

**THE PROCESS OF DESIGNING ENGLISH LEARNING  
MODULE IN CURRICULUM MERDEKA  
AT SMK NEGERI 2 REJANG LEBONG**

**THESIS**

This Thesis is Submitted to Fulfill the Requirement  
For 'sarjana' Degree in English Language Education



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TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE OF CURUP  
2024**

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Assalammu'alaikum warahmatullahi wabarakatuh

Setelah melakukan pemeriksaan dan perbaikan seperlunya, maka Kami berpendapat bahwa skripsi atas nama **SEPTI ARISKI PAJAR ANTIKA, 19551057** Mahasiwa IAIN curup prodi Tadris Bahasa Inggris, yang berjudul "**THE PROCESS OF DESIGNING ENGLISH LEARNING MODULE IN CURRICULUM MERDEKA AT SMK NEGERI 2 REJANG LEBONG**". Sudah dapat diajukan dalam sidang Munaqasah institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, Terima Kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

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## **PREFACE**

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title **“THE PROCESS OF DESIGNING ENGLISH LEARNING MODULE IN CURRICULUM MERDEKA AT SMK NEGERI 2 REJANG LEBONG”**

This Thesis is submitted to fulfil the requirement for “Sarjana” degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore, the researcher hopes and appreciates some criticism that intended for this research. For being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting. Research in the field.

Curup,     October 2024

The Researcher

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## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*

*Assalamualaikum warahmatullahi wabarokatuh*

All praise be to Allah SWT, who has given strength and health to the author so that he can complete this final project, This success is a priceless gift and the author is very grateful for all the help and encouragement given during this process. Without His guidance, all these achievements might not have been possible.

Shalawat and salam are always poured out to the Prophet Muhammad SAW, who is a role model for mankind. He, his family, friends, and all his people have struggled with dedication to spread the teachings of Islam, bringing us from darkness to the light of guidance.

This thesis entitled “**The Process Of Designing English Learning Module In Curriculum Merdeka At SMK NEGERI 2 Rejang Lebong**” was prepared as one of the requirements to obtain a Master’s Degree in English Study Program at IAIN Curup. In preparing this thesis, the researcher obtained a lot of valuable input, guidance, support, and motivation from various parties. On this occasion, the researcher would like to express her deepest gratitude to:

As an expression of gratitude, I dedicate this thesis to my parents, my late father Aidi Dahrul and my mother rosiban, he played a very important role in the process of completing my study program, he did not have time to experience education until the lecture bench but he was able to educate me, motivate, provide support both morally and materially so that I was able to complete his studies until his bachelor’s degree.

Furthermore, I would like to express my deepest gratitude to Dr. Prihantoro, S.S., M.Pd. as the supervisor and Mrs. Jumatul Hidayah M.Pd. as the co-supervisor, once again for all their help, guidance and direction during the process of writing this thesis. The support and direction given so far have not only made it easier for me to compile and complete this research, but also provided me with invaluable experience.

To my older sister septa efrayanti A.Md.keb and her husband Serma oktandi Pondra and do not forget my older brother sertu Argu fushen putra and his wife Feber Agustin s.kep, thank you very much for all the support so far both morally and materially, thank you also for all the motivation and support given to me so far so that I was able and could complete his studies until his bachelor's degree, hopefully Allah will replace your kindness many times over.

To my life partner who is no less important than his presence Arif Pernanda s, S.K.M., thank you for listening to my complaints and cries all this time, thank you very much for providing motivation, support, enthusiasm every day, and thank you very much for contributing a lot in writing this thesis both energy, thoughts, time, and material every day every month and every time, may Allah reward many times what has been given so far.

Finally, thank you to Septi Ariski Pajar Antika, namely myself, thank you for surviving this long and far, thank you for still choosing to try and celebrate yourself at this point, even though you often feel hopeless for what you have been trying to do so far, but thank you for remaining a human being who always tries

and is not tired of trying, thank you for deciding not to give up no matter how difficult the process of preparing this thesis is.

Finally, this researcher needs constructive suggestions to become a better researcher in the future. We hope that the results of this study can make a useful contribution to the development of education in the English Department and other schools. For acknowledgment above, and those are not mentioned, may Allah SWT gives them rewards.

Aamiin

Wassalamu'alaikum Warahmatullahi Wabarokatuh

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## ABSTRAK

**Septi ariski Pajar Antika, 2024. “The Process Of Designing English Learning Module In Curriculum Merdeka At SMK Negeri 2 Rejang Lebong”**

Advisor : Dr. Prihantoro, ss., M.Pd

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The purpose of this study is to find out the steps teachers take in designing merdeka curriculum modules and what difficulties teachers face in designing English independent curriculum modules in grade 10 of SMK NEGERI 2 Rejang Lebong. This research is a qualitative descriptive research. The methods used to collect data are interviews and documentation, the sample taken in this study is one senior English teacher who has attended training on the independent curriculum. The results of this study indicate that There are several processes that teachers go through in designing learning models based on the implementation of an independent curriculum. First, Analyzing Learners, Teachers, and Education Units in terms of Conditions and Needs, Second, Carrying out Diagnostic Assessment of Learners' Learning Conditions and Needs, Third, Identifying and Determining the Unity of the Pancasila Learner Profile to be Achieved, Fourth, Developing Learning Modules Based on the Flow of Learning Objectives. Fifth, Designing Types, Techniques, and Assessment Instruments, Sixth, Arranging Learning Modules Based on Planned Components, Seventh, Identifying Essential Components that Meet Learning Needs, Eighth, Elaborating Essential Components that Meet Learning Needs, And there are several difficulties faced by teachers in designing learning modules based on the implementation of the Merdeka Curriculum, namely: First, Identifying and selecting learning themes (topics), Second, Developing learning activities, Third, Preparing student worksheets and learning media, Fourth, Designing Merdeka Curriculum learning modules, Sixth, Differences in lesson plans K13 with Merdeka Curriculum learning modules, Seventh, Selecting and designing learning media, especially IT-based media, Comparing difficulties in developing lesson plans K13 with Merdeka Curriculum learning modules.

**Keywords:** *Curriculum merdeka, English Learning, Module Curriculum Merdeka.*

## MOTTO

*Duduk lah di depan laptop, kemudian mulai mengetik skripsi  
walau pun hanya satu kata yaitu "Pendahuluan". Jangan  
menunggu data siap agar skripsimu sempurna, karena ini hanya  
skripsi yang akan dibaca oleh pembimbing, penguji, lalu akhirnya  
ditumpuk di sudut perpustakaan yang belum tentu akan dibaca  
adik kelas. Jangan juga menunggu keadaan lebih nyaman ke depan  
akan makin tidak nyaman akibat dikejar deadline.*

*Pokoknya mulailah mengetik skripsi. Jangan takut salah.*

*Jangan takut dicorat-corét pembimbing karena tugasnya memang begitu.*

*Lulus secepat-cepatnya. Makin diundur, makin diundur makin dekat dengan drop out.*

*Selesaikan pendidikanmu, bagaimanapun keadaanya.*

*Hatimu boleh parah, matamu boleh basah, kalua Lelah istirahatlah,*

*Kalua lagi setresss ibadahnya ditingkatkan lagi.*

*Satu yang harus diingat ,jangan pernah menyerah*

*Karena orang tuamu menunggu kelulusanmu.*

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# CHAPTER I

## INTRODUCTION

### A. Background of the study

Curriculum is one of the important parts in the world of education, especially in Indonesia. In the teaching and learning process activities, the curriculum is needed as a guideline for compiling targets in the teaching and learning process, because with the curriculum it will facilitate each teacher in the teaching and learning process. In the *Merdeka* curriculum, the role of teachers is very important in the preparation of learning modules, but in reality, there are still many teachers who do not understand the techniques for compiling and developing learning modules. Teachers in education units are obliged to compile learning modules completely and systematically so that learning can take place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for ideas, creativity, and independence according to the talents, interests and physical and psychological development of students.

In preparing learning modules, the ability and productivity of a teacher is needed. This is because the learning module is one of the learning tools that is very important for the success of the learning process in the classroom. This learning module aims as a direction and benchmark for the learning process carried out in the classroom later, so that imaginative thinking is needed from a teacher to manage the class so that the learning process becomes interesting and fun. However, there are still quite a number of teachers who still do not

understand how to compile learning modules in the Merdeka curriculum.in the *Merdeka* curriculum<sup>1</sup>.

In general, teachers need to compile learning modules to the maximum, but the fact is that many teachers do not really understand the techniques in compiling and developing teaching modules, especially in the independent learning curriculum. Teaching modules are learning tools or learning designs based on the curriculum that are applied with the aim of reaching the predetermined competency standards. Teaching modules have the main role to supporting teachers in designing learning. In the preparation of learning tools that play an important role is the teacher, the teacher is honed in thinking skills to be able to innovate in teaching modules. can innovate in teaching modules. Therefore, making teaching modules is a pedagogic competence of teachers that needs to be developed, this is so that the teacher's teaching techniques in the classroom are more effective, effective, and effective. teaching techniques in the classroom are more effective, efficient, and do not get out of the discussion of achievement indicators. achievement indicators.

Merdeka Curriculum is a curriculum with diverse intra-curricular learning, where the content is optimised so that students have sufficient time to explore concepts and strengthen competencies, and teachers also have the flexibility to choose different learning tools so that learning can be tailored to students' learning needs and interests. In the Merdeka Curriculum there is a

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<sup>1</sup> Irmaliya Izzah Salsabilla , Erisya Jannah , dan Juanda, Analisis Modul Ajar Berbasis Kurikulum Merdeka.2023.( <https://jurnalfkip.samawa-university.ac.id/JLPI/article/view/384/320>)

teaching tool called learning Modules, as we know that learning Modules are a form of teaching tools used by teachers in carrying out the learning process. The learning module is a document that contains at least the objectives, steps and learning media as well as the assessments needed in a unit / topic based on the flow of learning objectives<sup>2</sup>.

In addition, learning modules are the development of lesson plans (RPP) with more detailed guidelines, including student activity sheets and assessments to measure the achievement of learning objectives. The use of teaching modules is expected to make the learning process more flexible, as it is not dependent on the content in the textbook, and the pace and learning strategies can also be adapted to the needs of the students, so that each student is expected to achieve the target minimum competence<sup>3</sup>. The government provides examples of learning modules that can be used as inspiration for schools, a choice that makes it easier and less burdensome for teachers to prepare learning designs. Teachers are free to choose or modify the teaching modules provided by the government to adapt the teaching modules to the characteristics of the students, or to compile teaching modules independently to suit the characteristics of their students. In addition, when learning English, teachers must create an interesting and enjoyable class by making good and systematic lesson plans because English classes are often perceived as boring by students. To make a good lesson plan,

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<sup>2</sup> Direktorat sekolah dasar kementerian Pendidikan, kebudayaan,riset,dan teknologi(<https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>)

<sup>3</sup> Direktorat sekolah dasar kementerian Pendidikan, kebudayaan,riset,dan teknologi(<https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>) “Buku saku edisi serba serbi kurikulum merdeka,kekhasan sekolah dasar”2022.

teachers need to be skilled, creative and innovative so that students can easily understand the lesson.

Furthermore, the purpose of developing learning modules according to the learning and assessment is to enrich learning tools that can guide teachers to carry out learning in closed and open classes. Before compiling learning modules, teachers must know the strategy for developing learning modules and fulfil two minimum requirements, namely, meeting the existing criteria and learning activities in learning modules according to the learning and assessment principles. The criteria for Merdeka curriculum modules are as follows First, Essential, i.e. each subject concept through learning experiences and across disciplines, Second, Interesting, meaningful and challenging, i.e. the teacher can stimulate students' interest and actively involve students in learning, related to their cognitive and experience so that it is not too complex and not too easy for their age, Third, Relevant and contextual, i.e. related to cognitive elements and experiences previously possessed and according to the conditions of time and place where students are, and Fourth, Continuous, i.e. learning activities must have a connection according to students' learning phase (phase 1, phase 2, phase 3)<sup>4</sup>.

However, in compiling the *Merdeka* curriculum learning modules, some teachers in Indonesia have to face several difficulties and are still adapting to the new rules in the *Merdeka* curriculum and learning to understand the concepts and principles of the *Merdeka* curriculum. According to Rindayanti,

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<sup>4</sup> Utami Maulida, "PENGEMBANGAN MODUL AJAR BERBASIS KURIKULUM MERDEKA"2022. ( hal 2 dan 4 )



et al., teachers have problems in developing learning tools, including Poor CP reading skills, inability to make TP (learning objectives) from existing CP (learning outcomes), inability to make ATP (flow of learning objectives) from TP and difficulty in making learning modules<sup>5</sup>. In addition, teachers have problems in formulating learning outcomes and applying differentiated learning in the teaching and learning process and even if teachers are in the ready category, they still need workshops and training focusing on assessment and the use of IT (Technology and Information) to help teachers create interactive media so that teachers are better prepared to implement the *Merdeka* curriculum<sup>6</sup>. For this reason, many teachers prefer to copy files directly from the internet or such documents from textbooks or Goggle. In addition, some teachers do 'corridor planning' in their heads as they walk into the classroom, others just let things happen as they do not prepare and develop lesson plans the day before<sup>7</sup>.

Additionally, there are some previous researches related to this research were conducted by Amilia yulita with the title “An Analysis of English Teachers Lesson Plan Referring to Merdeka Belajar Program at SMP N 30 Palembang”<sup>8</sup>. Other research that supports this research is research conducted

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<sup>5</sup> Katarina Aprillia Ceda, Heru Purnomo, KESULITAN GURU DALAM MENGEMBANGKAN PERANGKAT PEMBELAJARAN (MODUL AJAR) KURIKULUM MERDEKA DI SEKOLAH DASAR, 2023.

<sup>6</sup> Tricahyati, S., & Zaim, M, Guru Bahasa Inggris "Kesiapan dalam Implementasi Kurikulum "Merdeka Belajar dalam Pengajaran Bahasa Inggris di Sekolah Menengah Pertama, 2023. (<https://doi.org/10.24036/jelt.v12i1.121783>)

<sup>7</sup> Harmer, J. (b). The Practice of English Language Teaching (4th ed.). Pearson Longman ELT, 2007.

<sup>8</sup> Amilia yulita , *An Analysis of English Teachers Lesson Plan Referring to Merdeka Belajar Program at SMP N 30 Palembang* , 2023.

by Sinta Purnama Sari with the title “Analisis Modul Ajar Pada Kurikulum Merdeka Terhadap Hasil Belajar Pendidikan Agama Islam di SD N 17 Rejang Lebong”<sup>9</sup>. Research related to this, Amilia Yulita has researched teaching modules but her focus is on simplifying the learning module into one sheet in the Merdeka learning program, then Sinta Purnama Sari has studied teaching modules but her focus is on the application of learning modules in the Merdeka learning curriculum to students' cognitive learning outcomes.

Next The results of this study have significant importance in the context of education, especially related to the development of learning modules in the Merdeka Curriculum. This research aims to explore how teachers design effective learning modules, which are expected to improve the quality of learning in the classroom. By understanding the module design process, it is hoped that teachers can create teaching materials that are more relevant and appropriate to students' needs, so that students can learn more effectively and enjoyably.

In addition, this study also identifies the challenges faced by teachers in designing modules. By knowing these difficulties, schools and the government can provide better support, such as training or necessary resources to help teachers. This is important to improve teachers' competence in teaching, which in turn will have a positive impact on the quality of education in schools.

Furthermore, the reason why the researcher chose SMK Negeri 2 Rejang Lebong as the research location is based on several reasons. First, this school

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<sup>9</sup> Sinta Purnama Sari, *Analisis Modul Ajar Pada Kurikulum Merdeka Terhadap Hasil Belajar Pendidikan Agama Islam di SD N 17 Rejang Lebong*, 2023.

has just implemented Merdeka Curriculum, so there is an urgent need to understand how teachers in this school design learning modules. Second, the researcher has direct experience in this school, which allows for a deeper understanding of the context and challenges faced by teachers. The researcher has also conducted preliminary observations that indicate the existence of various problems faced by English teachers in designing learning modules in accordance with Merdeka Curriculum. These observations revealed that many teachers have difficulties in drawing up lesson plans and developing materials that are in line with the expected learning objectives. Therefore, this study aims to answer the question: ‘How do English teachers at SMK Negeri 2 Rejang Lebong design learning modules based on the implementation of Merdeka Curriculum?’ By choosing this school, the researcher hopes to dig deeper into the challenges faced by teachers at SMK Negeri 2 Rejang Lebong and provide useful recommendations for improving the learning process at the school.

With a focus on module development, this research is expected to make a meaningful contribution to the development of education in Indonesia, especially in the context of implementing Merdeka Curriculum in SMK. In addition, the results of this study can serve as a reference for other researchers and provide valuable input for education policy makers in formulating strategies that support the implementation of the Merdeka Curriculum. Thus, this research is not only beneficial for SMK Negeri 2 Rejang Lebong, but can also have a positive impact on education as a whole in Indonesia.

In line with this, the researcher is interested and motivated to examine the learning modules made by English teachers in the Merdeka curriculum. This research is titled “**The Process of Designing English Learning Module in Curriculum Merdeka at SMK Negeri 2 Rejang Lebong**”.

## **B. Research Question**

According to the study background, the problems of this study are formulated as follows:

1. How the English Teacher at SMK Negeri 2 Rejang Lebong design learning module based on Curriculum *Merdeka* implementation?
2. What are the difficulties faced by English Teacher in designing learning modules based on *Merdeka* Curriculum?

## **C. Objectives of the study**

Based on the research question above, the researcher has the research objective as follow:

1. To find out how the English teacher designs Curriculum Merdeka English learning module at SMK Negeri 2 Rejang Lebong.
2. To find out the difficulties faced by English Teachers in designing learning modules based on *Merdeka* Curriculum.

## **D. Delimitation of the study**

The scope of this research is delimited to the subject and research objectives. In terms of subject, this research is limited to English teachers at SMK Negeri 2 Rejang Lebong. In terms of objectives, this research is limited

to the analysis of English teachers' learning module that refer to the *Merdeka* curriculum.

#### **E. Significances of the study**

The researcher hopes that this study has some benefits related to the Merdeka Belajar learning module. The benefits of the study can be divided into two benefits, such as:

##### **1. Theoretical benefits**

- a. The discovery of this study can enhance the theory about learning module in Merdeka curriculum in senior High School.
- b. The results of this study can be used as a reference for other parties who want to discuss the Merdeka Belajar learning module.

##### **2. Practical benefits**

- a. The principal

This research will be helpful for the principal as a consideration and supervision of teachers. Besides, it can provide encouragement in improving teachers' quality, especially the improvement of teachers' competence in preparing learning module.

- b. The teacher

The result of this study can provide information to the teachers about the Merdeka curriculum learning module so that they can design good learning module, especially for English teachers. The student result of this study might be applied by the teacher in conducting the Merdeka

curriculum learning module. It will help the students to get a well-structured learning process in the class.

c. The writer

This study is beneficial for providing understanding, knowledge, and giving new experiences to the writer about the compilation of the Merdeka curriculum learning module.

d. The other researchers

Hopefully, the result of this study can be helpful for other researchers who want to conduct the study related to the learning module in Merdeka curriculum. In addition, it also includes recommendations for other studies if the researchers will go further with studies in the same field.

## **F. Thesis Organization**

This research consists of five chapters with the following systematic discussion:

**CHAPTER I:** Discusses the basic thoughts that form the basis for further discussion. In this chapter, the initial writing steps in the thesis are illustrated which can lead to the next discussion which consists of: background, problem formulation, discussion objectives, research benefits, previous research, definition of terms or operational definitions, and systematic discussion.

**CHAPTER II:** This chapter contains the theoretical basis of the results to discuss the relationship between the research title and the theory used. Such as

literature review, namely, theoretical studies on gesture, student response, and the teacher gesture.

**CHAPTER III:** This chapter contains research methods in the form of approaches and types of research, research presence, research locations, data sources, data collection procedures, data analysis, checking data validity and research stages.

**CHAPTER IV:** This chapter contains a description of the data and data analysis that with existing theory.

**CHAPTER V:** This chapter is the final series which includes conclusions, input and suggestions for further research. the data obtained from the beginning to the end.

## CHAPTER II

### LITERATURE RIVIEW

#### A. Curriculum

The curriculum is the most important part of the educational process because the curriculum is one of the tools to achieve the goals of an education and the curriculum is used as a guide in the implementation of the teaching and learning process. According to Hilda Taba, the curriculum is a learning plan that is prepared by taking into account various issues related to the learning process and individual development<sup>10</sup>. Therefore, when preparing the curriculum, the learning process must also be considered from the human point of view, i.e. from the teacher's and the students.

The national education system has three main components: (1) teachers (2) students (3) curriculum<sup>11</sup>. The three components are inextricably linked. Without students, teachers will not be able to carry out the learning process. Without teachers, students will not be able to learn optimally. Without a curriculum, teachers will not have teaching materials to pass on to students. In the National Education System Law No. 20 of 2003, Article 1 Item 19 explains that the curriculum is a set of plans and arrangements for the objectives, content and learning materials and methods used as guidelines for organising learning activities to achieve these educational objectives<sup>12</sup>. There is a close

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<sup>10</sup> Hilda Taba, *Curriculum Development: Theory and Practice* (Newyork: Hartcourt, Brace and World, 1991), 6.

<sup>11</sup> Baderiah, "Pengembangan Kurikulum", 2021. <https://core.ac.uk/download/pdf/198238859.pdf>

<sup>12</sup> Undang-undang Sistem Pendidikan Nasional No. 20 Tahun. 2003.



relationship between the curriculum, education and the learning process carried out by teachers. This is because the curriculum is an instrument or tool to guide a learning process in order to achieve optimal educational goals. The curriculum is also used as a tool in achieving an educational goal in line with what Agustina, et al. revealed that national education requires a curriculum as a tool and foundation in achieving an educational goal. In addition, the curriculum is used as a learning guide in an educational institution, the curriculum becomes the direction of the course of an education and it is the curriculum that will regulate various aspects of learning in order to achieve an educational goal.

Curriculum is defined as a plan for achieving an educational goal. In line with this, Saylor states that the curriculum is a process of providing learning opportunities for students that are arranged in a planning process. Based on these definitions, it can be concluded that the curriculum is a set of plans arranged systematically and sequentially as an effort to achieve educational goals. National education itself requires a curriculum in an effort to achieve an educational goal. Thus, the curriculum is used as a guide in the implementation of the learning process. The curriculum cannot be separated from learning because curriculum and learnings are an integrated unit with the national education system that regulates the attitudes that must emerge from students after learning<sup>13</sup>.

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<sup>13</sup> Efendi, Muhtar, Herlambang, "Relevansi Kurikulum Merdeka Dengan Konsepsi Ki Hadjar", 2023.

Furthermore, in the book *Academic Review of the Curriculum for Learning Recovery*, it is explained that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities in order to achieve certain educational goals, as stated in the General Provisions of Law No. 20 of 2003. Curriculum development is carried out with reference to national educational standards, as stipulated in Article 35(2) and Article 36(1) of Law No. 20 of 2003. The curriculum at all levels and types of education is developed with the principle of diversification in accordance with educational units, regional potential and learners, as stipulated in Article 36(2) of Law No 20 of 2003. The basic framework and structure of the curriculum of primary and secondary education are determined by the Government and developed according to their relevance by each group or unit of education and school/madrasah committees under the coordination and supervision of the Office of Education or the district/city religious department office for primary education and the province for secondary education, as stipulated in Article 38 of Law No. 20 of 2003<sup>14</sup>.

## **B. *Merdeka* Curriculum**

The term *Merdeka*, according to the major Indonesian dictionary, has three distinct meanings: (1) a state of freedom from slavery, colonisation and similar forms of subjugation; (2) a state of being unaffected or free from

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<sup>14</sup> buku kajian akademik kurikulum untuk pemulihan pembelajaran, 2022 edisi 1, (<https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>)

demands; and (3) a state of being unattached and independent of particular individuals or groups, thus allowing freedom of action<sup>15</sup>. Independent learning curriculum refers to the provision of unencumbered and comfortable learning opportunities for students to learn calmly, relaxed and contentedly without stress and pressure, this is not possible by a clever educator, if the teaching institution succeeds in promoting self-directed learning, it can be classified as an independent or liberating school<sup>16</sup>. The Independent Learning Curriculum is a curriculum that focuses more on the freedom and accessibility given to schools to organise the educational process based on their resources, and refers to the aims and ideals of education<sup>17</sup>.

According to Education Minister Nadiem Makarim, the concept of a Merdeka curriculum, as outlined in the Independent Learning Programme, was born out of his desire to create a comfortable and enjoyable learning atmosphere by not burdening students with achieving certain scores or values. In the previous curriculum, teachers determined a student's learning success based on the values achieved, so that students' talents and abilities in other areas tended not to emerge and develop. Therefore, the Minister of Education and Culture created a new policy framework that differentiates between the previous curriculum and the current curriculum. The new policy developed by the

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<sup>15</sup> Departemen pendidikan Nasional, Kamus Besar Bahasa Indonesia Pusat Bahasa, (Jakarta: Gramedia Pustaka Utama), h. 904

<sup>16</sup> Agustinus Tanggu Daga, Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar, (Jurnal Education. Volume 7 No.3 Agustus 2021). h. 5

<sup>17</sup> Istaryatiningtias, Silviana, and Hidayat, "Management of the Independent Learning Curriculum during the Covid-19 Pandemic," Journal of Education Research and Evaluation 5, no. 2 (2021): 176, <https://doi.org/10.23887/jere.v5i2.32998>.

Ministry of Education and Culture of the Republic of Indonesia (Ministry of Education and Culture, 2019: 1-4), namely 1) the implementation of minimum competency assessment and character survey as a substitute for national examination, 2) schools are given the freedom to determine the form of assessment in the National Standardised School Examination (USBN), 3) the simplification of lesson plan preparation so that teachers can focus on guiding students in learning activities and improving their competence, and 4) the expansion of the zoning system for the admission of new students<sup>18</sup>.

In addition, the Merdeka Curriculum is a curriculum with varied intra-curricular learning, where content is optimised to allow learners enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose from a variety of teaching tools so that learning can be tailored to students' learning needs and interests<sup>19</sup>. The Merdeka Curriculum has several advantages, including being simpler and deeper, more independent, and more relevant and interactive. The Merdeka Curriculum is expected to provide the widest possible space for students to be creative and develop themselves<sup>20</sup>. The objectives, principles, learning characteristics of the merdeka curriculum as well as the basis of the Merdeka curriculum are regulated by the Regulation of the Minister of Education, Culture, Research and Technology of the Republic

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<sup>18</sup> Efendi, Muhtar, Herlambang, "Relevansi Kurikulum Merdeka Dengan Konsepsi Ki Hadjar Dewantara: Studi Kritis Dalam Perspektif Filosofis-Pedagogis", 2023.

<sup>19</sup> <https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>

<sup>20</sup> Buku saku kurikulum merdeka belajar (<https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>)

of Indonesia No. 12 of 2024 on the Education Curriculum in Early Childhood, Primary and Secondary Education.

### 1. Purpose of the *Merdeka* Curriculum

The *Merdeka* Curriculum aims to achieve meaningful and effective learning in increasing faith, devotion to God Almighty and noble character, as well as developing the learners' copyrights, tastes and senses as lifelong learners with Pancasila character.

### 2. Principles of *Merdeka* curriculum

The *Merdeka* curriculum is based on three principles:

- a. character development, i.e. the development of the learner's spiritual, moral, social and emotional competences, both through the allocation of specific time and through its integration into the learning process;
- b. flexible, which can be adapted to the needs of developing learners' competencies, the characteristics of the educational unit and the context of the local socio-cultural environment; and
- c. focused on essential content, which focuses on the content most needed to develop learners' competencies and character, so that educators have sufficient time to provide deep and meaningful learning.

### 3. Curriculum Learning Characteristics

The *Merdeka* Curriculum is designed with the following learning characteristics:

- a. the use of assessment at the beginning, during and at the end of learning to understand the learning needs and the development of the learning process that learners have undertaken;
  - b. uses an understanding of the learner's needs and position to make learning adjustments;
  - c. prioritises the emergence of learner learning progress over the coverage and completion of prescribed curriculum content; and
  - d. relates to reflection on learners' progress in collaboration with other educators.
4. Cornerstones of the *Merdeka* curriculum

a. Philosophical Foundation

The Merdeka Curriculum is based on the ideals of independence and the philosophy of Pancasila, which aims to educate the life of the nation and realise Indonesian human and community life based on God Almighty, just and civilised humanity, Indonesian unity, and democracy guided by wisdom in deliberation/representation, and by achieving social justice for all Indonesian people. More operationally, the philosophical view of education in the context of the development of the Merdeka Curriculum is based on Ki Hajar Dewantara's framework, especially in relation to building independent human beings, namely human beings who are physically or mentally independent from others but rely on their own strength. Learning is designed to liberate, build independence and sovereignty in the learner while recognizing the authority of the

educator. Education should enable learners to achieve the highest possible security and happiness as human beings and members of society. Based on the above considerations, the following points are the philosophical foundations of the Merdeka Curriculum:

- 1) Indonesian national education promotes progress by adhering to and considering the Indonesian context, especially the roots of Indonesian culture.
- 2) Indonesian national education aims to form holistic Indonesian human beings who can make good use of their potential for a broader and greater purpose.
- 3) Indonesian national education is responsive to social, economic, political and cultural changes.
- 4) A balance between the mastery of competence and the character of the learner.
- 5) the flexibility of the educational unit in preparing and implementing the curriculum.
- 6) the need for learning to serve diversity and to adapt to the level of development of the learners
- 7) The implementation of learning is organized in a learning atmosphere that is interactive, inspiring, enjoyable, challenging, motivates learners to active participation and provides sufficient space for initiative, creativity, independence in accordance with the

learners' talents, interests and physical and psychological development.

- 8) Educators have the authority to educate learners and to implement the curriculum in learning.

b. Sociological Foundation

The Merdeka Curriculum is expected to provide a foundation of knowledge, skills and ethics to respond to the realities of Industrial Revolution 4.0 and Society 5.0. The intended skills are those that are relevant in the 21st century. The era of Industrial Revolution 4.0 and Society 5.0 also requires a networked learning environment that inspires imagination, triggers creativity and motivates learners. Indonesia's national context is characterised by social, cultural, religious, ethnic, racial and regional diversity, which is a potential richness but can also pose various problems. The curriculum is an attempt to respond to and contribute to solving social problems through education. Curriculum content relating to character, values, work ethic, scientific thinking and common sense must be emphasised. The curriculum also emphasises the importance of flexibility in the application of learning so that learners can learn what is relevant to their environment while promoting peace for ethnic, religious, racial and inter-group issues, gender equality and other contextual issues. The Merdeka Curriculum is designed to prepare learners as global citizens. The curriculum is inseparable from global dynamics and issues. Learners are made socially sensitive to problems



in various other parts of the world, motivated to learn about other cultures and encouraged to contribute to a better world. The curriculum also emphasises ecological, intercultural and interdisciplinary learning for a more just social transformation and a sustainable future.

c. Psychopedagogical foundations

The psychopedagogical foundation is the foundation that provides the basis for the curriculum in relation to the human process of learning and development. The combination of developmental psychological theory and pedagogy is intended to ensure that learning experiences are tailored to the needs and capacities of learners. Learners are seen as active agents of learning, taking into account their level of development and the things that can support their learning progress. The theories that underpin the psychopedagogy of the Merdeka Curriculum are: (1) developmental theory, (2) learning theory, (3) emotional/mental competency theory and (4) motivation theory<sup>21</sup>.

### C. English Teaching in Merdeka Curriculum

English is increasingly being encouraged to be taught from primary school, as it has been in previous curricula. This is driven by three things: (1) English as a necessity for all Indonesian children, (2) the alignment of the English curriculum, and (3) the equalisation of the quality of learning. In order

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<sup>21</sup> Salinan Lampiran I Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 12 Tahun 2024 Tentang Kurikulum Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah (<https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>)

to communicate across cultures and nations, and to play an active role as a global community, English is a basic necessity for all Indonesian children. English has become a lingua franca, including for people in Southeast Asia who use different mother tongues and official languages (Kickpatrick, 2010). In line with the government's commitment to develop all dimensions of the Pancasila learner profile, including global diversity, strengthening English language education is one of the priorities in the Merdeka Curriculum.

The issue of the alignment of the English curriculum within the national curriculum is also one of the considerations driving the recommendation to education units and local governments to teach this subject. One of the findings of the Curriculum 2013 evaluation conducted by the Centre for Curriculum and Bookkeeping is the confusion in the competencies that junior secondary school students are expected to achieve. Without any English language learning at primary level, they are expected to achieve competencies that are actually intermediate skills. That is, without any learning at a basic level, they are expected to achieve a fairly complex level immediately. There are two possible solutions to this gap. The first is to change the target attainment in English subjects at secondary school level to make them easier. This option indicates a lowering of the standard of competence and is contrary to the main objective of strengthening English education. This option was therefore not selected. The second option, and the one chosen as the solution, is to provide Basic English education at primary level.

Teaching English from an early age, with carefully designed strategies, planning and implementation, will promote the strengthening of English language skills. Studies show that the main benefits of teaching English at primary level include building confidence in using English, as well as global awareness and intercultural competence. Thus, this subject not only teaches English language techniques and skills, but also develops a global outlook where students can more easily understand cultural differences and thus develop a tolerant attitude.

Although English must be taught from primary school, it is not yet a compulsory subject in the short term. According to Dapodik, only about 4% of primary schools in Indonesia currently teach English. As Table 1 shows, in some districts/cities the proportion of primary schools teaching English is quite high. In some of these districts/cities, English is a compulsory local content subject. Thus, some local governments have taken initiatives to strengthen English at the primary level. Meanwhile, in DKI Jakarta, English is not a separate subject but is integrated into the local content of Jakarta's Environmental Education and Culture (PLBJ)<sup>22</sup>.

#### **D. Learning Module (Modul Ajar)**

Modul ajar are the development of lesson plans (RPP) with more detailed guidelines, including student activity sheets and assessments to measure the achievement of learning objectives. The use of teaching modules

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<sup>22</sup> Buku kajian akademik kurikulum untuk pemulihan pembelajaran hal 50,(<https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>)

is expected to make the learning process more flexible, as it is not dependent on the content in the textbook, and the pace and learning strategies can also be adapted to the needs of the students, so that each student is expected to achieve the target minimum competence<sup>23</sup>. Teaching modules are similar to lesson plans, or lesson plans that contain lesson plans. However, the teaching module has components that are more complete than the lesson plan, which is why it is called RPP Plus. Teaching modules can help teachers to:

1. Guiding teachers in the delivery of learning;
2. Facilitate, ease and improve the quality of learning;
3. To become a reference for educators in carrying out learning activities;
4. To be a framework describing the procedures and organisation of learning according to learning outcomes.
5. To support the achievement of competencies in learning outcomes and the profile of Pancasila learners at each stage of development in a subject<sup>24</sup>.

Learning modules are very important in the learning process for both teachers and learners. Indeed, teachers will find it difficult to improve their teaching effectiveness if they are not paired with a complete teaching module. This is also true for students, because what the teacher delivers is not systematic. Therefore, teaching modules are the main media to improve the quality of learning, which plays a role for both teachers, students and the learning process. In most Indonesian schools, there are updates that improve the learning system,

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<sup>23</sup> Buku saku kurikulum merdeka,” edisi serba serbi kurikulum merdeka kekhasan sekolah dasar”,2022. (<https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka>)

<sup>24</sup> Perangkat ajar merdeka belajar,2024. (<https://pusatinformasi.guru.kemdikbud.go.id/>)

namely the independent curriculum that has been uniformly socialised. One of the important tools for the successful implementation of learning in schools in an independent curriculum is the teaching module. Teaching modules are the new language of lesson plans, but there are significant differences in the content of teaching modules with lesson plans. In some schools, the operational curriculum for teaching units (KOSP) has been prepared before the first lessons begins, the items prepared include learning objectives and the flow of learning objectives (ATP).

The purpose of developing learning modules according to the Learning and Assessment Pandual is to enrich learning tools that can guide teachers to carry out learning in closed and open classes. In this case, the Merdeka curriculum provides flexibility for teachers to enrich modules in two ways, namely, teachers can choose or modify learning modules that have been prepared by the government and adapted to students' characters, and develop modules individually according to the material and students' characters.

Before creating learning modules, teachers know the strategy for developing teaching modules and have to fulfil two minimum requirements, i.e. fulfilling the existing criteria and learning activities in teaching modules according to the principles of learning and assessment. The criteria for Merdeka curriculum modules are as follows (2) Interesting, meaningful and challenging, i.e. the teacher can stimulate the students' interest and actively involve them in the learning, related to their cognitive and experiential level, so that it is not too complex and not too easy for their age, (3) Relevant and contextual, i.e. related

to cognitive elements and experiences that have been previously possessed and according to the conditions of time and place where students are, and (4) Continuous, i.e. learning activities must have a connection according to the student's learning phase (phase 1, phase 2, phase 3).

## **E. English Learning Module Design**

The criteria for teaching modules described above must be used as a reference when compiling teaching modules. After determining the principles of the above criteria, teachers must create teaching modules according to the components determined based on needs. However, in general, the teaching module has components of general information components, components and finally the core of the attachment.

### **1. The Component Learning Module**

Based on the 2020 Minister of Education and Culture Regulation on Teaching Modules, the components of Teaching Modules are as follows:

#### **a. General Information Component**

The general information component comprises several points, namely:

- 1) The identity of the author of the module, the institution of origin and the year in which the module was created, the school level, the class, the time allocation.
- 2) Initial competence, i.e. a statement of the knowledge and skills that students need to acquire before learning the material.
- 3) Pancasila learner profile. This point is a differentiator between the previous curriculum and the independent curriculum, the Pancasila

Learner Profile is the ultimate goal of a learning process related to students' character building. Teachers can design the Pancasila Learner Profile in content or learning methods, the Pancasila Learner Profile is used according to students' needs in the learning process. Some pillars of the Pancasila Learner Profile are interrelated in all subjects and are clearly visible in learning materials/content, pedagogy, project activities and assessment. Each teaching module includes one or more of the identified dimensions of the Pancasila Learner Profile.

- 4) Facilities and Infrastructure. Facilities and infrastructure are facilities and media needed by teachers and students to support the learning process in the classroom. One of the facilities that can be used and needed by teachers and students is technology. Technology can be used to make learning more meaningful.
- 5) Target students. Target students can be seen from the psychology of students before they start learning. Teachers can create teaching modules according to categories of students and facilitate them so that the learning process goes well. There are at least three categories of students in general, including:
  - a) Regular students: The character has no difficulty understanding the material.
  - b) Students with learning difficulties: these students have both physical and mental obstacles that make it difficult for them to

concentrate for long periods of time, to understand the material, to be self-confident, etc.

c) High achievers: These students are classified as quick to understand learning materials, skilled in critical thinking and able to lead.

6) Learning models. Learning models in the independent curriculum are diverse and can use learning models that are appropriate to the material and the class. One of the learning models that can be used is the syntax of 5 learning models to make learning more meaningful.

#### **b. Core component**

The core components of the teaching module include learning objectives, assessments, meaningful understanding, trigger questions, learning activities and student and teacher reflection:

##### **1) Learning Objectives**

Learning objectives should reflect the key points of learning and be testable by different types of assessments as a form of student understanding. Learning objectives consist of a learning outcomes content flow and a learning objectives flow. This is done to determine the learning activities, resources to be used, suitability of different students, and assessment techniques to be used. The form of learning objectives also varies, ranging from cognitive areas that include facts and information, procedural, conceptual



understanding, critical thinking and reasoning skills, and communication steps.

## 2) Meaningful Understanding

Meaningful understanding to describe the learning process is not only memorising concepts or phenomena, but it is necessary to apply activities to connect these concepts to form a good understanding so that the concepts that have been designed by the teacher can shape student behaviour.

## 3) Trigger Question

Teachers can create questions for students as outlined in the learning design of the teaching module to arouse speaking intelligence, curiosity, start discussions between friends or teachers, and start observations. The focus of making questions in the form of open-ended questions, such as; what, how, why.

## 4) Learning Activities

This activity contains learning scenarios in the classroom or outside the classroom. This activity has a systematic sequence that can be included with alternative learning or learning options according to student learning needs, but still in the corridor of the planned time duration. The stages of learning activities are introduction, core, and closing based on active learning methods.

## 5) Assessment

As already known, the independent learning curriculum designs assessment into three categories, namely diagnostic assessment, formative assessment, and summative assessment. This is to measure learning outcomes at the end of learning activities. Diagnostic assessment should be done before learning by categorising the students' condition in terms of psychological and cognitive. Formative assessment is conducted during the learning process. While summative assessment is carried out at the end of the learning process. The forms of assessment vary, including; (1) attitude, this assessment can be in the form of observation, self-assessment, peer and anecdotal assessment, (2) performance, this assessment is in the form of student skills / psychomotor results in the form of presentations, drama, market day, and so on, and (3) written, this assessment is in the form of written tests objectively, essay, multiple choice, isiam, and others. Teachers can be creative in assessing students.

#### 6) Remedial and Enrichment

These two learning activities can be given to high achieving students and students who need guidance to understand the material. Teachers can pay attention to the differentiation of worksheets for students who get enrichment and students who get remedial.

### c. Appendix

#### 1) Student worksheets

The Student Worksheets are for students (not teachers) and can be reproduced as required to be given to non-regular students, including non-regular students.

## 2) Teacher and learner reading materials

Teacher and learner reading materials are used as a trigger before the activity begins or to deepen understanding of the material at the time or at the end of the learning activity.

## 3) Glossary

A glossary is an alphabetical collection of terms in a field, accompanied by definitions and meanings.

## 4) Bibliography

Bibliography is the reference sources used in the development of learning modules. The references in question are all learning resources<sup>25</sup>.

## 2. The Principles of Merdeka Curriculum Learning Module

According to *Kemendikbudristek*, when developing teaching modules, there are several principles that need to be carried out by teachers when developing teaching modules, namely:

- a. Teaching modules are carried out with the principles of efficiency, effectiveness and based on student orientation. Efficiency is the development of lesson plans which must be efficient, appropriate and

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<sup>25</sup> Utami Maulida, Tarbawi, Vol. 5 No. 2 Agustus 2022 e-ISSN 2715-4777 p-ISSN 2088-5733( <https://stai-binamadani.e-journal.id/Tarbawi>)

not a waste of time. Then, effective is the development of lesson plans that are expected to achieve learning objectives and based on student orientation, namely the development of lesson plans must pay attention to student readiness, student interests and student needs. The principles of efficiency and effectiveness must pay attention to the content of the curriculum. Then, teachers should observe students' orientation in terms of their learning styles, interests and abilities, and then adapt them to the teacher's lesson plan.

- b. Only three core components of the teaching module The three core components of the teaching module are learning objectives, learning activities and assessment. The other components are supplementary. Learning objectives are written directly according to the curriculum and the needs of the learners. Learning activities and assessments in the syllabus are written efficiently.
- c. Schools, teacher working groups (KKG) / subject teacher meetings (MGMP) are free to choose, design, create, use and develop lesson plan formats independently for student success.
- d. Lesson plans created by teachers can then be used and linked to points 1, 2 and 3.

#### **F. Steps for Developing Teaching Modules for The Merdeka Curriculum.**

There are steps to developing teaching modules for the independent curriculum, below are 10 steps, including:

1. Analyze students, teachers and teaching units in terms of their conditions and needs. At this stage, the teacher can identify the problems that arise in learning, the teacher can analyze the conditions and needs of students in learning, so that the teaching modules designed are accurate to the problems that exist in learning.
2. Carry out a diagnostic assessment of students' learning conditions and needs. At this stage the teacher identifies the students' readiness to learn. Teachers carry out this assessment specifically to identify students' competences, strengths and weaknesses.
3. Identify and determine the unity of the Pancasila learner profile to be achieved. At this stage, the teacher can identify the students' needs and refer to character education. The Pancasila learner profile can essentially be achieved with the project, therefore teachers must be able to design the time allocation and dimensions of the Pancasila learner profile program.
4. Develop teaching modules that are derived from the learning objectives flow, the flow is based on the learning outcomes. The essence of this stage is the development of materials as well as the development of materials on the lesson plan (RPP).
5. Design of assessment types, techniques and instruments. At this stage teachers can determine the instruments that can be used for assessment based on three national assessment instruments, namely the minimum competence assessment, the personality survey and the learning environment survey.

6. Developing the teaching module based on the planned components.
7. Teachers can identify some essential components that meet the learning needs. Some of the existing components can be used according to the learning needs of the students.
8. Essential components can be elaborated in learning activities
9. Once the previous stages have been completed, the module is ready for use.
10. Module evaluation<sup>26</sup>.

furthermore Project-based learning (PJBL) is an active student-centred form of instruction which is characterised by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices. It has been explored in various contexts and in different phases of schooling, from primary to higher education<sup>27</sup> In project-based learning, students work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary. Learners decide how to approach a problem and what activities to pursue. They gather information from a variety of sources and synthesize, analyze, and derive knowledge from it. Their learning is inherently valuable because it's connected to something real and involves adult skills such as collaboration and reflection. At the end, students demonstrate their newly acquired knowledge and are judged by how much they've learned and how well they communicate it. Throughout this process,

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<sup>26</sup> Utami Maulida, Tarbawi, Vol. 5 No. 2 Agustus 2022 e-ISSN 2715-4777 p-ISSN 2088-5733( <https://stai-binamadani.e-journal.id/Tarbawi>)

<sup>27</sup> Dimitra kokotsaki, Victoria Menzies, and Andy Winggins." Project-Based Learning: A review of the literatur.2016

the teacher's role is to guide and advise, rather than to direct and manage, student work<sup>28</sup>

An example of an independent curriculum module using the Project Based Learning (PJBL) method.

## MODUL AJAR 2

### A. INFORMASI UMUM

Nama Penulis	Tika Irani,S.Pd
Instansi	SMK Negeri 2 Lima Puluh
Materi Pokok	Bahasa Inggris
Fase/Kelas/Semester	Narrative Text
Tahun Pelajaran	E/X/I (Satu)
Alokasi waktu	1 x 45 Menit (90 menit)

<b>Elemen</b>	Membaca dan Memirsa (Reading and Viewing)
<b>Capaian Pembelajaran</b>	Peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari dan mencari detail dan inti dari berbagai macam jenis teks.
<b>Kompetensi Awal</b>	Peserta didik mengetahui teknik membaca dan pemirsa. Peserta didik juga telah memahami makna dan contoh narrative text berdasarkan pengalaman sehari-hari
<b>Profil Pelajar Pancasila</b>	<ol style="list-style-type: none"> <li>1. Beriman dan bertaqwa kepada Tuhan yang Maha Esa</li> <li>2. Mandiri</li> <li>3. Bernalar kritis</li> </ol>

<sup>28</sup> Gwen Solomon. Project-Based Learning: a Primer.2003.

	4. Kreatif 5. Gotong royong
<b>Sarana dan Prasarana</b>	Laptop, Proyektor, Speaker, Buku siswa rev 2016, Karton, Kertas Origami, Lem
<b>Target Peserta didik</b>	Kelas X SMK Negeri 2 Lima Puluh. Maksimum 40 siswa
<b>Model Pembelajaran</b>	Project Based Learning (PJBL)

## B. KOMPONEN INTI

<b>Tujuan Pembelajaran</b>	<ol style="list-style-type: none"> <li>1. Peserta didik mampu menjelaskan pengertian dan fungsi sosial narrative text</li> <li>2. Peserta didik mampu menelaah struktur dan unsur kebahasaan narrative text</li> <li>3. Peserta didik mampu menentukan generic structure narrative text</li> <li>4. Peserta didik mampu menyimpulkan isi teks dan pesan moral dari narrative text</li> <li>5. Peserta didik dapat membedakan jenis-jenis narrative text</li> </ol>
<b>Pemahaman Bermakna</b>	<ol style="list-style-type: none"> <li>1. Setelah mempelajari narrative text bisakah siswa menganalisis unsur bahasa dalam narrative text?</li> <li>2. Setelah mempelajari narrative text bisakah siswa menyimpulkan isi dari sebuah narrative text?</li> </ol>
<b>Pertanyaan Pematik</b>	<ol style="list-style-type: none"> <li>1. Do you know to determine the generic structure in narrative text?</li> <li>2. Can you distinguish the kinds of narrative text?</li> </ol>
<b>Assesment diagnostic</b>	: Memberi pertanyaan kepada siswa. Sebutkan contoh narrative text yang kamu ketahui!
<b>Assesment Sumatif</b>	: Please determine the generic structure in narrative text

### Kegiatan Pembelajaran

#### Pertemuan ke-1



<b>Kegiatan Pendahuluan (15 Menit)</b>	
<ol style="list-style-type: none"> <li>1. Salah satu siswa (ketua kelas) memimpin berdoa untuk menumbuhkan perilaku religius</li> <li>2. Salah satu siswa (ketua kelas) melaporkan kehadiran siswa lain sebagai pembiasaan perilaku jujur dan disiplin</li> <li>3. Siswa mencermati informasi tentang manfaat mempelajari narrative text.</li> <li>4. Siswa diberikan beberapa pertanyaan sederhana tentang narrative text, yaitu : Menyebutkan contoh narrative text yang pernah kamu ketahui.</li> <li>5. Siswa mencermati informasi tentang tujuan pembelajaran yang akan dicapai yaitu menelaah struktur text, unsur bahasa dan menentukan generic structure narrative text</li> <li>6. Siswa mencermati informasi tentang asesmen yang dilakukan yaitu asesmen diagnostik dan asesmen sumatif</li> <li>7. Siswa mencermati informasi tentang prosedur pembelajaran, yaitu: <ul style="list-style-type: none"> <li>• Memperhatikan penjelasan awal dari guru tentang narrative text</li> <li>• Membentuk beberapa kelompok diskusi 5-6 peserta didik</li> <li>• Menampilkan powerpoin yang berisi tentang pengertian struktur text, unsur bahasa narrative text</li> <li>• Siswa di minta untuk memperhatikan memperhatikan materi yang ada di slide power poin</li> <li>• Siswa diminta untuk menentukan generic structure dalam sebuah teks naratif</li> <li>• Menyiapkan laporan hasil diskusi</li> <li>• Setiap kelompok diminta untuk mempresentasikan hasil diskusi</li> <li>• Menyimpulkan pengertian, stuktur bahasa dan unsur bahasa narrative text</li> <li>• Mengerjakan latihan soal</li> </ul> </li> </ol>	
<b>Kegiatan Inti (150 Menit)</b>	
<b>Reading</b>	

Mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan materi pengertian narrative text, structure text, unsur bahasa narrative text di slide power point

**Narrative text is a fiction and imaginative story to entertain the readers. The purpose of narrative text is to amouse or to entertain the readers and audiences.**

### **Language features of narrative text**

- Using simple past tense (keterangan waktu lampau)
- Using to be: was/were,
- using (verb 2)
- using adverb of Time (keterangan waktu) Bentuk keterangan waktu yang digunakan seperti once upon a time, one day, one sunny afternoon, dan lain-lain.
- Using speech (ungkapan langsung) Ungkapan langsung biasanya ditandai dengan tanda kutip.
- Using specific character (tokoh khusus)
  - Siswa diminta untuk membuat kelompok diskusi
  - Siswa diminta untuk membaca materi yang ada di slide power point
  - Setiap siswa diminta untuk mendiskusikan materi yang telah di tampilkan bersama kelompoknya.
  - Dan siswa juga diminta untuk memperhatikan sebuah contoh narrative text yang ada di buku ajar Bahasa Inggris kelas x revisi 2016.

**Read the following text, and then answer the following questions!**



Read the following text, and then answer the following questions.

#### **THE LEGEND OF MALIN KUNDANG**

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail



### **Reading comprehension questions**

1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was a healthy, diligent, and strong boy!
3. What happened many years after Malin Kundang joined the sail?
  - Siswa diminta untuk unsur bahasa dalam teks naratif tersebut dan menjawab pertanyaan yang ada di dalam teks.
  - Siswa diminta untuk menulis unsur bahasa dan jawaban yang mereka temukan di teks tersebut dalam sebuah kertas.

### **Determined the Language features in Malin Kundang Legend text**

1. a long time ago, one day, many years later,
2. had passed, lived, was sailing, worked, recognized
3. “enough old woman! I have never had a mother like you, a dirty and ugly woman”.
4. Malin Kundang and His mother

### **Answer the questions based on the text Malin Kundang**

1. Because his father had passed away when he was a baby
2. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.
3. Malin Kundang became wealthy. He had a huge ship and a lot of crew who worked loading trading goods.
  - Siswa diminta untuk mempersentasikan hasil diskusi dan diminta juga untuk mendemostrasikan jawaban yang telah mereka kerjakan.

- Kelompok yang lain diminta untuk menanggapi dan menanyakan materi yang telah di persentasikan.
- Siswa diminta untuk memberi tanggapan tentang jawaban yang telah di sebutkan oleh kelompok yang persentasi.

#### **Kegiatan Penutup (15 Menit)**

- Guru bersama siswa melakukan refleksi untuk mengidentifikasi kelebihan dan kekurangan kegiatan pembelajaran serta manfaat baik secara langsung maupun tidak langsung
- Memberi masukan baik dari aspek pengertian, struktur teks dan unsur bahasa narrative text.
- Siswa mendengarkan arahan guru untuk tetap semangat dalam belajar serta membaca materi pada pertemuan berikutnya, yaitu generic structure dan jenis-jenis narrative text

#### **Pengayaan dan remedial**

- Guru memberitahu generic structure dan jenis-jenis narrative text
- Guru meminta siswa menyimpulkan moral dan pelajaran dalam teks naratif

#### **Refleksi guru dan peserta didik**

**Guru** 1. Keberhasilan apa saja yang telah dicapai dalam pembelajaran ini?

2. Apa yang harus diperbaiki bila siswa tidak paham dengan penjelasan saya?

**Siswa** 1. Apakah menurut kalian materi narrative text ini sulit?

2. Setelah kita diskusi apakah kalian paham dengan materi hari ini?

#### **Determined the Language features in Malin Kundang Legend text**

1. a long time ago, one day, many years later,
2. had passed, lived, was sailing, worked, recognized
3. “enough old woman! I have never had a mother like you, a dirty and ugly woman”.

#### 4. Malin Kundang and His mother

#### **Answer the questions based on the text Malin Kundang**

1. Because his father had passed away when he was a baby
2. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or
3. sell the caught fish in the town.
4. Malin kundang become wealthy. He had a huge ship and a lot of crew who worked
5. loading trading goods.

#### **Bahan ajar guru dan peserta didik**

A narrative text is an imaginative story to entertain people. And The purpose of narrative text is to entertain and to amuse the readers and audiences

#### **Generic Structure**

1. It is about the opening paragraph where the characters of the story are introduced.”Berisi pengenalan tokoh, tempat dan waktu kejadian cerita (siapa atau apa, kapan dan dimana.)
2. Complication  
“Where the problems in the story developed.”Permasalahan yang muncul/ mulai terjadi dan berkembangnya cerita narasi tersebut.
3. Resolution  
“Where the problems in the stories are solved.” Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.
4. Evaluation/ Reorientation (optional) – lesson from the story  
Dalam pembuatan Narrative Text “Evaluation” dan “Reorientation” merupakan bagian pilihan yang bisa ditambahkan.

#### **The Characteristics/ Language Feature**

- Simple Past Tense

- Past Continuous Tense
- Past Future Tense
- Past Perfect Tense

### **Glosarium**

Orientation : I ntroduction

Complication : Problems

Resolution : Rroblem solving

### **Daftar pustaka**

Buku Bahasa Inggris kelas xi edisi revisi 2017

## **G. Difficulties In Designing English Learning Module**

A challenge for teachers is the mismatch between what is taught and what is taught and the confusion in the delivery of the subject matter in the classroom. This problem is usually caused by unclear guidelines and expectations for teachers<sup>29</sup>. Then, according to Pabalo, teachers find it difficult to implement constructive learning, teachers find it difficult to determine media and time allocation. The main problems and challenges are caused by the frequently changing curriculum. According to Palobo, in the 2013 curriculum, teachers have difficulties in developing lesson plans. Teachers identified some crucial problems and systematic failures in teacher preparation training. Although the guidebook and workshop training in developing lesson plans for the 2013 curriculum are clear from the Minister of Education, teachers are still

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<sup>29</sup> Lestyanawati, R, Strategi dan Masalah yang Dihadapi Guru Indonesia dalam Melakukan e-learning selama Wabah COVID-19. *CLLiENT (Budaya, Sastra, Linguistik, dan Pengajaran Bahasa Inggris)*, 2(1), 71-82,2020. <https://doi.org/10.32699/cllient.v2i1.1271>

confused because the application of the scientific approach is not fully understood and cannot be applied appropriately<sup>30</sup>.

Then, at that time, the education curriculum in Indonesia changed to the Merdeka Curriculum. Teachers have to learn from scratch with the new concepts, curriculum principles and new rules of the Merdeka Curriculum. The Ministry of Education has yet to provide full details and mechanisms on the guidelines and procedures of the Merdeka Curriculum<sup>31</sup>. Curriculum setting in Indonesia has an impact on the success of the learning process, but the Ministry of Education should take care of teachers and other parts of education in Indonesia. Interestingly, the Merdeka curriculum was released during the pandemic, which makes the learning process strategy even more confusing for teachers and students. Teachers have to organize lesson plans and manage limited time to explain long and voluminous materials in class.

Therefore, some English teachers face several difficulties in developing lesson plans that relate to the Merdeka Curriculum, such as difficulties in choosing themes or topics for lesson plans, designing learning objectives, allocating time, designing evaluation or assessment stages in relation to the material and in accordance with students' abilities and conditions. According to Dwinalida and Setiaji, teachers face the same challenges in designing lesson plans that match their students' majors, selecting subject matter that is relevant

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<sup>30</sup> Palobo, M., Sianturi, M., Marlissa, I., Purwanty, R., Dadi, O., & Saparuddin, A., *Analisis Kesulitan Guru dalam Mengembangkan Kurikulum 2013 Rencana Pelaksanaan Pembelajaran*. 226 (Icss), 1319-1324, 2020.

<sup>31</sup> Krishnapatria, K. (b). Kurikulum Merdeka Belajar-Kampus Merdeka (MBKM) dalam program studi bahasa Inggris: Tantangan dan peluang. *ELT in Focus*, 2021.

to their field of work, and selecting learning resources that will enable them to help their students achieve the set learning objectives<sup>32</sup>. Then, according to Jusniati, the results of the study show that the problems teachers face in developing lesson plans consist of three aspects, namely:

1. Teachers do not understand how to make lesson plans because most of them just take them from the internet;
2. Teachers cannot distinguish between developing lesson plans and implementing lesson plans; and
3. Teachers also lack understanding of Bloom's Taxonomy theory and teachers lack understanding of how to formulate learning objectives.

According to Yulita and Inderawati, teachers find it difficult to develop effective, efficient and student-centred lesson plans, while the allocation of learning time is reduced due to the pandemic and it is quite difficult to determine learning methods that are suitable for all students<sup>33</sup>. Then, according to Suwandani and Nyoman, the results of the study show that the difficulties experienced by teachers include:

Teachers find it difficult to create and develop assessment instruments;

1. Teachers find it difficult to assess based on aspects of authentic assessment;
2. Teachers find it difficult to give marks;
3. Teachers find it difficult to use authentic assessment techniques;
4. Teachers find it difficult to carry out in-class assessment;

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<sup>32</sup> Dwinalida, K., & Setiaji, S, "Merencanakan Desain Pembelajaran ESP di SMK"2022

<sup>33</sup> Yulita, A., & Inderawati, R. (2021). "*Analisis Rencana Pelaksanaan Pembelajaran Guru Bahasa Inggris Mengacu Pada Program Merdeka Belajar Di Smpn 30 Palembang*", 2021.



## 5. Teachers find it difficult to process grades.

These difficulties are influenced by several factors, including: a) teachers' lack of understanding of authentic assessment and very limited time available, b) then the lack of authentic assessment training materials. In addition, according to Magdalena, teachers have difficulties in formulating learning objectives and teachers have difficulties in analyzing whether the available assessments are in line with all teaching and learning activities in the classroom<sup>34</sup>. This is in line with Halim, teachers have difficulties in integrating various social materials into SK/KD/Indicators and selecting appropriate learning materials<sup>35</sup>. These findings are also supported by Rindiyaniti, the results of her research include the problems experienced by trainee teachers in developing learning tools for Teaching Modules, including:

1. Teachers cannot read the CP (Learning Outcomes) well; 2) Teachers cannot read the CP (Learning Outcomes) well; 3) Teachers cannot read the CP (Learning Outcomes) well.
2. Teachers cannot create TP (Learning Objectives) from CP (learning objectives) from the existing CPs (learning outcomes);
3. Teachers are not able to develop ATP (flow of learning objectives) from TP (learning objectives)(Learning objectives);

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<sup>34</sup> Magdalena, I., Elyipuspita, M., Irmawati, N, Dan Masaliq,"Analisis proses pembuatan tujuan pembelajaran berdasarkan capaian pembelajaran pada siswa kelas IV SDN Pondok jengkol.2023,.362-369.

<sup>35</sup> Hamid, A., "Guru Profesional. Al-Falah: Jurnal Ilmiah Keislaman Dan Kemasyarakatan", 2017. 17(32), 274-275. (<http://ejurnal.staialfalahbjb.ac.id/index.php/alfalahjikk/article/view/26>)

4. Teachers have difficulty in developing teaching modules, Merdeka Curriculum allows thematic forms<sup>36</sup>.

As we know, in the Merdeka Curriculum, the term lesson plan has been changed to TP (learning objectives), CP (learning outcomes) and ATP (flow of learning objectives). Then, according to Tricahyati and Zaim (2023), teachers have obstacles in formulating CP (Learning Outcomes) and implementing differentiated learning in the learning process<sup>37</sup>.

Another problems teachers face is the use of IT in teaching and learning activities. According to Tricahyati and Zaim, teachers find it difficult to use IT to help them create interactive media. Then, supported by Yanti, the difficulties experienced by teachers are in developing IT-based media, operating IT-based media, incomplete facilities and infrastructure, and less creative teachers<sup>38</sup>. Then, the results of this study are in line with Damayanti and Muhroji, teachers have difficulty in developing IT-based media due to the limitations of IT-based media<sup>39</sup>.

Then, according to Kadis, some of the teachers' obstacles in developing lesson plans are caused by several factors, namely:

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<sup>36</sup> Rindayati, E., Putri, C. A. D., & Damariswara, R., "Kesulitan Calon Pendidik dalam Mengembangkan Perangkat Pembelajaran pada Kurikulum Merdeka.PTK: Jurnal Tindakan Kelas", 2022. 3(1), 18-27. (<https://doi.org/10.53624/ptk.v3i1.104>)

<sup>37</sup> Tricahyati, S., & Zaim, M. (2023). Guru Bahasa Inggris "Kesiapan dalam Implementasi Kurikulum "Merdeka Belajar" dalam Pengajaran Bahasa Inggris di Sekolah Menengah Pertama di Padang", 2023. 12(1), 97-105. (<https://doi.org/10.24036/jelt.v12i1.121783>)

<sup>38</sup> Yanti, L. R., " Analisis Kesulitan Guru Dalam Menerapkan Pembelajaran Dengan Pendekatan Saintifik Di Sd Negeri 30 Pekanbaru", 2020. In Primary: Jurnal Pendidikan Guru Sekolah Dasar (Vol. 9, Issue 1). (<https://doi.org/10.33578/jpkip.v9i1.7850>)

<sup>39</sup> Damayanti, S., "Relevansi Komponen Rencana Pelaksanaan Pembelajaran Bahasa Inggris", 2020. Jurnal Bahasa Inggris, 12(2), 68. <https://doi.org/10.32832/english.v12i2.3772>

1. Learning regulations have not been fully read or seem never to have been read
2. Teachers do not fully understand the nature of preparing lesson plans;
3. Teachers easily obtain lesson plan files from other teachers;
4. Teachers develop the components of lesson plans without paying attention to learning design<sup>40</sup>.

From the above, it can be concluded that teachers' problems are not only caused by the Ministry of Education's lack of detailed guidelines on how to design lesson plans that relate to the Merdeka curriculum, but also by the behaviour of English teachers and the limitations of IT-based media.

## **H. Review of the previous study**

There are some previous studies related to this topic. One example is research conducted by Hidayatullah entitled 'an analysis on lesson plan made by English teacher at seventh grade students of SMP Muhammadiyah 1 kartasura in academic year 2015/2016. This study used a descriptive qualitative design and focused on lesson plans made by English teachers. To collect data, the researcher used documentation technique. The purpose was to find out whether the lesson plan had been prepared well. The results of this study indicate that the lesson plan has fulfilled the standards set by KTSP.

Another related research conducted by Amilia Yulita, entitled 'An analysis of English teacher lesson plan referring to independent learning

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<sup>40</sup> Kadis, K.,” RPP Satu Halaman (Materi Seminar Kolegial). Seminar Kurikulum Merdeka, Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia”,2020. [Menpendikbudristek, jdih.kemendikbud.go.id](https://menpendikbudristek.jdih.kemendikbud.go.id)

programme at SMP 30 Palembang'. This research is a descriptive qualitative research. This research aims to analyse lesson plans made by English teachers referring to the merdeka Belajar program which only focuses on learning objectives, learning activities, and assessment. The subject of this research is a teacher at SMN 30 Palembang. The result of this research is that the lesson plan made by the teacher is good and in accordance with the independent learning programme. While the difference is that this research focuses on how English teachers develop lesson plans and the suitability of lesson plans designed by teachers and what are the obstacles faced by teachers in developing lesson plans that refer to the independent learning program.

Furthermore, there is a research article entitled 'the difficulty of English teachers in developing lesson plans (RPP) based on KTSP (a study of English teachers in vocational high schools in Bengkulu city) conducted by suci dwina darma and Bambang suwarno, this study aims to determine the obstacles of English teachers in vocational high schools in developing lesson plans based on KTSP. This research uses descriptive quantitative method. The data were collected using a questionnaire. The results of this study indicate that there are no significant difficulties faced by English teachers in vocational high schools in Bengkulu because all aspects are in a moderate predicate. The similarity of this study is the topic of teacher difficulties in developing lesson plan modules. While the difference is that the study focuses on curriculum and data collection. This study discusses teaching modules and data collected by interviews and documentation.

Another related research conducted by Syakir Farhi, entitled 'The English teachers problems in developing lesson plan at Islamic boarding school of Al - Quran harsallakum Bengkulu' this research aims to find out and describe the problems of English teachers in developing lesson plans. The subjects of this research are two English teachers at Islamic boarding school of al-qur'an harsallakum, Bengkulu. This research uses a qualitative approach. Data were collected using documentation, recording devices, and observation sheets. The result of this research is the English teacher's obstacles and difficulties in giving appreciation, conveying competence, and providing final assessment. the similarity of this research is that it discusses the problems of teachers in developing lesson plans. While the difference is that this research is focused on learning modules. This research has similarities and differences with the previous research described above, from the previous research above it can be concluded that there are several studies that examine lesson plans, especially about problems in developing lesson plans, besides that this research is also focused on the problems and difficulties of English teachers in developing lesson plans or teaching modules that refer to the independent curriculum, especially at SMK negeri 2 Rejang Lebong. researchers are interested in conducting an analysis of research to find out the problems of English teachers in developing lesson plans that refer to the independent curriculum.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Kind of The Research**

In this study, the authors conducted qualitative research. According to Miles and Huberman, qualitative data is usually used to support theories or concepts that are focused on reality with the assumption that human behavior has meaning in its context. A qualitative approach means a collection of interviews, transcripts, documentation arranged systematically so that researchers can make conclusions about the data<sup>41</sup>.

According to Sugiyono, qualitative research methods are a method that relies on the philosophy of post positivism, qualitative research methods are used for research that focuses on natural object conditions. In addition, it uses data collection techniques with triangulation (combined), inductive or qualitative analysis. The results obtained from using qualitative research itself are emphasis on the meaning of generalization<sup>42</sup>.

This research uses a qualitative descriptive method. A Descriptive Qualitative approach is a research method focused on providing a detailed, straightforward description of a phenomenon or situation as it naturally occurs. It involves collecting non-numerical data, such as interviews, observations, or texts, to capture the essence of people's experiences, behaviors, or social settings. This approach is typically used when the goal is to understand and

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<sup>41</sup> Miles, M. B., & Huberman, A. M. (1994). "Qualitative data analysis: An expanded sourcebook. Sage", 1994.

<sup>42</sup> Sugiyono, Memahami Penelitian Kualitatif. ALFABETA, 2012.

describe the "what" and "how" of a particular subject, without trying to manipulate or control variables<sup>43</sup>. This research was conducted with interviews and documentation. Interviews were conducted with one English teachers at SMKN 2 Rejang Lebong, interviews were conducted using tools such as recorders and notes while for documentation using one English teaching module. Then the data was analyzed about the problems of English teachers in developing teaching modules with qualitative descriptive methods and triangulation.

## **B. Subject of The Research**

The subject of this research is one English teacher, at SMKN 2 Rejang Lebong there are only 3 English teachers, 2 teachers only teach grades 11<sup>th</sup> and 12<sup>th</sup> using the k13 curriculum while there is only one teacher who teaches using the Merdeka curriculum and the Merdeka curriculum is only set for grade 10<sup>th</sup>. The reason why the researcher chose SMK Negeri 2 Rejang Lebong as the research site is because the researcher has made preliminary observations that show the existence of various problems faced by English teachers in designing learning modules in accordance with the Merdeka Curriculum. These observations revealed that many teachers have difficulties in creating lesson plans and developing materials that are in line with the expected learning objectives. Therefore, this study aims to answer the question: "How do English teachers at SMK Negeri 2 Rejang Lebong design learning modules based on the

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<sup>43</sup> Creswell, J. W., *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. (3rd ed.). SAGE Publications, 2013.

implementation of the Merdeka Curriculum?" By choosing this school, the researcher hopes to delve deeper into the challenges faced by teachers at SMK Negeri 2 Rejang Lebong and provide useful recommendations to improve the learning process in the school. The selection of subject based on purposive sampling technique. Purposive sampling is a non-random sampling technique used in qualitative research where participants are selected based on specific characteristics or criteria that are directly relevant to the research study. Instead of seeking to represent a larger population, purposive sampling focuses on selecting individuals, groups, or cases that can provide rich, relevant, and in-depth information about the phenomenon being studied. This method allows researchers to intentionally choose participants who have particular insights, experiences, or knowledge that are crucial for answering the research questions<sup>44</sup>. So the researcher conducted a research with the subject of one English teacher, with the criteria that the teacher has attended training on the implementation of the independent curriculum, besides that the teacher has sufficient experience in making independent curriculum modules and has a very qualified ability to compile or design Merdeka curriculum modules.

**Tabel 2.1**

<b>No</b>	<b>Sample Criteria</b>
1.	Have attended training on implemtng the Merdeka curriculum
2.	Have sufficient experience in creating modules
3.	Have qualified abilities in compiling or designing Merdeka curriculum modules

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<sup>44</sup> Creswell, J. W., & Poth, C. N., "Qualitative Inquiry & Research Design: Choosing Among Five Approaches", (4th ed.). SAGE Publications, 2018.



The reason the researcher chose this location was because of the problems faced by teachers at SMK Negeri 2 Rejang Lebong, especially for English teachers in class 10<sup>th</sup>, another reason the researcher chose this school was because this school was the place where the researcher had been working for a month so that the researcher had analysed in advance related to KBM at SMK Negeri 2 Rejang Lebong, especially regarding the independent curriculum, the researcher found several problems related to the independent curriculum, it turns out that there are a lot of teachers there who have difficulty in designing independent curriculum modules, especially for English teachers in class 10<sup>th</sup> at SMK Negeri 2 Rejang Lebong.

### **C. Data Collection Technique**

This is the main factor in conducting research, in this study, researchers used two techniques to collect data, namely;

#### **1. Interview**

This activity is carried out to find out data from informants who answer the first research question. This researcher uses semi-structured interviews because the answers given cannot be answered only with yes or no answers. there are two types of assistance instruments commonly used, namely; 1). In-depth interview guide or guideline, this is a short paper that lists the information that needs to be collected. The questions are generally general and require long answers. There are 10 questions related to the steps and problems of teachers in developing independent curriculum teaching modules that answer all the problems of researchers in this study. 2).

Recording device. Researchers recorded the results of the interview using a smartphone, then recorded it on paper. This technique is used to obtain in-depth information about the topics discussed.

In this study, the informant interviewed was one teacher who teaches in grade 10 of SMKN Rejang Lebong, the English teacher answered 10 questions from the researcher, and the questions were in-depth questions, none of the questions were answered only 'yes' or 'no'. To find out the details, the researcher conducted in-depth interviews with English teachers at SMKN 2 Rejang Lebong, by asking questions related to the problems of English teachers in developing teaching modules in the independent curriculum and what steps were taken by English teachers at SMKN 2 Rejang Lebong in developing teaching modules. The first interview was conducted on 14 August 2024 in the room of Waka SMK Negeri 2 Rejang Lebong related to data collection interviews to answer questions number 1 and 2, then on 19 August a second interview was conducted in the teacher's room related to narrative inquiry data collection interviews.

## **2. Documentation**

Documentation in this study includes photographs taken during interviews with English teachers at SMK Negeri 2 Rejang Lebong, as well as teaching modules used in the learning process. These photos captured key moments as teachers explained their experiences, challenges and strategies they applied in developing teaching modules in accordance with Merdeka Curriculum. Each photo shows warm and productive interactions between

researchers and teachers, creating an atmosphere that supports in-depth discussions about the teaching process.

In addition, this documentation also includes copies of Merdeka Curriculum modules that have been developed by teachers. These modules contain lesson plans (RPP), and assessments designed to meet student learning needs in a flexible and adaptive manner. With these teaching modules, teachers can adjust teaching materials and methods to the characteristics and needs of students, so that the learning process becomes more effective.

By collecting photographs from interview sessions and relevant teaching modules, this research aims to provide a comprehensive picture of how teachers implement Merdeka Curriculum in their teaching practices. This documentation serves not only as visual evidence, but also as a valuable source of information for further analyses of Merdeka Curriculum implementation in schools, as well as to understand teachers' experiences and perspectives in the process.

### **3. Narrative Inquiry**

The implementation of narrative inquiry in this research involves the same informants as those used in the previous interview data collection. This process is similar to interviews, but there is a significant difference: in narrative inquiry, informants are given complete freedom regarding the time and place to express their experiences related to process in designing modules based on *Merdeka* Curriculum. In this method, informants are

asked to write their stories in detail, describing their experiences, challenges, and the lessons they learned during the creating of Modules in teaching English. The researcher provides guidelines or trigger questions to help informants organize their narratives, but ensures that these instructions remain flexible to avoid restricting their freedom of expression.

After the informants complete their story writing, the filled-in worksheets will be collected by the researcher. The next step is to develop findings from this narrative analysis. These findings are integrated with the previous interview data to obtain a more comprehensive and holistic picture of the informants' experiences in the implementation of the English-language drama. In this way, narrative inquiry allows the researcher to deeply explore the subjective experiences of the informants.

#### **D. Instrument**

##### **1. Interview Guidance**

To answer the questions, the researcher used interview to gain the data from two teachers who creating modules for teaching process based on the implementation of *Merdeka* Curriculum. The blueprint of interview is made by 2020 Minister of Education and Culture Regulation on Teaching Modules (see Chapter 2). The blueprint interview is validated by professional judgment before the researcher use to gain the data. The blueprint can be seen in the table below;

**Tabel 3.1**  
**Blueprint Interview**

No	Aspects	Indicators	Questions
1.	Steps for developing teaching modules for the <i>Merdeka</i> Curriculum.	1. Analyze students, teachers, and teaching units in terms of their conditions and needs.	1. How do you analyze the conditions and needs of students, teachers, and teaching units when designing the English teaching module for the <i>Merdeka</i> Curriculum?
			2. What conditions and needs do you typically identify in learning during this analysis stage?
		2. Carry out a diagnostic assessment of students' learning conditions and needs.	3. What diagnostic assessments do you conduct to understand students' learning conditions and needs?
			4. How do you use the results of these assessments to direct your English teaching module design?
		3. Identify and determine the unity of the Pancasila learner profile to be achieved.	5. How do you identify and integrate the Pancasila learner profile into the English teaching module?
			6. What dimensions of the Pancasila learner profile do you focus on, and how do you allocate time for them?
		4. Develop teaching modules based on the learning objectives flow.	7. How do you develop the English teaching module from the learning objectives flow based on learning outcomes?
			8. Can you provide examples of how you align learning objectives with the English teaching module content?

		5. Design assessment types, techniques, and instruments.	9. How do you design assessment types, techniques, and instruments for the English teaching module?
			10. How do you incorporate the minimum competence assessment, personality survey, and learning environment survey into your assessments?
		6. Develop the teaching module based on planned components.	11. What components do you plan and include in the English teaching module?
			12. How do you ensure these planned components meet the learning needs of students?
		7. Identify essential components that meet learning needs.	13. How do you identify and select the essential components that meet students' learning needs?
			14. What criteria do you use to determine these components?
		8. Elaborate essential components in learning activities.	15. How do you elaborate on the essential components in the English learning activities of the module?
			16. Can you describe a specific learning activity that illustrates this elaboration?
		9. Complete and use the module.	17. How do you ensure the English teaching module that you designed is ready for use?
			18. What steps do you take to test and refine the module before implementation?

		10. Evaluate the module.	19. How do you evaluate the effectiveness and quality of the English teaching module?
			20. What system of measurement or feedback do you consider in this evaluation?
2.	Difficulties in designing English teaching module for the <i>Merdeka</i> Curriculum.	1. Identifying and selecting learning themes (topics).	21. What difficulties have you encountered in identifying and selecting learning themes or topics for the English teaching module under the <i>Merdeka</i> Curriculum, and how have you addressed them?
			22. How have the frequent changes in curriculums affected your ability to select appropriate learning themes or topics for the <i>Merdeka</i> Curriculum?
		2. Identifying learning objectives.	23. What difficulties have you faced in identifying learning objectives of the English teaching module for the <i>Merdeka</i> Curriculum, and what solutions have you implemented?
		3. Developing learning activities.	24. What were the main difficulties you encountered in developing learning activities of the English teaching module for the <i>Merdeka</i> Curriculum, and how have you overcome them?
			25. What issues have you encountered in preparing

		4. Preparing student worksheets and learning media.	student worksheets and learning media for the <i>Merdeka</i> Curriculum based on student readiness, interest, and learning profiles?
			26. How have you addressed difficulties in developing and operating IT-based media of the English teaching module for the <i>Merdeka</i> Curriculum?
		5. Designing the <i>Merdeka</i> Curriculum learning module.	27. What specific difficulties have you encountered in designing the English teaching module for the <i>Merdeka</i> Curriculum?
		6. Differences between K13 lesson plan and the <i>Merdeka</i> Curriculum learning module.	28. How have the key differences between the K13 lesson plan and the <i>Merdeka</i> Curriculum learning module affected your English teaching and module development?
		7. Selecting and designing learning media, especially IT-based media.	29. What difficulties have you encountered in selecting and designing English learning media, particularly IT-based media for the <i>Merdeka</i> Curriculum, and how have you resolved them?
		8. Developing learning assessment and assessment instruments.	30. What difficulties have you encountered in developing learning assessments and assessment instruments such as rubrics, observation sheets, and checklists of the English teaching module for the <i>Merdeka</i> Curriculum?



			And how have you addressed these issues?
		9. Comparing difficulties between developing K13 lesson plans and the <i>Merdeka</i> Curriculum learning modules.	31. From your experience, which is more difficult to develop: the K13 lesson plans or the English teaching module for the <i>Merdeka</i> Curriculum? Why is that so?

### E. Data Analysis Technique

Qualitative analysis consists of three stages according to Miles and Huberman, namely<sup>45</sup>:

#### 1. Data reduction

Refers to the process of selecting, focusing, simplifying, abstracting, and manipulating data that appears in field notes or written transcripts. In this study, researchers conducted interviews and documentation. Researchers did not include all data from interviews and documentation, but researchers selected data that were relevant to the research findings. The researcher selected the data obtained from interviews with English teachers, only taking information that was relevant to the research problem, namely how teachers develop teaching modules and difficulties in developing learning modules, then the data that had been selected was then simplified to eliminate information that was not important or not related to the focus of the research, so as to facilitate analysis, then the relevant data was

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<sup>45</sup> Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. (3rd ed.). SAGE Publications

grouped based on certain themes or categories, such as challenges in module development, strategies used, and expected results.

## 2. Data display

A collection of well-organized and compact data that allows for drawing conclusions and taking action. Then the reduced data is presented in the form of tables or graphs to provide a clear picture of the research findings, such as the frequency of difficulties faced by teachers, In addition to tables, researchers also present data in the form of narrative descriptions that explain the context and meaning of the data obtained, so that readers can understand the situation faced by teachers, and The data that has been presented is organised based on predetermined categories, making it easier for readers to follow the flow of thought and analysis of researchers.

## 3. Conclusion or data verification.

Conclusion or data verification is the process of drawing conclusions and verifying data to ensure the validity of the information obtained. in this study, researchers conducted an initial analysis of the data that had been presented to draw temporary conclusions about the difficulties faced by teachers in developing learning modules, then researchers carried out a verification process carried out by comparing data obtained from interviews with other sources, such as documentation and relevant literature, to ensure consistency and accuracy of information, finally researchers discussed the findings obtained with colleagues or supervisors to get additional input and perspectives, which could help in strengthening the conclusions drawn.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This section validates the observed phenomena and discussions by conducting a comprehensive analysis of the data gathered through interview which is confirmed by narrative inquiry and documentation. The information obtained from these methods corroborates and supports the research findings, providing a cohesive and reinforced understanding of the study's outcomes.

#### **A. Findings**

The researcher shared the findings obtained from interviews, documentation and narrative inquiry. The aim of gathering this data was to confirmed the process of designing learning models based on *Merdeka* Curriculum implementation at SMKN 2 Rejang Lebong. The research utilized a descriptive approach distinguished by a qualitative methodology.

#### **1. How the English Teacher Designs Curriculum *Merdeka* English Learning module at SMK Negeri 2 Rejang Lebong.**

##### **a. The result of Interview**

In this section, the researcher engaged in interviews with teacher to gain the data of the research concerning how English Teachers design Curriculum *Merdeka* Learning Module at SMK Negeri 2 Rejang Lebong. The interviews with teachers took place on July 23<sup>rd</sup>, 2024. The result of interview teacher in the explanation below;

Based on the interview to the teacher, there are some stages used by the teacher in designing learning module based on *Merdeka* Curriculum implementation, the stages can be seen in the table below:

### **1. Analyze Students, Teachers, and Teaching Units in Terms of Their Conditions and Needs**

In designing the Merdeka English Learning Module, the teacher begins by analyzing the conditions of students, teachers, and teaching units. This process typically starts with an assessment of students' current abilities, needs, and learning conditions to identify their starting point in English proficiency. Based on this assessment, the teacher adjusts the module's content and teaching strategies to ensure it aligns with the specific needs of the students, making the learning process more effective and personalized. This approach reflects the principles of learner-centered education, emphasizing the importance of adapting instructional design to meet diverse learner profiles

### **2. Carry Out a Diagnostic Assessment of Students' Learning Conditions and Needs**

To carry out a diagnostic assessment of students' learning conditions and needs, the teacher begins by evaluating the students' proficiency levels to tailor the module effectively to their capabilities. This evaluation often involves informal assessments, where the teacher asks basic questions about English to gauge their foundational skills

and identify specific areas that require support. Such diagnostic assessments are crucial in understanding the learners' starting points and ensuring the instructional design meets their needs.

### **3. Identify and Determine the Unity of the Pancasila Learner Profile to be Achieved**

In designing the English module, the teacher identifies and determines the unity of the Pancasila Learner Profile to be achieved by aligning the curriculum with the school's P3 (Pancasila Learner Profile) guidelines. These guidelines serve as a foundation, ensuring the integration of national educational values into the module. After aligning with the P3 framework, the teacher matches these values with English learning materials, emphasizing key competencies such as creativity, critical thinking, and independence. These competencies are pivotal for preparing students to navigate complex challenges both academically and in real-world contexts. However, the teacher must also adhere to time allocation, which is predetermined by the school, ensuring that the module is both comprehensive and achievable within the available instructional hours. This structured approach fosters a balance between national curriculum objectives and localized teaching strategies.

#### **4. Identify and Determine the Unity of the Pancasila Learner Profile to be Achieved**

To identify and determine the unity of the Pancasila Learner Profile to be achieved, the teacher begins by clearly defining the learning objectives and goals. This involves designing a module structure that includes appropriate topics and subtopics, organized in a logical sequence to facilitate effective learning. The next step is to develop instructional materials and select suitable teaching methods, incorporating supplementary resources such as videos, readings, or interactive tools to enhance engagement and understanding.

#### **5. Design Assessment Types, Techniques, and Instruments**

The teacher also creates activities aligned with the learning objectives, such as group discussions, role-plays, or problem-solving tasks, which foster the targeted competencies. Assessment tools are then designed to measure student achievement and ensure that learning outcomes align with the goals of the Pancasila Learner Profile. Once the module is prepared, it is tested in the classroom to observe its practicality and effectiveness. Feedback from students and observations during the implementation phase are used to revise and improve the module. Finally, the module is implemented and monitored to ensure it consistently supports the intended learning outcomes and develops the desired Pancasila Learner Profile traits in students, such as independence, creativity, and collaboration.

## **6. Develop The Teaching Module Based on Planned Components**

In designing assessment types, techniques, and instruments, the teacher begins by determining the specific competencies that need to be measured, such as language proficiency, critical thinking, or communication skills. Once the competencies are identified, the teacher selects appropriate assessment techniques that align with the learning objectives and the skills being evaluated. For example, written tests may be used to assess grammatical knowledge or vocabulary, while presentations can evaluate speaking skills and the ability to organize and express ideas effectively. Projects are also a popular choice, as they provide opportunities for students to demonstrate creativity, problem-solving, and real-world application of their English skills. By selecting varied and purposeful assessment methods, the teacher ensures a comprehensive evaluation of students' learning progress and aligns with principles of authentic assessment, which emphasize relevance and practicality in measuring student performance.

## **7. Identify Essential Components that Meet Learning Needs**

To identify essential components that meet learning needs, teachers begin with a thorough needs analysis to understand the students' current abilities, challenges, and specific goals related to English learning. This analysis helps in pinpointing the components that are most relevant to achieving the learning objectives while addressing

the particular difficulties students encounter. Teachers then apply criteria such as the relevance of content to the defined objectives, ensuring that each component directly supports the intended outcomes. They also consider the difficulty level, ensuring it is appropriate for the students' proficiency, neither too easy nor overly challenging. Additionally, the usefulness of the components in enhancing students' skills, such as communication, critical thinking, or problem-solving, is evaluated. By prioritizing these factors, the teacher ensures that the learning module is both effective and practical, aligning with principles of targeted instruction and fostering meaningful skill development.

#### **8. Identify Essential Components that Meet Learning Needs**

To elaborate on the essential components in learning activities, Teacher A integrates these components into interactive and engaging activities that promote deeper understanding among students. These activities are designed to actively involve students in their learning process. For instance, Teacher A might organize group discussions where students can collaboratively explore and debate different aspects of a topic, fostering communication skills and critical thinking. Speaking exercises are also utilized to enhance oral proficiency, allowing students to practice pronunciation, vocabulary, and fluency in a controlled environment. Additionally, text analysis activities enable students to critically examine written



materials, improving their comprehension skills and ability to interpret and analyze content. By incorporating these interactive methods, Teacher A ensures that students not only acquire knowledge but also apply it in meaningful contexts, which supports deeper learning and retention of information.

### **9. Complete the use of module**

To complete the use of the module, the teacher ensures that all criteria are thoroughly met and aligned with the learning objectives. This involves a careful review of the module's content, structure, and activities to confirm that they effectively support the intended learning goals. The teacher checks that each component of the module—including topics, assessments, and instructional strategies—aligns with the desired outcomes and that they are designed to address the specific needs of the students. Additionally, the teacher ensures that the activities and assessments are engaging and relevant, providing opportunities for students to demonstrate their understanding and apply their knowledge. Only when all these elements are aligned and meet the required standards is the module considered complete and ready for implementation.

### **10. Evaluate the Module**

To evaluate the module, Teacher A employs a multi-faceted approach to ensure its effectiveness and alignment with student needs. First, Teacher A conducts preliminary tests to observe how

students interact with the module and to gauge their initial responses. This step provides immediate feedback on the module's effectiveness, helping the teacher identify any areas that may need adjustments or clarification. Based on these observations and feedback from students, Teacher A makes necessary modifications to improve the module's content and delivery. Additionally, the teacher conducts a comprehensive analysis of student learning outcomes. This includes assessing academic performance through tests and assignments, as well as gathering feedback on students' learning experiences and satisfaction with the module. Direct observation during the learning process allows Teacher A to see how students apply their knowledge and engage with the material. These evaluations provide insights into the module's effectiveness in achieving the intended learning objectives and help the teacher make informed decisions about future revisions. This iterative process ensures that the module remains relevant, effective, and responsive to students' needs

#### **b. Narrative Inquiry**

Based on the narrative inquiry written down by the teacher, there are some stages used by the teacher in designing learning module based on *Merdeka* Curriculum implementation. The narrative inquiry confirms the data from interview section, the researcher analyzes the narrative inquiry to confirm the data about the process of teacher in designing

learning module based on *Merdeka* Curriculum implementation. it can be seen in the table below:

**Table 4.2**  
**The Result of Narrative**

No	Process	Findings
1	Analyze Students, Teachers, and Teaching Units in Terms of Their Conditions and Needs	The teacher starts by assessing the educational needs of students and aligning these with the <i>Merdeka</i> Curriculum's core competencies and objectives
2	Carry Out a Diagnostic Assessment of Students' Learning Conditions and Needs	The teacher plan to use diagnostic test assessments to evaluate student level and their needs to confirm the effectiveness of the module
3	Identify and Determine the Unity of the Pancasila Learner Profile to be Achieved	the teacher set the <i>Pacasila</i> profile. it should focus on developing students' character and citizenship by promoting respect for diversity, fostering critical thinking and ethical reasoning, encouraging active participation in democratic processes, and supporting social responsibility and community engagement.
4	Develop Teaching Modules Based on the Learning Objectives Flow	Teacher Starts by formulating specific learning objectives. Then, create a module structure that includes an introduction, main content, and activities, ensuring a logical progression from basic to more advanced topics.
5	Design Assessment Types, Techniques, and Instruments	The teacher uses various methods to check student learning based on the goals. Quizzes and discussions give feedback during learning, while final exams measure overall progress.
6	Develop The Teaching Module Based on Planned Components	Teacher develops a teaching module based on planned components involves creating a structured plan that integrates clear learning objectives, engaging content, and interactive activities

7	Identify Essential Components that Meet Learning Needs	Teachers set clear, measurable learning objectives that define what students should achieve. Content should be engaging and linked to real-world situations to keep students interested.
8	Elaborate Essential Components in Learning Activities	The teacher includes key components in learning activities: clear objectives, engaging content, interactive elements, and feedback. Clear objectives guide what students should achieve. Engaging content captures their interest and connects to their experiences, making it more relevant.
9	Complete and Use the Module	The teacher is Completing and using the module involves finalizing its content, implementing it in the classroom, and continuously refining it based on feedback and outcomes.
10	Evaluate the Module	The teacher starts by gathering feedback from various sources, including student assessments, teacher observations, and student surveys. Analyze whether the module's content, activities, and assessments align with the intended learning goals and if they engage students effectively

First, the teacher starts by assessing the educational needs of students and aligning these with the *Merdeka* Curriculum's core competencies and objectives. Define clear, measurable goals for the module that reflect both curriculum standards and student needs. The second, the teacher plan to use formative and summative assessments to evaluate student progress and the effectiveness of the module. Collect feedback from students and peers to identify areas for improvement. The third steps done by the teacher in designing learning module is the teacher Align the curriculum with the school's P3 guidelines first, then

match it with the English material. The teachers focus more on students' creativity, critical thinking, and independence. As for time allocation, it is predetermined by the school.

The next stage is creating a detailed plan for the module, including lesson plans, learning activities, and assessment strategies. Incorporate a variety of instructional methods such as project-based learning, collaborative activities, and technology-enhanced learning to cater to different learning styles. the fifth, designing assessments for a learning module based on the *Merdeka* Curriculum involves a thoughtful approach that integrates various types, techniques, and instruments. The process begins with selecting appropriate assessment types, including formative assessments like quizzes and discussions that offer ongoing feedback to students, and summative assessments such as final exams and projects that evaluate overall performance. Diagnostic assessments, such as pre-tests, gauge prior knowledge before instruction, while dynamic assessments focus on students' potential for future learning through guided tasks. Techniques include observations to record behaviors and skills, self-assessment to encourage reflective learning, and peer assessment to provide diverse feedback. Performance-based assessments, like projects and simulations, measure real-world application of knowledge, while portfolio assessments involve reviewing student work over time to track progress. Instruments for these assessments include rubrics, which offer detailed criteria for

consistent grading; tests and quizzes for structured knowledge evaluation; checklists to monitor task completion; surveys and questionnaires to gather feedback; and concept maps to visually represent and assess understanding. This integrated approach ensures a comprehensive evaluation framework that supports student-centered learning and aligns with the *Merdeka Curriculum*'s goals.

Sixth, to meet learning needs effectively, teacher include essential components such as clear learning objectives, engaging content, diverse instructional strategies, and varied assessment methods. Clear objectives define what students should know and be able to do by the end of the module. Engaging content ensures relevance and interest, while diverse instructional strategies, like interactive activities and multimedia resources, cater to different learning styles. Varied assessment methods, including formative and summative assessments, provide comprehensive feedback and measure both understanding and skills. Additionally, incorporating opportunities for student reflection and self-directed learning helps address individual needs and fosters a deeper engagement with the material.

The next, the teacher elaborate components in learning activities include clear goals, engaging content, interactive elements, and opportunities for feedback. Clear goals outline what students are expected to learn and achieve, providing direction and purpose. Engaging content captures students' interest and relates to real-world

contexts, making learning more relevant and enjoyable. Interactive elements, such as group work, hands-on tasks, and technology, encourage active participation and collaboration. Opportunities for feedback, including peer reviews and self-assessment, help students understand their progress and areas for improvement. Together, these components create a dynamic learning environment that supports effective learning and skill development. The last, reflect on the outcomes of the module and revise it based on the assessment results and feedback. Make necessary adjustments to improve content delivery, engagement, and overall learning experience.

Based on the narrative inquiry, the researcher can confirm that there are several stages implemented in designing learning module based on *Merdeka* curriculum implementation. The stages can be seen in the table below:

### **c. Document Analysis**

In this phase, the researcher analyzed the learning module designing by the teacher. The learning module confirmed the process of designing it. The document also described the component that used by the teacher in designing learning module. The result of learning module can be seen in the table below:

**Table 4.2**  
**Document analysis**

No	Component	Confirmation
1	Selection of type of education unit and level	Confirmed
2	Phase and class selection	Confirmed
3	Subject selection	Confirmed
4	Special needs marking of teaching module titles	Confirmed
5	General description of teaching module	Confirmed
6	Module writing identity	Confirmed
7	Module objectives	Confirmed
8	Usage plans	Confirmed
9	Materials, assessments, and references	Confirmed

From the table above, it can be concluded that learning module designed by the teacher has been fulfilled the minimum criteria based on *Merdeka* curriculum implementation. the components are match with the process of designing the learning module.

## **2. The Difficulties Faced by English Teachers in Designing Learning Modules Based on *Merdeka* Curriculum**

In this section, the researcher engaged in interviews with teachers to gain the data of the research concerning the difficulties faced by English Teachers in designing Curriculum *Merdeka* Learning Module at SMK Negeri 2 Rejang Lebong. The interviews with teachers took place on July 23<sup>rd</sup>, 2024. The result of teacher A in the explanation below:

### **a. Interview Result**

Based on the interview to the teacher, there are some difficulties faced by the teacher in designing learning module based on *Merdeka* Curriculum implementation:



### **1. Identifying and selecting learning themes (topics)**

Identifying and selecting learning themes (topics) involves a significant challenge for teachers as they must align the content with the diverse needs of each student. Since students have different abilities, interests, and learning styles, the teacher must carefully choose topics that can engage all learners effectively. This requires a deep understanding of each student's individual needs and a flexible approach to content selection, ensuring that the themes are relevant and can cater to varying levels of proficiency and understanding. The aim is to make learning meaningful and accessible for all students, despite their differences.

### **2. Identifying learning objectives**

Identifying learning objectives does not present significant difficulties for the teacher. This may be due to a clear understanding of the curriculum goals and a well-defined approach to aligning these objectives with student outcomes. The teacher likely has a good grasp of what needs to be achieved and how to structure the learning experiences to meet these goals effectively. This clarity allows for a more straightforward design process for both the content and the learning activities.

### **3. Developing learning activities**

Developing learning activities presents a challenge for the teacher, particularly in matching the appropriate media with the activities. If the necessary media are available and suitable, these challenges can be minimized, making the development of activities more straightforward. The availability and relevance of media play a crucial role in ensuring that the activities are engaging and effective in supporting the learning objectives. When these resources are complete, the teacher can focus more on the instructional content and student engagement without significant difficulties.

### **4. Preparing student worksheets and learning media**

Preparing student worksheets and learning media involves the teacher addressing this by collecting data on students' interests and needs. This approach allows the teacher to tailor the material to better suit the individual and collective learning requirements of the students. By adapting the material based on this data, the teacher ensures that the content is relevant, engaging, and aligned with students' current knowledge and learning styles, which can enhance their motivation and learning outcomes.

### **5. Designing the *Merdeka* Curriculum learning module.**

Designing the Merdeka Curriculum learning module presents a challenge for Teacher A, primarily because of the need to adjust

the module to fit the flexible principles of the Merdeka Curriculum. These principles emphasize student independence, adaptability, and responsiveness to individual learning needs. The teacher may struggle to align the module's content and structure with these requirements, which can require more dynamic and continuous adjustments compared to more traditional curriculum designs. This challenge underscores the complexity of implementing an adaptive curriculum and highlights the need for creativity and flexibility in module design.

**6. Differences between K13 lesson plan and the *Merdeka Curriculum* learning module.**

Differences between K13 lesson plans and the Merdeka Curriculum learning module involve a fundamental shift in teaching methods. Under the Merdeka Curriculum, the teacher adjusts teaching methods to support a more independent and adaptive approach. This contrasts with the K13 lesson plans, which tend to be more structured and teacher-centered. The Merdeka Curriculum emphasizes fostering student autonomy, encouraging self-directed learning, and adapting teaching strategies to meet individual learning needs. This approach requires a greater focus on critical thinking, creativity, and

problem-solving skills, aligning with broader educational goals of student independence and adaptability.

**7. Selecting and designing learning media, especially IT-based media**

Selecting and designing learning media, especially IT-based media, poses a difficulty for the teacher due to the challenge of choosing technology that matches the students' skill levels. The teacher needs to ensure that the selected media are not only relevant to the curriculum but also accessible and effective for all students. This involves evaluating the technology's usability, compatibility with the students' existing skills, and its potential to enhance the learning experience. Without proper alignment, the use of technology can be a barrier rather than a benefit, hindering engagement and learning outcomes.

**8. Developing learning assessment and assessment instruments**

Developing learning assessments and assessment instruments does not pose significant problems for the teacher because they can conduct assessments according to the criteria set by the curriculum itself. These predefined criteria provide clear guidelines on what is expected in terms of student performance, making it easier to design assessments that accurately measure student achievement. This alignment ensures that assessments

are relevant, fair, and effectively capture students' understanding and skills according to the curriculum standards.

**9. Comparing difficulties between developing K13 lesson plans and the *Merdeka* Curriculum learning modules**

Comparing difficulties between developing K13 lesson plans and the *Merdeka* Curriculum learning modules, the *Merdeka* Curriculum teaching module is seen as more challenging. This is primarily because it demands constant adjustments to align with the flexible principles of student independence and adaptability. These principles require a dynamic approach to content delivery, which can be more time-consuming and complex than the more structured K13 lesson plans. The K13 lesson plans are easier to follow as they provide a clear framework and predefined structure, making them simpler to implement compared to the more open-ended nature of the *Merdeka* Curriculum.

**B. Narrative Result**

The data from narrative result give a clear description about the difficulties faced by the teacher in designing learning module based on *Merdeka* Curriculum. The written show that there are some difficulties faced by the teacher. The data confirmed interview result. The detail information can be seen in the explanation below; first, Identifying and selecting learning themes (topics) can present several problems. As an English teacher, one of the main

challenges is ensuring that the themes align with the curriculum goals and competencies while also being engaging and relevant to students. Sometimes, the curriculum requirements may feel restrictive, making it difficult to choose themes that are both educationally valuable and interesting to students.

Second, one of the main difficulties felt by the teacher is designing activities that are engaging and effective for all students, considering their diverse learning styles, abilities, and interests. Third, one of the main difficulties is designing worksheets that are both educationally effective and engaging for students. Fourth, difficulties is aligning the module with the curriculum's emphasis on student-centered learning while also ensuring that it meets the required educational standards.

Next problem is adapting to the increased flexibility and autonomy that the *Merdeka* Curriculum demands. While this flexibility is intended to empower teachers, it can also be overwhelming, especially for those who are used to the structured format of K13. Sixth, problem faced by the teacher is a lack of technical skills or training to effectively use or create digital tools, which can hinder the successful implementation of technology in the classroom. The last, Developing K13 lesson plans and *Merdeka* Curriculum learning modules presents different challenges. K13 lesson plans are highly structured, making them straightforward to follow but limiting flexibility and creativity. In contrast, the *Merdeka* Curriculum emphasizes student-centered learning and flexibility, requiring teachers to design modules that adapt to individual needs and integrate values like Pancasila throughout.

## C. Discussion

### 1. How the English Teacher Designs Curriculum *Merdeka* English Learning module at SMK Negeri 2 Rejang Lebong

Based on the interview, documentation, and narrative inquiry, there are 10 steps used by the teachers in the process of designing learning modules based on *Merdeka* Curriculum implementation at SMK Negeri 2 Rejang Lebong. There is one English teacher who design the learning modules for teaching learning process based on the implementation of *Merdeka* Curriculum.

The process of developing effective teaching modules, especially within the framework of the *Merdeka* Curriculum, is a multifaceted endeavor that involves a comprehensive understanding of both the learners and the educational context. The findings presented outline a systematic approach to module development, beginning with the analysis of students, teachers, and teaching units, and culminating in the evaluation of the module's effectiveness. Each step is integral to ensuring that the learning experience is tailored to the needs of the students and aligned with the educational goals of the curriculum

**a. Analyze Students, Teachers, and Teaching Units in Terms of Their Conditions and Needs**

The first step in this process is the analysis of students, teachers, and teaching units. According to Tomlinson's<sup>46</sup> theory of differentiated instruction, understanding the diverse needs and conditions of students is crucial for effective teaching. This analysis helps in identifying the learning styles, prior knowledge, and potential barriers that may affect students' engagement and success. For teachers, this stage involves reflecting on their own strengths and areas for development, as well as the resources available within the teaching unit. Previous research has shown that a thorough needs analysis is foundational in designing effective instructional strategies that are responsive to the specific context of the learners<sup>47</sup>

**b. Carry Out a Diagnostic Assessment of Students' Learning Conditions and Needs**

Following the initial analysis, a diagnostic assessment is conducted to further understand students' learning conditions and needs. Diagnostic assessments are essential for identifying gaps in knowledge and skills, as well as for determining students' readiness to engage with new content<sup>48</sup>. This step is closely aligned with Vygotsky's concept of the

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<sup>46</sup> Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD

<sup>47</sup> Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). John Wiley & Sons

<sup>48</sup> Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74



Zone of Proximal Development (ZPD), which emphasizes the importance of identifying the level at which a learner can perform a task with guidance<sup>49</sup>. The findings from this assessment inform the subsequent steps in the module development process, ensuring that the content and activities are appropriately challenging and supportive.

**c. Identify and Determine the Unity of the Pancasila Learner Profile to be Achieved**

The third finding focuses on identifying and determining the unity of the Pancasila Learner Profile to be achieved. The Pancasila values, which are central to Indonesian education, need to be integrated into the learning process. According to character education theories by Lickona, the development of values such as respect, responsibility, and integrity is as important as academic achievement<sup>50</sup>. This step involves aligning the learning objectives with these values, ensuring that the development of students' character is integrated throughout the module. Research by Nucci (2001) supports the idea that character education should not be taught in isolation but should be embedded within the context of academic learning<sup>51</sup>.

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<sup>49</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press

<sup>50</sup> Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books

<sup>51</sup> Nucci, L. (2001). *Education in the moral domain*. Cambridge University Press

**d. Develop Teaching Modules Based on the Learning Objectives Flow.**

Developing teaching modules based on the learning objectives flow is a crucial step that ensures alignment between the learning goals and the instructional content. According to the Backward Design model (Wiggins & McTighe, 2005), it is essential to start with the end in mind—identifying the desired learning outcomes and then designing activities and assessments that lead to these outcomes<sup>52</sup>. This approach helps in creating a coherent and focused learning experience that progressively builds students' knowledge and skills. Previous studies have shown that modules designed with clear objectives and a logical flow of content are more effective in promoting deep learning (Biggs & Tang, 2011)<sup>53</sup>

**e. Design Assessment Types, Techniques, and Instruments**

The design of assessment types, techniques, and instruments is another critical aspect of module development. Assessments should be varied and aligned with the learning objectives to accurately measure student progress (Brown, 2004)<sup>54</sup>. In the context of the *Merdeka* Curriculum, assessments should also incorporate self-assessment and peer assessment, fostering students' reflective and critical thinking skills.

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<sup>52</sup> Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). ASCD

<sup>53</sup> Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Open University Press

<sup>54</sup> Brown, G. T. L. (2004). *Assessing student learning in higher education*. Routledge

#### **f. Develop The Teaching Module Based on Planned Components**

The development of the teaching module based on planned components involves integrating the instructional content, activities, and assessments into a cohesive unit. Gagné's Nine Events of Instruction (Gagné, 1985) provide a useful framework for structuring these components, ensuring that each stage of the learning process is addressed—from gaining attention to enhancing retention and transfer<sup>55</sup>. This step requires careful planning to ensure that all elements of the module work together to achieve the desired learning outcomes.

#### **g. Identify Essential Components that Meet Learning Needs**

Identifying essential components that meet learning needs is about ensuring that the module includes all necessary elements to support student learning. This may include instructional materials, learning activities, and support structures such as scaffolding. According to Constructivist theories (Bruner), learning is most effective when students are actively involved in the process, constructing new knowledge based on their experiences<sup>56</sup>. Therefore, the essential components should encourage active learning and provide opportunities for students to engage with the content in meaningful ways.

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<sup>55</sup> Gagné, R. M. (1985). *The conditions of learning and theory of instruction* (4th ed.). Holt, Rinehart, and Winston

<sup>56</sup> Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press

#### **h. Elaborate Essential Components in Learning Activities**

Elaborating on essential components in learning activities involves designing specific tasks and exercises that reinforce the key concepts and skills identified earlier. Kolb' Experiential Learning Theory suggests that learning is most effective when it involves a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation<sup>57</sup>. By incorporating a variety of learning activities that address different stages of this cycle, teachers can cater to diverse learning preferences and promote deeper understanding.

#### **i. Complete and Use the Module**

The design of the Merdeka English Learning Module at SMK Negeri 2 Rejang Lebong by the English teacher reflects the core principles of the Merdeka Belajar (Freedom to Learn) curriculum, which emphasizes flexibility, contextualization, and student-centered learning. According to the Ministry of Education, Culture, Research, and Technology of Indonesia, the Merdeka Belajar initiative aims to provide teachers with the autonomy to develop teaching materials that align with students' needs, interests, and local contexts. At SMK Negeri 2 Rejang Lebong, the teacher tailors the English module to incorporate vocational skills, practical applications, and local cultural elements, aligning with the needs of vocational students who require both language proficiency and

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<sup>57</sup> Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall

real-world communication skills. Similarly, Tomlinson (2011) emphasizes the importance of creating materials that are engaging, meaningful, and designed to foster intrinsic motivation<sup>58</sup>. By adopting these approaches, the teacher at SMK Negeri 2 ensures that the module fosters active learning, critical thinking, and collaborative skills, all of which are essential for vocational school students preparing for the workforce

#### **j. Evaluate the Module**

Finally, evaluating the module is a crucial step that provides feedback on its effectiveness. According to Kirkpatrick's Four-Level Training Evaluation Model, evaluation should consider not only the immediate reactions of students but also the learning outcomes, behavioral changes, and long-term impact of the module. Evaluation data can be used to refine and improve the module, making it more effective for future use. Research supports the importance of ongoing evaluation and revision in maintaining the quality and relevance of instructional materials<sup>59</sup>.

## **2. The Difficulties Faced by English Teachers in Designing Learning Modules Based on *Merdeka* Curriculum.**

Based on the interview, documentation, and narrative inquiry, there are some difficulties faced by the teachers in the process of designing learning modules based on *Merdeka* Curriculum implementation at SMK Negeri 2

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<sup>58</sup> *Materials Development in Language Teaching* (2nd ed.). Cambridge University Press. P.167

<sup>59</sup> Tessmer, M. (1993). *Planning and conducting formative evaluations: Improving the quality of education and training*. Kogan Page

Rejang Lebong. There is one English teacher who design the learning modules for teaching learning process based on the implementation of *Merdeka Curriculum*.

**a. Identifying and selecting learning themes (topics).**

One of the initial challenges teachers faces is identifying and selecting appropriate learning themes or topics. In the *Merdeka Curriculum*, this process requires a deep understanding of students' interests and the relevance of topics to real-world contexts. Research by Yuniarsih et al. (2020) indicates that many teachers struggle with this due to a lack of experience in connecting academic content with students' lived experiences<sup>60</sup>. Furthermore, the curriculum's flexibility, while beneficial, can also be overwhelming for teachers who are accustomed to more prescriptive guidelines, as was the case with the previous K13 curriculum

**b. Developing learning activities**

Developing engaging and effective learning activities that align with the *Merdeka Curriculum*'s principles is a complex task. The curriculum encourages active and student-centered learning approaches, such as project-based learning (PBL) and inquiry-based learning (IBL). Research by Sari et al. (2022) reveals that teachers often lack the training and resources to implement these approaches effectively<sup>61</sup>. Many

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<sup>60</sup> Yuniarsih, I., Nur, L., & Raharjo, T. J. (2020). Challenges in implementing the Merdeka Curriculum: Teachers' perspectives. *Journal of Educational Research and Evaluation*, 8(2), 112-123

<sup>61</sup> Hartono, R. (2021). Barriers to implementing multimedia learning in rural schools: A case study in Indonesia. *Educational Technology Research and Development*, 69(5), 137-149

teachers continue to rely on traditional, teacher-centered methods, which are easier to manage but less effective in fostering deep learning.

**c. Preparing student worksheets and learning media**

The preparation of student worksheets and learning media presents practical challenges. Teachers must create materials that are not only aligned with the curriculum but also engaging and accessible to all students. According to Mayer's (2009) Cognitive Theory of Multimedia Learning, effective learning materials should integrate visual and verbal information to enhance understanding<sup>62</sup>. However, research by Hartono (2021) suggests that many teachers struggle with the technical skills required to design high-quality multimedia resources, especially in schools with limited access to technology. Additionally, ensuring that these materials cater to diverse learning needs and styles adds another layer of complexity.

**d. Designing the *Merdeka* Curriculum learning module**

Designing a comprehensive learning module that reflects the *Merdeka* Curriculum's objectives is a demanding process. Unlike the K13 curriculum, which provided more structured lesson plans, the *Merdeka* Curriculum requires teachers to integrate various elements—such as thematic learning, character education, and differentiated instruction—into a cohesive module. This aligns with Tomlinson's (2001) principles of differentiated instruction, which advocate for tailoring content,

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<sup>62</sup> Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press

process, and products to meet individual students' needs. However, the autonomy granted by the *Merdeka* Curriculum can be daunting for teachers, especially those who are not accustomed to such flexibility<sup>63</sup>. Research by Sumarni et al. (2022) indicates that many teachers feel overwhelmed by the responsibility of designing modules that meet these diverse and sometimes conflicting demands<sup>64</sup>.

**e. Differences between K13 lesson plan and the *Merdeka* Curriculum learning module.**

Understanding and managing the differences between the K13 lesson plan and the *Merdeka* Curriculum learning module is another significant challenge. The K13 curriculum provided more prescriptive guidelines and a focus on competency-based learning, which, according to Anderson and Krathwohl (2001), tends to emphasize measurable outcomes in specific subject areas. In contrast, the *Merdeka* Curriculum prioritizes holistic development and flexibility, which requires a shift in mindset and approach. Research by Widodo et al. (2023) shows that teachers often struggle with this transition, particularly in reconciling the structured nature of K13 with the more fluid and integrated approach of the *Merdeka* Curriculum<sup>65</sup>.

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<sup>63</sup> Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD

<sup>64</sup> Sumarni, N., Syukur, M., & Prasetyo, E. (2022). Teachers' perceptions of the *Merdeka* Curriculum and their readiness to design learning modules. *Journal of Curriculum Studies*, 7(2), 55-68

<sup>65</sup> Widodo, H., Fauzi, A., & Suryani, N. (2023). The shift from K13 to the *Merdeka* Curriculum: Challenges and opportunities. *International Journal of Educational Reform*, 32(1), 123-139



**f. Selecting and designing learning media, especially IT-based media**

The selection and design of IT-based learning media present technical and pedagogical challenges. The *Merdeka* Curriculum encourages the use of digital tools to enhance learning, aligning with the principles of Mayer's (2009) multimedia learning theory. However, many teachers lack the necessary digital literacy and face limitations in terms of access to technology, particularly in rural or under-resourced schools. Research by Setiawan and Hadi (2021) highlights that the digital divide exacerbates these challenges, with teachers in less affluent areas struggling to implement IT-based media effectively<sup>66</sup>. Moreover, integrating IT-based media in a way that enhances rather than distracts from learning requires careful planning and expertise, which many teachers find difficult to achieve.

**g. Comparing difficulties between developing K13 lesson plans and the *Merdeka* Curriculum learning modules.**

Finally, comparing the difficulties between developing K13 lesson plans and *Merdeka* Curriculum learning modules reveals significant differences in the demands placed on teachers. The structured nature of K13 made it easier for teachers to follow a set plan, but it limited their ability to adapt lessons to the needs of their students. In contrast, the *Merdeka* Curriculum's flexibility allows for greater creativity and

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<sup>66</sup> Setiawan, R., & Hadi, R. S. (2021). Digital literacy in the implementation of the *Merdeka* Curriculum: Challenges in rural Indonesia. *Technology, Pedagogy and Education*, 30(4), 469-485

responsiveness but requires more effort and expertise in planning and execution. Research by Wijaya et al. (2022) suggests that while some teachers appreciate the freedom offered by the *Merdeka* Curriculum, others feel unprepared to manage the increased responsibility, leading to stress and frustration.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher reviews and confirms the findings from the preceding chapter. Conclusions are derived from the earlier data analysis results. This section responds to the research questions and provides recommendations for future researchers who wish to explore this field in more depth.

#### **A. Conclusion**

##### **1. How the English Teacher Designs Curriculum *Merdeka* English Learning module at SMK Negeri 2 Rejang Lebong.**

There are several processes passed by the teacher in designing learning model based on *Merdeka* curriculum implementation. first, Analyze Students, Teachers, and Teaching Units in Terms of Their Conditions and Needs, second, Carry Out a Diagnostic Assessment of Students' Learning Conditions and Needs, third, Identify and Determine the Unity of the Pancasila Learner Profile to be Achieved, fourth, Develop Teaching Modules Based on the Learning Objectives Flow, fifth, Design Assessment Types, Techniques, and Instruments, sixth, Develop The Teaching Module Based on Planned Components, seventh, Identify Essential Components that Meet Learning Needs, eighth, Elaborate Essential Components in Learning Activities, ninth, Complete and Use the Module, the last, Evaluate the Module.

## **2. The Difficulties Faced by English Teachers in Designing Learning Modules Based on *Merdeka* Curriculum.**

there are some difficulties faced by the teacher in designing learning module based on *Merdeka* Curriculum implementation: first, Identifying and selecting learning themes (topics). second, developing learning activities, third, preparing student worksheets and learning media, fourth, Designing the *Merdeka* Curriculum learning module, sixth, Differences between K13 lesson plan and the *Merdeka* Curriculum learning module, seventh, Selecting and designing learning media, especially IT-based media, Comparing difficulties between developing K13 lesson plans and the *Merdeka* Curriculum learning modules,

### **B. Suggestion**

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestion is;

#### **1. To the school**

The school administration should prioritize ongoing professional development for teachers to enhance their understanding and implementation of the *Merdeka* Curriculum. Workshops, training sessions, and collaborative planning periods should be organized to help teachers effectively design and deliver curriculum modules.

#### **2. The Teachers**

Teachers should continuously reflect on their teaching practices and student outcomes, adapting their methods to better meet the diverse needs of their

students. Incorporating feedback from students and colleagues can help refine the learning model.

3. The students

Students should be encouraged to take an active role in their learning by providing feedback on the learning activities and materials. Their input can help teachers tailor the curriculum to better suit their interests and learning styles.

4. The others researcher.

Future research should investigate the specific challenges and barriers faced by teachers and schools in implementing the Merdeka Curriculum, particularly in different educational contexts or regions. This could provide valuable insights into improving the curriculum's effectiveness.

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# **A P E N D I C E S**

# MODUL AJAR BAHASA INGGRIS

## KURIKULUM MERDEKA

### DESCRIPTIVE TEXT

#### A. INFORMASI UMUM

Nama penulis	Efni Dianti, S.pd
Instansi	SMK Negeri 2 Rejang Lebong
Mata Pelajaran	Bahasa Inggris
Materi Pokok	Descriptive Text
Fase/Kelas/Semester	E/X/ Satu
Tahun Ajaran	2023/2024
Alokasi Waktu	1 x 45 Menit

<b>Satuan Pendidikan</b>	SMKN 2 REJANG LEBONG
<b>Program Keahlian</b>	TEKNIK KOMPUTER JARINGAN
<b>Kelas</b>	X
<b>Capaian Pembelajaran</b>	Pada akhir fase E, peserta didik mampu membaca dan menulis berbagai jenis Descriptive Text, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Menyampaikan ide menggunakan kosa kata dan kerja umum dan tulisannya. Menyajikan informasi menggunakan berbagai mode presentasi yang tepat sesuai konteks penggunaan untuk menyesuaikan dengan pembaca/pemirsa
<b>Elemen</b>	Membaca Menulis-Mempresentasikan
<b>Fase Capaian</b>	E
<b>Profil Pelajar Pancasila</b>	Berakhlak Mulia, bernalar kritis, kreatif ,mandiri, dan berkebhinekaan global.
<b>Sarana dan Prasarana</b>	Buku Paket, Modul, Internet, Hp dan Platform Belajar
<b>Model Pembelajaran</b>	<ul style="list-style-type: none"><li>Project Based Learning (Pjbl)</li></ul>
<b>Moda Pembelajaran</b>	Daring / Kombinasi

<b>Metode Pembelajaran</b>	Diskusi dan Presentasi
<b>Jumlah Jam</b>	8 jp
<b>Bentuk Penilaian</b>	Asesmen Diagnostik, Asesmen Formatif dan Asesmen Sumatif
<b>Media Pembelajaran</b>	LCD Projector, PPT, Video Pembelajaran, Internet, Canva, Liveworksheet.
<b>Tujuan Pembelajaran</b>	<ol style="list-style-type: none"> <li>1. Siswa mampu membaca beberapa teks tulis descriptive dan menjawab pertanyaan-pertanyaan berkaitan dengan teks tersebut.</li> <li>2. Siswa mampu mengidentifikasi Generic structure, language features, dan jenis-jenis descriptive text</li> </ol>
<b>Pemahaman Bermakna</b>	Modul ini di buat agar peserta didik mendapatkan gambaran yang tepat bagaimana siswa dapat memahami tentang Teks descriptive dan siswa dapat penambahan ungkapan-ungkapan, kosa kata-kosa kata baru dengan menggunakan teks lisan tulisan maupun visual dalam Bahasa Inggris yang tepat sesuai konteks penggunaan untuk berkomunikasi sesuai dengan situasi, tujuan dan pemirsa/pembacanya sehingga dapat diterapkan dalam kehidupan sehari-hari terutama dunia kerja .
<b>Pertanyaan Dasar</b>	<ol style="list-style-type: none"> <li>1. What do you know about Descriptive Text?</li> </ol>
<b>Persiapan Pembelajaran</b>	<ol style="list-style-type: none"> <li>1. Guru membuat video pembelajaran tentang materi Descriptive text yang tepat sesuai konteks penggunaan.</li> <li>2. Guru membuat membuat bahan ajar tentang Descriptive Text dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.</li> <li>3. Guru menyiapkan contoh qr code dan Lembar Kerja Siswa (LKS) sebagai bahan untuk latihan siswa.</li> </ol>

## PERTEMUAN ( 4 jp / minggu)

### Kegiatan Awal (15 menit)

1. Peserta didik dan Guru memulai dengan berdoa bersama.
2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan guru.
3. Peserta didik bersama dengan guru membahas tentang Materi sebelumnya .
4. Guru memutar video pembelajaran tentang descriptive text melalui flipbook
5. Peserta didik dan guru berdiskusi melalui pertanyaan : (penentuan pertanyaan dasar)
  - a. What do you know about descriptive text ?
6. Peserta didik diberikan informasi cakupan materi pembelajaran yang akan dilaksanakan dengan rasa ingin tahu.
7. Peserta didik diberikan informasi tujuan pembelajaran yang akan dilaksanakan dengan rasa ingin tahu.

### Kegiatan Inti (70 menit)

1. Peserta didik mendapatkan pemaparan secara umum tentang descriptive text dengan menggunakan teks lisan tulisan maupun visual dalam Bahasa Inggris yang tepat sesuai dengan konteks penggunaan.
2. Guru memberikan beberapa contoh dari descriptive text melalui aplikasi flipbook
3. Peserta didik mengerjakan tugas lewat worksheet (LKPD) yang diberikan guru, untuk mengetahui pemahaman pengetahuan mereka tentang descriptive text.
4. Peserta didik berdiskusi terkait dengan worksheet (LKPD)
5. Guru membagi siswa menjadi beberapa kelompok
6. Siswa dan guru bersama belajar di lapangan. Guru menempelkan beberapa kartu qr code kemudian meminta siswa untuk membukanya dan mengerjakan tugas berdasarkan qr code yg mereka dapat
7. Guru memonitor peserta didik dalam menyelesaikan project. Monitoring dilakukan dengan cara memfasilitasi peserta didik pada setiap proses, jika mereka mengalami kesulitan dalam menggunakan aplikasi qr code
8. Peserta didik diminta mempresentasikan project mereka tentang descriptive text di depan kelas (*Menguji Hasil*). Mereka diberi kebebasan dalam memilih

konten project descriptive mereka. Misalnya ada kelompok yang menggunakan mind mapping lewat aplikasi canva, membuat video descriptive text, membuat vlog atau video animasi descriptive text.

9. Guru dan peserta didik melakukan Refleksi terhadap aktivitas dan hasil proyek yang sudah dijalankan. Proses refleksi dilakukan baik secara individu maupun berkelompok (*Mengevaluasi Pengalaman*)
10. Guru memberikan test sumatif kepada siswa lewat aplikasi liveworksheet dan ini bisa dilakukan baik disekolah ataupun dirumah jadi siswa diberi kebebasan untuk mengerjakan test dimana saja sesuai dengan batas waktu pengumpulanya (1 minggu)

### **Kegiatan Penutup (15 menit)**

1. Peserta didik dapat menanyakan hal yang tidak dipahami pada guru
2. Peserta didik mengkomunikasikan kendala yang dihadapi selama mengerjakan
3. Peserta didik menerima apresiasi dan motivasi dari guru.

### **Remedial**

Peserta didik yang belum mencapai KKM (75) diberi tugas untuk membaca beberapa teks descriptive dalam bahasa Inggris terkait benda, orang atau tempat yang ada di Indonesia selama dua minggu. Setelah dua minggu guru mengevaluasi kemajuan kompetensi peserta didik dalam menangkap makna dan atau menyusun teks deskriptif. Kemudian guru melaksanakan penilaian remedial.

### **Pengayaan**

Bagi peserta didik mempunyai nilai di atas 75 diberi pengayaan berupa tugas mandiri untuk membaca dan atau menuliskan descriptive text tentang daerah wisata dan bangunan bersejarah terkenal di Indonesia. Kemudian mempublikasi di media sosial mereka.

### **Refleksi :**

1. Apakah ada kendala pada kegiatan pembelajaran ?
2. Apakah semua peserta didik aktif dalam kegiatan pembelajaran?
3. Apa saja kesulitan peserta didik yang dapat diidentifikasi pada kegiatan pembelajaran?
4. Apakah peserta didik yang memiliki kesulitan ketika berkegiatan dapat teratasi dengan baik?
5. Apa level pencapaian rata-rata peserta didik dalam kegiatan pembelajaran ini?
6. Apakah seluruh peserta didik dapat dianggap tuntas dalam pelaksanaan pembelajaran?
7. Apa strategi agar seluruh siswa dapat menuntaskan kompetensi?

## ASESMEN

### Rancangan Asesmen Diagnostik

<b>Jenjang/ Kelas</b>	SMK / X (Sepuluh)
<b>Capaian Pembelajaran</b>	Peserta didik mampu membaca dan menulis berbagai jenis Teks Narasi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Menyampaikan ide menggunakan kosa kata dan kerja umum dan tulisannya. Menyajikan informasi menggunakan berbagai mode presentasi yang tepat sesuai konteks penggunaan untuk menyesuaikan dengan pembaca/pemirsa
<b>Tujuan Pembelajaran</b>	<ol style="list-style-type: none"><li>1. Siswa mampu membaca beberapa teks tulis deskriptif dan menjawab pertanyaan-pertanyaan berkaitan dengan teks tersebut.</li><li>2. Siswa mampu mengidentifikasi jenis-jenis descriptive text</li><li>3. Siswa mampu mengerjakan project descriptive text sesuai dengan kemampuan mereka.</li></ol>

#### A.Asesmen Non-Kognitif

<b>Informasi apa saja yang ingin digali?</b>	<b>Pertanyaan kunci yang ingin ditanyakan</b>
1. Keadaan emosional peserta didik selama belajar dari rumah	Bagaimana perasaanmu selama belajar dirumah (silahkan tulis dan gambarkan perasaanmu dengan emoticon)?



2. Aktivitas peserta didik selama berada di rumah	<p>Apa saja kegiatan yang kamu lakukan selama belajar di rumah?</p> <p>Hal yang paling menyenangkan ketika belajar di rumah?</p> <p>Tugas apa yang paling sulit dikerjakan ketika belajar di rumah?</p> <p>Apa yang membuatmu tidak tertarik untuk ikut belajar dan mengerjakan tugas selama belajar di rumah?</p> <p>Adakah kendala yang kamu hadapi selama belajar di rumah?</p> <p>Menurutmu bagaimana cara belajar yang menyenangkan?</p>
3. Peran keluarga peserta didik	<p>Apakah kamu senang jika orang tua atau saudara membantumu belajar dari rumah?</p>
<b>Langkah-langkah apa saja yang akan dilakukan?</b>	
<b>Alat bantu apa yang dibutuhkan?</b>	
<p>1. Guru memberikan soal tes tertulis kepada peserta didik pada platform belajar.</p> <p>2. Peserta didik melaksanakan tes tertulis/lisan dari rumah masing-masing dan mengirimkan jawaban lewat platform belajar</p>	<p>1. Gawai/Hp</p> <p>2. Internet</p> <p>3. Platform Belajar</p>

## Rancangan Asesmen Formatif

### B. Asesmen Kognitif

<b>Waktu Asesmen</b>	Selama Pembelajaran	<b>Durasi Asesmen</b>	2 jp / minggu
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Identifikasi materi yang akan diujikan	Pertanyaan	Kemungkinan Jawaban	Skor (Kategori)	Rencana Tindak Lanjut
Peserta didik mampu memahami descriptive Text	What is generic structure descriptive text?	<ul style="list-style-type: none"> <li>• Identification</li> <li>• descriptions</li> </ul>	0 - 100	Berdasarkan hasil penilaian siswa dibagi menjadi 3 kelompok yaitu siswa dengan rata-rata kelas akan diberi pengayaan oleh guru mapel, siswa 1 semester dibawah rata-rata mendapatkan pelajaran tambahan dari guru mapel, dan siswa 2 semester dibawah rata-rata akan dilayani secara intense oleh guru mapel atau dibuatkan kelompok belajar yang didampingi orangtua.
Peserta didik mampu mengidentifikasi descriptive Text	Give an example of descriptive text.	<ul style="list-style-type: none"> <li>• My cat (paham utuh)</li> <li>• Mark Zukerberg (paham sebagian)</li> <li>• Borobudur temple</li> </ul>	0 - 100	Berdasarkan hasil penilaian siswa dibagi menjadi 3 kelompok yaitu siswa dengan rata-rata kelas akan diberi pengayaan oleh guru

		(kurang paham)		mapel, siswa 1 semester dibawah rata-rata mendapatkan pelajaran tambahan dari guru mapel, dan siswa 2 semester dibawah rata-rata akan dilayani secara intense oleh guru mapel atau dibuatkan kelompok belajar yang didampingi orangtua.
Langkah-langkah apa saja yang akan dilakukan?				Alat bantu apa yang dibutuhkan?
1. diskusi kelompok mengerjakan latihan soal lewat qr code				1. Gawai/Hp 2. Internet 3. google lens

## Rancangan Asesmen Sumatif

### Asesmen Kognitif

<b>Waktu Asesmen</b>	Sesudah Pembelajaran di Akhir Semester	<b>Durasi Asesmen</b>	2 jp / minggu
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Identifikasi materi yang akan diujikan	Pertanyaan	Kemung-kinan Jawaban	Skor (Kategori)	Rencana Tindak Lanjut
Peserta didik mampu memahami struktur descriptive text	What is generic structure descriptive text?	<ul style="list-style-type: none"><li>• Identification</li><li>• descriptions</li></ul>	0 - 100	Berdasarkan hasil penilaian siswa dibagi menjadi 3 kelompok yaitu siswa dengan rata-rata kelas akan diberi pengayaan oleh guru mapel, siswa 1 semester dibawah rata-rata mendapatkan pelajaran tambahan dari guru mapel, dan siswa 2 semester dibawah rata-rata akan dilayani secara intense oleh guru mapel atau dibuatkan kelompok belajar yang didampingi orangtua.

Peserta didik mampu mengidentifikasi descriptive text	Give an example of descriptive text.	<ul style="list-style-type: none"> <li>• My cat (paham utuh)</li> <li>• Mark Zuckerberg (paham sebagian)</li> <li>• Borobudur temple (kurang paham)</li> </ul>	0 - 100	Berdasarkan hasil penilaian siswa dibagi menjadi 3 kelompok yaitu siswa dengan rata-rata kelas akan diberi pengayaan oleh guru mapel, siswa 1 semester dibawah rata-rata mendapatkan pelajaran tambahan dari guru mapel, dan siswa 2 semester dibawah rata-rata akan dilayani secara intense oleh guru mapel atau dibuatkan kelompok belajar yang didampingi orangtua.
Langkah-langkah apa saja yang akan dilakukan?				Alat bantu apa yang dibutuhkan?
1. Guru memberikan soal tes tertulis/lisan kepada peserta didik pada platform belajar Liveworksheet.  2. Peserta didik melaksanakan tes tertulis/lisan dari rumah masing-masing dan mengirimkan jawaban lewat platform belajar.				1. Gawai/ Hp 2. Internet 3. Liveworksheet

# Bahan Bacaan Guru dan Peserta Didik

- Buku paket Bahasa Inggris Forward For Vocational School Grade X/KIKD 2021,majalah , surat kabar, Situs Internet

## Glosarium

## Daftar Pustaka

- Buku Sekolah Elektronik (BSE), KEMENTRIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA 2017.
- Michele Spence of Cliffs Notes, Inc. **(TOEFL)**.
- Utami Widiati, Zuliati Rohmah, dan Furaidah,Buku Sekolah Elektronik (BSE), KEMENTRIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA 2017,SMA/MA/SMK/MAK kelas X.

### LAMPIRAN 1

#### Penilaian

a. **Penilaian Presentasi**

Nama peserta didik: \_\_\_\_\_ Kelas: \_\_\_\_\_

No.	Aspek yang Dinilai	Baik	Hampir baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)			
2.	Isi presentasi (kedalaman, logika)			
3.	Koherensi dan kelancaran berbahasa			
4.	Bahasa:			
	Ucapan			
	Tata Bahasa			
	Perbendaharaan kata			
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)			

b. **Rubrik untuk Penilaian Unjuk Kerja**

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik

Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi
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LAMPIRAN 2

DESCRIPTIVE TEXT

DEFINITION

Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others

PURPOSE

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

GENERIC STRUCTURE

- Identification: (contains about the introduction of a person, place, animal or object will be described.)
- Description: contains a description of something such as animal, things, place or person by decribing its features, forms, colors, or anything related to what the writer describe.

LANGUAGE FEATURES

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.  
Example : He has a pointed nose; It is so big; etc.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

EXAMPLE 1 : Descriptive Text about People

<p><b>My Best Friend, Ernesto</b></p>	
<p><u>My best friend is Ernesto and he is my classmate.</u> We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.</p>	<p><b>Identification</b></p>
<p>Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend</p>	<p><b>Description</b></p>

EXAMPLE 2 : Descriptive Text about Place

The National Monument

Identification



The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

Description



# WORKSHEET



## *Descriptive Text*



### WORKSHEET

#### Descriptive Text



**Name:** \_\_\_\_\_

**Grade :** \_\_\_\_\_

**School:** \_\_\_\_\_

**Read the following text carefully!**

I have some pets. However, my favourite pet is Timmy. It is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

**Activity 1**

**Read the text above , then Identify the Generic Structure by completing the following table!**

No	Structure	Contents
1	Identification	
	Description	

**Activity 2.**

**Find adjectives and verbs by underlining in the text below !**

I have a special friend. She is my classmate and sits besides me. Her name is Rohma. Rohma is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough. Rohma comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohma and her brother work part-time to earn some money. Rohma sells food during our class break, while her brother sells newspapers and magazines after school. One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

### Activity 3

**Answer the question below based on the text !**

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

1. What is the text about?
  - A. The architect Renzo Piano
  - B. The Shard glass panels
  - C. The Shard, building in London
  - D. The tallest building in London
  - E. The heart of London
2. In Europe, the Shard gains popularity on its ...
  - A. Location
  - B. Function
  - C. Height
  - D. Age
  - E. Usage
3. What probably makes people interested to stay in the Shard?
  - A. It has multiple uses
  - B. It is the tallest building in UK
  - C. It was built by famous architect
  - D. It is located in the heart of London
  - E. It is very cheap
4. "... , making it Western European's tallest building." What does the underlined word "it" refer to?
  - A. The Shard
  - B. The glass
  - C. London
  - D. Skyscraper
  - E. Renzo Piano
5. The first paragraph is called ....
  - A. Identification
  - B. Orientation
  - C. Climax
  - D. Conclusion
  - E. Problem

## EVALUATION TEST

Choose the correct answer by crossing a, b, c, d or e!

This text is for questions 1 to 4

### Grand Maerokoco

If you go to Semarang, you should visit this place, Grand Maerokoco. Located in Tawang Mas Housing Area, Puri Anjasromo Street, Semarang. This place has become one of the major sites visited by tourists.

There are 35 different spots to visit the place. The 35 spots represents the 35 cities and regencies of Central Java Province. Each spot exhibits the characteristics of the region. Kudus area, for example, exhibits the Kudus traditional house, a miniature of the legendary Kudus Tower, and a statue of a woman making traditional cigarettes.

To go around the 35 spots, visitors can go on a mini train which can cover the whole area in only an hour. However, they can also go on foot for it will allow them to observe the things and find better spots to take pictures.

*Taken from : Erlangga Express UN Bahasa Inggris 2019*

1. The First paragraph is called .....  
A. Orientation C. Description E. Conclusion  
B. Identification D. Climax
2. What is the second paragraph about ?  
A. Grand Maerokoco is a miniature of Central Java  
B. Central Java is the thirty-fifth Province of Indonesia  
C. Kudus is one of the biggest cities in central Java  
D. There are thirty five regencies in Central Java Province  
E. Each spot exhibits the characteristic of region
3. What are benefit of going around foot ?  
A. The train can be dangerous sometimes  
B. The visitor can go canoeing  
C. The visitor get a better view of things and can take selfies or wefies  
D. The train takes a long time to cover the place  
E. They can enjoy the mangrove forest

This text is for questions 4 to 5

## CURUG LAWE

Curug Lawe is a tourism spot in Semarang. This spot is becoming a trending topic recently due to its beauty. It is located in Kalisidi village, Gunung Pati, Semarang. It is located in the west part of Mount Ungaran's slope. The distance from Semarang city is about 12 km or 7 km from Ungaran city park. Curug lawe is close to another waterfall called Curug Benowo. To reach the Lawe Waterfall, visitors have to go on foot for about 40 minutes to 1 hour from the parking area.

When visitors have reached the spot, all the tiredness will be gone because of the beauty of the place. The Panorama is stunning. It is hilly with a lot of tall trees. The air is cool and refreshing. The water falling from the hills looks like thousands of white string, that's why the place is called Curug Lawe. Lawe means white pieces of string in javanese.

4. Which statement is FALSE according to the text?
- A. Curug Lawe is a trending topic
  - B. The panorama is stunning and beautiful
  - C. Curug lawe Located in the east part of Mount Ungaran's slope
  - D. Lawe means white pieces of string in javanese
  - E. Curug Lawe is close to another waterfall called Curug Benowo.
5. "... , all the tiredness will be gone , ... " (paragraph 3) The Underlined word is closest in meaning to ...
- A. Fatigue
  - B. Hunger
  - C. Thirst
  - D. Mad
  - E. Lazy