajar designs according to characteristics. For other researchers, this structure can be further developed and tested for its performance in creating a Merdeka Belajar curriculum and its implementation.⁴¹

The second research was conducted Dewi Juita, Yusmaridi M, The Concept of “Merdeka Belajar” In the Perspective of Humanistic Learning Theory Journal by the title The Minister of Education and Culture, and his staff are trying to liberate teachers and students. Teachers are given the opportunity to explore their potential and their students. Teachers and students are given the freedom to think and determine the appropriate method in achieving learning objectives. The diversity of the abilities of students does not make students a source of self-doubt, but serves as benchmarks for teachers in building teacher gives freedom to students in choosing the methods and materials they need. Students are fully

⁴¹ Indra Maipita*, Muhammad Bukhori Dalimunthe (jurnal) by the title The Development assessment of the *Merdeka Belajar* Curriculum in the Industrial Revolution Era, *Advances in Economics, Business and Management Research*, volume 163

responsible for the educational process. The concept of “Merdeka Belajar” with humanistic theory along with its objectives the abilities of their students in a positive direction. Teachers are no longer burdened with administrative tasks that hinder teacher creativity. Humanistic learning theory has the aim of humanizing humans. The implementation and evaluation. The goal to be achieved is to humanize humans, explore, and develop the potential of teachers and students. Implementation of learning refers to meaningful learning that prioritizes the needs of students in real life. Learning evaluation is also carried out thoroughly and comprehensively.⁴²

There were some different between related finding. Such as in Indah Mapita’s research policy of merdeka Cucriculum. It focused on merdeka curriculum structures mainly in high school or university level. The second research discusses about the concept of merdeka belajar based on humanistic of theory which implement in the school. In spite of in this research discussed about the teacher understanding toward merdeka curriculum. The understanding in this case involve the cognitive domain, affective domain and psycomotoric domain.

⁴² Dewi Juita, Yusmaridi M, The Concept of “Merdeka Belajar” In The Perspective Of Humanistic Learning Theory Journal by the title The Minister of Education and Culture and his staff are trying to liberate teachers and students, <http://ejournal.unp.ac.id/index.php/pnfi> Jurusan Pendidikan Luar Sekolah Volume 9, Nomor 1, Februari 2021

CHAPTER III

RESEARCH METHODOLOGY

A. Kind Of The Research

This research used mixed research method. The implementation of this mixed method research by combining quantitative and qualitative research methods. Creswell and Plano Clark mention that mixed method is procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in one or series study to understand research problem.¹

There were some types of mix method but in this research used explanatory Sequential design. It has two phase design where quantitative data is collected and analyzed first, then qualitative data is collected and analyzed based on the quantitative results. The qualitative data is used to explain the quantitative data.²

Researcher used mix method because wanted to approach enables researchers to broaden their investigation with adequate depth and breadth, it can produce a holistic picture that allows for complementary or divergent views, to construct questions for another technique or using one method to propose hypotheses to be tested in a subsequent method and to the corroboration, convergence and confirmation of findings from the different methods.

In this research, researcher explained the quantitative data for finding the teacher understanding toward merdeka Curriculum. Then, to balance the data has

¹ Creswell, J. (2012). *Educational Research: Planning, Conducting, and evaluating quantitative and qualitative research* (4th ed). Upper saddle River, NJ : Pearson Education

² Ibid

been displayed on statistic data researcher display the data on qualitative approach and give conclusion from both of method (mix method). Therefore, the data numeric data (quantitative) support the description data (qualitative). The quantitative and qualitative will describe and explain about teachers' understanding in toward Merdeka curriculum at junior high school at Rejang Lebong.

B. Subject Of the research

Subject of the research was object/subject that has certain qualities and characteristics defined by the researchers to learn and then drawn conclusions.³ In this research, the subject is teachers at Junior High schools in Rejang Lebong District that apply merdeka curriculum.

In this research, it used purposive sampling referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population.⁴ According to gay purposive, sampling the process of selecting a sample is believed to be representative of a given population and it was called judgment sampling.⁵ In this research, there is some consideration for choosing research subject such as senior teacher implementation Merdeka curriculum. They are English teacher and had some criteria such as have good teacher criteria and good skill in learning. Based on that consideration there are

³ Sugiyono, *Metode Penelitian* (pendekatan kuantitatif, kualitatif dan R&D). (Bandung:Alfabeta,2012), P. 117

⁴ L.R. Gay, Educational Research Pdf, P. VII

⁵Ibid. L. R. Gay, P. 269

four English teacher used as a subject of the research. They are chosen because they have followed some seminars and training about merdeka Curriculum. For know the information about good teachers, researcher had interview the head master of that school about the English teacher qualification.

The subject of this research, the English teachers of, SMPN 2 Rejang Lebong and SMPN 4 Rejang Lebong. They are chosen by they have implement the Merdeka Curriculum for 2 years. Automatically they have some understanding in implement it. So, the total subject was 4 English teachers.

C. Technique For Collecting The Data

The researcher would investigate teaching used Merdeka Curriculum used in favorite Junior high schools, the techniques for collect the data were questionnaire and interview. For the answer the first research question, the researcher used questionnaire and for to the answer. Next the researcher used interview for complete the data. After the data is complete, and the last the researcher to analysis.

1. Questionnaire

It was a questionnaire presented in such a way, respondents are asked to choose one answer that suits their characteristics by giving a reason.⁶ That means questionnaire is list of question for collecting information about the target on the research. The researcher used open questionnaire in order can get more information from the subject/respondent of the research, in the

⁶ Sugiono., Op..cit., p.199.

other word the researcher provides the description answers. The questionnaire use because want to measure teacher understanding in merdeka curriculum. In this way, researcher prepares some understanding items to measure the teacher understanding. Researcher provides It used Likert Skale which has five categories such as Very Low, Low, Enough, Good and Very Good. Researcher used close- ended questionnaire type. It aimed to get solid and clear response from teachers. The questionnaire consist of 27 questions and researcher used 4 teachers as a sample of the research

2. Interview

Interview technique used for interview the teachers used learning used Merdeka Curriculum in learning process. The researcher had interview to the teacher after learning process in the classroom. According to Westerberg, interview was a meeting of two persons to exchange information and ideas through question and responses, the result in communication and construction of meaning about a particular topic.⁷

Besides, Susan Steinbeck, interviewing provided the research mean to gain a deeper understanding of the how the participant interpret a situation or phenomenon than could be gained through observation alone.⁸

In this research use open-ended interview. In this interview, researcher want to dig wider information. Researcher did interview to all of samples by ask

⁷Ibid., p. 317

⁸Ibid., p. 317

one by one of questions interview about their understanding toward Merdeka Curriculum

D. Research Instrument

1. Questionnaire

Questionnaire referred to device for securing answers to questions by using a form, which the respondent fills in by himself. It consists of some questions printed or typed in a definite order. These questionnaires were actually mailed to the respondent who was expected to read and understand the question and reply to them by writing the relevant answers in the spaces provided.⁹ In this research, the researcher decided to collect the data by using close-ended questionnaire. Questionnaire was very important to get more detail data for those answers the research questions. Close-ended questionnaire allow a limited number of answer, leaving no room for additional information to be volunteered, they require only recognition and a choice from among answer options. A closed question provides a choice of alternative answers from which the respondent is asked to select, by ticking or underline, or choosing from a read-out list or prompt paper.¹⁰ The questionnaire was designed based on the theory about the understanding (Cognitive, affective, and psychomotoric domain) by Anderson, Lorin W.

⁹Dilip Chandra. *What is "Schedule" and Questionnaire" in Research Methodology*. Updated on March 18, 2017. Accessed on August 03, 2017

¹⁰Meadows, Keith A. *So you want to do research? 5: Questionnaire design*. (London : North East London Consortium for Research and Development), P.565

Krathwohl, David R. Airasian, Peter W which collaborated by theory about merdeka curriculum which arranged by Kemendikbud and kemedikbustekriset on 2020/2022

In conclusion, the using of questionnaire here was closed-ended with purpose to design question about understanding of merdeka Curriculum. In this case, researcher did open ended interview for 4 English teachers. Below are the questionnaire items:

Table 3.1
Questionnaires item

No	The way to evaluate understanding	Component English Language Teaching in Merdeka	Criteria				
			5	4	3	2	1
1.	Cognitive	<p>Objectives of Merdeka Curriculum</p> <ol style="list-style-type: none"> 1. The Teacher can define the Objectives of Merdeka Curriculum 2. The Teacher understands the Objective of Merdeka Curriculum to improve the learning process. 3. The Teacher can explain the objectives of Merdeka Curriculum as an alternative to develop creative thinking. 4. The teacher can describe the goal of Merdeka Curriculum is to create a fun learning and enjoyable learning atmosphere <p>Learning achievement of Merdeka Curriculum</p> <ol style="list-style-type: none"> 5. The Teacher understands Learning achievement of 					

		<p>Merdeka Curriculum</p> <p>6. The Teacher can define Learning achievement of Merdeka Curriculum</p> <p>7. The Teacher can describe the Learning achievement of Merdeka Curriculum which is strengthening the ability to use English in six language skills.</p> <p>Principles of Merdeka Curriculum</p> <p>8. The Teacher understands the principles of Merdeka Curriculum</p> <p>9. The Teacher can define the principles of Merdeka Curriculum</p> <p>10. The Teacher can describe the principles of Merdeka Curriculum starting from how the learning is designed until it is implemented.</p> <p>Stages of Implementation of English subject at Merdeka Curriculum</p> <p>11. The Teacher understands the Stages of Implementation of English subject at Merdeka Curriculum</p> <p>12. The teacher can describe the stages of Implementation of English subject at Merdeka Curriculum</p> <p>Assessing of students' learning</p> <p>13. The teacher understands Assessing of students' learning in Merdeka Curriculum</p> <p>14. The teacher can define three types of assessment in Merdeka Curriculum; diagnostic, formative, and summative.</p>					
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		15. The teacher can explain three types of assessment in Merdeka Curriculum; diagnostic, formative, and summative.					
2.	Affective	<p>16. The Teacher has behaviors that emphasize aspects of feelings and emotions toward the objectives in merdeka curriculum</p> <p>17. The Teacher has behaviors that emphasize aspects of feelings and emotions toward Learning achievement of Merdeka Curriculum</p> <p>18. The Teacher has behaviors that emphasize aspects of feelings and emotions toward Principles of merdeka curriculum</p> <p>19. The Teacher has behaviors that emphasize aspects of feelings and emotions toward stages of implementation of merdeka curriculum.</p> <p>20. The Teacher has behaviors that emphasize aspects of feelings and emotions toward assessment in Merdeka Curriculum</p>					
3.	Psychomotor	<p>21. The Teacher implements the objectives of merdeka curriculum</p> <p>22. The teacher uses learning objectives as a foundation for planning, delivering instruction, and assessing learning.</p> <p>23. The Teacher implements learning achievement of merdeka curriculum</p> <p>24. The teacher utilizes Learning achievements to evaluate students' mastery of the learning objectives.</p>					

		<p>25. The Teacher implements the Principle of merdeka curriculum</p> <p>26. The Teacher implements the stages of implementation of Merdeka Curriculum</p> <p>27. The Teacher implements types of English assessment in Merdeka Curriculum; diagnostic, formative, and summative.</p>					
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2. Interview Guide

The researcher use interview guidance to indicate what questions were asked, in what and how much additional prompting or probably was permitted.¹¹ Reseacher used an interview guide consisting the used Merdeka Curriculum used by the English teacher. Below is the instrument of interview guideline:

Table 3. 2
Interview guideline

No	Variable	Indicator	Questions
1	teachers' understanding toward Merdeka Curriculum For Learning and Teaching English at Junior High School at Rejang Lebong	Cognitive	<p>1. How do you implement the cognitive domain to utilize the objective Merdeka curriculum in teaching English?</p> <p>2. How do you utilize the cognitive domain to implement Learning achievement of Merdeka curriculum in teaching English?</p> <p>3. How do you implement the cognitive domain to implement the Merdeka</p>

¹¹ Catherine Dawson. 2002. *Practical Research Methods*. Cromwell Press. Withlshire. P.14

			<p>curriculum principles in teaching English?</p> <p>4. How do you implement the cognitive domain to implement the stages of learning Merdeka curriculum in teaching English subject?</p> <p>5. How do you implement cognitive skills for implementing assessment in English subject?</p> <p>6. What are the Objectives of Merdeka Curriculum in teaching English subject?</p> <p>7. How far do you comprehend the Learning achievement of Merdeka Curriculum in teaching English subject? Please Explain!</p> <p>8. What are the Principles of Merdeka Curriculum in teaching English subject?</p> <p>9. What are the Stages of Implementation of teaching English in Merdeka Curriculum?</p> <p>10. Please mention and explain the assessment in teaching English in Merdeka Curriculum?</p>
		Affective	<p>11. How do you incorporate the affective domain into the implementation of the Merdeka curriculum's objectives when teaching the English subject?</p> <p>12. How do you incorporate the affective domain into the implementation of the Merdeka curriculum's achievement when teaching the English subject?</p> <p>13. How do you incorporate the</p>

			<p>affective domain to implement Merdeka curriculum principles in teaching English subject?</p> <p>14. How do you incorporate the affective domain to implement the stages of learning Merdeka curriculum in teaching English subject?</p> <p>15. How do you incorporate the affective domain for implementing assessment in English subject?</p>
		Psychomotor	<p>16. How do you utilize the objectives Merdeka curriculum in teaching English subject?</p> <p>17. How do you utilize Learning achievement of Merdek a curriculum in teaching English subject?</p> <p>18. How do you implement Merdeka curriculum principles in teaching English subject?</p> <p>19. How do you implement the stages of learning of Merdeka curriculum in teaching English subject?</p> <p>20. How do you implement assessment in English subject?</p>

E. Technique Of Data Analysis

1. Quantitative data

For analyzing data, used formula of percentage value based on the questionnaire data obtained:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = percentage

F = Frequency

N = Sample/ Respondent

2. Qualitative data

The methods of data analysis are divided into four points, there are: ¹

a. Data Collection

In collection, data is researcher put code on each data. The first step was transcribing the interview. The second, the researcher classified the data based on main point, teachers' understanding and perception in toward Merdeka curriculum at junior high school at Rejang Lebong.

b. Data Condensation

The process of selecting, concentrating, simplifying, abstracting, and modifying field notes, interview transcripts, documents, and other empirical materials (findings) is known as data condensation. In this research, researcher condensate about the teachers' understanding toward merdeka Curriculum

¹ Matthew B Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis*, (United States of Amerika : SAGE publications, 2020) p. 31

c. Data Display

In this stage, researcher presents the data from interview result in to description or narration text. It displays the factual situation which happening so it can help the researcher for making result of the data conclusion. The researcher served the data that she got from the sources for making the researcher easy for taking the conclusion.

d. Verification / Conclusion Drawing

The researcher conducting a verification of the data obtained. The researcher made conclusion and verified the collected data. The data would applied in data conclusion and be verified. Therefore, it would make simple and clear data in order to make the researcher can understand easily.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

In this research would be combined research methodology such as quantitative and qualitative. For this research question would be explored on quantitative method. In Quantitative data collection in this study was carried out by distributing questionnaires and qualitative data was from interview.

1. Teachers' understanding toward Merdeka Curriculum for Learning and Teaching at Junior High School at Rejang Lebong

a. Quantitative Data

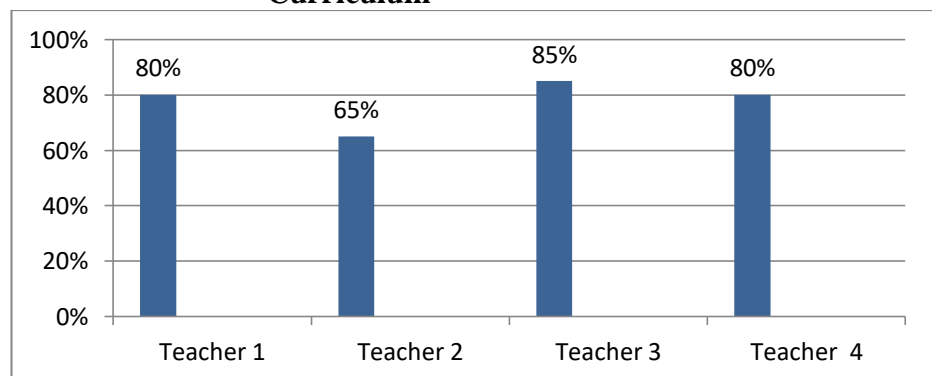
1) Cognitive domain

i. The Objective of Merdeka Curriculum

Investigate understanding about the objective curriculum from questionnaires reveals teachers' understanding about the objective of the merdeka curriculum, they are teacher 1 is on 80%, teacher 2 is on 65%, teacher 3 is on 85% and teacher 4 is on 60%.

The percentages above were provides on the chart below:

Chart. 4.1
Teachers Understanding of The objective of Merdeka Curriculum

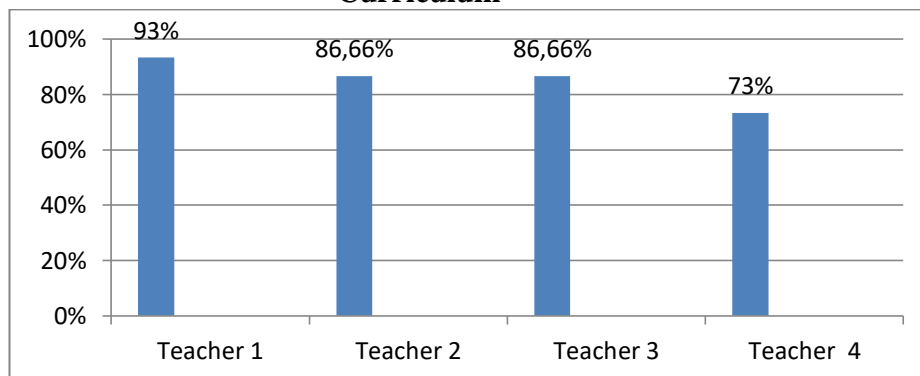


a) Learning achievement of Merdeka Curriculum

Teachers' understanding about learning achievement of Merdeka Curriculum, from questionnaire indicators are teacher 1 is on 90, 33%, teacher 2 is on 86, 66%, teacher 3 is on 86, 66% and teacher 4 is on 73, 33%. The percentages above were provides on the chart below:

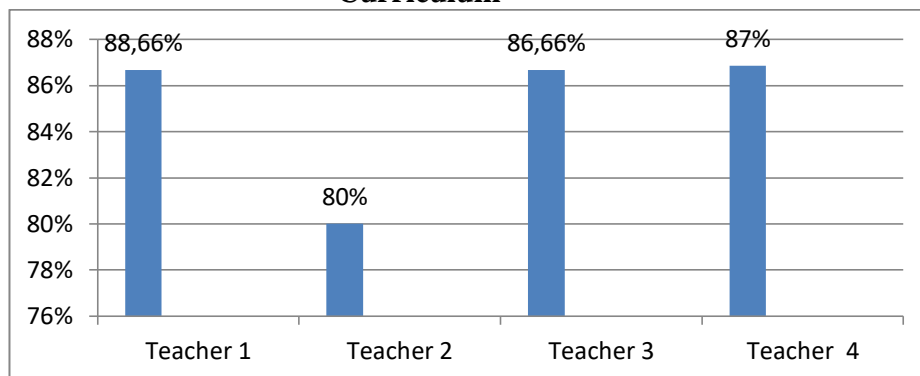
Chart. 4.2

Teacher Understanding of Learning achievement of Merdeka Curriculum



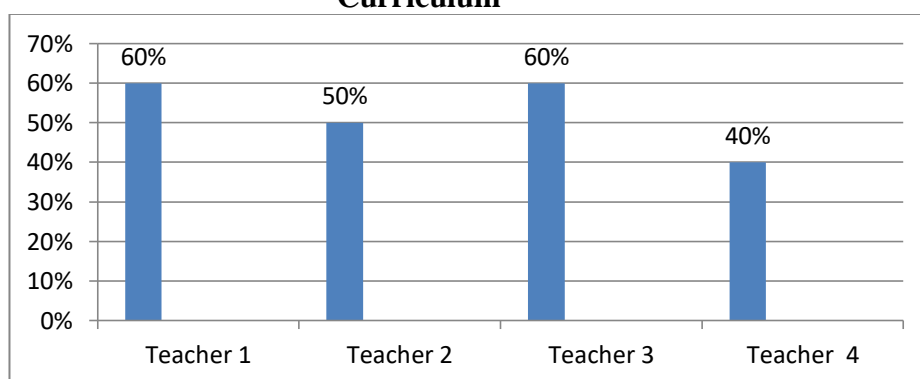
b) Principles of Merdeka Curriculum

Teachers' understanding about about the principle of the merdeka curriculum, they are teacher 1 is on 86, 66%, teacher 2 is on 80%, teacher 3 is on 86, 66% and teacher 4 is on 86, 66%. The percentages above were provides on the chart below:

Chart. 4.3**Teachers' Understanding of The principles of Merdeka Curriculum**

c) Stages of Implementation of English subject at Merdeka Curriculum

Teachers' understanding about about Stages of Implementation of English subject at Merdeka Curriculum, they are teacher 1 is on 60%, teacher 2 is on 50%, teacher 3 is on 60% and teacher 4 is on 40%. The percentages above were provides on the chart below:

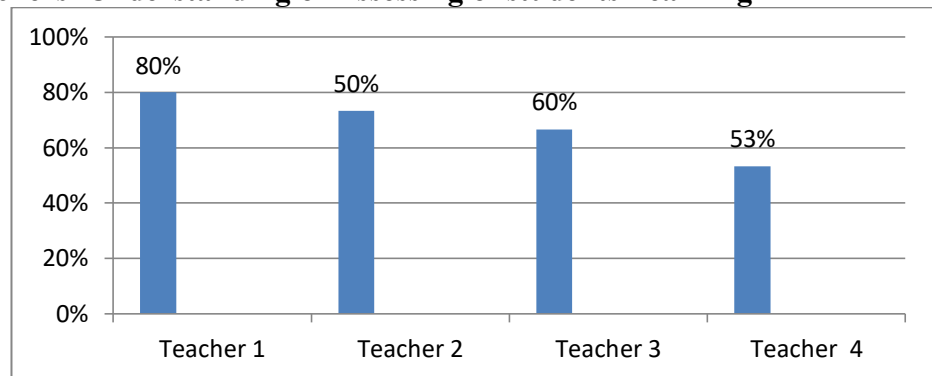
Chart. 4.4**Teachers' Understanding of stage implementation of Merdeka Curriculum**

d) Assessing of students' learning

Teachers' understanding about assessing of students' learning, they are teacher 1 is on 80%, teacher 2 is on 73, 33%, teacher 3 is on 66,

66% and teacher 4 is on 53,333%. The percentages above were provides on the chart below:

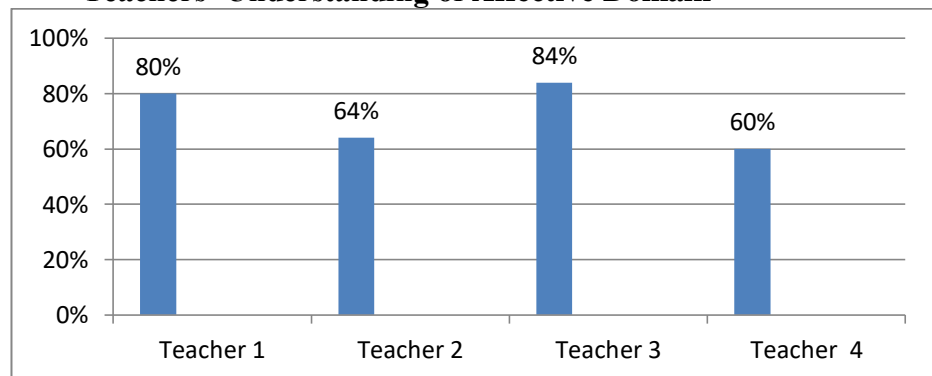
Chart. 4.5
Teachers' Understanding of Assessing of students' learning



2) Affective domain

Teachers' understanding about affective domain, they are teacher 1 is on 80%, teacher 2 is on 64%, teacher 3 is on 84% and teacher 4 is on 60%. The percentages above were provides on the chart below:

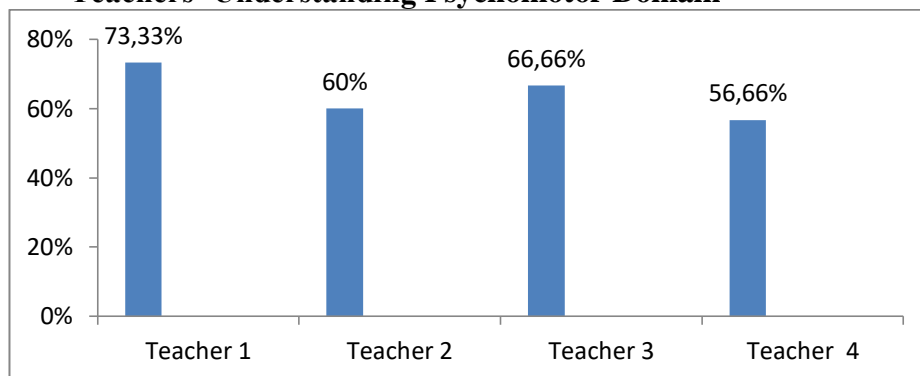
Chart. 4.6
Teachers' Understanding of Affective Domain



3) Psychomotor domain

Teachers' understanding about psychomotor domain, they are teacher 1 is on 73, 33%, teacher 2 is on 60%, teacher 3 is on 66, 66% and teacher 4 is on 56, 66%. The percentages above were provides on the chart below:

Chart. 4.7
Teachers' Understanding Psychomotor Domain



b. Qualitative data

For make sure the information by questionnaire researcher did interview for collecting the complete data. The data in this research is teachers' understand toward Merdeka Curriculum for Learning and Teaching English at Junior High School at Rejang Lebong. The interview result showed that bellow:

Teacher implemented the cognitive domain to utilize the objective Merdeka curriculum in teaching English. The interview result showed that bellow

“For implementing the cognitive domain to utilize of the objective of merdeka curriculum, teacher should have knowledge about that curriculum, if teacher have knowledge about it, we can applied it on learning and teaching English. For nowadays we can get some information about it with online seminar or webinar about merdeka curriculum, or some article and journals from internet. “¹

Next, the statement above was supported by teacher as following

“Yes for cognitive domain of objective Merdeka curriculum teacher always searching some information from internet. It will

¹ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023,

enrich our knowledge about the purpose of merdeka Curriculum”²
“Teacher had followed some seminar in regency level for giving some knowledge for teacher, as remember this curriculum is deferent on before it. Following Webinar for some section and other resources, so, we can understand about the objective of merdeka curriculum well, and can apply in in teaching. ”³
“For understanding about the objective to implementation of merdeka curriculum, we always for searching and learning about it more and more. ”⁴

For implementing the cognitive domain to utilize of the objective of merdeka curriculum, teachers did some efforts such as always searching some information from internet. It will enrich their knowledge about the purpose of merdeka Curriculum, followed some seminar in regency level for giving some knowledge for teacher or webinar and teacher always for searching and learning more about the objective of this curriculum.

Next, teachers utilize the cognitive domain to implement Learning achievement of Merdeka curriculum in teaching English.

As teachers’ statement below:

“In implementing of achievement of merdeka curriculum we have known about the achieving of this curriculum. It is not some for curriculum terms before, achieving is same with standard of competence on (KI, KII, and KIII) in curriculum before. If in curriculum before there 4 skills but in merdeka curriculum there are 6 skills. ”⁵

“We applied about some learning achieving of English Subject which implement of six skills, for example, observing, reading, speaking, listening, writing and presenting”⁶

“We were aware of the completion of the Merdeka curriculum prior to its implementation. It isn't some for curriculum terms

² Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

³ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁴ Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁵ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

⁶ Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

previously; accomplishing is same with standard of skill on (KI, KII, and KIII) in educational plan previously. If in educational plan before there 4 abilities yet in merdeka educational plan there are 6 abilities like observing, reading, speaking, listening, writing and presenting”⁷

“Before the Merdeka curriculum was implemented, we were aware of its completion. It isn't some for instructive program terms already; achieving is same with standard of ability on 3 basic competences in instructive arrangement beforehand. If in instructive arrangement before there 4 skills but in merdeka instructive arrangement on 6 skills like observing, reading, speaking, listening, writing and presenting”⁸

It can be said that, teacher utilize the cognitive domain to implement Learning achievement of Merdeka curriculum in teaching English, like understanding about achievement of merdeka curriculum. It is instructive arrangement on 6 skills like observing, reading, speaking, listening, writing and presenting. Teachers learn more about the achieving terms and some skill were developing in this curriculum.

Teachers implement the cognitive domain to implement the Merdeka curriculum principles in teaching English. As interview result below:

“We understanding and find out information about principle of merdeka curriculum. For example understanding about achievement of merdeka curriculum, we find the real condition before it was implemented. In principle teachers can concluded the rule of them. So it is important for us to understanding and implantation some principle.”⁹

“Teacher should know about the principle of this curriculum as a foundation for “Program Sekolah Pengerak” all of systems based on the principle of Merdeka curriculum”¹⁰

⁷ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁸ Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁹ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

¹⁰ Teacher 2 at SMPN 2 Rejang Lebong interview at August 15 th, 2023

“we should be discipline on that principle, the principle is important for this system (Merdeka Curriculum), we always searching the information about some principles about those on the website searching and some YouTube channel that discusses about the principle of merdeka curriculum”¹¹

“The principle is main element in implementation of merdeka curriculum, for understanding about it we had some training about implementation of Merdeka Curriculum”¹²

In light of interview result above so educators execute the mental area to carry out the Merdeka educational plan standards in educating English. For instance educator understanding and figure out data about standard of merdeka educational plan. For instance understanding about accomplishment of merdeka educational plan, instructor find the genuine condition before it was carried out. On a fundamental level educators can closed the standard of them. the guideline of this educational plan as an establishment for "Program Sekolah Pengerak" all of frameworks in light of the rule of Merdeka curriculum". Educators ought to be discipline on that guideline, the rule is significant for this framework (Merdeka Educational plan), they continuously looking through the data about certain standards about those on the site looking and some YouTube channel that examines about the principle of merdeka educational plan

Teachers implement the cognitive domain to implement the stages of learning Merdeka curriculum in teaching English subject.

As a following below

“For understanding the cognitive domain to utilize of the stage of

¹¹ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

¹² Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

learning in of merdeka curriculum, teacher should had knowledge about that curriculum, if teacher have knowledge about it, we can applied it on learning and teaching English. For nowadays we can get some information about it with online seminar or webinar about merdeka curriculum, or some article and journals from internet. ¹³

Next, the statement above was supported by teacher as following

*“Yes for cognitive domain of stage of learning in Merdeka curriculum teacher always searching some information from internet. It will enrich our knowledge about the purpose of merdeka Curriculum”*¹⁴

“Teacher had followed some seminar in regency level for giving some knowledge for teacher, as remember this curriculum is deferent on before it. Following Webinar for some section and other resources, so, we can understand about the stage of learning in of merdeka curriculum well, and can applied in in teaching. ¹⁵

“For understanding about the stage of learning in to implementation of merdeka curriculum, we always for searching and learning about it more and more. ¹⁶

For implementing the cognitive domain to utilize of the stage of learning in of merdeka curriculum, teachers did some efforts such as always searching some information from internet. It will enrich their knowledge about the purpose of merdeka Curriculum, followed seminar in regency level for giving some knowledge for teacher or webinar and teacher always for searching and learning more about the stage of learning in of this curriculum.

Teacher implements cognitive skills for implementing assessment in English subject. As teachers' statements below:

“Yes we know assessment in this curriculum has some differential, such as there some assessment on formative summative, and diagnostic. In spite of, all aspect should on 25% on project

^t SMPN 2 Rejang Lebong, interview at August 14 th, 2023,

¹⁴ Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

¹⁵ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

¹⁶ Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

assessment. ¹⁷

*“Yes, 25% is project assessment but there are also some others assessment”*¹⁸

*“We find some information about the assessment how to implementation, but if the students are not ready we pending to do it, it caused based on the school condition”*¹⁹

In view of certain assertions above teachers realize that appraisal in this educational plan has some differential, for example, there some evaluation on developmental summative, and symptomatic. Despite, all angles should on 25% on project evaluation. Teacher discover some data about the evaluation how to execution, but if it the understudies are not prepared we forthcoming to make it happen, it caused in view of the school condition.

The Objectives of Merdeka Curriculum in teaching English subject, as teachers' assumption bellow:

*“The objective of merdeka curriculum in English subject is improving the quality of English Subject where this curriculum had some innovation in teaching and learning process. For example engaging more of English skill and project assessment technique”*²⁰

*“The purpose of English subject in this curriculum is make students more active in learning in classroom and out classroom”*²¹

*“It aims to create innovation in learning and teaching English subject. Students can create project in learning and give teacher more change for improving credibility and capacity in teaching.”*²²

*“The objective of English subject in this curriculum let students more active in learning.”*²³

¹⁷ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

¹⁸ Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

¹⁹ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

²⁰ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

²¹ Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

²² Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

²³ Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

In interview result above, the objective of merdeka curriculum in English subject is work on the nature of English Subject where this curriculum had a few developments in instructing and growing experience. Students are more engaged in learning both inside and outside of the classroom as a result, for example, by using project assessment techniques and engaging more with English skills. It makes learning and teaching English new and innovative. Students can create learning projects and provide teachers with more flexibility to boost their credibility and teaching capacity.

Teachers understand the Principles of Merdeka Curriculum in teaching English subject. As following:

*Some principle in learning English at Merdeka Curriculum is learning is an active process. Learners are trained to get concepts and understand them through active learning Learners learn through cognitive conflict resolution from their own and other people's experiences, reflection, and metacognition. Learning is a process of searching for meaning. Learners actively construct the meaning of learning activities. Knowledge is constructed not only individually, but also socially, via interaction with others.*²⁴

*Educators must be active, have learned child development theory, and comprehend learning theory to construct knowledge. Learning must always be conceptualized and related to what was previously known. Learning should be done thoroughly by constructing knowledge, not hasty learning by moving from one topic to another topic. Learning is a reflection of the experience of reality.*²⁵

One of the guiding principles of Merdeka Curriculum's English instruction is that learning is an active process. Through active learning, learners learn how to grasp concepts. Through reflection, metacognition, and cognitive conflict resolution, learners learn from their own and other people's experiences. Finding meaning is the process of learning. Learning activities' meanings are actively constructed by students. Individually and

²⁴ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

²⁵ Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

*socially, through interaction with others, knowledge is formed.*²⁶
*To construct knowledge, educators must be active, have learned child development theory, and comprehend learning theory. Learning must always be conceptualized in terms of what has already been learned and related to that. Instead of jumping from one topic to another in haste, learning should be done thoroughly by building knowledge. Learning is a reflection of real-world experience.*²⁷

So, teachers understand about the principle of merdeka curriculum Learning is an active process is one of the guiding principles of English instruction provided by Merdeka Curriculum. Students acquire the ability to comprehend concepts through active learning. Learners learn from their own and others' experiences through reflection, metacognition, and cognitive conflict resolution. Learning is the process of finding meaning. Students actively create the meanings of learning activities. Knowledge is formed through social and individual interactions with other people .Activeness, knowledge of students development theory, and comprehension of learning theory are necessary for educators to construct knowledge. It is essential to always conceptualize learning in relation to what has already been learned. Learning should be done thoroughly by accumulating knowledge, not rushing from one subject to the next. Learning is a reflection of experience in the real world.

Teachers mention and explain the assessment in teaching English in Merdeka Curriculum. It was on interview result bellow:

“In teaching and learning English subject especially in this curriculum, many assessments are used such as, diagnostic, summative, formative and project assessment. In diagnostic usually

²⁶ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

²⁷Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

I used pretest for students; it aims to know the indicators of students' weakness for understanding it. Summative as semesters and formative in exercise daily format and MID semester”²⁸

“Some types of assessment in this curriculum, such as summative, formative and project assessment.”²⁹

“The types of assessment in this curriculum, such as summative, formative and project assessment.”³⁰

In this curriculum, there are some types of assessment but all of them have been implemented. For diagnostic assessment just in SMPN 2 Rejang Lebong used it. In diagnostic usually teacher used pretest for students, it aims to know the indicators of students' weakness for understanding about that material and summative, formative and project assessment are used by the others teachers

Teachers incorporate the affective domain into the implementation of the Merdeka curriculum's objectives when teaching the English subject. It was following interview result:

“We incorporate the affective domain into the implementation of the Merdeka curriculum's objectives when teaching the English subject by teacher analyze about that objective based on Alur Tujuan Pembelajaran (ATP) and Modul Ajar (MA) as lesson plan in teaching. It has have function with syllabus and give values about that objective. It was suitable or not”³¹

“We implement of objective of English subject by attending about needed in learning or based on the situation in learning.”³²

“First tie we make a plain on ATP and MA to engage the planning to formulate objective learning at English subject”³³

“Yes, we designed and formulated about the learning objective on planning before”³⁴

That means teachers analyzed that objective based on Alur Tujuan

²⁸ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

²⁹ Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

³⁰ Teacher 1, 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

³¹ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

³² Teacher 2 at SMPN 2 Rejang Lenong , interview at August 15 th, 2023

³³ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

³⁴ Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

Pembelajaran (ATP) and Modul Ajar (MA) as a lesson plan in teaching and incorporates the affective domain into the implementation of the Merdeka curriculum's objectives when teaching English. It should work with the syllabus and provide values related to that goal. Teachers implement the English subject's objective by considering what is required for learning or based on the situation.

Teachers incorporate the affective domain into the implementation of the Merdeka curriculum's achievement when teaching the English subject. It was following

“Yes, we designed and analyze of the 6 skill or achieving of leaning English at English subject. What the Achieving will be designed in that meeting and collaborate it with the teaching material”³⁵ “We will analyze and give some respond about the achieving of learning will be implement in teaching and learning process”³⁶ “We give respond and evaluation for that learning achieving for the classroom previously, it can be evaluated for analyze learning achieving of English subject.”³⁷

The teacher created and examined the six abilities or outcomes of learning English for the English subject. What the Achieving will be designed for in that meeting, along with how it will be implemented in the teaching and learning process and evaluated for that learning achieving for the classroom in previously, it can be evaluated for analyzing learning achieving of English subject matter.

Teachers incorporate the affective domain to implement Merdeka curriculum principles in teaching English subject. It was described on interview result below:

³⁵ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

³⁶ Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

³⁷ Teacher 1,2 at SMPN 4 Rejang Lebong , interview at August 15 th, 2023

“For make sure this curriculum in good implementation, so we should implement all of the principle of merdeka curriculum in teaching practice”³⁸

“Yes, the principle is as a rule to implement this curriculum. The good and bad result it depend on implementation of the principle”³⁹

Based on interview result above, the affective domain to implement Merdeka curriculum principles in teaching English subject implement all of the principle of merdeka curriculum in teaching practice.

Teachers implement the affective domain to implement the stages of learning Merdeka curriculum in teaching English subject.

As a following below

“For analyze the affective domain to utilize of the stage of learning in of merdeka curriculum teachers should analyze each of the element and steps by steps to implement it.”⁴⁰ “Yes for affective domain of stage of learning in Merdeka curriculum teacher always analyze some information from internet. It will enrich our knowledge about the purpose of merdeka Curriculum”⁴¹ “Teacher had analyzed about steps to implantation based on some principle”⁴²

Teacher analyze the affective domain to utilize of the stage of learning in of merdeka curriculum teachers should analyze each of the element and steps by steps to implement it and analyze about steps to implantation based on some principle

Teachers incorporate the affective domain for implementing assessment in English subject. It was described on interview result below:

³⁸ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

³⁹ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁴⁰ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023,

⁴¹ Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

⁴² Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

“We analyze and give response about the some assessment used. It can be implemented or not. Specifically we should attend the capacity and intake of our students. So, observing our students conditions is needed.”⁴³

“I consider to students’ capacity in learning. Usually until know we used formative and summative assessment”⁴⁴

“I examine and respond to some of the assessments used. It can be put into action or not. Particularly, we ought to pay attention to our students’ intake and capacity. Therefore, it is necessary to observe our students’ conditions.⁴⁵ I take into account the capacity of students to learn. Typically, we used formative and summative assessment until we knew.”⁴⁶

Teachers looked at some of the used assessments and respond to them. It can be implemented or not. In particular, they ought to pay attention to the intake and capacity of our students. As a result, it is essential to monitor the conditions of our students. The capacity of students to learn is something as consideration. Formative and summative assessments were typically used until no.

Teachers utilize the objectives Merdeka curriculum in teaching English subject. It was following

“I used the objective as a achieving and indicators of teaching and learning activities.” It as a measurement of the objective was fulfill”⁴⁷

“I utilize the objective as formulation media to design and implement learning and teaching activities”⁴⁸

“I used the objective as indicators of teaching and learning activities and a way to achieve it.”⁴⁹ “I use the objective as a formulation medium to design and implement learning and teaching activities,” “I use the objective as a measurement of the objective,”⁵⁰

⁴³ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

⁴⁴ Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁴⁵ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁴⁶ Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁴⁷ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

⁴⁸ Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

⁴⁹ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁵⁰ Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

Based on interview result above, it can be said that teacher used the objective as indicators of teaching and learning activities and a way to achieve the goal and some indicators of learning process. Teachers utilize Learning achievement of Merdeka curriculum in teaching English subject. It was described on interview below:

“Yes, I implement it as developing students’ skills, where the previous curriculum just 4 achieving or skills but in this curriculum it become 6 achieving o4 skills.”⁵¹ “It is as a changing for developing students’ skill in English subject”⁵² “It as an opportunity for us to dig students’ skills in English”⁵³ “It is as a changing for developing students’ skill in English”⁵⁴

The previous curriculum only had four skills for students to achieve, whereas this curriculum now has six skills for students to achieve. It serves as a change for improving students' English proficiency.

B. DISCUSSION

Regarding to cognitive domain hat most of teachers have understanding about the objective of the merdeka curriculum. It is indicate by the percentage of teacher 1 is on 80% on good category and teacher 2 is on 65% on good category, teacher 3 is on 85% and teacher 4 is on 60 on enough category. the cognitive domain to utilize of the objective of merdeka curriculum. It is indicate by the percentage of teacher 1 is on 90, 33% (very good), teacher 2 is on 86, 66% (very good), teacher 3 is on 86, 66% (very good) and teacher 4 is on 73, 33%(very good). For the principle of the

⁵¹ Teacher 1 at SMPN 2 Rejang Lebong, interview at August 14 th, 2023

⁵² Teacher 2 at SMPN 2 Rejang Lebong, interview at August 14th, 2023

⁵³ Teacher 1 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

⁵⁴ Teacher 2 at SMPN 4 Rejang Lebong, interview at August 15 th, 2023

merdeka curriculum most of teachers have good understanding, it is indicated by the percentage of teacher 1 is on 86, 66% (very good), teacher 2 is on 80% (good), teacher 3 is on 86, 66% (very good), and teacher 4 is on 86, 66% (very good). For Stages of Implementation of English subject at Merdeka Curriculum teacher have enough and less understanding. It is indicated by percentage of teacher 1 is on 60% (enough), teacher 2 is on 50% (enough), teacher 3 is on 60% (enough), and teacher 4 is on 40% (less).

In this indicator, there are 4 statements about the objective of merdeka curriculum, they are 1) The Teacher can define the Objectives of Merdeka Curriculum. 2) The Teacher understands the Objective of Merdeka Curriculum to improve the learning process. 3) The Teacher can explain the objectives of Merdeka Curriculum as an alternative to develop creative thinking. 4) The teacher can describe the goal of Merdeka Curriculum is to create a fun learning and enjoyable learning atmosphere.⁵⁵

Next, regarding assessing of students' learning have enough understanding. It is indicated by percentage of teacher 1 is on 80% (good), teacher 2 is on 73, 33% (good), teacher 3 is on 66, 66% (enough) and teacher 4 is on 53,333% (good). Regarding affective domain the result in questionnaires suggested teacher have good understanding of affective domain. It is indicated by the percentage of teacher 1 is on 80% (good), teacher 2 is on 64%(good), teacher 3 is on 84% (very good) and teacher 4 is on 60% (good).

⁵⁵Asfiati. (2020). *Visualisasi dan Virtualisasi Pembelajaran Pendidikan Agama Islam Versi Program Merdeka Belajar dalam Tiga Era (Revolusi Industri 5.0, Era Pandemi Covid-19, dan Era New Normal)*. Kencana.

Regarding psychomotor domain, the questionnaire suggested that most of teacher have good understanding. It is indicated by the percentages of teacher 1 is on 73, 33% (good), teacher 2 is on 60% (good), teacher 3 is on 66, 66% (good) and teacher 4 is on 56, 66% (good).

Some categorizing based on the table below:

Table 4.2 Criteria of Achieving⁵⁶

No	Interval	Criteria
1	0-20%	Very less
2	21-40 %	Less
3	51– 60 %	Enough
4	61 - 80 %	Good
5	81-100%	Very Good

The theory above had been implementing in merdeka curriculum. In merdeka curriculum on the objective of merdeka curriculum, Learning achieving of merdeka curriculum, principle of merdeka curriculum, stage of implementation of merdeka curriculum, assessing of students learning.⁵⁷

Cognitive domain related to the learner's thinking. This objective emphasizes remembering or reproducing something which has been learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.⁵⁸ The cognitive domain was conducted to the objective of merdeka curriculum, Learning achieving of merdeka curriculum, principle of merdeka

⁵⁶Sudjana, *Loc. Cit.*, h.. 132

⁵⁷ Kemendikbud. (2022a). *Kurikulum Merdeka Jadi Jawaban untuk Atasi Krisis Pembelajaran*. <https://www.kemdikbud.go.id/main/blog/2022/02/kurikulum-merdeka-jadi-jawaban-untuk-atasi-krisis-pembelajaran>

⁵⁸ Anderson, Lorin W. Krathwohl, David R. Airasian, Peter W. et al, *A Taxonomy for Learning, Teaching, and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives*. London:Longman Group Ltd, 2021), p. 76

curriculum, stage of implementation of merdeka curriculum, assessing of students learning.

Affective domain related to the learner's attitude. This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.⁵⁹Affective domains, it includes concepts such as Receiving ideas; Responding to ideas, phenomena; Valuing ideas, materials; Organization of ideas, values; characterization by value set (or to act consistently in accordance with values internalized). The following shows the further explanation of affective domain on to the objective of merdeka curriculum, Learning achieving of merdeka curriculum, principle of merdeka curriculum, stage of implementation of merdeka curriculum, assessing of students learning

Psychomotor domain relates to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. There are six levels of psychomotor domain: Perception, set, guided response, mechanism, complex overt response, adaptation, and origination. In my view, Psychomotor Domain deals with manual or physical skills. It is implement on to the objective of merdeka curriculum, Learning achieving of merdeka curriculum, principle of merdeka curriculum, stage of implementation of merdeka curriculum, assessing of students learning

⁵⁹ Ibid.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Regarding to cognitive domain the result of questionnaire suggest that most of teachers have understanding about the objective of the merdeka curriculum. is indicate by the percentage of three of teacher on good category and one teacher on enough category. Learning achievement of Merdeka Curriculum is indicate by the percentage of teachers are on very good understanding. The principle of the merdeka curriculum all of teacher have very good understanding. Stages of Implementation of English subject at Merdeka Curriculum all of teacher have enough understanding. Assessing of students' learning all of teacher have good understanding, Affective domain is indicated most of teachers have good and very good category. Affective domain teachers analyzed that objective based on Alur Tujuan Pembelajaran (ATP) and Modul Ajar (MA) as a lesson plan in teaching and incorporates the affective domain into the implementation of the Merdeka curriculum's objectives when teaching English. The teacher created and examined the six skill. Teacher implement all of the principle of merdeka curriculum in teaching practice, analyze the affective domain to utilize of the stage of learning in of merdeka curriculum, teachers used assessments and respond to them.

Psychomotor domain: teacher used the objective as indicators of teaching and learning activities and a way to achieve the goal and some indicators of

learning process. Teachers utilize Learning achievement of Merdeka curriculum in teaching English subject it used six skills for students to achieve. Teachers implement the stages of learning of Merdeka curriculum in teaching English subject then teacher implement some types assessment in English subject :diagnostic, summative, formative and project assessment.

B. Suggestion

1. For school

School should prepare some training to increase understanding toward implementation of merdeka curriculum. The school should design learning and assessment of English subject were different with other subject of lesson

2. For Teacher

Teacher should find and searching more information about the implementation of curriculum and understand about the system of merdeka Curriculum

3. For students

Students should show their good participation in learning. They should do cooperative with teacher in teaching and learning process.

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PEMERINTAHAN KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 REJANG LEBONG
SEKOLAH ADIWIYATA AKREDITASI "A"
Jalan Perbo Curup Utara Tlp. 0732-23165 e-mail : smpn1cu@gmail.com



SURAT KETERANGAN PENELITIAN
No : 421.3 / 048 / PL / SMPN 4 RL / 2023

Yang bertanda tangan dibawah ini Kepala SMP Negeri 4 Rejang Lebong, dengan ini menerangkan bahwa:

Nama : ELZI AZMITA
Tempat Tanggal lahir : Kota Agung, 26 Desember 2001
NIM : 19551022
Program Studi : Tadris Bahasa Inggris (TBI)/Tarbiyah
Tempat Penelitian : SMPN 4 Rejang Lebong
Jadwal Penelitian : 31 Mei 2023 s/d Agustus 26 Agustus 2023

Nama tersebut diatas adalah benar-benar telah melaksanakan kegiatan penelitian dengan judul "**Teachers' Understanding Of Merdeka Curriculum For Learning And Teaching English At Junior High School at Rejang Lebong**".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Rejang Lebong, 28 Juli 2023
Kepala Sekolah


PARIDA ARIANI, S.Sos. M.Pd
NIP 19720610 199203 2 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn.(0732)21010
Fax.(0732) 21010 Homepage [http:// www.laincurup.ac.id](http://www.laincurup.ac.id) E-Mail : admin@lainCurupa.id

26 Mei 2023

Nomor : 427 /In.34/FT/PP.00.9/05/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. Kepala Dinas Penanaman Modal Dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr.Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Elzi Azmita
Nim : 19551022
Fakultas/Prodi : Tarbiyah/ Tadris Bahasa Indonesia
Judul Skripsi : Teachers' Understanding of Merdeka Curriculum for Learning and
Teaching English at Junior High School at Rejang Lebong
Waktu Penelitian : 26 Mei - 26 Agustus 2023
Tempat Penelitian : SMPN 01 Rejang Lebong, SMPN 02 Rejang Lebong, SMPN 03 Rejang Lebong,
SMPN 04 Rejang Lebong, SMPN 05 Rejang Lebong

Mohon kiranya Bapak berkenan memberikan izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerja sama dan izinnya diucapkan terima kasih

An Dekan
Wakil Dekan I

Dr. Sakut Anshori, S.Pd.I.,M, Hum
NIP. 1981102 1200604 1 002

Tembusan disampaikan Kepada :

1. Rektor
2. Wakil 1
3. Ka. Biro AUAK



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI CURUP
 FAKULTAS TARBIYAH
 PROGRAM STUDI TADRIS BAHASA INGGRIS

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
 Homepage: <http://www.jaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119



**BERITA ACARA
 SEMINAR PROPOSAL SKRIPSI TADRIS BAHASA INGGRIS
 IAIN CURUP**

(Diisi oleh mahasiswa setelah seminar proposal)

Mahasiswa				Dosen Pembimbing			
Nama lengkap	: Elzi Azmita			Dosen pembimbing 1			
NIM	: 19551022			Nama	: Prihantoro, SS., M.Pd		
Angkatan	: 2019			NIP/NIDN	: 197508202008011004		
Semester	: B			Dosen pembimbing	: Jumatul Hidayah		
				NIP/NIDN	: 197802242002122602		
Judul Proposal yang diseminarkan:							
Teachers' Understanding of Merdeka curriculum for Learning and Teaching English at Junior High school at Rejang Lebong.							
Pelaksanaan Seminar							
Waktu		Tempat		Jumlah peserta			
Hari	Tanggal	Jam	Ruang	Gedung	Mahasiswa	Dosen	
Senin	17 April 2023	08.00-09.00	2	TB1	11		
Hasil Seminar							
Pertanyaan dan tanggapan yang relevan mengenai isi proposal							
Saran yang relevan dan penting untuk perbaikan proposal							
Tanda tangan							
Tanggal	Mahasiswa		Pembimbing 1		Pembimbing 2		
	Elzi Azmita		Prihantoro		Jumatul Hidayah		



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN

SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 REJANG LEBONG

Alamat : Jln. S. Sukowati Curup Telp. (0732) 21524
Website : <http://www.smpn2rejanglebong.sch.id> - Email: smpn2rejanglebong@gmail.com



SURAT IZIN PENELITIAN

NO. : 421.3/507/PL/SMP.2/RL/2023

Berdasarkan Surat Dari Dinas Penanaman Modal Dan Pelayanan Terpadu Satu
Atap Kabupaten Rejang Lebong :

Nomor : 503 / 281 / IP / DPMPSTP / V / 2023

Tanggal : 31 Mei 2023

Prihal : Izin Penelitian

Memberikan Izin Kepada :

Nama : ELZI AZMITA
Tempat Tanggal Lahir : Kota Agung, 26 Desember 2001
NIM : 19551022
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah
Universitas : Institut Negeri Islam Negeri (IAIN) Curup

Untuk Melaksanakan Penelitian dengan Judul "*Teachers' Understanding of
Merdeka Curriculum For Learning and Teaching English at Junior High
School at Rejang Lebong*" dari tanggal 31 Mei 2023 s/d 26 Agustus 2023 pada
SMP Negeri 2 Rejang Lebong.

Demikian Surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Rejang Lebong

Pada Tanggal : 29 Juli 2023

Kepala Sekolah,



JUNAI... Pd

Pom... Tk.1 /IVb

19780426 200312 1 006



KEM
 Alamat : Jab
 Fax. (0732) 0

PEN

- Menimbang : a.
- : b.
- Mengingat : 1.
- : 2.
- : 3.
- : 4.
- : 5.
- : 6.
- : 7.
- Memperhatikan : 1.
- : 2.
- Menetapkan : 1.
- Pertama : 2.

- Kedua
- Ketiga
- Keempat
- Kelima
- Keenam
- Ketujuh

Tembusan :
 1. Rektor
 2. Bendahara IAIN Curup
 3. Kabag Akademik, P
 4. Mahasiswa yang ber



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Elai Amfita
 NIM : 1951022
 FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris
 PEMBIMBING I : Dr. Prihatno, S.S., M. Pd
 PEMBIMBING II : Jimatul Hidayah, M. Pd
 JUDUL SKRIPSI : Teachers' Understanding of Merdeka Curriculum for Learning and Teaching English at Junior High School at Rejang Lebong.

* Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali diimbun dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Elai Amfita
 NIM : 1951022
 FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris
 PEMBIMBING I : Dr. Prihatno, S.S., M. Pd
 PEMBIMBING II : Jimatul Hidayah, M. Pd
 JUDUL SKRIPSI : Learning and Teaching English at Junior High School at Rejang Lebong.

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,
 R. Prihatno M.Pd
 NIP. 19750810198011004

Pembimbing II,
 Jimatul H
 NIP. 197802292002122002



IAIN GURURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	Rabu 05/2023 /04	Perbaiki Chapter I	P	E
2	Selasa 11/2023 /04	Penambahan Teori Chapter II	R	E
3	Senin 17/2023 /04	Revisi Instrumen penelitian dan Bab III	P	E
4	Selasa 23/2023 /05	Acc Bab I, II, & III	P	E
5	Selasa 25/2023 /07	/validasi Instrumen dan penelitian.	P	E
6	Selasa 19/2023 /09	Revisi Bab IV, V	P	E
7	Senin 16/2023 /10	Revisi Bab 4 dan Gemarty	P	E
8	Kamis 09/2023 /11	ACC ujian skripsi	P	E



IAIN GURURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	Selasa 04/2023 /04	Perbaiki Rumusan Masalah dan Latar Belakang.	P	E
2	Senin 10/2023 /04	Revisi Bab II	P	E
3	Jumat 14/2023 /04	Revisi Bab III	P	E
4	Senin 22/2023 /05	Acc I, II, & III.	P	E
5	Kamis 3/2023 /08	Validasi Instrumen dan penelitian.	P	E
6	Selasa 19/2023 /09	Revisi Bab IV, V, dan Penulisan.	P	E
7	Senin 30/2023 /10	Revisi Bab IV, V.	P	E
8	Kamis 09/2023 /11	ACC ujian skripsi	P	E



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 339 Tahun 2023

Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-137/FT.5 /PP.00.9/05/2023
2. Berita Acara Seminar Proposal Pada Hari Senin, 17 April 2023

MEMUTUSKAN :

- Menetapkan**
- Pertama** : 1. **Dr. Prihantoro, SS., M.Pd** 19750820 200801 1 004
2. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Elzi Azmita
N I M : 19551022
JUDUL SKRIPSI : **Teachers' Understanding of Merdeka Curriculum for Learning and Teaching English at Junior High School at Rejang Lebong**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 23 Mei 2023
Dekan,



- Tembusan :**
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

DOCUMENTATION



Interview to the English Teachers



Interview to the English Teachers



Project Activity

BIOGRAPHY



The researcher's full name is Elzi Azmita. Her nickname is Elzi. She was born in Lebong, Bengkulu on December, 26th 2001. She lives in Kota Agung, Lebong. She is the second daughter of Mr. Imran and Mrs. Lem Sukaesi. She has brother whose name, Wiro Panbers. She finished her elementary school at SD Negeri 31 Lebong in 2013. Then she continued her studies to SMP Negeri 12 Lebong in 2016. Next, she was graduated from SMA Negeri 3 Lebong in 2019. It didn't stop there, she continued her studied at State Islamic Institute of Curup (IAIN Curup) and chooses English Tadris Study Program in Education (Tarbiyah) Department. Alhamdulillah hirabbil 'alamin, she has done her study succesfully and has followed the last examination. Another words, she finished her 'Sarjana' degree (S-1) in this year (2023).