UNDERSTANDING THE MERDEKA CURRICULUM: PERSPECTIVE FROM PRE-SERVICE TEACHERS

THESIS

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the requirement for "Sarjana" degree in English Education

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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing her thesis entitled **"Understanding The Merdeka Curriculum: Perspective From Pre-Service Teachers".**

This thesis is submitted as a part of the completion of an undergraduate degree of strata 1 (S1) in the English Study Program of State Collage for Islamic Studies (IAIN) Curup, the writer realizes that this thesis is far from being perfect, therefore she appreciates any suggestion and critics for being perfect in the future.

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

Curup,   July 2024

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This thesis is submitted to fulfill the requirement for a sarjana degree in English language education.

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Curup,   July 2024

The researcher

Ummi Hidayati

20551071

MOTTO

For indeed, with hardship (will be) ease.

Indeed, with hardship (will be) ease.

QS. Al-Insyirah (5-6)

ABSTRACT

Ummi Hidayati (20551071): Understanding The Merdeka Curriculum: Perspective From Pre-Service Teachers

This study investigates pre-service teachers' understanding of the Independent Curriculum (Kurikulum Merdeka) in English language instruction at SMPN 1 Rejang Lebong. Employing a descriptive research method, data were collected through questionnaires and interviews, followed by data reduction, verification, and conclusion drawing. The findings indicate that pre-service teachers possess a solid comprehension of the Independent Curriculum, with a high percentage demonstrating a thorough understanding of its implementation. Specifically, in the cognitive domain, the majority of respondents show a clear grasp of the curriculum's objectives, with a significant portion categorized as having a 'good' understanding. Additionally, all teachers exhibit strong familiarity with the teaching tools associated with the Merdeka English Curriculum. Proficiency in the teaching process within the Independent Curriculum is evidenced by a notable percentage of teachers falling into the 'very good' category. However, several challenges were identified during the implementation phase, including difficulties in designing instructional modules, classroom management issues, insufficient knowledge of the Merdeka Curriculum, preparation problems before teaching sessions, and inadequate IT facilities and literacy. In conclusion, pre-service teachers, based on their perceptions, exhibit a commendable understanding of the Independent Curriculum's objectives, teaching tools, and instructional processes in English language teaching.

Keywords: Understanding, Merdeka Curriculum, Pre-Service Teachers.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Updating and enhancing the curriculum is essential to keep up with the changes of the era and the conditions of community development. The curriculum is the primary pillar of Indonesian education it is a tool for achieving the best possible learning process and is appropriate for guiding actual learning.[1] One of them is that the curriculum needs to be modified to better correspond with the post-pandemic learning system's conditions in light of the learning loss caused by COVID-19. To solve the learning crisis caused by learning loss in Indonesia, several kinds of extensive and related initiatives are required. The Indonesian Ministry of Education, Culture, Research, and Technology is attempting to address curriculum shortcomings by implementing the Merdeka Curriculum policy.

The Merdeka Curriculum is a variety of educational initiatives supported by the Indonesian government is the Merdeka curriculum, which provides educational institutions the freedom and flexibility to design a curriculum that is relevant according to the specific circumstances, the requirements of the students, and the issues faced by the world currently. The Merdeka Curriculum highlights a strong emphasis on a more flexible competencies approach, which should make it simpler for teachers to create the lessons that will be presented. An additional element of the Merdeka curriculum is contextual learning which

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[1] *Dewanta, A. A. N. B. J., Sutama, I. M., & Wisudariani, N. M. R. (2019). Pembelajaran Bahasa Indonesia Berbasis Teks Di Sma Negeri 1 Singaraja. 4743(22), 275–286*, n.d.

takes into account students' needs and personal development.[2] Carry out a Merdeka curriculum that aligns with 21st-century learning, students are required to become truly adaptable and independent learners.

According to Pratikno, the Merdeka curriculum is outstanding, useful, and simple to create. The reality is that Merdeka curriculum policy changes are not implemented in schools in the area at the same time. Considering this is an unfamiliar approach to education, it will take some time to adapt. Consequently, the government offers teachers and educational institutions the chance to adopt the Merdeka curriculum following their level of readiness.[3]

Pre-service teachers must understand and be able to deal with problems that arise in implementing the independent curriculum. Pre-Service English teachers who carry out Teaching Practice (PPL) at SMAN 01 Rejang Lebong are students from the 2020 intake who, during classroom learning, have not fully studied the independent curriculum, because this curriculum is still new. So there is a difference where when carrying out Field Experience Practice (PPL) activities, pre-service teachers are faced with the Independent curriculum. In addition, pre-service teachers will definitely face challenges in implementing the independent curriculum in field experience practices such as challenges in making teaching tools, challenges in organizing classes and challenges in the teaching process.

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[2] Rian Vebrianto et al., "Teachers' Experiences in Sekolah Penggerak Program: A Retrospective Case Study," *Journal of Education and Learning (EduLearn)* 18, no. 1 (February 1, 2024): 79–88, https://doi.org/10.11591/edulearn.v18i1.20908.

[3] "Pratikno, Y., Hermawan, E., & Arifin, A. L. (2022). Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What Not in Indonesian Education. Jurnal Iqra' : Kajian Ilmu Pendidikan, 7(1), 326-343," n.d.

Based on these problems, the researcher concluded that pre-service teachers need to understand the Independent curriculum before implementing it in teaching. This is also able to minimize and provide effective solutions related to the challenges that will arise from the implementation of the independent curriculum. One way to create effective teaching is the need for a good understanding of the curriculum from a pre-service teacher starting from an understanding of the objectives of the independent curriculum, an understanding of the concept of teaching in the independent curriculum, an understanding of teaching tools in the independent curriculum and an understanding of the teaching process in the independent curriculum.

Understanding the Merdeka Curriculum is vital. Because understanding is a key factor in the successful implementation of the independent curriculum. This aims to make it easier for teachers to apply it to the learning process. This understanding becomes the main foundation of the teaching process. There are several differences between the 2013 Curriculum and the Merdeka curriculum. First, in the 2013 Curriculum, the specified skills are known as Basic Competencies (KD) and Core Competencies, while in the Merdeka Curriculum, these skills are referred to as Learning Achievements (CP). In the educational context, Learning Outcomes (CP) integrate knowledge, attitudes, and skills to achieve student competency at each stage.

Second, in terms of curriculum structure, the 2013 Curriculum includes intracurricular and extracurricular components. Meanwhile, the Merdeka Curriculum, apart from covering extracurricular and extracurricular, also adds elements to strengthen the profile of Pancasila students. The lesson schedule in

the 2013 curriculum is set every week, while the Merdeka curriculum is set annually. The learning approach in the 2013 Curriculum focuses on subjects, while the Merdeka Curriculum is subject-based and integrated for thematic learning.

Third, in terms of learning methods, the 2013 Curriculum uses a logical approach that is applied to all subjects. In contrast, the Merdeka Curriculum adopts a more flexible approach according to student abilities.

Fourth, regarding evaluation, the 2013 Curriculum uses formative and summative assessments. Meanwhile, the Merdeka Curriculum also uses formative and summative assessments, but with an emphasis on reflection to understand students' abilities. Apart from that, the Merdeka Curriculum adds evaluation to strengthen the Pancasila Student Profile, which is not included in the 2013 Curriculum. Evaluation in the 2013 Curriculum includes separate assessments of knowledge, attitudes, and skills, while the Merdeka Curriculum integrates these three aspects in its assessment.[4]

Initial observations were conducted by interviewing pre-service English teachers about their understanding of the Merdeka Curriculum when teaching in the PPL program. Pre-service teachers explained that they experienced various difficulties in implementing the Merdeka Curriculum during teaching practice (PPL), especially regarding the Merdeka Curriculum concept, they said that many policies had been changed. In addition, they found it difficult to

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[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," n.d.

compile teaching tools. Researchers also found various difficulties faced by Pre-service English teachers in understanding the Merdeka Curriculum.

To strengthen the results of the pre-observation, researchers also conducted interviews with the school where the Pre-service English teachers' field experience (PPL) was carried out, namely at SMAN 01 Rejang Lebong. The results obtained from interviews with the school showed that the implementation of the Merdeka Curriculum was still relatively new, starting in early 2022, so pre-service teachers who had just entered teaching practice were asked to adjust to the implementation of this curriculum. The school is aware of the limitations experienced by pre-service teachers who are practicing teaching at the school in using the Merdeka Curriculum so pre-service teachers often make mistakes in the teaching process due to the impact of adjusting the use of this new curriculum.

Based on the explanation, most of the pre-service teachers who do field experience practice (PPL) in schools do not understand the independence curriculum which is still relatively new. This makes pre-service teachers often experience challenges in its implementation.

Researchers chose SMAN 01 Rejang Lebong because first, SMAN 01 Rejang Lebong is a pioneer of the Merdeka curriculum or is the first school in Rejang Lebong to implement the Merdeka curriculum at the high school level in 2021. This provides a unique opportunity to learn how this new curriculum is implemented from the start. Second, SMAN 01 Rejang Lebong is a high school in Rejang Lebong, one of the high schools in Rejang Lebong Regency that implements the Merdeka curriculum in grades 10 and 11. This provides an

1. How do pre-service teachers understand the Merdeka curriculum in teaching English at SMAN 01 Rejang Lebong?

2. What are the challenges faced by pre-service teachers in implementing the Merdeka curriculum in teaching English at SMAN 01 Rejang Lebong?

1.3 Objectives of the Research

The objectives of this research are covered below:

1. To investigate the pre-service teachers' understanding of implementing the Merdeka curriculum in teaching English at SMAN 01 Rejang Lebong

2. Identify the challenges faced by pre-service teachers in implementing the Merdeka curriculum in teaching English at SMAN 01 Rejang Lebong

1.4 Delimitation of the Research

Research in the field of implementing the Merdeka curriculum in English language teaching is very general. So the researcher delimits the problem as those two elements are directly related to pre-service duty. The element of Merdeka curriculum analysis in this research covers teaching tools (ATP and module) and the teaching process.

1.5 The significances of the Research

This study is useful for pre-service English teachers, government, and researchers:

1. Pre-service English Teachers or Teacher

Generally, this study helps provide knowledge about the experiences of pre-service English teachers, especially those that focus on the challenges faced in implementing the Merdeka curriculum. In addition, this challenge

can be a reference for pre-service teachers to improve their in-depth understanding of Merdeka.

2. Institution of Education

This research is useful for educational institutions or schools in understanding the extent to which teachers master English subjects. The results of this research can be used to evaluate the Independent Curriculum. In this way, educational institutions can evaluate teachers' understanding and find relevant solutions regarding this matter.

3. Researcher

This research will also contribute knowledge in the field of education, especially those related to understanding curriculum implementation and the challenges faced by teachers, especially pre-service teachers. The results can be used as a reference for further research in the educational context.

1.6 Definition of Key Terms

A. **Understanding**

Understanding is a process or activity of understanding, something that someone knows, can be communicated with tools or ideas.[5] In this research, understanding refers to the teacher's knowledge of the Independent Curriculum.

B. **Pre-Service Teachers**

Pre-service English teachers are students who take courses directly in the English education department of the Faculty of Education. This research refers to students majoring in English who are carrying out Teaching Practice or Field Experience Practice (PPL) at the 01 Rejang Lebong High School which uses the independent curriculum.

C. **Merdeka Curriculum**

The Merdeka curriculum is a curriculum that provides various extracurricular activities and aims to adapt learning methods. Furthermore, this curriculum is a strategy to give people the freedom to learn according to their abilities. This research refers to the new curriculum implemented in schools occupied by pre-service English teachers. In this research, the Merdeka curriculum refers to pre-service teachers' understanding of implementation in senior high school 01 Rejang Lebong.

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[5] *Ahmad Susanto, Teori Belajar Dan Pembelajaran Di Sekolah Dasar (Jakarta: KENCANA, 2014), p. 208*, n.d.

D. Teaching English

Teaching is the process of directing learning toward student goals. English teaching focuses on learning to listen, speak, read, and write as well as use English in various contexts such as communicating in business, presentations, writing articles, and even drama performances.

1.7 Thesis Organization

The researcher organizes this research report to make the reader easier to understand. The following shows the content covered in this research. Chapter I is the introduction. This chapter explains about general background of the research, research question, objectives of the research, delimitation of the research, significance of the research, definition of the key terms, and thesis organization. Chapter II presents the review of related literature and previous related findings. Chapter III deals with the methodology of the research. It consists of kinds of research, subject of the research, technique of collecting data, research instrument, and technique of data analysis. Chapter IV is the research findings and discussion. Chapter V is the conclusion and suggestion that consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

2.1 Understanding

A. The Definition of Understanding

Understanding is a process or way of activity to understand. Understanding is a process, method, and act of understanding. Thus, it can be interpreted that understanding is a process, a way of learning to understand, know many things, and understand something.[6] Supardi stated that understanding is how someone defends, differentiates, suspects, explains, develops, concludes, generalizes, gives examples, rewrites, and predicts something.[7] According to Anderson and Krathwohl in Ayuni, the meaning of understanding includes several things, namely: interpreting, exemplifying, clarifying, summarizing, concluding, comparing, and explaining. As explained above (the meaning of understanding), understanding can also be interpreted as capturing the meaning of information starting from the interpretation process. It explains the meaning of that information or concept. Understanding is broader than just knowing information, a complex thought process occurs to the point where someone is said to understand by being able to convey information and explain it correctly.[8] Understanding can also be interpreted as capturing something meaning has been learned. Understanding here is closely related to learning.

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[6] "Martin H Manser, Oxford English Dictionary, (New York: Oxford University Press, 199), p. 173," n.d.

[7] "Supardi, Penilaian Autentik. Pembelajaran Afektif, Kognitif Dan Psikomotor, (Jakarta: PT RajaGrafindo Persada, 2015), p. 67," n.d.

[8] "Fithri Nuru Ayuni. 2014. Pemahaman Guru Terhadap Pendekatan Saintifik (Scientific Approach) Dalam Pembelajaran Geografi.," n.d.

Understanding is considered one of the benchmarks in learning, namely interpreting what has been learned by changing behavior or increasing knowledge after the learning process has been carried out. Understanding is not just a thinking activity, but also a location from within a situation or another person's world.

The theory of understanding by Grant Wiggins and Jay McTighe, often associated with the "Understanding by Design" (UbD) model, emphasizes six Aspects of Understanding (Six Facets of Understanding) including[9] :

1. Explanation: The ability to provide clear and in-depth reasons or explanations about a concept or phenomenon.

2. Interpretation: The ability to give meaning to information, experiences, or works of art through narrative, analogies, or relevant examples.

3. Application: The ability to use knowledge in new contexts and real situations.

4. Perspective: The ability to see and understand various points of view or approaches to a problem or situation.

5. Empathy (Empathy): The ability to feel and understand the feelings or experiences of others.

6. Self-Knowledge: Awareness and understanding of oneself, including strengths, weaknesses, and personal biases.

These indicators help educators design authentic research instruments, which not only measure pre-service teachers' knowledge but also their

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[9] "Grant, Wiggins Dan Jay Mctighe. 2014, Pengajaran Pemahaman Melalui Desain. Jakarta: Indeks.," n.d.

ability to understand and apply that knowledge in the context of teaching English.

B. Measuring Understanding

Measuring understanding is the process of assessing how well someone understands certain concepts, information, or skills. This process can be carried out in various ways depending on the context, be it in education, work, or everyday life. The following are some commonly used methods to measure understanding:

1. Interpreting

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

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. Interpreting

Inferring occurs when a student can 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

Teachers 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 is in the form of reasoning tasks, problem-solving, redesign, and predictions.[10]

C. The Categorizing of Understanding

There are three categories of understanding as follows:

1. Cognitive Domain (Realm of Cognitive)

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[10] *Abdul Majid Penilaian Autentik Proses Dan Hasil Belajar (Bandung: Pustaka 2014). p,5*, n.d.

The cognitive domain relates to the learner's thinking. This objective emphasizes remembering or reproducing something that has been learned. Cognitive objectives vary from simple recall of learned material 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, extrapolatin, 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

2. Affective Domain

The affective domain relates to the learner's attitude. This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivation, and attitudes.[11] The affective domain includes concepts such as receiving ideas, responding to ideas and phenomena, valuing ideas and materials, organizing ideas and values, and characterization by a value set (or acting consistently in accordance with internalized values).

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[11] "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," n.d.

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 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 o 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

3. Psychomotor

Psychomotor understanding in the learning context refers to students' ability to develop and master physical skills, body movement coordination, and motor creativity. This understanding is important for teachers because it involves developing students' abilities to carry out physical actions related to the learning process and daily life.

Table 2.3
Psychomotor Domain

No	Level	Category	Description	Examples
1	Perception	Awareness, the ability touse sensory cues to guidephysical activity. Theability to usesensory cuesto 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 tocatch the ball.	Chooses, describes, detects, differentiates, distinguishes, feels, hears, identifies, isolates, notices, observe,
2	Seting	Readiness, alearner's readiness	Examples: Knows and acts upon a sequence of steps in to act. Readiness to act.	Arranges,begins, displays, a manufacturing process. Recognizeone"s abilities and limitations

3	Guided Response	Attempt. The early stages inlearning a complex skill that includes imitation and trial anderror. Adequacy of performance is achieved bypracticing.	Imitate or follow instruction, trial anderror.	assembles, builds, calibrates, constructs, copies, dismantles, displays, dissects,[9]

2.2 Merdeka Curriculum

A. The Definition of Merdeka Curriculum

According to Suhandi and Robiah, the curriculum is a mandatory tool that functions as a guide in the implementation of education and the learning process in schools. The Independent Curriculum is a variant curriculum that can be implemented by educational units starting in the 2022/2023 academic year.[12] The word "independence" in the KBBI has three meanings, namely: (1) Freedom (from slavery, colonialism, etc.), (2) Not influenced or free from demands, (3) Not bound, not dependent on certain people or parties, free.[13] Meanwhile, according to Sanjaya, learning is a mental process that occurs within a person, causing changes in behavior and mental activity that occur due to the individual's interaction with the environment, which is conscious.[14]

Independent learning is providing free and comfortable learning opportunities for students to learn in positive situations, in a calm, relaxed, and happy way without stress and pressure, paying attention to the natural talents they have, without being forced to learn or master something beyond their knowledge.

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[12] Awalia Marwah Suhandi and Fajriyatur Robi'ah, "Guru Dan Tantangan Kurikulum Baru: Analisis Peran Guru Dalam Kebijakan Kurikulum Baru," *Jurnal Basicedu* 6, no. 4 (May 16, 2022): 5936–45, https://doi.org/10.31004/basicedu.v6i4.3172.

[13] "Departemen Pendidikan Nasional, Kamus Besar Bahasa Indonesia Pusat Bahasa, (Jakarta: Gramedia Pustaka Utama), p. 904," n.d.

[14] "Sanjaya, Wina, Strategi Pembelajaran Berorientasi Standar Proses Pendidikan, (Jakarta: Prenada Media Group, 2010), p 112," n.d.

B. **The Objective of the Merdeka Curriculum**

The Merdeka Curriculum aims to answer previous educational problems. The existence of this curriculum will direct the development of students' potential and competencies. This curriculum functions to develop potential, one of which is through a learning process designed to be relevant and interactive. This learning will make students more interested and able to develop issues in their environment.

Based on the Merdeka Belajar program, all Indonesian people involved in education strive to have independence in thinking. This independence in thinking aims to achieve better educational goals and improve the quality of education culture and national character. The Merdeka Belajar program aims to prioritize an education system that is beneficial for the life of the nation and state.[15]

C. **Teaching Tools in Merdeka Curriculum**

The teaching tools in the Merdeka Curriculum are an important part of a more flexible and competency-based educational approach in Indonesia. The Merdeka Curriculum is an effort to change the learning paradigm from one based on a curriculum that is too structured and centralized, to one that is more adaptive to local needs and student strengths.

The following are several teaching tools that can be used in implementing the Independent Curriculum:[16]

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[15] *Asfiati. (2020). Visualisasi Dan Virtualisasi Pembelajaran Pendidikan AgamaIslam Versi Program Merdeka Belajar Dalam Tiga Era (Revolusi Industri 5.0,Era Pandemi Covid-19, Dan Era New Normal). Kencana*, n.d.
[16] https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/

1. CP (Learning Outcomes)

   In the independent curriculum, there are CP (learning outcomes) which differentiate the K-13 curriculum from the independent curriculum. Learning outcomes in the Merdeka Curriculum are updates to the Core Competencies and Basic Competencies designed to strengthen the focus of learning on competency development.[17] Learning outcomes are then reduced or simplified into ATP (learning objective flow). In the independent CP curriculum, it does not have to say audience, behavior, condition, and degree, it is enough that the audience and behavior can represent the learning objectives. The objectives of the learning objectives (ATP) were created to simplify the CP teaching process designed by educators to run according to targets every day.

2. Flow of Learning Objective (ATP)

   The flow of learning objectives often called ATP is a series of learning objectives that have been arranged systematically and logically in the complete learning achievement phase from the beginning to the end phase.[18] ATP in the teaching process is used as a guide for teachers and students to achieve Learning Outcomes (CP) at the end of a phase and as a chronological sequence of learning from time to time. The ATP teaching process determines the media learning that is appropriate to the

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[17] Amiruddin, H, M., & Irfan, A. M, *Pkm Guru Pamong Dan Mahasiswa Kkn Ppl Terpadu Pembelajaran Berbasis Merdeka Belajar Dalam Situasi Pandemi Covid-19.*, 2020.
[18] Boang, M, J., Sitohang, P., Heriwati, N., & Turnip, H, *Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar.*, 2022.

material and availability of supporting facilities nearby. ATP is also used as a guide for creating modules.

3. Module

Teaching modules are part of the teaching tools in the independent curriculum. The teaching module is a development of TP, In the teaching process, the module is used to view references containing material, questions, enrichment, assessment, reflection, and remediation. Making independent curriculum teaching modules is better if they are still thematic. Apart from that, in an independent curriculum, there should be continuity between the material and sub-themes developed.[19]

2.3 Pre-Service Teacher

According to Kennedy. K, the pre-service teacher is a person who joins teaching practice in school, field studies, school-based experience, or internship program in school.[20] Unlike in other professions, pre-service teachers tend to bring strong attitudes and beliefs to their preparation of what constitutes good teaching and good teachers from their previous experiences as school students. However pre-service teachers often experience less preparation to teach students with diverse needs and abilities. First, the limited time given for coaching in pre-service teacher education programs, then, lack of experience in coaching in terms of their school background, and finally more demands on classroom teachers to effectively include all students.

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[19] Probosiwi, P., & Retnasari, L., *Penyusunan RPP Format Terbaru Mewujudkan Merdeka Belajar Bagi Guru Sekolah Dasar Di PCM Prambanan. Seminar Nasional Hasil Pengabdian Kepada Masyarakat, 2964(November), 409–420*, 2020.
[20] Kennedy, K., Cavanaugh, C., & Dawson, K., *Preservice Teachers' Experience in a Virtual School* (American Journal of Distance Education, 2013).

Pre-service teachers are expected to be successful in teaching practice. The pre-service teacher education program aims to prepare for graduation to become quality teachers equipped with teaching practices that will provide experience and knowledge to meet increasing demands related to the teaching profession.[21] During the past week, teaching practice education focused on developing quality teachers has received increasing attention in education.

So, based on the definition of an apprenticeship program, it can be concluded that an apprenticeship is a program carried out by an institution that engages students to seek work experience where they are supervised by experienced job holders, to provide opportunities for student teachers to try to become teachers before entering the real world of work. This teaching internship program is a crucial phase that allows them to get more familiar with and better prepared for teaching employment by allowing them to immerse themselves in a real classroom setting. A teaching internship is a continuous learning experience that enhances the pedagogical and instructional abilities of student teachers. It helps students retain the knowledge they have learned in the classroom. Under the supervision and direction of a tutor teacher, student teachers can practice the art of teaching in a real teaching and learning environment so that they will be able to perform well when they are placed in a real teaching job with real and true obligations.[22]

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[21] Ramirez, I. A., *Pre Service Teachers: Experiences in Teaching Junior High School. International Journal of Multidisciplinary Approach and Studies,* 2018.

[22] "Irani Manasikana. Teaching Internship Program for the Development of Student Teachers' Pedagogical Competence: Students' Voices.(Semarang: English Education Department, Faculty of Languages and Communication Science, UNISSULA.2021), p. 54," n.d.

2.4 Challenges in Curriculum Implementation

Teachers face various challenges in implementing the Independent Curriculum, which includes aspects of planning, implementation, and evaluation of learning. Here are some of the main challenges teachers may face:[23]

1. Learning Planning

   a) Lack of Understanding of CP: Teachers may have difficulty reducing or translating Learning Outcomes (CP) into concrete learning objectives.

   b) Student Heterogeneity: The diversity of student abilities, backgrounds, and needs makes effective learning planning more complex.

   c) Limitations of Differentiated Learning Model References: Teachers may lack appropriate resources or examples of learning models for implementing differentiated learning.

   d) Infrastructure Limitations: Inadequate school facilities and infrastructure can hinder effective learning plan implementation.

   e) Limited Prior Knowledge and Learning Materials: Limitations in prior knowledge and material resources can reduce the quality of lesson planning.

2. Learning Implementation

   a) Limited Understanding of Material: Teachers may have a limited understanding of subject matter related to relevant and current knowledge.

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[23] *Nurcahyono, N.A. & Putra, J.D. Hambatan Guru Matematika Dalam Mengimplementasikan Kurikulum Merdeka Di Sekolah Dasar. Wacana Akademika: Majalah Ilmiah Kependidikan, 6 (3), 377 – 384.*, n.d.

b) Accommodation of Open Questions: Limitations in constructing and accommodating open questions that stimulate students' critical thinking.

c) Understanding Student Psychology: Insufficient understanding of student psychology can affect a teacher's approach to managing and supporting the classroom.

3. Learning Evaluation

a) Inappropriate Initial Assessment Paradigm: Difficulty adopting an assessment paradigm that is by the principles of the Independent Curriculum.

b) Learning Process Identification: Limitations in identifying and evaluating effective learning processes.

c) Formative Assessment: Difficulty in understanding and applying formative assessment that supports ongoing learning.

4. Time and Workload

a) Time Limitations for Designing Differentiated Learning: Teachers may not have enough time to design learning that suits students' individual needs.

b) Difficulty in Grouping Students: Teachers experience difficulty in grouping students based on their learning readiness due to the large number of students and limited classroom space.

c) Lesson Time Allocation: Lack of time allocation for each lesson schedule can affect the assessment process and implementation of learning in class.

5. Resources and Support

    a) Lack of Supporting Facilities: Lack of supporting facilities such as technology and various learning materials.

    b) Training and Development Needs: Limitations in specific training and guidance regarding the Independent Curriculum can make teachers feel less prepared.

6. Technology in Learning

    a) Adaptation to Technology: Difficulty in adapting and utilizing technology effectively in the learning process.

Pre-service English teachers encounter numerous challenges, particularly in designing teaching tools, due to their unfamiliarity with the Merdeka Curriculum. During their micro-teaching programs, they predominantly focus on the 2013 Curriculum, despite needing to implement the Merdeka Curriculum in actual classroom settings. This abrupt transition necessitates adaptation on their part.[24] According to Wiguna, Teachers struggle with formulating teaching modules that incorporate effective learning methods and engaging activities. This challenge is underscored by the ongoing debate among educators regarding the selection of optimal teaching techniques to foster enjoyable learning experiences and active student participation.[25] As a teacher, combining different teaching methods, such as problem-based learning and project-based learning tailored to each student's preferences, will improve overall learning outcomes.

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[24] "Ningsih, L.K., & Adnan, A. (2023). Challenges Faced by English Student Teachers on Implementing Merdeka Curriculum during the Teaching Practicum Program. Journal of English Language Teaching, 12(2), 435-440," n.d.

[25] I Komang Wahyu Wiguna and Made Adi Nugraha Tristaningrat, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar," *Edukasi: Jurnal Pendidikan Dasar* 3, no. 1 (March 1, 2022): 17, https://doi.org/10.55115/edukasi.v3i1.2296.

Pre-Service Teacher 1 and Pre-Service Teacher 2 specifically mentioned difficulty in distinguishing which techniques are supported by the Merdeka Curriculum and effectively motivating student engagement.[26]

2.5 Review of The Related Finding

In this section, the researcher explains several studies which conclude this research as follows:

The research by Cindy Sinomi entitled, "Teacher Preparation in Implementing the Independent Curriculum Learning System at SDN 01 Muara Pinang", in 2022. This research shows that both discuss the Merdeka curriculum, and the difference between this research and the researchers is that This research aims to determine teacher preparation in implementing learning in the Independent Curriculum. Meanwhile, research was conducted with a focus on Pre-Service Teachers' Understanding of the Implementation of the Merdeka Curriculum in English Language Teaching.[27]

Another research from Ahmad Rifa'i, N, entitled "Implementation of Merdeka Curriculum in PAI Learning in Schools", in 2022. This research shows that there are similarities in the discussion of the Merdeka Curriculum, and what differentiates this research from the author is that this research only discusses how effective the application of the Merdeka Curriculum is in PAI learning while the researcher discusses how the pre-implementation of the Merdeka

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[26] Ayu Sri Wahyuni, "Literature Review: Pendekatan Berdiferensiasi Dalam Pembelajaran IPA," *JURNAL PENDIDIKAN MIPA* 12, no. 2 (June 7, 2022): 118–26, https://doi.org/10.37630/jpm.v12i2.562.

[27] Cindy Sinomi, "Teacher Preparation in Implementing the Independent Curriculum Learning System at SDN 01 MUARA PINANG, MUARA PINANG DISTRICT, EMPAT LAWANG REGENCY, SELATAN PROVINCE (Skripsi, Program Studi Pendidikan Agama Islam, Universitas Islam Negeri Fatmawati Bengkulu," 2022.

Curriculum in PAI learning is for service teachers. Apply their understanding of the Merdeka curriculum in teaching English.[28]

The research by Dewi Sartika entitled, "Students' Perceptions of the Effectiveness of Microteaching Classes on Pre-Service Teacher Competency", in 2020. This research is similar to researchers who both discussed the concept of Pre-Service English Teachers. and the differences. This research focuses on the level of competency effectiveness of pre-service English teachers. Meanwhile, this research was conducted based on the understanding of pre-service teachers in implementing the independent curriculum in teaching English.[29]

From several studies above, most of the similarities in the discussion are related to the concept of the Merdeka Curriculum. Matter is because this curriculum is still quite new, so the discussion is not yet detailed in its implementation. Therefore, here the researcher conducted different research, namely by analyzing the understanding of pre-service teachers in implementing the independent curriculum in teaching English.

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[28] Ahmad Rifa'i, N. Elis Kurnia Asih, and Dewi Fatmawati, "Penerapan Kurikulum Merdeka Pada Pembelajaran PAI Di Sekolah," *Jurnal Syntax Admiration* 3, no. 8 (August 23, 2022): 1006–13, https://doi.org/10.46799/jsa.v3i8.471.
[29] Dewi Sartika, "Students' Perceptions of the Effectiveness of Microteaching Class on Pre-Service English Teachers' Competence (Skripsi, Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar," 2020.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents the research methodology employed in the study, outlining the research design, subject of the research, technique of collecting data, instruments of the research, and techniques for analyzing the data that will be taken to clarify the language confusion errors in student simultaneous interpretation.

3.1 Kind of Research

This research The method used in this research is a qualitative research method using descriptive approach. Qualitative research uses descriptive data, namely data from the written or spoken words of people and actors observed. Qualitative research is scientific research that reveals certain social situations by depicting reality correctly, formed with words based on relevant data analysis techniques obtained from natural situations. Qualitative research can be said as research based on observations, interviews and documentation on research objects so that data is produced describe in detail and completely the research object. Type This research includes qualitative research using Field research is direct research carried out in the field or on respondents.

This research use desciptive qualitative approach. The qualitative descriptive method is a research method based on In postpositivism philosophy it is used to research the condition of objects natural, where the researcher is a key instrument for data collection techniques carried out systematically triangulation (combination), inductive/qualitative data analysis, and results Qualitative research aims to describe, explain, explain and answer problems in

more detail which will be researched by studying as much as possible an individual, a group or an event.

3.2 Research Subject

Research subjects are objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. There were 2 participants in this research, namely Pre-Service English at SMAN 01 Rejang Lebong, class of 2020. The researcher chose this subject because the students of the class of 2020 had not fully studied the implementation of the independent curriculum, especially in the third-semester curriculum material development course. So, there are still many English students who experience difficulties in implementing the independent curriculum. The researcher also chose two pre-service teachers because only two people were placed in Teaching Practice (PPL) at SMAN 01 Rejang Lebong. So, there are still many English students who experience difficulties in implementing the independent curriculum.

3.3 Data Collection Technique

1. Interview

In this research, researchers conducted interviews with pre-service teachers at SMAN 01 Rejang Lebong. An interview is a meeting of two people to exchange information and ideas through questions and responses, resulting in communication and the construction of meaning about a particular topic.[30] Besides, according to Susan Steinbeck, interviews provide a research tool for

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[30] *Sugiyono. (2012). Metode Penelitian (Pendekatan Kuantitatif, Kualitatif Dan R&D). Bandung: Alfabeta*, n.d.

gaining a deeper understanding of how participants interpret a situation or phenomenon.[31] In this research, open-ended questions were used. Open-ended questions not only help determine research emphasis but also allow for in-depth discussion between interviewer and respondent.[32]

In this interview, the researcher wants to dig up broader information. Researchers conducted in-depth interviews with two prospective English teachers in implementing the Merdeka curriculum in the teaching practice program at SMAN 01 Rejang Lebong by asking one-by-one interview questions about their understanding of the Merdeka curriculum and the problems they faced in implementing the Merdeka curriculum. Researchers conducted in-depth interviews with two pre-service English teachers in implementing the Merdeka curriculum in the teaching practice program at SMAN 01 Rejang Lebong.

3.4 Research Instrument

According to KBBI explains that instruments are tools needed to do something. Based on this definition, it can be defined that research instruments are tools that researchers use to collect information in the research process. The instruments used in this research are:

1. Interview Guidelines

The researcher uses an interview guide to indicate what questions to ask. Interviews are activities that involve maximum face-to-face communication between participants and researchers. Understand their

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[31] Ibid., p. 317

[32] "2 Eckerdal, 'Qualitative Research Methods: Interviewing as a Way of Learning and Knowing,' 40.," n.d.

perspectives, experiences, and opinions regarding the research subject.[33] A list of questions or subjects to be discussed covered in a qualitative interview can be found in the interview guide. Interview guides offer a structure that allows researchers to pose relevant and comprehensive questions to the research subject. Besides that, examples of questions that researchers can use as a guide are included in the interview guide.

Table 3.1
The Blueprint of Interview

No	Aspect	Indicator	Sub-indicator	Question
1	**Pre-Service teachers' understand the Merdeka Curriculum in teaching English at SMAN 01 Rejang Lebong.**	1. **Cognitive**		1. How do you implement the cognitive domain to utilize the objective Merdeka curriculum in teaching English? 2. How do you utilize the cognitive domain to implement Learning achievement of Merdeka curriculum in teaching English? 3. How do you implement the curriculum

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[33] "Merriam, S. B. (2009). Qualitative Research: A Guide to Design and Implementation (3rd Ed.). Jossey-Bass.," n.d.

No	Aspect	Indicator	Sub-indicator	Question
				principles in teaching English?
				4. How do you implement the cognitive domain to implement the stages of learning the Merdeka curriculum in teaching English subject?
				5. How do you implement cognitive skills for implementing assessment in English subject?
				6. What are the Objectives of Merdeka Curriculum in teaching English subject?
				7. How far do you comprehend the Learning achievement of Merdeka Curriculum in teaching English subject? Please Explain!

No	Aspect	Indicator	Sub-indicator	Question
				8. What are the Principles of the Merdeka Curriculum in teaching English subjects? 9. What are the Stages of Implementation of teaching English in Merdeka Curriculum? 10. Please mention and explain the assessment in teaching English in Merdeka Curriculum? Cognitive domain to implement the Merdeka
		2. Affective		11.How do you incorporate the affective domain into the implementation of the Merdeka curriculum's objectives when teaching the English subject? 12. How do you incorporate the affective domain into the implementation of the Merdeka

No	Aspect	Indicator	Sub-indicator	Question
				curriculum's achievement when teaching the English subject?
				13. How do you incorporate the affective domain to implement Merdeka curriculum principles in teaching English subject?
				14. How do you incorporate the affective domain to implement the stages of learning Merdeka curriculum in teaching English subject?
				15. How do you incorporate the affective domain For implementing assessment in English subject?
		3. **Psychomotor**		16. How do you utilize the objectives Merdeka curriculum in teaching English subject?
				17.How do you utilize Learning achievement of Merdek a curriculum in teaching English subject?

No	Aspect	Indicator	Sub-indicator	Question
				18. How do you implement Merdeka curriculum principles in teaching English subject? 19.How do you implement the stages of learning of Merdeka curriculum in teaching English subject? 20.How do you implement assessment in English subject?
	2. Pre-service teachers' challenges in implementing *Merdeka* Curriculum in teaching English	**1. Learning Planning** (Nurcahyono & Putra, 2022)	**1. Lack of Understanding of *CP* (Learning Outcomes)**	1. Have you experienced challenges in applying the Learning Outcomes (*CP*) to concrete learning objectives specifically for English teaching in the *Merdeka* Curriculum? If so, can you provide examples?
			2. Student Heterogeneity	1. Have you found it challenging to manage the diversity of student abilities, backgrounds, and needs

No	Aspect	Indicator	Sub-indicator	Question
				when planning your English lessons within the *Merdeka* Curriculum? How have you addressed these challenges?
			3. Limitations of Differentiated Learning Model References	2. Have you faced challenges in finding appropriate resources or examples for implementing differentiated learning in your English classes under the *Merdeka* Curriculum? How have you managed these challenges?
			4. Infrastructure Limitations	3. Have inadequate school facilities and infrastructure affected your planning for English lessons within the *Merdeka* Curriculum? Can you share specific instances?

No	Aspect	Indicator	Sub-indicator	Question
			5. **Limited Prior Knowledge and Learning Materials**	4. Have limitations in prior knowledge and available learning materials affected your planning for English lessons in the *Merdeka* Curriculum? How have you coped with these limitations?
		2. **Learning Implementation** (Nurcahyono & Putra, 2022)	1. **Limited Understanding of Material**	5. Have you encountered challenges due to a limited understanding of subject matter related to current English knowledge as required by the *Merdeka* Curriculum? How have you dealt with these challenges?
			2. **Accommodation of Open Questions**	6. Have you struggled with constructing and accommodating open questions that stimulate students' critical

No	Aspect	Indicator	Sub-indicator	Question
				thinking in English as part of the *Merdeka* Curriculum? How have you overcome this challenge?
			3. **Understanding Student Psychology**	7. Has insufficient understanding of student psychology affected your management and support in the English classroom within the *Merdeka* Curriculum? How have you handled such situations?
		3. **Learning Evaluation** (Nurcahyono & Putra, 2022)	1. **Inappropriate Initial Assessment Paradigm**	8. Have you faced challenges in adopting an assessment paradigm that aligns with the principles of the *Merdeka* Curriculum for English teaching? How have you addressed these challenges?

No	Aspect	Indicator	Sub-indicator	Question
			2. **Learning Process Identification**	9. Have you found it challenging to identify and evaluate effective learning processes in your English classes under the *Merdeka* Curriculum? How have you managed this challenge?
			3. **Formative Assessment**	10. Have you encountered challenges in understanding and applying formative assessments that support ongoing learning in English within the *Merdeka* Curriculum? How have you handled these challenges?
		4. **Time and Workload** (Nurcahyono & Putra, 2022)	1. **Time Limitations for Designing Differentiated Learning**	11. Have time limitations affected your ability to design English learning activities that are suitable to individual student needs

No	Aspect	Indicator	Sub-indicator	Question
				within the *Merdeka* Curriculum? How have you managed your time?
			2. **Difficulty in Grouping Students**	12. Have you experienced challenges in grouping students based on their learning readiness for English, considering the large number of students and limited classroom space within the *Merdeka* Curriculum? How have you handled these challenges?
			3. **Lesson Time Allocation**	13. Has the lack of time allocation for each English lesson affected your assessment process and implementation of learning activities in the *Merdeka* Curriculum? How have you dealt with this?

No	Aspect	Indicator	Sub-indicator	Question
		5. **Resources and Support** (Nurcahyono & Putra, 2022)	1. **Lack of Supporting Facilities**	14. Has the lack of supporting facilities, such as technology and various learning materials, affected your English teaching practices within the Merdeka *Curriculum*? How have you coped with this?
			2. **Training and Development Needs**	15. Do you feel that you need more specific training and development regarding the implementation of the *Merdeka* Curriculum for teaching English? How do you address these needs?
		6. **Technology in Learning** (Nurcahyono & Putra, 2022)	1. **Adaptation to Technology**	16. Have you encountered challenges in adapting and utilizing technology effectively in teaching English as part of the *Merdeka* Curriculum? How have

No	Aspect	Indicator	Sub-indicator	Question
				you managed these challenges?

3.5 Technique of Data Analysis

After the data has been collected from the data collection results, the next thing to do is analyze the data. Sugiyono stated that:

"Data analysis is the process of searching for, systematically compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing it into units, synthesizing it, arranging it into patterns, choosing what is important and what will be studied, and make conclusions so that they are easily understood by yourself and others."

Miles dan Huberman state that "activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated". Activities in data analysis, namely data reduction (data reduction), data presentation (data display), and conclusion.

1. Data Reduction

The data obtained from the field is of course a large amount, therefore it is necessary to record it in detail, carefully and immediately analyze the data through data reduction. Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns. The main points of research taken are about the application of the merdeka curriculum to English language teaching, the main problems faced in the implementation of the independent curriculum by pre-service

teachers. Thus, the reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection.

2. Data Display

   After the data has been reduced, the next step is to display the data or present the data in the form of a short description or chart. This will make it easier for researchers to understand what happened, planning further work based on what is understood.

3. Drawing conclusions

   The final step in data analysis is making conclusions or drawing conclusions. Conclusions will be considered credible if they are supported by valid and consistent evidence. The conclusions drawn are new findings that have never existed before. The findings are in the form of an overview or description of the implementation of the Merdeka curriculum in teaching English by pre-service teachers at SMAN 01 Rejang Lebong.

CHAPTER IV

FINDING AND DISCUSSION

1.1 FINDING

A. Pre-service teachers understand the Merdeka curriculum in teaching English at SMAN 01 Rejang Lebong

The teacher applied the cognitive domain to effectively implement the objectives of the Merdeka curriculum in teaching English. The interview results indicated the following:

"To implement the cognitive domain in utilizing the objectives of the Merdeka curriculum, pre-service teachers must have knowledge about the curriculum. If pre-service teachers have knowledge about it, we can apply it in English learning. Currently, we can get information about this curriculum through online seminars or webinars, as well as articles and journals from the internet." Next, the statement above was supported by teacher as following *"Yes, for the cognitive domain of the Merdeka curriculum objectives, as pre-service teachers, we always look for information from the internet."*

To implement the cognitive domain in utilizing the objectives of the Merdeka curriculum, pre-service teachers make several efforts, such as continuing to search for information on the internet to enrich their knowledge about the objectives of the curriculum. In addition, pre-service teachers also continue to search and study more deeply about the objectives of this curriculum.

Furthermore, teachers apply the cognitive domain to achieve the

learning objectives of the Merdeka curriculum in English learning. As conveyed by the following teachers:

"In implementing the Merdeka curriculum achievements, we understand the achievements of this curriculum. This is different from the previous curriculum, whose achievements were the same as the competency standards (KI, KII, and KIII). If in the previous curriculum there were 4 skills, in the Merdeka curriculum there are 6 skills."

It can be said that pre-service teachers utilize the cognitive domain to implement the learning achievements of the Merdeka curriculum in teaching English, such as understanding the achievements of the Merdeka curriculum. This includes 6 skills, namely observing, reading, speaking, listening, writing, and presenting. Pre-service teachers learn more about the term achievement and some of the skills developed in this curriculum.

Teachers apply cognitive domains to implement the principles of the Merdeka curriculum in teaching English. The following interview results show:

"We understand and seek information about the principles of the Merdeka curriculum. For example, to understand the achievements of the Merdeka curriculum, we seek real conditions before this curriculum is implemented. In principle, teachers can conclude the rules. Therefore, it is important for us to understand and apply some of these principles."

"We have to be disciplined towards these principles. These principles are important for the Merdeka curriculum system. We always look for information about some of these principles through websites and

YouTube channels that discuss the principles of the Merdeka curriculum."

Based on the interview results above, educators apply cognitive aspects to implement the principles of the Merdeka curriculum in teaching English. For example, educators understand and seek information about the principles of the Merdeka curriculum, including the achievements of the curriculum. Educators find real conditions before this curriculum is implemented. Basically, educators can conclude these principles as the basis for the "School Mover Program," where all systems are based on the principles of the Merdeka curriculum. Educators must be disciplined towards these principles because these principles are important for the Merdeka curriculum system. They continuously seek information about these principles through websites and YouTube channels that discuss the principles of the Merdeka curriculum.

Pre-service teachers implement the cognitive domain to implement the stages of learning Merdeka curriculum in teaching English subject. As follows below

"For learning in the Merdeka curriculum, teachers must have knowledge about the curriculum. If teachers understand this curriculum, we can apply it in teaching English. Currently, we can get information about this curriculum through online seminars, webinars, or articles and journals on the internet. But in practice, we still experience many difficulties that must be faced."

"To understand the stages of learning in implementing the Merdeka

curriculum, we continue to search and learn more about this curriculum."

To implement the cognitive domain in utilizing the stages of the Merdeka curriculum learning, teachers make several efforts, such as continuously searching for information on the internet. This will enrich their knowledge of the objectives of the Merdeka curriculum.

Teachers apply cognitive skills to carry out assessment in English subjects. The following statements from teachers explain further:

"Yes, we are aware that the assessment in this curriculum has some differences, such as formative, summative, and diagnostic assessments. However, all aspects of assessment must cover 25% of the project assessment."

The objectives of the Merdeka curriculum in teaching English, according to the teachers' assumptions, are as follows:

"The aim of the Merdeka curriculum in English is to improve the quality of English teaching with several innovations in the learning process. For example, by involving more English skills and project assessment techniques."

"The aim of this curriculum is to create innovation in English learning and teaching. Students can work on projects in learning, giving teachers more opportunities to increase credibility and capacity in teaching."

Based on the interview results above, the purpose of the Merdeka curriculum in English subjects is to optimize English teaching with several developments in the teaching and learning process. This

curriculum increases student involvement in learning, both inside and outside the classroom, for example through project assessment techniques and improving English skills. This makes English teaching newer and more innovative. Students can create learning projects, giving teachers more flexibility to improve their credibility and teaching capacity.

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

"One of the principles in learning English in the Independent Curriculum is that learning is an active process. Through active learning, students learn to understand concepts by dealing with cognitive conflicts, reflection, and metacognition from their own experiences and those of others. The learning process involves the search for meaning, where students actively construct meaning from learning activities. Knowledge is constructed not only individually but also socially through interactions with others. In this case, pre-service teachers have not previously understood the principles of the independent curriculum because they are still experiencing problems in this regard."

So, teachers understand the principles of the Merdeka curriculum. However, in practice, pre-service teachers still have difficulty in developing the concept of the Merdeka curriculum and face difficulties in learning activities. To build knowledge, educators need to be active, understand student development theory, and have an understanding of learning theory. It is important to always

conceptualize learning in relation to what has been learned previously. Learning must be done in depth by accumulating knowledge, not by rushing from one topic to the next. Learning is a reflection of real-world experiences.

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

"In teaching and learning English subjects, various assessments are used in this curriculum, including diagnostic, summative, formative, and project assessments. For diagnostic purposes, I usually give a pre-test to identify areas of weakness and student understanding. Summative assessments are conducted at the end of the semester, while formative assessments are integrated into daily exercises and mid-term evaluations." This is following what is stated in the ATP Pre-service teacher. where pre-service teachers conduct summative and formative assessments during the PPL period.

Teachers integrate the affective domain into the implementation of Medea curriculum objectives when teaching English. This is in accordance with the interview results:

"We integrate the affective domain into the implementation of the Merdeka curriculum objectives when teaching English by analyzing the objectives based on the Learning Objective Flow (ATP) and Teaching Module (MA) as a learning plan. This function is related to the syllabus and provides values related to the objectives, whether they are appropriate or not."

"We implement the objectives of the English subject by paying attention to the needs in learning or based on the situation in learning. However, it is still difficult for us to integrate the appropriate needs into the learning device. It is not uncommon for us to ask for advice from the supervising teacher."

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"

"We will analyze and give some respond about the achieving of learning will be implement in teaching and learning process"

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:

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

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

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. "

"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"

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:

"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.

"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.I take into account the capacity of students to learn. Typically, we used formative and summative assessment until we knew.

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"

"I used the objective as indicators of teaching and learning activities and a way to achieve it."

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."

"It is as a changing for developing students' skill in English subject"

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. Challenges faced by pre-service teachers in implementing the the Merdeka curriculum in teaching English at SMAN 01 Rejang Lebong

Implementing the Merdeka Curriculum began with the change of ministers, driven by learning loss due to the COVID-19 pandemic. Additionally, it was motivated by the need to meet student needs and educational targets. In response, the Minister introduced a new policy with curriculum changes. Respondents say this curriculum change has posed some difficulties, particularly for 2020 English students. They studied the 2013 curriculum in their theoretical lectures, but during their teaching practice program, they used the Merdeka Curriculum.

Respondents reported experiencing several challenges with the implementation of the Merdeka Curriculum, such as a) Difficulty in designing teaching modules, b) Difficulty in managing the class, c) Lack of knowledge about the Merdeka Curriculum, d) Inadequate preparation before teaching in lesson implementation, e) Difficulty in creating teaching media, f) Lack of IT facilities at school and limited understanding of IT.

Table 4.1
Challenges Faced by Pre-Service Teachers in Implementing Merdeka Curriculum

Pre-Service Teachers	Challenges In Implementing Merdeka Curriculum
Pre-Service Teacher 1	1. Challenging to develop teaching tools (CP and ATP) 2. Difficulty in managing the class during learning, especially managing time. 3. Lack of understanding regarding the Merdeka curriculum. 4. Preparation of prior knowledge to respond effectively to student questions. 5. Limited school facilities such as a lack of LCD projectors
Pre-Service Teacher 2	1. Challenging for pre-service teachers especially modules to create effective, relevant teaching tools. 2. Match the activities that have been designed with time and situations that occur in the field. 3. Lack of understanding of the concept of Merdeka curriculum. 4. Lack of readiness skills or self-preparation in conducting class learning.

		5. Lack of IT facilities. Have difficulty playing videos and using learning applications while teaching

a) **Difficulty in designing teaching tools**

Since the first time, several students majoring in English from the class of 2020 implemented the Merdeka Curriculum, respondents such as Respondent 1 experienced difficulties in creating teaching tools (CP, and ATP) in the Merdeka Curriculum. This is quite relevant considering that the class of 2020 English Language Education students only studied the 2013 curriculum in curriculum and learning design courses. Meanwhile, when PPL used the Merdeka curriculum. As Respondent 1 stated:

"I have difficulty designing teaching tools, especially CP and Modules as a whole, because in class we use the K13 curriculum, while in PPL (Practical Field Experience) we use the Merdeka Curriculum.

Based on the explanation above, Respondent 1 was shocked by the change in curriculum, where the practice and theory he received were very contradictory, making him confused about making teaching tools based on the new curriculum. On the other hand, Respondent 2 experienced difficulties in designing teaching modules, especially in including learning methods that were suitable for students. As Respondent 2 stated:

"The challenges I faced mainly revolved around creating effective and appropriate teaching modules, especially when designing them for the learning methods section. I have difficulty understanding the specific

methods used in independent curricula, such as how to apply PBL methods, etc"

Respondent 2 mentioned his struggles in creating teaching modules, especially in adapting the learning methods section. For example, Respondent 2 admitted that he did not fully understand the method recommended in the Independent Curriculum which emphasizes student activity. In particular, he faced challenges in understanding how to apply methods such as PBL, especially in the context of English language learning.

b) Difficulties in Classroom management

Classroom management is a crucial factor supporting the successful implementation of the teaching and learning process. During their teaching practices with the Merdeka Curriculum, Respondent 1 and Respondent 2 encountered challenges in classroom management, particularly in executing activities outlined in the teaching modules and effectively managing time during the learning process, as they expressed:

Respondent 1 stated, *"For me, the difficulty lies in class management in adjusting the time according to what has been planned because sometimes we as pre-service teachers don't know what will happen in the field or the classroom because, in reality, the activities we have planned can be different from what is applied during the implementation of learning."*

Respondent 2 stated, *"I think the main challenge is how to organize the activities that have been designed with the time and situations that occur in the field, whether the activities we design are appropriate to events in the field. For example, yesterday I was busy explaining the material in the core activity, so I forgot to provide assessments or questions in the final activity."*

Based on the aforementioned statements, Respondent 1 and Respondent 2 encountered challenges in classroom management, particularly during the implementation of planned activities. These challenges arise due to discrepancies in allocated time for each segment, including pre-activities, activities themselves, and post-activities. Moreover, external factors, such as prolonged explanations of materials to students, sometimes impede the subsequent activities as the allocated learning time elapses.

c) **Lack of pre-service teacher knowledge of the Merdeka curriculum**

In the implementation of the Merdeka Curriculum, many prospective teachers still struggle to grasp its nuances. This knowledge gap arises because the theoretical insights they receive significantly differ from their practical experiences. The sudden introduction of this curriculum change presents a formidable challenge for pre-service English teachers who are navigating the Merdeka Curriculum for the first time, as articulated by Respondent 1 and Respondent 2:

R1 mentioned, *"I find it challenging to comprehend the conceptual framework and application of the Merdeka Curriculum in teaching. This curriculum is entirely new to me."*

Respondent 2 added, *" I also encounter difficulties in understanding the novel concepts within the Merdeka Curriculum. For instance, during PPL, I learned that while the 2013 English Curriculum focused on four skills (listening, reading, speaking, and writing), the Merdeka Curriculum expanded to encompass six skills (listening, reading, speaking, writing, viewing, and presentation). Consequently, I must invest additional effort in understanding how these skills integrate into the instructional materials."*

Based on the statements above, Respondent 1 expressed difficulty in understanding new terms associated with the Merdeka Curriculum, which caused some confusion due to her lack of prior experience with its implementation. Meanwhile, Respondent 2 indicated her limited familiarity with the Merdeka Curriculum, particularly in English language education. For instance, the inclusion of two additional skills—viewing and presenting—was a notable change from the 2013 curriculum, which previously focused solely on listening, reading, speaking, and writing.

d) Preparation Before Teaching

Before carrying out learning, teachers must adequately prepare the materials and tools needed for the learning process. Therefore, readiness skills are very important for teachers. Lack of preparation can lead to various challenges, such as insufficient knowledge of the subject matter or inadequate provision. In the application of certain teaching methods in the classroom. Respondent 1 and Respondent 2 experienced difficulties regarding pre-service teacher preparation skills, as expressed:

Respondent 1 stated, *"Before entering the class, I was faced with the need to have comprehensive knowledge about the material I was teaching. When students ask about the content, I must be ready to provide a detailed explanation. Therefore, thorough preparation and prior knowledge are essential to responding effectively to student questions. For example, during a recent simple present tense lesson, I had difficulty explaining concepts due to lack of understanding."*

Respondent 2 explained: *"I also find it difficult to prepare myself to apply certain methods. In contrast to the previous 2013 Curriculum which relied more on textbooks, the Merdeka Curriculum demands the active creation of learning media that are interesting and innovative, and in line with the chosen method. This approach aims to increase student satisfaction and participation in classroom learning."*

Based on the aforementioned statement, Respondent 1 encountered challenges in preparation, particularly in comprehending the material thoroughly before teaching, which significantly impacted their ability to

respond to student inquiries effectively. Enhanced preparation and a deeper understanding of the teaching materials facilitate more informed responses to student queries.

Meanwhile, Respondent 2 faces difficulties in preparing tools and materials for implementing specific methods within the Merdeka Curriculum, which emphasizes student engagement. Consequently, she feels compelled to design activities that actively involve students.

e) **Lack of Supporting Facilities**

In facilitating effective learning, adequate support from facilities and infrastructure plays a pivotal role in achieving educational success. Pre-service teachers encountered challenges with the school's facilities, particularly when using LCD projectors. They expressed:

Respondent 1 mentioned, *"The main technological hurdle is the limited availability of LCD projectors. We often need to share them with other teachers."*

Respondent 2 noted, *"I experienced issues with the availability and functionality of school LCD projectors. There were instances where projectors were either unavailable or malfunctioning. Moreover, teachers often need to bring their power outlets when using projectors or displaying PowerPoint presentations. Apart from that, teachers have difficulty playing videos and using learning applications while teaching English."*

Based on the statement above, pre-service teachers reported experiencing problems with the availability of facilities at their schools. They experience problems such as not having many projectors available

so they have to take turns with other teachers often the projectors don't work so they can't display images properly and limited cable sockets so they need to bring personal sockets from home.

Based on the findings presented in the table, There are Pre-service teacher who encountered difficulties in designing teaching modules and faced limitations in IT facilities, impacting their teaching and learning processes. Others struggled with creating teaching materials, managing classroom time according to designed lesson plans, and understanding the concept of an independent curriculum, along with inadequate preparation before lessons.

a. **DISCUSSION**

A. **Pre-teachers Understanding the Merdeka curriculum in Teaching English at SMAN 01 Rejang Lebong**

In the context of educational theory, the cognitive domain pertains to the mental processes involved in learning, such as thinking, understanding, and problem-solving. This domain emphasizes the ability to recall, reproduce, and apply learned material, and extends to more complex cognitive activities such as synthesizing new ideas and demonstrating creative thinking. Within the framework of the independent curriculum, the cognitive domain is integral to setting educational objectives, achieving learning outcomes, adhering to curriculum principles, and evaluating student performance.[34] Evidence from interviews with pre-service teachers suggests that while these educators can articulate theoretical aspects of the cognitive domain and its application within the independent curriculum, there remains a gap in their practical understanding and implementation.

The affective domain, on the other hand, concerns the emotional aspects of learning, including how individuals manage feelings, values, and attitudes.[35] This domain encompasses a range of activities from accepting and responding to new ideas and phenomena, to assessing and organizing values, and embodying consistent behavior based on

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[34] 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

internalized values. The principles of the affective domain are crucial for achieving the goals of the independent curriculum, influencing both the learning process and student engagement. The findings indicate that pre-service teachers exhibit a partial grasp of the affective domain's role and application within the curriculum, suggesting a need for further development in integrating emotional and motivational aspects into their teaching practice.

The psychomotor domain relates to physical skills and motor coordination, encompassing a range of abilities from basic perception to complex physical responses and adaptations. The domain is structured across six levels: perception, set, directed response, mechanism, complex open response, adaptation, and origin. The psychomotor domain's relevance to the independent curriculum is evident in its application to learning objectives, teaching practices, and assessment methods. Current findings reveal that pre-service teachers demonstrate a theoretical and practical understanding of psychomotor aspects, as evidenced by both interview responses and the ATP (Assessment, Teaching, and Planning) documents they produce. This indicates a commendable grasp of how physical skills and coordination are integrated into the curriculum, reflecting an alignment between theoretical knowledge and practical application.

1. **Challenges faced by pre-service teachers in implementing the Merdeka curriculum in teaching English at SMAN 01 Rejang Lebong**

a) **Designing teaching tools**

Teaching tools as a crucial tool prepared by teachers, including pre-service teachers, before classroom teaching and learning activities. In the process of designing teaching modules, pre-service teachers often encounter challenges and confusion due to the novelty of the Merdeka Curriculum, as highlighted by the experience of Pre-Service Teacher 1. This data is substantiated by the research findings of Ningsih & Adnan.[36] Pre-service English teachers encounter numerous challenges, particularly in designing teaching tools, due to their unfamiliarity with the Merdeka Curriculum. During their micro-teaching programs, they predominantly focus on the 2013 Curriculum, despite needing to implement the Merdeka Curriculum in actual classroom settings. This abrupt transition necessitates adaptation on their part.

Moreover, in designing teaching tools, pre-service teachers struggle with formulating teaching modules that incorporate effective learning methods and engaging activities. This challenge is underscored by the ongoing debate among educators regarding the selection of optimal teaching techniques to foster enjoyable learning experiences and active student participation (Wiguna & Tristaningrat.)[37]

According to Wahyuni,[38] Incorporating differentiated teaching methods, such as problem-based learning and project-based learning tailored to individual student preferences, enhances overall learning

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[36] "Ningsih, L.K., & Adnan, A. (2023). Challenges Faced by English Student Teachers on Implementing Merdeka Curriculum during the Teaching Practicum Program. Journal of English Language Teaching, 12(2), 435-440."

[37] Wiguna and Tristaningrat, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar."

[38] Ayu Sri Wahyuni, "Literature Review."

outcomes. Pre-Service Teacher 1 and Pre-Service Teacher 2 specifically cite difficulties in discerning which techniques are endorsed by the Merdeka Curriculum and effectively motivating student engagement.

b) **Classroom management**

Effective class management includes the ability of teachers to initiate and conclude the learning process within designated timeframes. According to Fitra & Triarina, time constraints pose a challenge for English teachers when implementing lesson plans under the Merdeka Curriculum.[39] This challenge is evident in the experiences of Pre-Service Teacher 1 and Pre-Service Teacher 2 who encounter difficulties adhering to time limits during instructional sessions. Despite designing activities aligned with predetermined schedules, they often find themselves overly engaged in specific tasks, such as providing comprehensive motivation during pre-activities, extending explanations during active learning phases, or allocating excessive time in post-activity assessments.

c) **Lack of pre-service teacher knowledge of the Merdeka curriculum**

The lack of knowledge and skills among teachers is identified as a significant barrier hindering the implementation of the Merdeka Curriculum in Indonesia. This curriculum emphasizes student-centered learning, posing challenges for teachers to adapt effectively.[40] Similar

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[39] *Fitra, S., & Tiarina, Y. (2023). An Analysis of English Teachers' Challenges in Implementing Merdeka Curriculum at Sman 3 Solok Selatan. Journal of English Language Teaching, 12. (3): Pp. 794-803.*, n.d.

[40] Pudji Lestiyani, "Analisis Persepsi Civitas Akademika Terhadap Konsep Merdeka Belajar Menyongsong Era Industri 5.0," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 6, no. 3 (November 6, 2020): 365, https://doi.org/10.33394/jk.v6i3.2913.

challenges were noted by Pre-service teacher 1 and Pre-service teacher 2, who expressed difficulties in understanding the concepts and practical applications of independent learning, including changes in terminology and instructional components. This finding aligns with Damayanti et al.[41], who identified various factors contributing to teachers' challenges in implementing the Merdeka Curriculum, particularly their insufficient understanding of its structure and educational concepts.

d) Preparation Before Teaching

According to Permendiknas No. 16 of 2007, teacher competency encompasses a spectrum of behaviors, skills, and knowledge that educators must possess, master, and embody to effectively fulfill their professional duties. Preparation before conducting learning involves equipping teachers with essential knowledge, effective instructional delivery strategies, and techniques to ensure an engaging classroom environment.

The study's findings indicate that Pre-Service Teacher 1 encountered challenges in implementing the Merdeka Curriculum during teaching and learning processes, stemming from personal factors such as insufficient mastery of teaching materials. This aligns with Rasam et al. that a teacher's proficiency in organizing and delivering instructional content systematically, adapting to student developmental stages, and aligning with educational requirements, conditions, and resources,

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[41] Damayanti et al., "Subcutaneous Fat Thickness with HDL and LDL Levels in Overweight Female Student."

significantly influences student performance outcomes.[42] Furthermore, teachers must tailor their instruction to match students' comprehension levels and readiness, employing engaging learning strategies. Pre-Service Teacher 2 expressed difficulties in devising engaging classroom strategies to enhance student learning enjoyment and success. This perspective is supported by Cahyati, Parmawati, & Admawidjaja, who underscored that English language teaching can enhance motivation and enjoyment, particularly when delivered in an engaging manner tailored to student needs.[43] Such approaches not only promote metalinguistic awareness and cognitive skills but also foster appreciation for diverse cultures. Thus, teachers play a pivotal role in cultivating a positive emotional learning atmosphere in the classroom.

e) **Lack of Supporting Facilities**

The integration of technology in classrooms enhances learning support, indirectly aligning with the Passive, Creative, Effective, and Fun learning methodology. However, teachers face challenges in implementing the Merdeka Curriculum due to inadequate IT facilities, crucial for its success. Damayanti identified facility readiness as a significant obstacle in Merdeka curriculum implementation.[44] Pre-Service Teacher 1 and Pre-

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[42] Fadli Rasam, Ani Interdiana Candra Sari, and Elin Karlina, "PERAN KOMPETENSI DALAM MENINGKATKAN KINERJA GURU DI SMA JAKARTA SELATAN," *Research and Development Journal of Education* 6, no. 1 (October 18, 2019): 41, https://doi.org/10.30998/rdje.v6i1.4371.

[43] *Cahyati, S. S., Parmawati, A., & Admawidjaja, N. S. (2019). Optimizing English Teaching and Learning Process to Young Learners (A Case Study in Cimahi). Journal of Education Experts , 108.*, n.d.

[44] Damayanti et al., "Subcutaneous Fat Thickness with HDL and LDL Levels in Overweight Female Student."

Service Teacher 2 reported difficulties with school-provided technology, such as shortages of LCD/projectors, cables, and the need to bring personal sockets, findings supported by Nurkholidha et al. Schools must increase infrastructure availability to facilitate effective teaching and learning processes, ensuring smooth implementation of technology in lesson planning.[45] Additionally, teachers sometimes struggle to provide clear instructions for using technology applications due to inadequate preparation, as seen in Albaba.[46], Teachers play a crucial role in facilitating student learning with technology, ensuring digital resources are accessible and appropriate, thereby enhancing usability for students' learning needs and levels.

Based on the description above, the researcher concluded that in cognitive understanding, prospective teachers have a good understanding. However, in the affective category, prospective teachers still do not understand well. While in the psychomotor category, prospective teachers also have a good understanding. Related to the third category of understanding in the implementation of independent curriculum from the perspective of prospective teachers, it can be concluded that teachers understand several concepts of independent curriculum well through theory. However, in practice, prospective teachers still face various

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[45] *Nurkholidha, P., Khanza, R. P., Alyamar, U. U., & Mukhlis, M. Hambatan Guru Bahasa Indonesia SMAN 6 Pekanbaru Dalam Menerapkan Kurikulum Merdeka. JURNAL TUAH: Pendidikan Dan Pengajaran Bahasa, 5(1), 54-63.*, n.d.

[46] Rekha Ratri Julianti Syaifullah Alabba, "Survei Efektivitas Penggunaan Metode Penugasan Dalam Pembelajaran Penjas (PJOK) Selama Pembelajaran Jarak Jauh Di Madrasah Aliyah Negeri 1 Kota Bekasi (MAN)," October 31, 2021, https://doi.org/10.5281/ZENODO.5636192.

challenges in implementing an independent curriculum, namely challenges in designing learning tools, challenges in classroom management, challenges in prospective English teachers' knowledge of independent curriculum, challenges in preparing themselves before teaching, and challenges in lack of facilities and infrastructure.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion, the results of this study are as follows:

1. The results show that in the context of the Merdeka curriculum, pre-service teachers have a theoretical understanding of the cognitive, affective, and psychomotor domains, but there are gaps in their practical application. Although they can explain the principles of the cognitive and psychomotor domains, their understanding and integration of the affective aspect still need to be improved. The findings also indicate that pre-service teachers show a good understanding of the psychomotor domain both in theory and practice, but still face challenges in implementing the cognitive and affective domains effectively in teaching.

2. The Challenges faced by pre-service English teachers in implementing the Merdeka curriculum when teaching practice are as follows: a) the difficulties in designing teaching tools, b) pre-service English teachers' difficulties in classroom management, c) lack of knowledge of pre-service English teachers on the Merdeka curriculum, d) the ability of pre-service English teachers to prepare themselves before lesson implementation, e) the lack of facilities.

5.2 Suggestion

1. **For Pre-Service Teachers**

   Pre-service teachers are expected to improve their understanding of the affective aspect by attending training or workshops and seeking information from various sources focusing on interpersonal skills. Pre-service teachers also need to continue practicing in designing effective learning tools through related seminars and courses. In addition, overcoming classroom management challenges can be done by observing experienced teachers and conducting simulations and role-playing to prepare themselves before teaching.

2. **For Schools**

   Schools are expected to provide more training and workshops to improve the effective understanding of prospective teachers. In addition, schools should also provide adequate facilities and resources to support the development of effective learning tools. Improvements in classroom management can also be achieved by providing support and guidance from experienced teachers to prospective teachers, as well as providing simulation and role-playing programs as part of teaching preparation.

3. **Further Researcher**

   Further researchers are expected to conduct more in-depth research related to the implementation of independent curricula, especially in understanding the affective aspects of prospective teachers. Further research also needs to focus on practical solutions to overcome challenges in designing learning tools, classroom management, and teaching

preparation. In addition, exploring the influence of facilities and infrastructure on learning effectiveness will also provide more comprehensive insights.

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APPENDIX

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 : 517 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing 1 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 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1.	Permohonan Saudara Ummi Hidayati tanggal 8 Juli 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
	2.	SK Pembimbing Lama nomor 749 tahun 2023 tanggal 14 Desember 2023

M E M U T U S K A N :

Menetapkan

Pertama	: 1.	Dr. Prihantoro, SS,. M.Pd	19750820 200801 1 004
	2.	Sarwo Edy, M.Pd	19810607 202321 1 011

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing 1 dan II dalam penulisan skripsi mahasiswa :

N A M A	:	Ummi Hidayati
N I M	:	20551071
JUDUL SKRIPSI	:	Understanding the Merdeka Curriculum; Perspective from Pre – Service Teachers'

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing 1 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 10 Juli 2024
Dekan,

Sutarto

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

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 : 519 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 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 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1.	Permohonan Saudara Ummi Hidayati tanggal 8 Juli 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
	2.	SK Pembimbing Lama nomor 749 tahun 2023 tanggal 14 Desember 2023

M E M U T U S K A N :

Menetapkan		
Pertama	: 1.	Dr. Prihantoro, SS,. M.Pd 19750820 200801 1 004
	2.	Sarwo Edy, M.Pd 19810607 202321 1 011

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing 1 dan II dalam penulisan skripsi mahasiswa :

NAMA   :   Ummi Hidayati
NIM   :   20551071
JUDUL SKRIPSI :   Understanding the Merdeka Curriculum; Perspective from Pre – Service Teachers'

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing 1 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 10 Juli 2024
Dekan,

Sutarto

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

A. Lampiran Transkrip Hasil Wawancara 1

Transkrip Wawancara – Pre Service Teacher Understanding in Implementing

Merdeka Curriculum in Teaching English In SMAN 01 Rejang Lebong

   Wawancara dengan : Pre Sercice Teacher A

   Hari/Tanggal   : Senin, 15 Juli 2024

   Pukul   : 16.00 WIB

Penanya : Assalamu'alaykum, selamat siang kak. Sebelumnya terima kasih karena kakak

sudah meluangkan waktu untuk sesi wawancara. Mungkin langsung saja ya kak

ke pertanyaan?

Informan : Wa'alaikumussalam, iya sama-sama. Baiklah.

Researcher : Apakah anda mengalami tantangan dalam menerapkan CP ke dalam tujuan pembelajaran di dalam Kurikulum Merdeka ?

Informan : Iya, saya mengalami tantangan karena seperti yang diketahui sistem kurikulum yang sekarang dengan kurikulum yang sebelumnya sudah berubah, tentu saja perangkat ajar juga berubah. Teaching tools menjadi salah satu kesulitan saya, karena pada saat perkuliahan dikelas kami diajarkan perangkat ajar kurikulum sebelumnya namun ketika di lapangan pada saat PPL dihadapkan dengan kurikulum merdeka.

Researcher : Apakah Anda merasa kesulitan dalam mengelola keragaman kemampuan, latar belakang, dan kebutuhan siswa ketika merencanakan

pembelajaran bahasa Inggris dalam Kurikulum Merdeka? Bagaimana Anda mengatasi tantangan-tantangan ini?

Informan : Iya, menurut saya ini termasuk kedalam classroom management dimana harus mengatur kelas agar tetap kondusif dan berjalan dengan semestimya. Kemampuan dan latar belakang siswa yang berbeda membuat kita sebagai guru perlu membagi perhatian kepada murid. Hal ini juga penting bagi kita untuk merencanakan segala sesuatu sebelum dibawa ke kelas supaya pembelajaran dapat di aplikasikan dengan baik.

Researcher : Pernahkah Anda menghadapi tantangan dalam menemukan sumber daya atau contoh yang tepat untuk menerapkan pembelajaran yang berbeda di kelas bahasa Inggris Anda berdasarkan Kurikulum Merdeka?

Informan : Kalau hal itu, sejauh ini tidak ada. Karena untuk sumber dan contoh dalam penerapan pembelajaran di kurikulum Merdeka saya sering mencari sumber dan contoh di internet, sehingga memudahkan kita saat mengajar.

Researcher : Apakah sarana dan prasarana sekolah yang tidak memadai mempengaruhi perencanaan pembelajaran bahasa Inggris dalam Kurikulum Merdeka? Bisakah Anda membagikan contoh spesifik?

Informan : Sarana dan prasarana di sekolah tempat saya PPL sudah cukup baik dan memadai, sarana dan prasarana nya juga mensupport untuk pembelajaran bahasa inggris. Seperti ada ruang seperti bioskop yang bisa kita gunakan untuk menonton film. Saya pernah menggunakannya ketika pada pembelajaran teks narrative saya meminta anak-anak menonton film fairy tale saat itu.

R : Apakah keterbatasan pengetahuan sebelumnya dan materi pembelajaran yang tersedia mempengaruhi perencanaan pembelajaran bahasa Inggris Anda dalam Kurikulum Merdeka? Bagaimana Anda mengatasi keterbatasan ini?

I : saya kesulitan dalam menerapkan konsep kurikulum merdeka, termasuk dari segi materi pembelajaran dan juga pengetahuannya. Hal ini lagi-lagi dikarenakan saya belum mempelajarinya sewaktu di bangku kuliah. Cara saya mengatasi nya, tentu saja dengan mencari sumber melalui internet dan website merdeka curriculum serta bertanya dan berdiskusi kepada guru pamong.

R : Apakah Anda kesulitan dalam mengkonstruksi dan mengakomodasi pertanyaan terbuka yang merangsang berpikir kritis siswa dalam bahasa Inggris sebagai bagian dari Kurikulum Merdeka? Bagaimana Anda mengatasi tantangan ini?

I :Kalau berkaitan dengan pertanyaan terbuka yang kritis, saya tidak kesulitan. Dikarenakan saya selalu menanyakan pertanyaan pemantik diawal dan saya selalu mengeksplorasi dari satu pertanyaan ke pertanyaan lainnya.

R : Apakah pemahaman Anda tentang psikologi siswa yang kurang mempengaruhi manajemen dan dukungan Anda di kelas bahasa Inggris dalam Kurikulum Merdeka? Bagaimana Anda menangani situasi seperti ini?

I : Tentu saja, karena setiap anak berbeda karakter dengan anak lainnya. Oleh karena itu penting sekali untuk memahamik psikologi setiap anak. Dan ini menjadi keuslitan tersendiri bagi saya, dikarenakan harus melakukan persiapan yang matang sebelum pembelajaran dan mengahdapi karakter anak yang berbeda-beda. Terlebih lagi di kurikulum Merdeka pembelajaran berbasis project learning sehingga penting sekali bagi kita untuk memahami psikologi anak dalam belajar.

R : Apakah Anda menghadapi tantangan dalam menerapkan paradigma penilaian yang sejalan dengan prinsip Kurikulum Merdeka untuk pengajaran Bahasa Inggris? Bagaimana Anda mengatasi

I : Untuk penilaian tidak terlalu kesulitan bagi saya, saya mudah memahaminya karena kemarin dibantu dengan guru pamong saat berdiskusi perihal penilaian siswa di kurikulum mereka.

R : Apakah Anda merasa kesulitan untuk mengidentifikasi dan mengevaluasi proses pembelajaran yang efektif di kelas bahasa Inggris Anda berdasarkan Kurikulum Merdeka? Bagaimana Anda mengatasi tantangan ini?

I : Tidak, karena lagi-lagi hal semacam ini dapat saya atasi dengan bertanya dan berdiskusi kepada guru pamong. Dan guru pamong saya membantu saya dengan memberikan contoh yang dapat saya contoh dalam membuat penilaian dan evaluasi proses pembelajaran pada kurikulum merdeka.

R : Pernahkah Anda mengalami kendala dalam mengelompokkan siswa berdasarkan kesiapan belajar bahasa Inggris, mengingat jumlah siswa yang banyak dan terbatasnya ruang kelas dalam Kurikulum Merdeka? Bagaimana Anda menangani tantangan-tantangan ini?

I : Kendala dalam mengelompokkan siswa bagi saya tidak ada, karena di SMAN 01 Rejang Lebong sendiri. Dalam menentukan kelas siswa. Itu sudah dikelompokan berdasarkan kemampuannya, sehingga saya sebagai guru yang mengajar hanya perlu mengetahui tingkatan kelas mereka. Contohnya, seperti kelas A memiliki SDM yang lebih mumpuni yang berarti jikalau menhgajar dikelas tersebut guru hanya perlu menjelaskan secara singkat kemudian siswa lebih banyak eksplorasi.

Nah, disini tugas guru hanya menjadi pemandu dalam belajar menggunakan kurikulum merdeka. Namun, jikalau dikelas tingkat bawah, guru harus mengajar dengan lebih extra seperti dalam menjelaskan sesuatu serta memberi instruksi. Disini peran guru, berperan sebagai pemandu dan juga motivator karena selain memandu siswa belajar, juga memotivasi siswa dalam belajar.

R : Apakah kurangnya alokasi waktu pada setiap pelajaran bahasa Inggris mempengaruhi proses penilaian dan pelaksanaan kegiatan pembelajaran pada Kurikulum Merdeka? Bagaimana Anda menangani hal ini?

I : Ya, ini menjadi kesulitan yang cukup sering terjadi juga dikelas saya. Dikarenakan, rencana pembelajaran di Modul dan ATP yang sudah kita susun serapih dan sedetail mungkin bisa saja terhambat didalam kelas dengan adanya aktivitas lainnya. Karena dalam kurikulum merdeka siswa dituntut lebih aktif dengan adanya learning project, jadi terkadang time management nya tidak teratur. Karena kadang dalam learning activity sering berlebih waktunya. Hal saya dalam menangani hal ini, saya lebih mendahulukan hal hal yang harus disampaikan sesuai perangkat ajar, sehingga untuk learning project apabila kekurangan waktu bisa dilakukan kembali pada pertemuan selanjutnya, atau dijadikan tugas rumah.

R : Apakah Anda merasa memerlukan pelatihan dan pengembangan yang lebih spesifik terkait penerapan Kurikulum Merdeka untuk pengajaran Bahasa Inggris? Bagaimana Anda mengatasi kebutuhan ini?

I : Ya, saya merasa sangat perlu. Karena kita ketahui kurikulum Merdeka merupakan kurikulum baru yang perlu banyak penyesuaian di dalamnya. Oleh karenanya penting untuk mengikuti pelatihan atau workshop kurikulum merdeka.

Terlebih lagi bagi Pre-service teacher yang baru dihadapkan oleh kurikulum ini semasa praktik mengajar.

R ; Apakah Anda menghadapi tantangan dalam mengadaptasi dan memanfaatkan teknologi secara efektif dalam pengajaran bahasa Inggris sebagai bagian dari Kurikulum Merdeka? Bagaimana Anda mengatasi tantangan ini?

I : Iya, Sangat sering, karena fasilitas untuk menampilkan video ataupun PPT (Proyektor) jumlah nya masih terbatas. Jadi setiap guru harus bergantian dalam memakai fasilitas tersebut. Oleh karenanya, seringkali untuk media ajar saya memakai cara manual yang di adaptasi dari materi di buku ajar.

B. Lampiran Transkrip Hasil Wawancara 2

Transkrip Wawancara – Pre-Service Teacher Understanding in Implementing

Merdeka Curriculum in Teaching English In SMAN 01 Rejang Lebong

Wawancara dengan : Pre Service Teacher B

Hari/Tanggal   : Senin, 15 Juli 2024

Pukul   : 18.45 WIB

Penanya : Assalamu'alaykum, selamat malam kak. Sebelumnya terima kasih karena

kakak sudah meluangkan waktu untuk sesi wawancara. Mungkin langsung saja ya

kak ke pertanyaan?

Informan : Wa'alaikumussalam, iya sama-sama.Okee.

Researcher : Apakah anda mengalami tantangan dalam menerapkan CP ke dalam

tujuan pembelajaran di dalam Kurikulum Merdeka ?

Informan : Iya, saya kesulitan dalam membuat teaching tools, terutama pada modul.

Karena struktur nya agak beda dengan K13, yang dimana kita harus menyusun

pembelajaran dengan metode yang tepat dan juga harus mengaplikasikan ke dalam

pembelajaran. Dan juga sewaktu kelas micro teaching di kampus kami mempelajari

teaching tools pada skurikulum K 13.

Researcher : Apakah Anda merasa kesulitan dalam mengelola keragaman

kemampuan, latar belakang, dan kebutuhan siswa ketika merencanakan

pembelajaran bahasa Inggris dalam Kurikulum Merdeka? Bagaimana Anda

mengatasi tantangan-tantangan ini?

Informan : Iya, saya rasa permasalahan utama nya dari menorganizir kelas. Mulai dari aktivitas pembelajaran dengan pertimbangan waktu dan situasi . saya pernah dalam satu waktu mengalami kesulitan dalam memanage kelas, contohnya pada saat itu, saya sibuk menjelaskan materi pembelajaran dan siswa semangat dengan materinya, sehingga saya melupakan penilaian yang biasa saya lakukan seperti kuis atau aktivitas penilaian lainnya.

Researcher : Pernahkah Anda menghadapi tantangan dalam menemukan sumber daya atau contoh yang tepat untuk menerapkan pembelajaran yang berbeda di kelas bahasa Inggris Anda berdasarkan Kurikulum Merdeka?

Informan : Tidak pernah, karena bagi saya untuk sumber daya dan contoh ada banyak sekali di internet, youtube dan platform lainnya.

Researcher : Apakah sarana dan prasarana sekolah yang tidak memadai mempengaruhi perencanaan pembelajaran bahasa Inggris dalam Kurikulum Merdeka? Bisakah Anda membagikan contoh spesifik?

Informan :Sara dan prasarana masih ada yang kurang memadai dan harus dilengkapi lagi, seperti contohnya untuk Infocus masih kekurangan, kabel panjang juga, terkadang guru harus membawa dari rumah. Padahal kita tahu bahwa hal semacam ini sangat penting..

R : Apakah keterbatasan pengetahuan sebelumnya dan materi pembelajaran yang tersedia mempengaruhi perencanaan pembelajaran bahasa Inggris Anda dalam Kurikulum Merdeka? Bagaimana Anda mengatasi keterbatasan ini?

I : saya kesulitan dalam menerapkan konsep kurikulum merdeka, karena pada saat di bangku kuliah kami diajarkan mendalam mengenai beberapa hal penting di

kurikulum 2013 namun pada saat PPL kami dihadapkan dengan Kurikiulum Merdeka, yang pasti saja menajadi kesulitan tersendiri bagi kami untuk mempelajari nya secara tiba-tiba. Namun cara saya mempelajarinya yakni dengan cara learning by doing saja.

R : Apakah Anda kesulitan dalam mengkonstruksi dan mengakomodasi pertanyaan terbuka yang merangsang berpikir kritis siswa dalam bahasa Inggris sebagai bagian dari Kurikulum Merdeka? Bagaimana Anda mengatasi tantangan ini?

I : Tidak karena kalau pertanyaan yang merangsang siswa berpikir kritis saya selalu melakukannya di awal kelas

R : Apakah pemahaman Anda tentang psikologi siswa yang kurang mempengaruhi manajemen dan dukungan Anda di kelas bahasa Inggris dalam Kurikulum Merdeka? Bagaimana Anda menangani situasi seperti ini?

I : Tentu saja, dalam satu kelas karakter mereka berbeda-beda, sehingga penting bagi guru untuk memahaminya. Biasanya cara saya menghadapi psikologi siswa ytang kadang berbeda-beda saya sering mengajak ice breaking.

R : Apakah Anda menghadapi tantangan dalam menerapkan paradigma penilaian yang sejalan dengan prinsip Kurikulum Merdeka untuk pengajaran Bahasa Inggris? Bagaimana Anda mengatasi

I : Tidak ada, karena saya kemarin lembar penilaian di serahkan oleh pamong dan hanya diminta mengisi sesuai kapastitas saya mengajar saja.

R : Apakah Anda merasa kesulitan untuk mengidentifikasi dan mengevaluasi proses pembelajaran yang efektif di kelas bahasa Inggris Anda berdasarkan Kurikulum Merdeka? Bagaimana Anda mengatasi tantangan ini?

I : Tidak, untuk evaluasi juga saya banyak belajar dari guru pamong, sehingga tidak terlalu menjadi kendala bagi saya.

R : Pernahkah Anda mengalami kendala dalam mengelompokkan siswa berdasarkan kesiapan belajar bahasa Inggris, mengingat jumlah siswa yang banyak dan terbatasnya ruang kelas dalam Kurikulum Merdeka? Bagaimana Anda menangani tantangan-tantangan ini?

I : Tidak ada, karena kelas yang telah di susun oleh pihak sekolah sesuai dengan kemampuan siswa-siswi , sehingga sebagi guru magang saya tidak merasa kesulitan lagi.

R : Apakah kurangnya alokasi waktu pada setiap pelajaran bahasa Inggris mempengaruhi proses penilaian dan pelaksanaan kegiatan pembelajaran pada Kurikulum Merdeka? Bagaimana Anda menangani hal ini?

I : Ya, ini menjadi kesulitan bagi saya. Karena kadang time manajemen yang tidak tepat melewatkan segalanya. Cara saya mengatasi hal ini dengan cara mementingkan hal yang paling krusial terlebih dahulu dalam pembelajaran.

R : Apakah Anda merasa memerlukan pelatihan dan pengembangan yang lebih spesifik terkait penerapan Kurikulum Merdeka untuk pengajaran Bahasa Inggris? Bagaimana Anda mengatasi kebutuhan ini?

I : Ya, sangat perlu, karena saya menyadari kapasitas saya sebagai seorang guru magang yang masih sangat buta terhadap kurikulum baru ini, membuat saya kesulitan dalam memahami segalanya tanpa adanya mentor dan pelatihan formal.

R ; Apakah Anda menghadapi tantangan dalam mengadaptasi dan memanfaatkan teknologi secara efektif dalam pengajaran bahasa Inggris sebagai bagian dari Kurikulum Merdeka? Bagaimana Anda mengatasi tantangan ini?

I : Iya, seperti yang saya katakan di awal sarana dan pra sarana yang kurang memadai membuat kami kesulitan dalam mengimplementasikan teknologi, salah satunya dengan terbatasnya sarana LCD Infocus . Cara kami menanganinya yaitu dengan cara bergantian dengan guru lain jika ingin memakainya.

DOCUMENTATION

Link Video Wawancara : https://youtu.be/fpd_TuzvsBw?si=bER6koOLAq-a4OrY

https://youtu.be/PkMGEA1aCww?si=tnCsdpSSX85Nad33

BIOGRAPHY

Ummi Hidayati, the first daughter of Mr. Muntasir (Alm) and Mrs. Suhaela was born in Suka Bumi, November 26, 2001. She lives in Suka Bumi Village, Kec. Lebong Sakti, Kab. Lebong. She graduated from SDN 06 Lebong Sakti then SMP 01 Lebong Tengah and continued her studies at SMAN 01 Lebong Sakti. She graduated from high school in 2019, she was accepted as a student in the English Tadris Study Program, Faculty of Tarbiyah State Islamic Institute of Curup.

She likes everything related to literature, such as writing short stories and poetry, reading poetry and speeches. She has participated in scientific writing competitions, speech competitions, poetry creation and reading competitions, learning media competitions and other competitions. Then, thanks to her love of literature, he became the Language Ambassador for Bengkulu Province in 2023. While studying, she also actively participated in several organizations and attended various trainings. She wants to become a teacher or lecturer, she also dreams of becoming an entrepreneur, but her biggest dream is to have a opus and always be useful to the people around her.